

SOUTHERN NAZARENE
UNIVERSITY

NURSING STUDENT HANDBOOK
2010-2011

Supplement to
SOUTHERN NAZARENE UNIVERSITY
STUDENT HANDBOOK



SOUTHERN NAZARENE UNIVERSITY
SCHOOL of NURSING
B.S. & M.S.

Revised 8/30/10

Nursing Student Agreement

I have **read the entire** Southern Nazarene University School of Nursing Student Handbook, and I will abide by the regulations set forth in it.

Student Initials _____

I agree to check my SNU e-mail for School of Nursing messages **at least twice weekly** throughout each school week of the semester.

Print Name _____

Student Signature

Date

This form is to be completed and turned in to the School of Nursing office. It will be kept in your student file.

The *Southern Nazarene University Student Handbook* is the official document that details the policies and regulations of the University community. It is made available to every student through the Student Development Office. The *Nursing Student Handbook* complements the *Southern Nazarene University Student Handbook*, with a compilation of additional information to assist the student pursuing a Bachelor of Science Degree with a major in nursing.

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University Policy Statements

Nondiscrimination

Southern Nazarene University policy prohibits discrimination on the basis of race, sex, religion, age, color, creed, national or ethnic origin, marital status, or disability in the recruitment and admission of students and in the operation of all university programs, activities, and services. Any concerns regarding discrimination on the basis of sex or disability should be addressed to the Office of Academic Affairs, Bresee Hall 200 and the university coordinator of Section 504 of the Rehabilitation Act of 1973 and Title IX.

Disability Statement

If you need assistance with a learning, physical or psychological disability that may affect your academic progress, I encourage you to contact the Academic Center for Excellence, Disability Services at #491-6694 (M-F 8:00-5:00). All undergraduate students are encouraged to seek assistance from ACE, the Academic Center for Excellence (LRC 3rd floor).

Academic and Computer Integrity

SNU seeks to support and promote qualities of academic honesty and personal integrity in all aspects of life. Serious offenses against the SNU community include cheating, plagiarism, and all forms of academic dishonesty. Cheating or academic dishonesty is defined as the deception of others about one's own work or about the work of another. Examples of cheating include, but are not limited to:

1. Submitting another's work as one's own with or without permission from the other individual.
2. Representing work completed by several individuals as Completing an assignment as a group and submitting multiple copies, representing the work either implicitly or explicitly completed individually.
3. Failing to properly acknowledge authorities quoted, cited or consulted, in the preparation of written work (plagiarism).
4. Using a textbook or notes during an examination without permission of the instructor.
5. Receiving or giving unauthorized help on assignments.
6. Stealing a problem solution from an instructor.
7. Tampering with experimental data to falsify desired results or creating results for experiments not done ("dry labbing").
8. Tampering with or destroying the work of others.
9. Submitting substantial portions of the same academic work for credit or honors more than once without permission of the present instructor.
10. Lying about these or other academic matters.
11. Falsifying college records, forms or other documents.
12. Accessing of unauthorized computer systems or files.
13. Academic dishonesty in a computer assignment will be suspected if an assignment that calls for independent work results in two or more solutions so similar that one can be converted to another by a mechanical transformation.

Students who are guilty of academic integrity violations such as these can expect to be penalized; any student who knowingly assists another student in dishonest behavior is equally responsible.

The course instructor shall have the authority to deal with instances of academic dishonesty in a variety of ways including, but not limited to, the following:

1. Work may be redone for full or partial credit,
2. Alternate assignments may be given for full or partial credit,
3. Work may not be redone and no credit will be given for that particular assignment,
4. The student may be dropped from the course.

Faculty members are required to report any academic integrity incident to the Office of Academic Affairs. A student found violating academic integrity standards will be placed on academic integrity probation. Following two reports against a particular student, action will be initiated under provisions of the judicial code and may lead to dismissal of the student from SNU (2010 - 2011 SNU Catalog [online]).

Nursing at Southern Nazarene University

Introduction

Southern Nazarene University (SNU), the governing institution for the Southern Nazarene University School of Nursing, is a private, liberal arts institution and the recognized university for the South Central Educational Region of the Church of the Nazarene. Policy and control are under the direction of its Board of Trustees, which is selected by the districts of the Church of the Nazarene from its four-state region: Oklahoma, Texas, Arkansas, and Louisiana.

Southern Nazarene University was established in 1899 by the merging over time, of several educational institutions in Texas, Oklahoma, Kansas, and Arkansas. It has existed at its present location since 1909. The University has undergone several name changes, becoming Southern Nazarene University in 1986. A branch campus was established in Tulsa in 1991.

The University's historical mission includes a commitment to integrating faith, learning and living through study of the liberal arts and preparation for various careers and areas of service. Its spirit is ecumenical and its programs are available to all individuals who desire a higher education experience that is Christian in atmosphere and purpose. The goals and spirit of the University are exemplified in its motto, "Character – Culture – Christ".

The School of Nursing was established in 1979 and officially opened in the fall of 1980. The first class of 12 nursing students graduated in 1982. The School of Nursing has been continuously approved by the Oklahoma Board of Nursing since its inception, and was continuously accredited by the National League for Nursing (NLN) from 1986 to 2002. The baccalaureate program received provisional approval by the Commission on Collegiate Nursing Education (CCNE) in 1998 and, following a site visit in fall 2001, was granted accreditation with no recommendations for a 10-year period (2002-2012). The School of Nursing invited the CCNE for an accreditation visit Fall 2009 so the graduate, RN/BS track and undergraduate programs were all on the same accreditation cycle. The CCNE granted accreditation with no recommendations for 10 years (2009-2019)

In addition to the traditional baccalaureate nursing program, there is also a track for registered nurses seeking a baccalaureate degree with a major in nursing and there are two graduate nursing tracks (Nursing Education and Nursing Leadership). Both the RN/BS track and the graduate nursing tracks use a modularized, accelerated delivery system. The graduate program is offered at both the Bethany and Tulsa campuses.

The School of Nursing believes it has a major role in developing future leaders of nursing, and the Bachelor/Master of Science Degree with a nursing major earned at SNU is the key to a future that is personally and professionally rewarding, satisfying, and almost limitless in its scope.

Southern Nazarene University Mission Statement

Our mission is to transform lives through higher education in Christ-centered community. As a Christian community of scholars, we model the hospitality of grace, the pursuit of truth, and the practice of discipleship, all within the Wesleyan-holiness tradition, as we prepare graduates who think with clarity, act with integrity, and serve with purpose.

School of Nursing Mission Statement

The mission of the School of Nursing is to integrate faith, learning, and living with the educational process and to seek excellence in preparing students for entry into professional nursing. The curriculum provides a foundation for graduate study and lifelong learning. Within a Christian environment, students are educated to practice in diverse settings with persons, families, and communities.

Philosophy

The philosophy of the Southern Nazarene University School of Nursing is in agreement with the philosophy of the University as stated in its motto, mission, and purposes. The nursing faculty is committed to integrating Christian faith, living, and learning principles into daily conduct and the practice of nursing, and is guided by the following beliefs about PERSON, ENVIRONMENT, HEALTH, NURSING, and EDUCATION.

We believe each PERSON is a spiritual, physical, intellectual, emotional, and social being, created in the image of God, who can only be understood when viewed holistically. As a spiritual being, each person has the potential for consciousness of God and a personal relationship with Him. Each person is an open system interacting with both internal and external environmental factors. Through life experiences, each person develops values and behavior patterns that result in individuality and uniqueness. Each person exists in a social order communicating knowledge, feelings, and cultural values, while forming attachments to family, community, and society.

We believe the ENVIRONMENT is the milieu in which people live, and includes all internal and external factors that interact with the person, the family, or the community throughout the life experience. Internal factors are those that arise from within a person's physical, emotional, intellectual, and spiritual being. External factors are those outside of the person, and consist of physical surroundings, interactions with other persons, social systems, communities, and the universe. These factors are in continuous interaction, and result in varied responses. Since the environment and the person are considered open systems, it is impossible to completely separate the person from the environment.

We believe HEALTH is a dynamic process that exists on a continuum from high-level wellness to illness. High-level wellness implies an optimum level of functioning for that individual in all areas of life. Illness is manifested as a disturbance of functioning in one or more areas. Death is viewed as a life process that can occur at any point on the wellness-illness continuum. Society and culture influence the way each person views wellness, illness, and death.

We believe professional NURSING is a compassionate ministry based on Christian love that assists the person, family, and/or community to achieve optimum levels of wellness across the lifespan, and comfort and dignity at the end of life. NURSING is both an art and a science based

on a broad base of scientific knowledge and a Christian world view. NURSING is an orderly process that is therapeutic, dynamic, and interpersonal, utilizing compassion, communication, critical thinking, therapeutic nursing interventions (based on knowledge, skill, and judgment), cultural sensitivity, and professionalism.

We believe EDUCATION is the development of affective, cognitive, and psychomotor abilities. We believe NURSING EDUCATION is designed to prepare competent practitioners of nursing, and should take place in an institution of higher learning, with study of the liberal arts and sciences providing a broad foundation for specialized learning. Students and faculty are active participants in the teaching-learning process, with learning being the responsibility of the student and facilitation of learning being the responsibility of the faculty. Teaching and learning are best accomplished in an atmosphere of mutual trust, respect, and sensitivity to diverse beliefs, values, and customs.

Derived from the mission and philosophy of the School of Nursing are the

- Program goals, which describe the characteristics of the graduates; and
- Level objectives which demonstrate students' progression through the nursing program.

Revised
July 2009

Program Goals

The following program objectives are derived from the mission and philosophy of the School of Nursing. The program objectives related directly to the purpose statements of the University. Beliefs expressed in the philosophy are carried through the program culminating in the expectations of graduates of the SNU School of Nursing. Additional academic preparation implies achievement of the objectives associated with the previous level.

Level I: Pre-Nursing (freshman, Fall Semester Sophomore Year)

Level II: Spring – sophomore (Spring Semester Sophomore Year)

Level III: Junior Year (Traditional and RN/BS)

Level IV: Senior Year (Traditional and RN/BS)

Level V: Masters

Goal I: COMPASSION – the feelings of sympathy for another, accompanied by a strong desire to alleviate suffering.

EXPECTATION: models Christian principles of respect and concern for well being of clients, colleagues, and self.

Level 1	Level II	Level III	Level IV	Level V
<p>Identifies own personal attitudes, values, and beliefs</p> <p>Shows respect for colleagues and peers</p>	<p>Demonstrates concern for patients, clients, and families by providing care in a gentle and caring manner, being concerned for the physical comfort of the patient</p> <p>Listens attentively and empathizes with clients and families</p> <p>Identifies impact of spiritual beliefs and values on the meaning of life, health, illness, and death.</p>	<p>Develops appropriate spiritual interventions based on a thorough spiritual assessment</p> <p>Advocates for the client and his physical and emotional needs in relationships with other nursing staff</p>	<p>Provides therapeutic spiritual interactions with the client and family, specific to the client's unique situation through the use of active listening, cultural awareness, reflective communication, and presence.</p> <p>Advocates for the client and family and his physical and emotional needs in relationships with the multidisciplinary team members</p>	<p>Exemplifies and acts as a role model in a humanistic altruistic value system applied to the professional nursing practice</p> <p>Articulates and models the value of compassion in teaching the principles of this phenomena to health profession students</p>

	Performs a spiritual assessment			
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Goal II: COMMUNICATION – a process by which information is exchanged through a common system of symbols, signs, and/or behaviors

EXPECTATION: Communicates clearly, effectively and appropriately with individuals, families, communities, and other health care providers to positively affect client outcomes.

Level I	Level II	Level III	Level IV	Level V
<p>Communicates effectively with peers & faculty</p> <p>Uses medical terminology appropriately</p> <p>Uses various communication techniques and information technology to facilitate communication</p> <p>Communicates in a culturally sensitive manner</p> <p>Identifies barriers to communication</p>	<p>Protects privacy of confidential information</p> <p>Uses various communication techniques appropriately with clients in different development stages</p> <p>Accurately documents care of each client including, assessment data, medications, treatments, and responses, to facilitate continuity of care</p> <p>Includes client/family teaching in plan of care</p> <p>Implements the teaching-learning process effectively</p>	<p>Collaborates with nursing staff, physicians, and other health care providers in interpreting data, validation medical and nursing plans of care, and implementing nursing interventions</p> <p>Manages information data sets and seeks solutions to problems</p> <p>Assists clients to access and interpret health information</p> <p>Demonstrates ability to collect a nursing history, where appropriate</p>	<p>Shares information and ideas in professional and public arenas</p> <p>Uses multiple media for communication</p> <p>Actively participates in a multidisciplinary plan of care group.</p>	<p>Lead a multidisciplinary team in planning client care</p> <p>Uses multiple media for accessing and communication ideas.</p> <p>Uses information technology appropriately in a variety of settings.</p> <p>Generates health information through an analysis and synthesis of the literature.</p> <p>Designs and implements curriculum designed for education of health care professionals or paraprofessionals to include evaluative process.</p>

Goal III: CRITICAL THINKING - Purposeful, reflective, rational investigation of ideas requiring intellectual curiosity, problem solving skills, and creativity.

EXPECTATION: Applies previous and current knowledge to all nursing encounters, making and constantly re-evaluating purposeful, objective judgments.

Level I	Level II	Level III	Level IV	Level V
Develops problem solving skills.	<p>Begins to apply problem solving skills when implementing care.</p> <p>Makes accurate analysis of data.</p> <p>Addresses the physical, psychological, social, spiritual, and environmental needs of client.</p> <p>Starts Collecting data for a thorough and complete history.</p> <p>Supports nursing diagnosis with factual data.</p> <p>Determines interventions on the bases of nursing assessment and nursing diagnosis.</p> <p>Supports interventions with accurate statements of rationale.</p>	<p>Utilizes problem solving skills in implementing care.</p> <p>Organizes, analyzes, and validates information.</p> <p>Collects sufficient data for a thorough and complete history.</p> <p>Articulates assumptions and rationale for clinical decisions.</p> <p>Innovative in planning interventions based on individual client needs.</p>	<p>Applies problem solving skills consistently when implementing care.</p> <p>Synthesizes data from a variety of sources making accurate analysis.</p> <p>Critiques professional and research literature for application to nursing practice.</p> <p>Applies research to evidence based practice.</p> <p>Evaluates multiple points of view and solutions for specific problems.</p>	<p>Has a systems view of a situation in either a clinical, community or educational environment in order to identify and articulate problems which need to be solved.</p> <p>Correctly interprets data analysis of research results in order to evaluate initiating change in clinical practice through research utilization.</p> <p>Coordinate a team effort to initiate research based change directed at improving clinical or educational efforts.</p>

	<p>Appropriately evaluates outcomes of nursing interventions.</p> <p>Searches for articles applicable to the care of the client to enhance nursing care and student learning.</p>			
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Goal IV: THERAPEUTIC NURSING INTERVENTION – The ability to maximize the client’s wellness while providing holistic nursing care.

EXPECTATION: Provides clinically competent (safe and appropriate) nursing care to persons, families, and communities.

Level I	Level II	Level III	Level IV	Level V
Defines wellness and holistic nursing care.	<p>Performs safe and appropriate nursing skills and procedures.</p> <p>Projects competency in the performance of nursing skills.</p> <p>Makes accurate assessments of client’s health status.</p> <p>Timely and accurately carries out monitoring procedures.</p> <p>States rationale for nursing actions.</p> <p>Uses problem-solving approach to plan and implement nursing care.</p> <p>Utilizes current tools (care plans) to assist the client.</p> <p>Keeps client’s environment safe.</p>	<p>Utilizes current tools (care plans, critical pathways, and algorithms) to assist the client.</p> <p>Provides theory-based patient teaching.</p> <p>Collaborates with other disciplines on behalf of the client.</p> <p>Demonstrates increasing competency in the performance of previously acquired therapeutic nursing interventions and in the development of new and more complex competencies.</p> <p>Communicates through the nurse-client relationship building, client advocacy, and client-family teaching.</p>	<p>Assists clients to effectively utilize the health care delivery system.</p> <p>Undertakes a holistic approach to nursing care with an individual, or with a group or community.</p> <p>Provides theory-based teaching that focuses on empowering the client.</p>	<p>Evaluates the effectiveness of established procedures.</p> <p>Identifies the need for change in procedures or protocols, and initiates change whether in a clinical or educational environment.</p> <p>Applies nursing theories to given situations requiring an understanding of the nurse/patient relationship, health, or the environment.</p>

	Seeks help when needed.			
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Goal V: CULTURAL SENSITIVITY – the ability to provide holistic nursing care to diverse persons, families, and communities.

EXPECTATION: provides care based on knowledge and appreciation of personal differences.

Level I	Level II	Level III	Level IV	Level V
<p>Recognizes the growing diversity of the population</p> <p>Reflects/Recognizes the impact of own culture in the nurse-client relationship</p>	<p>Performs cultural assessments appropriately as indicated</p> <p>Respects and supports a client's cultural values system</p> <p>Considers cultural differences in planning care</p>	<p>Works collaboratively with health care workers from other cultures and ethnic groups</p> <p>Plans and implements culturally sensitive nursing care</p>	<p>Provides culturally sensitive teaching materials</p>	<p>Design interventions & teaching materials, which include recognition of the individuality, ethnic, and cultural uniqueness of the patient or community for which the intervention is designed.</p> <p>Designs curriculum, which includes a component of cultural awareness, in order to enhance the professional education of students</p>

Goal VI: PROFESSIONALISM – the ability to conduct oneself according to the standard practice or methods of a profession.

EXPECTATION: assumes leadership role consistent with level of academic preparation, legal scope of practice, and ethical framework.

Level I	Level II	Level III	Level IV	Level V
Demonstrates accountability for own performance	Participates in nursing student organization	Attends professional meetings and conferences	Assumes accountability and responsibility for nursing actions and practice	Interprets the nursing practice acts, and articulates the appropriate boundaries for legal scope of practice
Demonstrates punctuality in work performance and in meeting deadlines	Adheres to professional and legal standards of nursing practices	Demonstrates recognition of differences in application of clinical principles	Demonstrates commitment to life-long learning	Is active in the political process with an understanding of the influence that professional individuals and groups can have on the welfare of the state population
Articulates differentiated nursing practice	Meets professional standards of ethical practice	Applies independent problem-solving methods in clinical practice	Recognizes impact of professional/social/political issues related to nursing	Articulates and applies the various ethical theories to situations experienced in clinical or educational environments, in order to make decisions regarding an appropriate course of action
	Conducts performance self-evaluation	Incorporates nursing standards and accountability into nursing practice	Participates in the profession and practice of nursing, through leadership and community service	

School of Nursing Curriculum Requirements

	Grade	Date	Fall Semester	Credit Hours	Grade	Date	Spring Semester	Credit Hours
Freshman			*ENGL 1113 English Comp I	3			*ENGL 1213 English Comp II	3
			**CHEM 1124 Gen. Chem.	4			*PSY 1113 Gen Psych.	3
			**MATH 1513 College Alg.	3			**NURS 1411 Core Concepts	1
			*SPC 1133 Speech	3			**BIOL 2124 Microbiology	4
			*NURS 1311 Intro to Nursing	1			PEG Elective	1
			CSNE 1113 Integ. Software	3			BLT 1163 Intro to Bib Lit	3
			TOTAL	17			TOTAL	15
Sophomore			**NURS 2404 Health Assess.	4			**NURS 2102 Pharmacology	2
			**NURS 2323 Nutrition	3			**NURS 2436 Found of Nsg	6
			**BIOL 2224 Anatomy	4			**PSY 3133 Human Develop	3
			*SOC 1113 Sociology	3			**BIOL 2234 Physiology	4
			HIST - World Civ. I or II	3			THE 2233 Intro Christ Thought	3
			TOTAL	17			TOTAL	18
Junior			**NURS 3416 Adult Nursing I	6			**NURS 3354 Mental Hlth. Nsg.	4
			**NURS 3333 Community Nursing	3			**NURS 3423 Geron. Nursing	3
			FA 2123 Intro to Fine Arts	3			**NURS 4372 Trends/Issues	2
			HIST 1483 History or Govt.	3			**NURS 4342 Nursing Research	2
			PHIL 2013 Intro to Philosophy	3			**STAT 3143 Statistics	3
							ENGL 2413 Intro to Literature	3
			TOTAL	18			TOTAL	17
Senior			**NURS 4415 Adult Nsg. II	5			**NURS 4434 Adult Nursing III	4
			**NURS 4325 Maternal-Child Nursing	5			**NURS 4364 Nursing Leadership	4
			SOC 3013 Cont. Soc. Issues	3			**NURS 4801 Nursing Seminar	1
			ECO 3033 Bus Eco & Society	3			NS 3043 Science Tech. & Soc	3
							BLT 3013 Bib. Interpretation	3
			TOTAL	16			TOTAL	15

*Required pre-requisite or co-requisite courses

**Must be taken in semester and order shown

COURSE DESCRIPTIONS

NURS 1311 **Introduction to Nursing** (1 Hour)

A course designed to introduce students to professional nursing. The focus is on skills and resources necessary for success in nursing school, as well as trends in nursing. Students are introduced to the philosophy of the School of Nursing and the Oklahoma Nursing Act.

NURS 1411 **Core Concepts of Nursing** (1 Hour)

The focus of this course is on core concepts of nursing and interactions required for beginning nurses to build on for future practice. Dosage calculation and basic medical terminology will be covered along with concepts related to communication.

NURS 2102 **Pharmacology** (2 Hours)

Pharmacological concepts related to the classifications of medications as well as the nursing implications for administering the medications will be discussed.

NURS 2323 **Nutrition** (3 Hours)

Basic principles of nutrition are discussed with emphasis on the biochemical aspects of food as they relate to health and disease to the individual.

NURS 2404 **Health Assessment** (4 Hours)

A theoretical basis for holistic health assessment of well and ill individuals across the lifespan is presented. Instruction and practice in taking comprehensive histories and performing system and region specific physical examinations are provided. Findings are documented, analyzed, and interpreted as they are related to the practice of nursing at the baccalaureate level.

NURS 2436 **Fundamentals of Nursing** (6 Hours)

Fundamental concepts of critical thinking and the nursing process, basic nursing skills, and a beginning understanding of the body systems are introduced in this course. Concepts of critical thinking will be presented. The nursing process is utilized in caring for individuals and families experiencing a variety of conditions along the wellness-illness continuum. Therapeutic intervention skills foundational to nursing practice are presented in a laboratory setting and practiced in a clinical setting. Introductory medical-surgical concepts as they apply to body systems are introduced to provide the student with a foundation to practice nursing.

NURS 3333 **Community Health Nursing** (3 Hours)

Concepts related to issues in caring for community, state, national and international populations are discussed. Emphasis is placed on the role of the nurse to promote wellness within populations. Community agencies and international opportunities are utilized for clinical practice.

NURS 3354 **Mental Health Nursing** (4 Hours)

Focuses on the holistic understanding of physical, intellectual, emotional, spiritual, and social aspects of life that impact the mental health of individuals, families and communities.

NURS 3416 Adult Nursing I (6 Hours)

Building upon concepts presented in prerequisite courses, the nursing process, critical thinking, and current research are applied in caring for adults with increasingly complex disturbances of health in the following systems: integumentary, eye/ear, reproductive, musculoskeletal, endocrine, gastrointestinal, and urinary. Nursing care focuses on enabling individuals and their families to achieve the highest possible level of wellness.

NURS 3423 Gerontologic Nursing (3 Hours)

Concepts and theories involving the care of aging people are presented. Emphasis is on the promotion of the highest possible quality of life and wellness. Recognition and management of common geriatric conditions is also presented. Clinical competencies are practiced in various agencies that serve the aged population.

NURS 4324 Maternal-Child Nursing (5 hours)

Review of the spiritual, intellectual, physical, emotional, and social concepts which occur in the care of maternal and pediatric clients. The development of the family within the context of the culture is explored, both from an individual, family, and group perspective. Health maintenance and promotion will be studied. Disease process and health problems common to childhood are studied. Those theories and concepts are then applied in the process of nursing care to promote wellness in the life span through clinical experiences, care plans.

NURS 4342 Nursing Research (2 Hours)

The scientific approach to problem-solving and theory development is explored. Knowledge of the research process is expanded through critical analysis of nursing research articles.

NURS 4364 Nursing Leadership (4 Hours)

Concepts of leadership and management as they relate to nursing practice, nursing service, and the delivery of health care are explored. Emphasis is on application of these concepts within the clinical setting. Organization and role theories are analyzed within the assigned clinical area. Researchable problems are identified. An NCLEX preparation lab is included.

NURS 4372 Professional Trends and Issues in Nursing (2 Hours)

Trends, issues, and current events affecting the delivery of health care and nursing practice are explored and analyzed. Emphasis is on socialization of the new graduate into the practice of professional nursing.

NURS 4415 Adult Nursing II (5 Hours)

Building upon concepts presented in prerequisite courses, the nursing process, critical thinking, and current research are applied in caring for adults with complex disturbances of health in all body systems, both acute and chronic. Nursing care focuses on enabling the individual and his/her family to achieve the highest possible level of wellness.

NURS 4434 Adult Nursing III (4 Hours)

Building upon concepts presented in prerequisite courses, the nursing process, critical thinking and current research are applied in caring for adults with increasingly complex disturbances of health, which are life threatening and effect multiple organ systems. Nursing care focuses on enabling the individual and his/her family to achieve the highest possible level of wellness.

NURS 4801 Nursing Seminar (1 Hour)

This course is a one credit hour evaluation of nursing student preparedness for the NCLEX-RN exam. Content is comprised of synthesis and comprehension testing on overall content of the nursing program.

SOUTHERN NAZARENE UNIVERSITY
SCHOOL OF NURSING

ADMISSION AND PROGRESSION

ADMISSION

Applications for admission to the School of Nursing at Southern Nazarene University are distributed during the fall semester of the sophomore year. Students submitting applications for admission must be able to **complete courses identified as pre-requisite courses before the beginning of the junior year, with grades of “C” or higher.** (Statistics is the only pre-requisite course scheduled to be taken later in the program.)

Applications will be reviewed by the Admission and Scholarship Committee following the completion of the fall semester of the sophomore year. The committee will then recommend qualified candidates to the faculty for admission. Selection and written notification of admission will be made during the Christmas break.

I. Admission Criteria

- A cumulative grade point average (GPA) of 2.75 in all college courses
- The minimum passing grade for pre-requisite/co-requisite and pre-nursing courses is “C”. The following courses are pre/co-requisite courses for nursing: Human Anatomy and Human Physiology, General Chemistry, Microbiology, College Algebra, General Psychology, Human Developmental Psychology, Introduction to Sociology, Introduction to Speech Communication, English Composition I & II, Introduction to Speech, and Statistics.
- Be in good standing with the University and free from probationary status at the time of entry into the nursing program.
- A test of English as a foreign language (TOEFL) score of 550 (paper and pencil), 213 (computer based), or 79/80 (internet based) is required for international students.
- Ability to perform Core Performance Standards (Appendix A)

II. Documentation Required Prior to First Clinical

- See chart under **Clinical Requirements from Facilities on page 29**
- Health Insurance required by the University. Neither SNU School of Nursing nor agencies where clinical experience is obtained are liable for illnesses or injury occurring during the course of the nursing program. Treatment and follow-up must be obtained from the student’s own health care provider.
- Criminal History Background Check – conducted through the School of Nursing
- Drug screen – conducted through the School of Nursing

III. Information Regarding Specific Nursing Costs

- Uniforms - Each student is required to purchase a uniform, nursing shoes, lab coat, SNU patch, and name tag for use in the clinical setting (approximate cost \$100.00). SNU patches are to be worn on the left sleeves of the uniform and lab coat.

- Equipment - Watch with a second hand is required.
- Transportation - Clinical facilities are located throughout the Oklahoma City metropolitan area. Students are responsible for their own transportation to and from each facility.
- Immunizations and related costs – Information regarding these costs will be provided by instructors for courses, which have a clinical component.
- Books - The required nursing textbooks, course syllabi, and study guides are available in the University Bookstore. The approximate total cost of nursing textbooks is \$700.00. Textbooks are purchased each semester as required for specific courses. Some materials are utilized in more than one course.
- ONSA Convention – It is recommended that nursing students to attend at least 1 day of the Oklahoma Nursing Students Association Convention, which is held in October each year.
- NCLEX-RN - Upon completion of the nursing program, each student must pay a fee for the NCLEX (National Council Licensure Examination). The exam costs approximately \$200.00. Successful completion of this examination is necessary to meet the legal requirement to practice as a registered nurse. Licensure in Oklahoma costs approximately \$85.00. This cost varies from state to state. Costs for these two items are subject to change.
- Program Fee - \$150.00 additional fee will be added each semester of the sophomore, junior and senior years. Utilization of these fees includes: OSNA membership, drug screening, and background checks.

IV. Work Recommendations

Nursing students, in upper division courses in nursing, are strongly advised to work no more than **20 hours** per week, while enrolled as full time students.

V. Progression

- Students who do not complete pre-requisite/co-requisite requirements prior to the beginning of the fall semester of the junior year **will not be allowed to progress** until all criteria have been met. The only exception is Statistics, which is scheduled for the spring semester of the junior year.
- Each student must achieve a **minimum of “C”** in all nursing courses, in order to pass. (“C-” is **not** a passing grade).
- Nursing courses are sequential. Students failing a course (earning below a “C”) will not be permitted to attend the next course in the sequence until the failed course has been successfully completed.
- A **test average of at least 75%** (“C”) is required in all nursing courses, as specified in course syllabi, to pass the course and proceed to the next semester. **Students must have a minimum of 75% on their exams before points for clinical/lab paperwork, class assignments, or any other non-exam grades will be calculated in their course grade.**
- Nursing courses, which include a clinical/lab component, are: 2404, 2436, 3416, 3423, 3333, 3354, 4415, 4325, 4434, and 4364. In nursing courses with a clinical component, **failure to satisfactorily complete both the didactic and clinical components with a grade of 75% or higher constitutes failure in the course. Failure in clinical performance constitutes failure in the course,** and no grade higher than “D” will be awarded for the entire course. Withdrawal from a clinical course, prior to completion of both the didactic and clinical components of the course, will result in the student having to retake both components.

- Drug calculation exams will be given each semester. A student who is not successful in passing the exams may not administer medications during the clinical experience. Failure to meet clinical requirements (i.e., medication administration) will result in the student failing clinical.
- The grading scale for nursing courses is

Grade	Percentage Range	GPA (Based on 4.0)
A	94-100	4.00
A-	90-93.9	3.67
B+	86-89.9	3.33
B	83-85.9	3.00
B-	80-82.9	2.67
C+	77-79.9	2.33
C	75-76.9	2.00
C-	70-74.9	1.67
D	60-69.9	1.00
F	0-59.9	0

- Students failing the same nursing course two (2) times or two (2) different nursing Courses from SNU or any other nursing program (courses transferred in) will be dismissed from the nursing program, with no opportunity for readmission.
- Flagrant infractions related to meeting individual professional responsibilities, honesty, safety procedures, and dress code will be grounds for dismissal from the program; if the deficiency is not corrected after the student has been counseled.
- Students should be aware of the Substance Abuse Policy (Appendix B) and understand its implication for dismissal. A policy for students taking prescription/non-prescription drugs, which may impair judgment, is given in Appendix C.
- Students, who are dismissed from the program for any reason, will have no opportunity for readmission.

VI. Timeframe for Program Completion

Once students are admitted to the program, with first-time enrollment in NURS 2436: Foundations of Nursing, completion of graduation requirements must be met within 3 calendar years of enrollment in the course. For students who begin the program with admission to any subsequent nursing courses, completion of graduation requirements must be met within 2 calendar years of enrollment in an SNU nursing course.

This gives the student an extra year, if needed, for events such as medical leave. The expected date of graduation from admission to Foundations in the Spring semester is 2 years. This policy gives the student 1 year plus 1 semester (fall semester) to complete the requirements.

VII. Graduation and RN Licensure

- Students must have a minimum GPA of 2.5 in their nursing major in order to graduate from

SNU.

- Each student must achieve a minimum of “C” in all nursing courses.
- Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. Please see Appendix D for the Oklahoma Board of Nursing requirements for RN licensure.
- In order to receive RN licensure, graduates must meet the passing standard on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

VIII. Transfer Students

Students who have been dismissed from a nursing program will not be admitted to the SNU School of Nursing.

Students wishing to transfer from other nursing programs must meet all basic requirements for admission to the University and the School of Nursing, complete the application process, and submit a letter from the director of the previous program stating that they were in good standing when they left the program.

Transfer students, requesting credit for previously completed nursing courses at another accredited institution, must present adequate documentation for evaluation of course work by faculty. Nursing courses will be compared for equivalent content. All decisions regarding transfer credit for nursing courses will be made on an individual basis by vote of the faculty, before admission into the program.

Students requesting course waivers or substitutions are required to complete a Request for Waiver or Substitution form for each course. It is the student’s responsibility to initiate this process. Final decisions, regarding such courses, are made by the Dean of Arts and Sciences.

Policy regarding transfer students and clinical competencies

Students who transfer into the junior or senior levels of the SNU School of Nursing curriculum will be required to demonstrate clinical competencies and proficiency in writing an individualized care plan.

Demonstration of competencies for laboratory and clinical skills will be accomplished by having students perform skills on two nursing procedures, which will be selected from the list of skills taught in the lab component of NURS 2436: Foundations of Nursing. Procedures will be observed by a member of the nursing faculty, and may also be video-taped for the purpose of evaluation. Students will also be required to prepare a comprehensive, individualized nursing care plan for a selected client. The skills and care plan will be evaluated on a pass/fail basis. Successful evaluations must be achieved on both the procedures and care plan for the student to progress.

Whenever possible, it is highly advised that students contact the School of Nursing to make arrangements to complete this process prior to the start of the semester. In order to remain in the nursing program, students transferring into junior level or higher nursing courses

will be required to receive a “pass” on the skills demonstration and care plan by the end of the second full week of classes of the semester in which they enter the program. In order to clarify the requirements, each student will be asked to sign a contract showing expectations of the School of Nursing and outlining a timeline for the completion.

IX. Advanced Standing Policy for Licensed Practical Nurses

Requirements for the prerequisite courses must be met before admission into the School of Nursing. Licensed practical nurses, who are licensed to practice in the state of Oklahoma, may challenge six (6) credit hours: NURS 2436: Foundations of Nursing.

Upon enrolling for the course, the LPN student must request to challenge for credit. All elements of the challenge must be completed prior to the start of the semester in which the course is offered.

Challenge of classroom theory will be accomplished by a comprehensive, standardized examination over the course for which credit is being sought. Students will be notified of the score required to obtain course credit prior to taking the exam.

Challenges of laboratory and clinical skills will be accomplished by demonstration of skills in two nursing procedures; the procedures will be randomly selected from the list of skills taught in the lab component of NURS 2436: Foundations of Nursing. Procedures will be video-taped for the purpose of evaluation. Completion of the challenge is on a pass/fail basis.

Challenge of the clinical practicum will consist of preparation of a comprehensive nursing care plan for a selected client, implementation of the care plan in the clinical setting, and submission of the completed care plan to designated faculty. The passing score received on the care plan will compose the nursing care plan requirement of the course. Credit for clinical performance will be granted on a pass-fail basis.

Upon successful completion of the challenge for Foundations of Nursing, six (6) credit hours will be awarded on the transcript.

A charge of \$95.00 will be assessed to cover expenses of the challenge procedure.

COURSE REQUIREMENTS

The faculty of the School of Nursing has adopted the following policies to be adhered to in each nursing course. These policies apply to classroom and clinical situations, and relate specifically to attendance, participation, preparation, and behavior expected of students in the nursing program.

I. Class Attendance

The School of Nursing follows the attendance policy of Southern Nazarene University. Students are only allowed absences equal to 2x the number of credit hours of the class, before they are penalized. For example, in a 3 credit hour course, students can miss up to 6 hour of class, without any penalty related to attendance. However, EACH additional absence results in a 1/2% point deduction in the final grade for the course. **Please note that absences are calculated based on standard 50 minute class sessions. Therefore, if a class meets once a week for 3 hours, each absence in that course would count as 3 absences (3 x 50 minutes).** Also, 3 tardies (defined as later than 10 minutes) equal one absence. Students are expected to be prepared in advance of class attendance.

Students involved in University-sponsored activities are expected to be absent for only those classes in direct conflict with travel and game/performance schedules. **Practices are not sufficient rationale for not attending scheduled classes. Students must work with the instructor in advance of any planned absence to arrange for testing and make-up work.** In cases of unanticipated absence, the student should inquire about the possibility of making up work missed.

II. Written Assignments

Written work must be handed in on time. Assignments, which are late, may result in a **reduction of five points per day.**

Excessive late work can result in failure in a course. All term work and make-up work is due on the Monday preceding finals week, to allow adequate grading time for faculty.

CLINICAL REQUIREMENTS

I. Clinical Requirements from Facilities

In order to safely care for patients and their families, the facilities where clinical rotations are held have certain requirements. There are no exceptions to these requirements. These requirements consist of immunizations, CPR, a drug screen, background check, and a review of various standards such as HIPPA, universal precautions, restraints, fire safety, TB, cultural diversity, and sexual harassment.

The following immunization and CPR requirements are to be submitted by students to the School of Nursing no later than five working days after the beginning of the academic semester. This allows proof of completion of this information to be submitted by the School of Nursing to clinical facilities one week prior to clinical starting.

Requirement	Initial Instructions	Ongoing Instructions
Tuberculosis Skin Test (PPD Mantoux)	<p>All new students are required to do a 2 step TB skin test, prior to going to clinical. (Two-step testing is done to distinguish a boosted reaction from a reaction due to new infection.) The two-step TB test takes 10-14 days to complete.</p> <p>If a student tests positive, they will be referred to the Oklahoma City-County Health Department, and required to follow their procedures. A letter of Public Contact Release will need to be on file before the student can attend clinical.</p> <p>If you have ever tested positive, attach a copy of a chest x-ray report and a copy of the physical examination report completed by a physician. If you have ever received preventive therapy, attach a copy of the treatment record.</p>	<p>This test expires after 1 year and must be renewed. Therefore, make sure your test does not expire during the semester for which you are preparing. This test has to be kept current.</p> <p>Students who have had a positive chest x-ray in the past should talk with their clinical instructor regarding when follow-up chest x-rays need to be done.</p>
Measles (Rubeola)	A history of having the disease is not sufficient. Attach evidence of two doses of the vaccine at least 1 month apart or a positive antibody titer.	

Mumps	A history of having the disease is not sufficient. Attach evidence of two doses of the vaccine at least 1 month apart or a positive antibody titer.	
Rubella	A history of having the disease is not sufficient. Attach evidence of two doses of the vaccine at least 1 month apart or a positive antibody titer.	
Varicella (Chickenpox)	A history of having the disease is not sufficient. Attach evidence of two doses of the vaccine at least 1 month apart or a positive antibody titer. If you have had shingles, you may submit documentation of the shingles by a physician.	
Hepatitis B	The Hepatitis B series consists of three vaccinations. You need to receive the first dose prior to clinical. The second dose 1 month after the first dose and the third dose completed 6 months after the first. Attach proof of the Hep B series being completed or in progress. A positive antibody titer will also be accepted. The student may sign a waiver if he or she chooses not to complete the Hepatitis B series.	
Tetanus and Diphtheria (Td)	Attach proof of an Adult Tetanus-Diphtheria (Td) within the past 10 years.	
Cardiopulmonary Resuscitation (CPR)	You must complete the following CPR Courses and submit your card for proof of completion: “Basic Life Support for the Healthcare Provider” through the American Heart Association. The American Red Cross course will not be accepted.	Your card must be kept current and not expire during the current semester.

II. Clinical Attendance

Students must arrange their own transportation to clinicals. Clinical attendance is mandatory. Each student is allowed one clinical absence during the semester, however, it must be made up. **The student is responsible for arranging a clinical make up for his/her absence(s).** If a clinical absence is not made up, the student receives a “0” for that week and is subject to a failing clinical grade. In short, it is not wise to miss a clinical. Students involved in school-sanctioned events during clinical hours must see the course coordinator. If a student has two (2) clinical absences he/she fails the clinical portion of the course and, thus, the course.

A student must not attend any clinical experience if he/she is contagious, which would be contrary to health care philosophy. The instructor reserves the right to determine if the student is able to attend the clinical experience. Contact the clinical instructor at least 1 hour prior to the start time of clinical rotation to discuss the situation. Failure to contact the clinical instructor results in a “0” for that week.

Consistent uncorrected or unsafe behavior in clinical performance constitutes failure in the course.

III. Clinical Tardiness

It is important for students to be on time for clinical. This is a professional attribute that is imperative to the nursing profession. If a student is late for any reason, it is his/her responsibility to contact the clinical instructor prior to the scheduled start time of the clinical experience. A student is considered tardy for a clinical experience if he/she arrives late 10 minutes or more. If a student arrives more than 10 minutes late on more than one occasion, the student is considered absent, and is dismissed from the clinical experience. This is considered a clinical absence, and subject to the guidelines for clinical attendance. The student is then responsible for arranging a clinical make up.

Students are expected to be prepared to care for assigned clients upon arrival at the clinical setting. Faculty may determine the readiness of the student by written and/or oral examination. Failure to show readiness results in the student being asked to leave the clinical setting, which constitutes a clinical absence.

IV. Clinical Dress Code

The nursing student must wear the appropriate uniform in clinical settings. The following dress code could change based upon facility requirements.

- The Basic Uniform: Opportunities will be made to purchase uniforms once students are officially notified of their admittance into the nursing program. A plain white short or long sleeved t-shirt may be worn under the nursing uniform.
- Hair: Neatly arranged, away from the face and off the collar.
- Beard: Neat, clean

- Jewelry: Small, non-dangling earrings or studs. No other facial jewelry is allowed.
Examples of non-acceptable jewelry includes—ear stretchers/tunnels, nose, lip, tongue and eyebrow studs or rings.
- Small plain wedding bands.
- Tattoos: Tattoo's must be covered at all times.
- Name badge: Worn for all clinical settings. Name badge will have student picture and first name with nursing student title (N.S.) Name badge must be at shoulder height at all times.
- Shoes: Clean, white (professional shoes; no open-heeled or open-toed shoes).
- General Equipment:
 - Watch with secondhand, waterproof recommended
 - Bandage scissors
 - Stethoscope
 - Black pen
 - Penlight
 - Sphygmomanometer
- Lab Coat: to be worn over uniform for clinical. To be worn over street clothes (no denim or shorts) when visiting an agency for patient planning, and for community Health clinical assignments.
- Street Clothes: Street clothes must be dress pants or modest skirts with modest shirts. No denim.
- Personal Hygiene:
 - Daily bathing a daily use of deodorants is required to avoid odors.
 - Make-up should be subtle.
 - Fingernails should be short, clean and nail polish, if worn, should be clear.
Artificial nails may not be worn in clinical.
 - Perfumes and colognes should be avoided.
 - No gum chewing in clinical settings.
 - No smoking in clinical while in uniform, nor when identifiable as a SNU nursing student.

Grievance Policy

Grievance is the term to describe a formal expression of dissatisfaction by a student regarding an instructor, grade, or policy of Southern Nazarene University or the School of Nursing. It is hoped that any dispute or issue would be resolved through direct person-to-person interaction, in a Christian-oriented environment. However, if those lines of communication are not sufficient, this policy is the procedure for resolution.

Step One:

The student shall meet with the instructor, within 2 working days after the grievance arises, to discuss the issue.

Step Two:

If the student is not satisfied with the results, he/she has 2 working days to request, in writing, a meeting with the faculty member and team leader, if a team leader has been assigned to the course. The written request should include the perceived grievance, any factors or policies on which the grievance is based, and the remedy the student requests. Requests must be signed and dated by the student. The meeting is to be held within 2 working days of receipt of the written request, and the student is to receive a written response within 2 working days.

Step Three:

If the student is not satisfied with the response of the faculty member and team leader, the student may, within 2 working days of receiving the written response, make a written formal request for the Chair of the School of Nursing to review the perceived grievance. The Chair will have 3 working days to meet with the student and review all documentation. The Chair will be expected to provide to the student in writing a decision within 2 working days of the meeting, if it will take longer than 2 days to render a decision the student will be notified.

Step Four:

If the student is not satisfied with the response of the Chair of the School of Nursing, they may, within 2 working days, make a written request, submitting all documentation, for the School of Nursing Grievance Committee to review the issue. The committee will have 3 working days to review the submitted documentation and 5 additional working days to schedule a meeting with the student. The Grievance committee is comprised of all full-time nursing faculty members. The committee's written response will be available to the student within 2 working day of the meeting.

Step Five:

If the student is not satisfied with the written response of the Grievance Committee, they may submit a written request, including all documentation the student deems relevant, to the appropriate Dean, for review of the issue. Students who are appealing a course grade should refer to the SNU Grade Appeal Policy in the *Southern Nazarene University 2009-2010 Undergraduate catalog* (www.snu.edu).

Reference Requests from Nursing Faculty

Students needing faculty members to write references will need to submit the following form at least 1 week prior to the date the reference is needed. This is designed to prevent faculty members from being inundated with multiple reference requests which students need immediately.

Southern Nazarene University
School of Nursing
Reference Request Form

To: _____

I request that you provide a written reference for me to:

_____	Person
_____	Title
_____	Complete Address

The purpose of the reference is:

Date Reference is Needed _____

I understand that I am giving my permission for the reference by signing this form. I also understand that the reference may include both strengths and areas of growth.

Signature _____

Date _____

*Attach any special forms or criteria. Please allow 72 hours minimum for requests.

Students with Disabilities

If you need assistance with a learning, physical or psychological disability that may affect your academic progress, you are encouraged to contact the Academic Center for Excellence, Disability Services at #491-6694 (M-F 8:00-5:00). All undergraduate students are encouraged to seek assistance from ACE, the Academic Center for Excellence (LRC 3rd floor).

In keeping with the 1990 Americans with Disabilities Act (ADA), passed by the United States Congress to prohibit discrimination against qualified individuals with disabilities, the following policy with definitions has been adopted.

- Disability is defined in the Act as a person (1) with a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (2) with a record of such impairment; or (3) being regarded as having such an impairment.
- For the purposes of the nursing program, a qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.
- Nursing is defined as a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements.

The School of Nursing has adopted the “Core Performance Standards” (Appendix A) developed by the Southern Council on Collegiate Education for Nursing (SCCEN) to define the requirements of students entering and progressing through the nursing program. Each standard has an example of an activity which a student will be required to perform while enrolled in the School of Nursing. These standards are reflected in specific objectives for clinical nursing courses.

Before admission to the nursing program, prospective students are requested to read the Core Performance Standards for Admission and Progression and determine if accommodation or modification will be necessary to meet them.

Reasonable accommodations are defined by the Act to include:

- a. making existing facilities...readily accessible to and usable by individuals with disabilities;
- b. job restructuring, part-time or modified work schedules,...acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

Reference: Southern Council of Collegiate Education for Nursing (1993).

Student Organizations

Southern Nazarene University Student Nurses Association (SNA)

Southern Nazarene University has an active Nursing Students' Association which is a chapter of the Oklahoma Nursing Student Association (ONSA). Membership is open to all pre-nursing and upper division nursing students. Officers are elected by the membership each year. A member of the School of Nursing faculty serves as advisor. Organizational activities include socials, program meetings, money raising projects and service projects.

All students enrolled in pre-nursing or upper-division nursing courses are eligible for membership in the Oklahoma and National Student Nurses' Association. Membership costs for new members is \$40.00 for the first year. Seniors are encouraged to attend the annual convention of ONSA.

Membership is paid for by the School of Nursing and is required for all students majoring in nursing. The purposes of the organization are listed in the Constitution and Bylaws.

Sigma Theta Tau International Honor Society of Nursing

Nursing students, who are eligible according to the criteria, will be invited to join Sigma Theta Tau International Honor Society of Nursing, Beta Delta Chapter-at-Large.

School of Nursing Committees

The student representatives and full-time nursing faculty serve as voting members of the Curriculum and Learning Resource Committees of the School of Nursing. Student representatives to committees are as follows:

- Curriculum Committee – One representative from the sophomore, junior, and senior classes elected by their respective classes.
- Learning Resources Committee – One representative from sophomore, junior, and senior classes elected by their respective classes.

All students are encouraged to be actively involved in the committees through recommendations to the respective representatives.

Appendix A

Core Performance Standards for Admission and Progression

<u>Issue</u>	<u>Standard</u>	<u>Examples of Activities</u>
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in clinical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms, work spaces, and treatment areas, administer cardio-pulmonary procedures.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Collaborate and use equipment; move and position patient/client.
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds, and cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses and performs nursing procedures.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination, and/or those related to therapeutic intervention, e.g., insertion of a catheter.

Appendix B

Policy and Procedure for Suspected Substance Abuse by Students

Policy: Engaging in clinical nursing practice activities or coming to class or the simulation laboratory while under the influence of alcohol or controlled substances constitutes unprofessional nursing practice, and will not be tolerated.

Abuse of chemical substances, including alcohol, prescription or non-prescription drugs, and illegal drugs, is incompatible with success as a professional nurse.

Procedures When the Student Appears to be Under the Influence of a Chemical Substance in the Clinical Setting; Classroom or Laboratory

1. The instructor will confront the student with the suspicion that he/she is under the influence of a chemical substance (drugs or alcohol). The specific observations that led to the suspicion will be shared with the student by the instructor.
2. If the student denies being under the influence of a chemical substance and the evidence is strong (e.g. odor of alcohol on breath or observed using a substance by instructor, a staff member, or another student), the student will be requested to immediately have a urinalysis and blood draw for toxicology screen. A refusal to undergo a toxicology screen will result in the student being requested to leave the clinical setting immediately. The student will not be allowed to return to the clinical setting until a conference between the student, the instructor, and the Program Chair is held. At that conference, a plan for preventing future occurrences will be developed; that plan shall include the elements described in Item 4 a-c.

The cost of the substance abuse evaluation, recommended counseling and required toxicology screening shall be the responsibility of the student.

Refusal to agree to a plan including the elements described in Item 4, will result in the student being dismissed from the clinical nursing major. Students, dismissed from the program, will have no opportunity for readmission.

3. If the student denies being under the influence of a drug, and the evidence is unclear, the student will be allowed to remain in the clinical setting unless, in the instructor's judgment, safety would be compromised. In arriving at a decision regarding the safety of allowing the student to remain in the clinical setting, the instructor may consult with the nurse manager of the unit to which the student is assigned. Prior to the next clinical day, the student will be required to meet with the instructor to discuss the behavior that led to the suspicion, and to develop a plan for preventing similar behavior in the future. A judgment that the student's continued presence in the clinical setting constitutes a threat to safety is justified if
 - a. the clients to whom the student is providing care may be harmed by that care.
 - b. the student requires such close supervision by the instructor that other students

cannot be adequately supervised by the instructor if the student remains in the setting.

4. If the student admits that he/she is under the influence of a chemical substance, he/she will be required to leave the clinical setting immediately, and will not be allowed to return to the clinical setting until a satisfactory plan for preventing future occurrences has been achieved.

The plan for preventing future occurrences will include the following elements:

- a. requirement for a substance abuse evaluation by a qualified counselor approved by the School of Nursing Chair or designee;
- b. requirement that the student comply with counseling recommendations resulting from the evaluation with documentation of compliance provided by the counselor to the School of Nursing at least every six weeks until, in the judgment of the counselor, treatment is no longer necessary.
- c. requirement that the student agree to undergo immediate toxicology screen when requested to do so “for cause” in the clinical setting. “For cause” is defined as exhibiting behaviors suggestive of being under the influence of a chemical substance.

In all cases involving admitted or suspected substance abuse in the clinical setting, a Conference Summary will be written. The Conference Summary will include the following:

- a. a written description of the behavior that resulted in the need for the conference, including the date of the infraction
- b. a description of the conference, including the date the conference took place, and its outcomes. There must also be a written plan developed to prevent similar situations in the future, or a refusal by the student to participate in the development of such plans.

The original Conference Summary will be signed and dated by the faculty member, the student and if appropriate, the Program Chair. The student’s signature shall be construed to mean that the conference occurred, and that the summary accurately describes the conference content and outcomes. The original of the Conference Summary shall be retained in the student’s file until graduation. At that time, documents related to the incident will be removed from the student’s file and destroyed.

Appendix C

Procedure for Students Taking Prescription or Non-Prescription Drugs

1. This includes pain medication, psychotropic medication, allergy medication or any medication that changes mental status.
2. Student will notify the Chair of School of Nursing of above.
3. A statement from a physician will be on file in the School of Nursing office that this treatment plan will not affect safety factors related to self and others during clinical and/or lab performance.
4. The physician statement must be updated every 30 days and/or with any changes in the medications stated.

Students should be knowledgeable of the Alcohol and Tobacco Policy in The Southern Nazarene University Student Handbook, 2005-2007, page 18 listed under Student Conduct. Detailed information on these policies are printed in the University Student Handbook available at the office of Student Development.

Appendix D

Southern Nazarene University School of Nursing Policy for Drug Screening

Purpose:

Promote and protect patient/client safety
Comply with clinical affiliate's drug screen requirements

DEFINITION:

Drug Screen: A drug screen is a medically acceptable drug test approved by the SNU School of Nursing, the results of which are reviewed by a medical review officer and indicate the use of illegal drugs.

Illegal Drug: Those drugs made illegal to possess, consume or sell by Oklahoma and Federal statutes, and those drugs taken by an individual which **exceed the prescribed limits of a lawful prescription or the taking of a prescription drug without a valid prescription.**

DRUG SCREENING PROCEDURE:

Drug screening is conducted on all students prior to admission to the nursing program. Cost of the drug screen is included in the student's nursing fees. A positive drug screen will result in the student not being considered for admission into the School of Nursing for a minimum of 12 months. The student may reapply, but reapplication does not guarantee admission to the School of Nursing.

The results of the drug screen are generally accepted for the duration of the student's **uninterrupted** enrollment in the program unless evidence supports reasonable cause that the student is not free of illegal drug use. **With reasonable cause, the student may be required to submit to further drug screening at his/her own expense.** SNU School of Nursing is responsible for designating and approving the drug screening procedures. The students must complete drug screening at the scheduled time. Failure to complete the drug screening at the designated time will have the same consequences as a positive result. The student is required to complete a release directing the company/agency conducting the drug screen test to send the results directly to the Chair of the School of Nursing.

The results reported by the company/agency conducting the drug screen are **final**. The student with a positive drug screen, **within 10 days of learning of the positive screen**, requests review of the results from the company/agency who originally administered the drug screen. The review will be conducted on the original specimen. The student will pay the cost of the drug screen review. The results of this drug screen will be final.

POLICY:

A report to SNU School of Nursing that a student has a positive drug screen results in the student being ineligible for admission to the program. Students who require a drug screen due to probable cause, and have a positive result will be dismissed from the School of Nursing for a minimum of 12 months. Students who test positive will be subject to the policies and procedures of SNU Student Development as stated in the SNU Student Handbook, and any other consequences from the University.

The student may reapply, but reapplication does not guarantee readmission to the School of Nursing. Prior to reapplying to the School of Nursing, the student must have a negative drug screen, and provide satisfactory documentation to the School of Nursing of successful completion of drug counseling/treatment, all at the expense of the student. **If a student with a previous positive drug screen is admitted into the School of Nursing he/she will be subject to one or more random drug screen(s) per semester for the remainder of the program. The random drug screens will be the expense of the student.**

My signature certifies that I have read, understand and agree to accept the Southern Nazarene University School of Nursing "Policy for Drug Screening"

Student Name (print) Witness (print)

Student (signature) Witness (signature)

Date

Appendix E

OKLAHOMA BOARD OF NURSING REQUIREMENTS FOR RN LICENSURE

OKLAHOMA BOARD OF NURSING
2915 N. Classen Boulevard, Suite 524
Oklahoma City, OK 73106
(405) 962-1800

The Southern Nazarene University School of Nursing is approved by the Oklahoma Board of Nursing. Graduates of this state-approved program are eligible to apply to write the National Council Licensure Examination (NCLEX) for (registered or practical) nurses. Applicants for Oklahoma licensure must meet all state and federal requirements to hold an Oklahoma license to practice nursing. In addition to completing a state-approved nursing education program that meets educational requirements and successfully passing the licensure examination, requirements include submission of an application for licensure, a criminal history records search, and evidence of citizenship or qualified alien status. Applicants for practical nurse licensure must also hold a high school diploma or a graduate equivalency degree (G.E.D.) [59 O.S. §567.5 & 567.6].

To be granted a license, an applicant must have the legal right to be in the United States (United States Code Chapter 8, Section 1621). In addition, Oklahoma law only allows a license to be issued to U.S. citizens, U.S. nationals, and legal permanent resident aliens. Other qualified aliens may be issued a temporary license that is valid until the expiration of their visa status, or if there is no expiration date, for 1 year. Applicants who are qualified aliens must present, in person, valid documentary evidence of:

1. A valid, unexpired immigrant or nonimmigrant visa status for admission into the United States;
2. A pending or approved application for asylum in the United States;
3. Admission into the United States in refugee status;
4. A pending or approved application for temporary protected status in the United States;
5. Approved deferred action status; or
6. A pending application for adjustment of status to legal permanent resident status or conditional resident status.

The Board has the right to deny a license to an individual with a history of criminal background, disciplinary action on another health-related license or certification, or judicial declaration of mental incompetence [59 O.S. §567.8]. These cases are considered on an individual basis at the time application for licensure is made, with the exception of felony charges. An individual with a felony conviction cannot apply for licensure for at least five years after completion of all sentencing terms, including probation and suspended sentences, unless a presidential or gubernatorial pardon is received [59 O.S. §567.5 & 567.6].

Regulatory Authority 59 O.S. §567.12