

**Auburn Montgomery**  
**College of Nursing and Health Sciences**  
**School of Nursing**



**Undergraduate  
Nursing Student  
Handbook 2024-2025**

(Updated August 2024)



## TABLE OF CONTENTS

TABLE OF CONTENTS.....	ii
Message from the Dean.....	vi
AUBURN UNIVERSITY AT MONTGOMERY SCHOOL OF NURSING .....	1
MISSION .....	1
VISION .....	1
VALUES .....	1
HISTORY OF AUBURN UNIVERSITY AT MONTGOMERY.....	1
ACCREDITATION.....	1
ADMINISTRATION .....	3
FACULTY .....	3
STAFF .....	5
STUDENT HEALTH SERVICES.....	5
ACADEMIC PROGRAMS .....	6
BACCALAUREATE PROGRAM IN NURSING .....	6
PROGRAM OUTCOMES.....	6
PROGRAM POLICIES .....	8
ADMISSION TO POST-LICENSURE BACCALAUREATE PROGRAM .....	9
ADMISSION TO THE CONCURRENT PROGRAM .....	10
REQUIRED DOCUMENTATION .....	11
CLINICAL DOCUMENTATION.....	12
COMPLETION OF DEGREE.....	12
PROGRESSION .....	12
WITHDRAWAL OR OUT OF SEQUENCE STUDENTS .....	13
DECELERATION FROM COHORT PLAN OF STUDY.....	14
DROPPING OUT .....	14
CONTINUATION OR RE-ADMISSION (AFTER DROPPING OUT, DISMISSAL, OR DECELERATION) .....	14
WITHDRAWAL FROM AN UPPER DIVISION COURSE.....	15
APPEAL OF GRADES .....	15
GRADUATION.....	15
NCLEX-RN® EXAMINATION.....	15
SCHOOL OF NURSING POLICIES AND GUIDELINES GRADING POLICY IN SCHOOL OF NURSING.....	16
CALCULATION OF GRADES .....	16
STANDARDIZED TESTS.....	16
UNDERGRADUATE ATI ASSESSMENT AND REMEDIATION POLICY.....	17
EXAMINATIONS.....	22
RESPONDUS LOCKDOWN BROWSER.....	23
TECHNOLOGY REQUIREMENTS .....	23
FORMAT FOR WRITTEN ASSIGNMENTS .....	24

SERVICE LEARNING .....	24
PROFESSIONAL EQUIPMENT .....	25
TRANSPORTATION .....	25
REGISTRATION FOR COURSES .....	25
OUTSIDE EMPLOYMENT .....	25
TUESDAY CLASS FOLLOWING MONDAY HOLIDAY IN THE SCHOOL OF NURSING .....	26
JULY 4 <sup>th</sup> HOLIDAY .....	26
AUBURN UNIVERSITY AT MONTGOMERY CREDIT HOUR POLICY .....	26
ATTENDANCE .....	26
CLASS TARDINESS POLICY .....	26
LEARNING ENVIRONMENT .....	27
EXPECTED BEHAVIORS FOR CLASSROOM EXPERIENCES .....	27
ONLINE EDUCATION GUIDELINES .....	27
Learner Qualities: .....	29
CLINICAL OBSERVATION EXPERIENCES .....	29
CLINICAL ACCOUNTABILITY .....	30
EXPECTED BEHAVIORS FOR CLINICAL EXPERIENCES .....	30
CLINICAL HOUR RATIO .....	31
UNIFORM POLICY .....	31
Alternate Uniform .....	32
CLINICAL ABSENCE POLICY .....	34
MANAGEMENT OF EXPOSURE OR INJURY .....	34
CLINICAL PRACTICE POLICY .....	35
Safe practice guidelines .....	35
Unsatisfactory/unsafe practices .....	36
Critical unsatisfactory/unsafe practices .....	36
Clinical occurrence reports and clinical review panel process .....	36
NURSING RESOURCE CENTER .....	36
SKILLS/ASSESSMENT LAB GUIDELINES .....	37
VALIDATION GUIDELINES .....	38
SIMULATION LAB GUIDELINES .....	39
COMPUTER LAB GUIDELINES .....	40
DRUG SCREENING POLICY .....	41
Pre-Clinical Screening .....	41
SUSPICION OF CHEMICAL IMPAIRMENT IN THE NURSING STUDENT POLICY .....	41
Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student .....	41
If additional or continuing chemical impairment occurs subsequent to implementation of these procedures, the nursing faculty will administratively dismiss the student from the program. The student has the right to appeal this decision as outlined in the Student Handbook .....	43
CORE PERFORMANCE STANDARDS .....	43
Core Performance Standards for Admission and Progression for pre-licensure students for Clinical	

Coursework in the College of Nursing (adapted from the Southern Council on Collegiate Education for Nursing)	43
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT OF 1996 (HIPAA)	45
Policy	45
HIPAA Training Procedure	45
STUDENTS RIGHTS AND RESPONSIBILITIES	45
ACADEMIC HONESTY	45
PROFESSIONAL CONDUCT	46
VIOLATION OF PROFESSIONAL STANDARDS OF BEHAVIOR	46
STUDENT GRIEVANCES	46
SOCIAL MEDIA POLICY	48
AUM STUDENT SERVICES	49
STUDENTS WITH DISABILITIES	49
AUM LEARNING CENTER	49
TECHNICAL ASSISTANCE	49
COUNSELING AND HEALTH PROMOTION SERVICES	49
SCHOOL OF NURSING SERVICES	50
SERVICE (COMMUNITY PARTNERSHIPS/COLLABORATION)	50
ADVISEMENT	50
FACULTY AVAILABILITY	50
COMMUNICATION	50
MISCELLANEOUS INFORMATION FINANCIAL AID/SCHOLARSHIPS/AWARDS	51
CHILDREN IN AUM SCHOOL ACTIVITIES	51
INCLEMENT WEATHER	51
STUDENT LIFE	51
AUBURN UNIVERSITY AT MONTGOMERY ASSOCIATION OF NURSING STUDENTS (AUMANS)	51
NURSING HONOR SOCIETY - SIGMA THETA TAU INTERNATIONAL (STTI) – KAPPA OMEGA CHAPTER	52
STUDENT REPRESENTATION	52
FORMS	53
PLANS OF STUDY	53
ANNUAL HEALTH ASSESSMENT	54
IMMUNIZATION FORM	56
TB SKIN TEST REPORT	58
AGREEMENT FOR THE CHEMICALLY IMPAIRED NURSING STUDENT	60
II	60
III	60
AGREEMENT FOR THE CHEMICALLY IMPAIRED LICENSED NURSING STUDENT	60
II	60
Auburn University at Montgomery APG Waiver and Guidelines	61
Undergraduate Clinical Evaluation Tool 1 <sup>st</sup> through 4 <sup>th</sup>	63

Undergraduate Clinical Evaluation Tool Preceptorship .....	70
Specialty Clinical Evaluation Tool .....	77
Service Learning Agreement Form .....	79
Clinical Site Evaluation .....	80
Clinical Adjunct Evaluation .....	81
AUM School of Nursing Unsatisfactory Practice .....	82
Confidentiality Agreement .....	84
PHOTO/VIDEO/OTHER MEDIA CONSENT FORM for Students .....	85
INCIDENT/ACCIDENT REPORT .....	86
ACKNOWLEDGEMENT OF RECEIPT AND READING OF AUM SON STUDENT HANDBOOK.....	92
Note: Failure to sign this form does not exempt a student from the provisions in the AUM SON Student Handbook .....	92

### **PLANS OF STUDY**

Plan of Study for Pre-Licensure Baccalaureate Program .....	88
Plan of Study for Post-Licensure (RN to BSN) Baccalaureate Program.....	90
Concurrent Program Success Guide .....	91

## Message from the Dean

Dear Nursing Student:

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

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

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

Sincerely,

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







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

### **MISSION**

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

### **VISION**

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

### **VALUES**

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

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

Auburn University at Montgomery (AUM) is the metropolitan campus for Auburn University and was established by an act of the Alabama Legislature in 1967. AUM began its operation in 1968 at a downtown facility, moving in 1971 to its current 500-acre campus seven miles east of downtown Montgomery. AUM is a state assisted, coeducational institution, granting baccalaureate and master's degrees with a student enrollment of over 5,000. In 1973 the Southern Association of Colleges and Schools accredited AUM with subsequent reaffirmation in 1978, 1988, 1998, 2008 and most recently in 2018.

### **ACCREDITATION**

The School of Nursing Baccalaureate, Master of Science in Nursing, and Doctor of Nursing Practice Programs are accredited by:

Commission on Collegiate Nursing Education  
(CCNE) 655 K Street NW, Suite 750  
Washington, DC 20001-1120  
Telephone: 202-887-6791  
Internet: [www.aacn.nche.edu/accreditation](http://www.aacn.nche.edu/accreditation)

The Baccalaureate Program is approved by the:

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

## HISTORY OF SCHOOL OF NURSING AT AUM

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

1978	Alabama State Legislature established School of Nursing
1979	Auburn University at Montgomery School of Nursing granted provisional approval – the highest level for stage of development – First class admitted – Founding Dean Dr. Kathryn Barnett – Fully accredited by National League for Nursing Accreditation Commission (NLNAC)
1988	Establishment of RN Mobility Program – Founding Director Dr. Sharon Farley
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of Nursing
2000	RN to BSN program also referred to as Educational Advancement for Registered Nurses (EARN)
2008	Establishment of joint MSN program with Auburn University for Nurse Educators Founding Director Dr. Anita All – Establishment of A. I. (Teal) Corte, Jr. Simulation Lab
2009	Kid Check/Healthy Kids
2009-2014	Dr. Gregg Newschwander, Dean of Auburn and Auburn at Montgomery Schools of Nursing
2010	Addition of Primary Care Nurse Practitioner track to joint AU/AUM graduate program
2012	First onsite EARN (RN to BSN) program developed – Fully reaccredited for 10 years by CCNE
2015	Dr. Ramona Lazenby, Interim Dean
2015	Dr. Jean D'Meza Leuner, founding Dean of College of Nursing and Health Sciences and Chief Nursing Administrator, School of Nursing
2016	Approval of graduate certificate in Nursing Education
2016	Faculty Bylaws approved and Shared Governance Initiated
2017	Approval of dissolution of joint AU-AUM Master's Program
2017	Approval of AUM Master's Program for FNP and Nurse Educator for Interprofessional Practice
2017-2018	Approval AUM DNP Program by ACHE and SACSCOC
2018	Commence Master's Program
2019	Commence DNP Program
2019	Approval Post Graduate FNP Certificate Program
2020	MSN and DNP programs accredited by CCNE at AUM (initial 5 year maximum)
2021	Closure of Post graduate FNP Certificate Program
2022	BSN Site Visit by CCNE: Received 10-year continuation of accreditation
2024	Commence Health Systems Leader Track in MSN Program

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## ACADEMIC PROGRAMS

### BACCALAUREATE PROGRAM IN NURSING

The BSN Curriculum is designed to prepare graduates for entry into professional nursing practice.

Baccalaureate generalist nurses are providers of direct and indirect care and function as designers, coordinators and managers of care. Professional nursing requires strong critical reasoning, clinical judgment, communication, and assessment skills. As healthcare providers, professional nurses function autonomously and interdependently within the healthcare team across all environments.

Professional nurses focus on individual, family, community, and population health care as they monitor and manage aspects of the environment to foster health and well-being.

### BSN Program Outcomes

- 1: Apply knowledge from nursing science and other disciplines to inform clinical judgement and evidence-based practice. (Domains I, IV)
2. Apply principles of leadership to foster interprofessional relationships that culminate into person-centered quality care that is just, safe, and optimizes outcomes across the healthcare continuum. (Domains II, III, V, VI, VII, X)
3. Integrate principles of interprofessional collaboration and professional nursing practice, including clinical judgment and person-centered care, within multiple contexts to plan, implement and evaluate care effectiveness. (Domains I, II, III, VI, IX)
4. Demonstrate skills in using patient care technologies and informatics processes to gather and analyze data that informs decision making and management of care in accordance with professional, best practice, and regulatory standards. (Domain VIII)
5. Demonstrate knowledge of healthcare policy, legal, financial, regulatory statutes, and system-based practice to influence equitable, safe, quality care for diverse populations across the healthcare continuum. (Domains III, V, VI, VII)
6. Utilize effective inter and intraprofessional communication skills reflective of respect, compassion, and ethical practice that foster health promoting patient-centered relationships to optimize outcomes and enhance the healthcare experience. (Domains I, II, III, V, VI, VIII)
7. Apply knowledge of the determinants of health in relation to factors such as individual health, family history, values, beliefs, culture, emergency preparedness and other factors including the social determinants of health to transform healthcare and minimize risk of harm through interprofessional partnerships. (Domains II, III, IV, V, VI, VII, VIII, IX)
8. Demonstrate professional behaviors that reflect accountability, ethical conduct, a collaborative disposition, self-awareness, leadership, and respect for patient privacy and confidentiality. (Domains IX, X)
9. Demonstrate leadership skills to effectively advocate for and provide ethical, respectful care for diverse patients and populations with acute and chronic health conditions across the lifespan. (Domains II, III, IV, IX, X)

**Table of BSN Essential Domains and Program Outcomes**

	Domain I	Domain II	Domain III	Domain IV	Domain V	Domain VI	Domain VII	Domain VIII	Domain IX	Domain X
<b>Program Outcome 1a</b>	x			x						
<b>Program Outcome 2a</b>		x	x		x	x	x			x
<b>Program Outcome 3a</b>	x	x	x	x					x	
<b>Program Outcome 4a</b>								x		
<b>Program Outcome 5a</b>			x		x	x	x			
<b>Program Outcome 6a</b>	x	x	x		x	x		x		
<b>Program Outcome 7a</b>		x	x	x	x	x	x	x	x	

<b>Program Outcome 8a</b>									x	x
<b>Program Outcome 9a</b>		x	x	x					x	x

## PROGRAM POLICIES ADMISSION FOR PRE-LICENSURE

### BACCALAUREATE PROGRAM

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

Selection for admission to the Upper Division of the School of Nursing is based on academic performance in *Pre-nursing* Lower Division required courses and a Test of Essential Academic Skills (TEAS) score. Applicants must:

- *Achieve full admission to Auburn University at Montgomery and to the pre-nursing major.* Students on Academic Probation or Suspension and students with provisional university admission cannot be considered for admission to the Nursing program.
- *Have an unadjusted, unrounded GPA of 2.75 or higher based **solely** upon pre-nursing course work at the time of application. Grades are counted every time a course is taken. Grade adjustments (“grade forgiveness”) and Repeat to Replace adjustments are **NOT** considered. A GPA of 2.75 does **NOT** guarantee acceptance.*
- *Have an unadjusted, unrounded GPA of 2.75 or higher based **solely** on pre-nursing math and science course work at the time of application. Grades are counted every time a course is taken. Grade adjustments (“grade forgiveness”) and Repeat to Replace adjustments are **NOT** considered. A GPA of 2.75 does **NOT** guarantee acceptance.*
- *Have no more than 22 hours for fall admission and 18 hours for spring admission (see advisor for specific details for individual requirements) of remaining pre-nursing coursework.*
- *Have successfully completed (grades of “C” or above) at least 3 of the required 5 lab science courses AND have the remaining 2 of the 5 required lab science courses in progress at the time of application for a spring admission. For a fall admission, successful completion (grades of “C” or above) of at least 2 of the 5 required lab science courses AND have at least 1 of the 5 required lab science courses in progress at the time of application.*
- *Have successfully completed (grades of “C” or above) Anatomy and Physiology I and II and labs within 5 years of nursing entry, or a retake of one is required. A student who has earned two (2) grades below a “C” in Anatomy and Physiology I or Anatomy and Physiology II is not eligible to declare or to remain in the pre-nursing major and is not eligible to apply to the upper division of the nursing program at AUM.*
- *Submission of Test of Essential Academic Skills (TEAS) score. A score of 73% or higher is preferred. Students with an ACT score of 27 or higher on file in the AUM Registrar’s office are exempt.*
- *Possess the functional ability to perform the skills and behaviors required of a professional nurse as listed in the current University Catalog and in the Pre-nursing Student Handbook (Both may be viewed on the AUM website, [www.aum.edu](http://www.aum.edu).)*
- *Undergo and pass a drug screening. Students who do not pass the drug screen may not be admitted.*
- *Undergo and pass a background check. Students who do not pass the*



- criminal background check may not be admitted.
- Possess the ability to operate a computer and related technology and to understand basic computer language. This includes a functional level of knowledge and skills related specifically to the following Microsoft Office programs: Word, Excel, and PowerPoint. Additionally, students must be able to navigate the Web, Canvas, and the university email system.
- Own and be proficient in the use of a wireless handheld device such as an iPhone to be used as a resource in the clinical setting.

**Meeting above requirements does not guarantee acceptance.**

<b>Application to Upper Division for Pre-Licensure Students</b>		
	<b>Fall Admission</b>	<b>Spring Admission</b>
<b>Application Availability</b>	First week of January (approx..)	August 1 (approx..)
<b>Submission Deadline</b>	March 15	October 15
<b>TEAS score Due Date</b>	March 15	October 15
<b>Admittance Notification</b>	End of April	End of November

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

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

#### **Unconditional Admission Requirements:**

- Achieve full admission to Auburn University at Montgomery
- Have a minimum 2.5 GPA on a 4.0 scale based on core course requirements alone
- Have a "C" or higher in all required prerequisite coursework.
- Have no more than three (3) outstanding prerequisite courses at the time of application to the program and the following criteria have been met:
  - Completion of either a Literature or a History sequence
  - Completion of the Core Math requirement (College Algebra or higher)
  - Completion of English Composition II
  - A grade of C or higher on all prerequisite courses
- Transfer credit will not be granted for courses in which a grade of "D" or "F" was earned.
- A maximum of 37 appropriate semester hours of transfer credit will be awarded after successful completion (minimum grade of "C") of NURS 4110.
- Advanced placement or CLEP credit in pre-nursing courses is granted according to university policies.
- Possess a current unencumbered license as a Registered Nurse
- Current health insurance
- Computer proficiency – The ability to operate a computer and to understand basic computer language, including a functional level of knowledge and skills related to Word, Excel, and PowerPoint; and the ability to navigate the Web, Learning Management System, and Outlook email

#### Conditional Admission Requirements:

- *Admission to the Auburn University at Montgomery*
- *GPA of 2.0 to 2.499 on a 4.0 scale based on core courses requirements alone*
- *Possess an unencumbered license as a Registered Nurse*
- *Have four (4) or more outstanding pre-requisite courses*

#### Change of Admission Status:

Students will be granted an Unconditional Admission status to the RN to BSN program when all the following conditions have been met:

- No outstanding pre-requisites remain.
- The GPA, based on core requirements, is at or above a 2.0 on a 4.0 scale.
- Successful completion of the first two nursing courses with a grade of C (73) or higher.

*Students are not required to reapply to the program and will be notified when the admission status changes.*

#### **ADMISSION TO THE CONCURRENT PROGRAM**

The ADN/BSN Concurrent Pathway Program is designed for students currently enrolled in an AUM partnership Associate Degree of Nursing program who desire to continue their education and obtain a baccalaureate degree in nursing. Applicants must follow the Success Guide that pertains to the AUM partnership Associate Degree of Nursing program.

#### Admission Requirements Prior to Graduating from Associate Degree Program:

- Be currently enrolled and in good standing with an approved concurrent program.
- Complete Transient application after student's third semester at the Associate Degree of Nursing program.
- Complete each AUM nursing course with a "C" or higher.
- Complete each required prerequisite course with a "C" or higher.

#### Unconditional Admission Requirements after Graduating from Associate Degree Program:

- *Achieve full admission to Auburn University at Montgomery*
- *Have a minimum 2.5 GPA on a 4.0 scale based on core course requirements alone*
- *Have a "C" or higher in all required prerequisite coursework.*
- *Have no more than three (3) outstanding prerequisite courses at the time of application to the program and the following criteria have been met:*
  - *Completion of either a Literature or a History sequence*
  - *Completion of the Core Math requirement (College Algebra or higher)*
  - *Completion of English Composition II*
  - *A grade of C or higher on all prerequisite courses*
- *Transfer credit will not be granted for courses in which a grade of "D" or "F" was earned.*
- *A maximum of 37 appropriate semester hours of transfer credit will be awarded after successful completion (minimum grade of "C") of NURS 4110.*
- *Advanced placement or CLEP credit in pre-nursing courses is granted according to university policies.*
- *Possess a current unencumbered license as a Registered Nurse*
- *Current health insurance*
- *Computer proficiency – The ability to operate a computer and to understand basic*

*computer language, including a functional level of knowledge and skills related to Word, Excel, and PowerPoint; and the ability to navigate the Web, Learning Management System, and Outlook email*

Conditional Admission Requirements after Graduating from Associate Degree Program:

- *Achieve full admission to Auburn University at Montgomery*
- *GPA of 2.0 to 2.499 on a 4.0 scale based on core courses requirements alone*
- *Possess an unencumbered license as a Registered Nurse within the first semester as a full AUM student.*
- *Have four (4) or more outstanding pre-requisite courses*

Change of Admission Status:

Students will be granted an Unconditional Admission status to the RN to BSN program when all the following conditions have been met:

- No outstanding pre-requisites remain.
- The GPA, based on core requirements, is at or above a 2.0 on a 4.0 scale.
- Possess an unencumbered license as a Registered Nurse
- Successful completion of the first two nursing courses with a grade of C (73) or higher.

*Students are not required to reapply to the program and will be notified when the admission status changes.*

## **REQUIRED DOCUMENTATION FOR ALL SON STUDENTS**

All students in the School of Nursing must meet the requirements of the various clinical agencies utilized throughout the nursing program. The following requirements must be met before the first day of class every semester that includes clinical experiences and must remain current throughout each semester. All required documents must be submitted to and accepted by Viewpoint and other clinical agency databases before the first day of class every semester. At no time may documents expire during a semester of the nursing program; should this occur students will be notified that they may not continue in clinical experiences until all documentation is up to date. Clinical experiences missed due to lack of required or expired documentation will be considered unexcused and may prevent students from successfully passing courses and/or graduating.

- Completion of Annual Health Assessment Form (Located in the forms section of the Nursing Student Handbook).
- Proof of childhood immunizations & completion of form found in Nursing Student Handbook.
- Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer.
- A completed Tetanus-Diphtheria series with booster every 10 years. At least one booster should be the TDaP (tetanus, diphtheria, pertussis) unless contraindicated.
- Proof of flu vaccination annually (administered from October to March).
- Tuberculosis skin test unless previous positive test then must have a chest x-ray for clearance. Students who have a previous history of TB with completion of treatment must complete a yearly status report as recommended by the Centers for Disease Control such as QuantiFERON-TB Gold+ test. Pre-licensure students must complete a 2-step TB test and post licensure students must have a 1-step TB test. If the TB skin test lapses (more than 360 days past the previous TB skin test), another 2-step TB skin test will be required.
- Hepatitis B vaccine series or documentation of completed series. If documentation is not available proof of immunity through titer level.
- Drug screening for pre-licensure students and post-licensure students. 10-Panel. (May be required more often. See Nursing Student Handbook).

- ❑ Proof of current BLS certification (Basic Life Support for Healthcare Providers through the American Heart Association).
- ❑ Proof of any other additional requirements for specific agencies as necessary
- ❑ Evidence of patient confidentiality training (Health Insurance Portability and Accountability Act [HIPAA]).
- ❑ Criminal background check.
- ❑ Proof of personal health insurance (students are responsible for payment of any health care services). Students are required to have personal health insurance for the duration of their time in the program.
- ❑ Certification of clear background through ViewPoint [www.viewpoint.com](http://www.viewpoint.com) is required for continued enrollment for pre-licensure students and post-licensure students.
- ❑ Proof of current unencumbered licensure as a registered nurse for post-licensure students.
- ❑ Statement of acknowledgment of policies and procedures as set forth in the AUM SON Student Handbook (See forms section).
- ❑ Confidentiality Agreement (See forms section).
- ❑ Consent for photographs or video (See forms section).

Failure to provide or falsification of the above documentation is grounds for dismissal from the AUM School of Nursing.

### **CLINICAL DOCUMENTATION**

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

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

### **COMPLETION OF DEGREE**

Completion of degree coursework for undergraduate students has no time limitation. If a student does not enroll for three consecutive terms, the student must be readmitted and will be placed in the catalog current at the time of readmission.

### **PROGRESSION**

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

- A minimum GPA of 2.0 in nursing major
- An average of 73% is required in the nursing course to be successful and progress in the nursing program. ATI exam conversion score and any additional learning activities as described are included in the grade average of 73%. However, the achievement of 73% will not necessarily result in a passing grade for the course.
- Earn a grade of "C" or above in all nursing courses
- Achieve a grade of "satisfactory" (S) in all clinical/lab components of all nursing courses
- Maintain licensure as a Registered Professional Nurse (post-licensure)

students) – must notify advisor if licensure status changes during the program

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

#### **Progression Guidelines:**

- Failure (a grade lower than "C" in two (2) nursing courses) constitutes disenrollment from the nursing program.
- A student may not repeat more than one nursing course.
- The Upper Division nursing curriculum must be completed within four (4) years of the first course taken in the program. (Refer to Undergraduate Handbook for additional requirements)
- Students who are not enrolled for two or more consecutive terms must re-apply to the program and are not guaranteed readmission.
- Course Failure
  - a. "Course Failure" is defined as earning a grade less than a "C" in any course required to complete the BSN degree, inclusive of elective course work as required in the program curriculum.
  - b. In the event that a student earns a failing grade in a single course, they may repeat that course in the next available semester the course is taught.
  - c. In the event that a student earns a failing grade in two or more courses at any point in the program, they will be dismissed from the program. The student is notified immediately via email to the student's official AUM email address of record.
- If one failure occurs and if the student will not be eligible to attend nursing courses for more than one semester, a success plan will be given to the student to ensure the student's future success in the nursing program. This success plan will be individualized by the APG committee and must be completed before reentry to the nursing program.

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

- A student is considered out of sequence when they have deviated from their plan of study based on their admission semester.
- Out of sequence students must submit their Intent to Continue Form to the Admission, Progression, and Graduation (APG) Committee by the end of the first week of the semester prior to their anticipated return to upper division course work.
- The APG Committee will review the student's past performance and current status of admission criteria in addition to recommendations from course faculty and the student's advisor. Written notification via AUM email will be sent to the student within four (4) weeks of the request regarding the committee's decision and if approved to return. The notification will include which semester the student must return.

- If approved to return, the student must meet with an Advisor to develop a plan of study.
- The student must score at least 73% on exams/quizzes to resume upper division nursing course work in the approved semester.
- If a second nursing course failure occurs, the student will be disenrolled from the nursing program.

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

The traditional BSN program is offered as a full-time program of studies. In the unique situation when a student requests to decelerate with appropriate rationale, the request must be discussed with the Undergraduate Coordinator first, followed by a formal written request submitted to the APG Committee with rationale for the request. Students who decelerate may be required to enroll in additional coursework.

### **DROPPING OUT**

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

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

Students must:

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

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

- Behavior indicative of possible substance abuse will require submission of drug and/or alcohol screening.
  - If results are positive, the student will be dismissed from the nursing program and referred to the appropriate administrative officials.
  - If urine drug screen results are dilute, the student will be required to repeat the drug screen at the student's expense.
  - A second dilute urine drug screen will be considered a failed drug screen.
- Re-admission is dependent upon available classroom, clinical and faculty resources
- If re-admitted, the student will meet with their advisor along with the Associate Dean to develop a plan of study for successful completion of the program.
  - The plan of study may include clinical and/or didactic independent studies and course audit requirements designed to update the student's clinical practice and/or theoretical knowledge or bring it to the level of other students enrolled in the semester in which the

student is returning.

- Student documentation of current BLS, health insurance, health requirements, drug screening and background checks will be required.
- Students are notified via AUM email of the actions, recommendations, and/or requirements specified by the APG committee.

### **WITHDRAWAL FROM AN UPPER DIVISION NURSING COURSE POLICY**

- A student may have no more than two (2) withdrawals from nursing course(s) in the traditional undergraduate upper division program.
- A student may withdraw from the same course or two different courses.
- Following the second course withdrawal, no additional non-medical withdrawals will be allowed.
- After the student withdraws from the second course, any subsequent course withdrawal will be considered a course failure and result in dismissal from the traditional nursing program.

### **APPEAL OF GRADES**

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

### **GRADUATION**

Each student is responsible for reading and understanding the degree requirements and written policies as stated in the AUM Undergraduate Catalog for the year during which he/she enrolled. The year under which a student enrolled can be found in Degree Works. Degree Works is available online from MyAUM in the Campus Resources Launchpad and can be accessed by the student at any time.

Students should meet with an advisor frequently each semester regarding his/her progress and courses completed within the program of study. Making appointments to meet with advisors/mentors/counselors is highly recommended. Advisors display their office hours on their office doors and in their syllabi. Online courses have advising hours noted on the syllabi. An "Intent to Graduate" form must be filed by each student by the deadline announced on the University Academic Calendar. Failure to do so will affect a student's date to graduate.

### **NCLEX-RN® EXAMINATION**

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

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

## **SCHOOL OF NURSING POLICIES AND GUIDELINES**

### **GRADING POLICY IN SCHOOL OF NURSING**

<b>School of Nursing Grading Scale</b>	
90-100	= A
85-89	= B+
80-84	= B
76-79	= C+
73-75	= C

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

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

### **CALCULATION OF GRADES**

An average of 73% is required in each course to be successful and progress in the nursing program. Course grade components are at the discretion of course faculty and are outlined within each course syllabus. Within each course, exam grades make up at least 90% of the course grade.

If PrepU is available, this grade will be added to achieve 73%.

Mastery levels are set based on student/cohort progression in the program.

PrepU assignments are to be completed by assignment due date. Students will continue to have access to the library of questions. If a student encounters technical difficulty completing an assignment, the student must contact Lippincott and provide the faculty member with work order number at least 24 hours prior to closing of assignment.

The faculty member will determine number of PrepU assignments. PrepU grade will be number of assignments completed at mastery level, divided by number of assignments.

### **STANDARDIZED TESTS**

Standardized tests may be administered throughout the curriculum and may be scheduled



outside of the scheduled classroom time. Students are required to take these exams when scheduled and are responsible for costs associated with their administration. See course syllabus for standardized exam(s) placement and scheduled date(s) and time(s). In addition, faculty may choose to use other resources. **\*Ear buds or headphones are required for standardized testing for alternate test questions.**

### **Undergraduate ATI Assessment and Remediation Policy**

- I. Purpose:  
Assessment Technologies Institute® (ATI®) assessments provide formative evaluation of content mastery to enhance student success through the identification of knowledge gaps which guide strategic development of success planning with individualized remediation.
- II. Policies:
  - A. A grade of 73% or higher is required in all upper division nursing for satisfactory completion of courses.
  - B. Standardized testing
    1. ATI® scores are assigned as levels for each exam and will be recorded as a component in the final course grade.
    2. In a course where ATI® exams are administered, the weight of the exam grade will be 15%-25% as stated in the specific course syllabus.
    3. Course faculty may require a practice exam to be completed in advance of the proctored exam.
    4. Remediation on ATI® exams are required for each exam. Failure to complete remediation for an ATI® exam will result in a 10% reduction in the grade correlated to that specific assignment.
  - C. Courses allocated a Content Mastery Series (CMS) practice and proctored examinations through ATI® will comprise 15% of the final course grade. The minimum performance benchmark for students on all CMS assessments is a Level 2. For the comprehensive predictor assessment, the minimum performance benchmark is a 95% probability of passing the NCLEX licensure exam.
- III. Procedures, Remediation, and Grading:
  - A. Content Mastery Series Practice Assessments
    1. Students must complete the assigned Practice Assessment(s), as assigned by course faculty.
    2. Students must complete individualized remediation based on the level of achievement by the date/time noted on the course topical outline or as indicated by the course faculty.
    3. If a student does not complete the practice assessment and remediation by the assigned due date, 10% of the earned grade will be deducted from the grade for that correlated assessment.
    4. If a student fails to submit the work prior to the proctored assessment, the student will not be allowed to sit for the proctored assessment and the absence for the proctored exam will be treated as an unexcused absence.

Task
Practice Assessment Remediation
● Minimum 1- hour Focused Review for each of the top three sections as assigned

by ATI®

- Complete individualized Focused Review post-study quiz

#### B. Content Mastery Series Proctored Assessments

1. Students must sit for the course-specific proctored assessment on the date/time noted on the course topical outline or as indicated by the course faculty.
2. See Exam Policy for expected student behaviors.
3. Point allocation for CMS Proctored Assessments:

Score	Required Tasks
Level 3= 90%	Remediation: 1-hour Focused Review and completion of a handwritten Active Learning Template for each topic missed
Level 2= 80%	Remediation: 2 hours Focused Review and completion of a handwritten Active Learning Template for each topic missed
Level 1= 73%	Remediation: minimum 3-hour Focused Review AND Completion of a handwritten Active Learning Template for each topic missed
<Level 1= 60%	Remediation: minimum 4-hour Focused Review AND Completion of a handwritten Active Learning Template for each topic missed

#### C. Proctored Comprehensive Predictor Assessments

1. Senior students must sit for the proctored Comprehensive Predictor Assessment date/time noted on the course topical outline or as indicated by the course faculty.
2. See Exam Policy for expected student behaviors.
3. Percentage allocation for Proctored Comprehensive Predictor Assessment:

	Below Level 1	Level 1	Level 2	Level 3
Capstone Assessment A	< 67.3%	68% - 71.2%	71.3% - 74.6%	74.7% - 100%

Capstone Assessment B	< 68.7%	68% - 71.2%	71.3% - 74.6%	74.7% - 100%
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#### 4. Proctored Comprehensive Predictor Assessment Remediation

Proctored Assessment Score	Required Tasks
Level 3	Remediation: <ul style="list-style-type: none"> <li>• Minimum 1 hour Focused Review</li> <li>• Complete a handwritten Active Learning Template for each topic missed</li> </ul>
Level 2	<ul style="list-style-type: none"> <li>• Minimum 2 hour Focused Review</li> <li>• Complete a handwritten Active Learning Template for each topic missed</li> </ul>
Level 1	<ul style="list-style-type: none"> <li>• Minimum 3 hour Focused Review</li> <li>• Complete a handwritten Active Learning Template for each topic missed</li> </ul>
Below level 1	<ul style="list-style-type: none"> <li>• Minimum 4 hour Focused Review</li> <li>• Complete a handwritten Active Learning Template for each topic missed</li> </ul>

#### E. Proctored Retake Assessment:

1. Students who scored a 90% passing probability or higher have the option to sit for the Retake Assessment
2. Students who scored an 89% or below passing probability will be REQUIRED to sit for the Retake Assessment.
3. If a student fails to submit the required remediation work prior to the proctored Retake Assessment, the student will NOT be allowed to sit for the assessment and will be treated as an unexcused absence.
4. See Exam Policy for expected student behaviors.

**Student Agreement to and Confirmation of Receipt for the Undergraduate ATI® Assessment and Remediation Policies and Procedures**

**Initial all and sign below:**

\_\_\_\_\_ I have received information about the **Undergraduate ATI® Assessment and Review Policies and Procedures** and have been given a copy of these. I have had the opportunity to ask questions about the policies and procedures.

\_\_\_\_\_ I understand that it is my responsibility to utilize all of the books, tutorials, and online resources available from ATI®, as designated by the Auburn University at Montgomery School of Nursing.

**Student's printed name:** \_\_\_\_\_

**Student's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **EXAMINATIONS**

Students are expected to arrive to class prior to posted examination time so that the student can begin the exam at the posted examination time. Students arriving after the start of the examination will not be permitted to enter the testing environment and will need to contact course faculty in order to follow the Missed Exam Policy located in the course syllabus. In order for a student to leave the testing environment, an appointed proctor must accompany the student, and no additional time will be given for time missed while away from the testing environment. Seating and spacing between students within the testing environment is at the discretion of course faculty. If a make-up exam is offered, a different format may be used such as short- answer or essay questions. Faculty may require documentation from the student related to reason(s) for a missed exam.

Items that are permitted in the examination environment: Scratch paper provided by faculty, writing utensil, and personal computer for testing. Students are responsible to arrive with a charged and updated computer. No additional time will be given for testing issues related to battery or required computer updates. If a student is unable to begin the exam at the designated time, the student is to refer to the Missed Exam Policy.

Items that are not permitted in the examination environment include but not limited to: food, drink, smart technology such as cell phone and smart watch, textbooks, books, notes, personal scratch paper or papers, calculators, blankets, bulky clothing, hats, sunglasses.

Students will be expected to place all personal items such as backpacks, purses, coats and anything not permitted as stated above in a designated area within the testing environment at the discretion of the course faculty. Students will be expected to place cell phones and wearable technology in a separate designated area at the discretion of the course faculty. Cell phones and wearable technology must be put on silent.

Scratch paper will be provided by course faculty once the student has logged into the exam through Respondus Lockdown Browser. Students will be expected to have his or her name on the provided scratch paper and will be responsible for turning in his or her scratch paper at the conclusion of the examination.

Once a student has completed and submitted the examination, the student is expected to turn off and close the personal computer. Students will be expected to turn in his or her own scratch paper to course faculty prior to being permitted to leave the testing environment. After completion of the exam, leaving the testing environment is at faculty discretion according to course syllabus.

Students who have accommodation letters that have been signed by the faculty that include examination accommodations will not be allowed to take examinations with their cohort but will take them as arranged by the Center for Disability Services (CDS).

The use of personal digital devices, smart watches, cell phones or other instructional aides are not allowed during examinations unless given permission by the faculty. Exams should be assumed closed book and should be completed without assistance unless otherwise specified. Examinations should not be shared with anyone before, during, or following testing. No copies, including screen shots, of any part of an exam or

exam review may be taken or shared. (see the Academic Honesty Code in the Undergraduate Catalog and Code of Conduct in the AUM Student Handbook).

Additional testing environment guidelines can be enforced at the discretion of the course faculty according to course syllabus. Refer to course syllabus for Missed Exam Policy.

Failure to follow the above stated policy will be considered academic dishonesty and a violation of the AUM SON Academic Honesty Code according to the AUM SON Undergraduate Student Handbook.

**\*Please read course syllabi carefully for the weight of exams and additional assignments.**

### **RESPONDUS LOCKDOWN BROWSER**

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

### **TECHNOLOGY REQUIREMENTS**

The School of Nursing **requires** its students to own a computing device. It is strongly recommended that the device be a laptop. Access to a computer is required in order to use all features in Canvas. Please do not only rely on a tablet or Smartphone to use Canvas. Not all features will work on these devices.

Do not purchase a Chromebook or Microsoft Surface RT tablet for online course work. Their operating systems are not supported by Canvas. It is strongly advised that the laptop should be no more than 3 years old and must be running the latest operating system offered by Microsoft (currently Windows 10\*\* or newer and Apple (currently MacOS 11.7.1 or newer. \*\* Alternate versions of Windows such as Windows RT and IOS are not supported.

All documents must be submitted to instructors in a Microsoft Office version. Other file types (Google Docs, Apple iWork, OpenOffice, etc.) are NOT supported.

In addition, the computer should have enough available hard disk space to install software and updates. The student should also have a user account on the computer that permits installing software.

Please check Canvas's website regularly for the most up-to-date system requirements

- Operating system:
  - Windows 10 or Pro (or most up-to-date available) for Windows devices
  - MacOS 11.7.1 (or most up-to-date available) for Mac devices
- Web camera capable of video web conferencing
- Microphone and speakers for web conferencing
- Headphones recommended
- Keyboard and mouse recommended
- Students can get Respondus Lockdown at: <https://my.aum.edu/web/wiki/lockdown-browser>

A benefit to currently enrolled AUM students is to receive free access to Microsoft Office. Microsoft Office can

be installed simultaneously on 5 devices and is available for PC, Mac, iOS, Android, and Windows Mobile. For more information on how to download the software package, log into the MyAUM portal and then click on the Online Help Desk tab at the top of the page and then look for the Office 365 tab at the top of the next page. You can contact the AUM Help Desk directly at (334) 244-3500 [helpdesk@aum.edu](mailto:helpdesk@aum.edu) with any issues or questions.

### ***Recommended Hardware Specs:***

<b>Windows-Recommended Specs</b>	
<b>Recommended Configuration</b>	<ol style="list-style-type: none"> <li>1. Intel Core i5, i7 and above or AMD Ryzen R5, R7 and above</li> <li>2. Windows 10 or above</li> <li>3. 8GB RAM or greater</li> <li>4. Webcam, microphone, and speakers or headphones</li> </ol>
<b>Network Connectivity</b>	Working Wi-Fi adapter to connect to university wireless on campus.
<b>Web Browser</b>	Edge and another alternate such as Firefox or Chrome

<b>Apple MacBook (MacOS)-Recommended Specs</b>	
<b>Recommended Configuration</b>	<ol style="list-style-type: none"> <li>1. Apple M1, M1 Pro and above*</li> <li>2. Mac OS Big Sur (11.7.1) or above</li> <li>3. 8GB RAM or greater</li> <li>4. Webcam, microphone, and speakers or headphones</li> </ol> <p><i>*Intel processors are still supported by Apple. Visit the following links to ensure your MacBook is still supported by <a href="#">Big Sur</a> or <a href="#">Monterrey</a> (the two most recent MacOS releases).</i></p>
<b>Network Connectivity</b>	Working Wi-Fi adapter to connect to university wireless on campus.
<b>Web Browsers</b>	Safari and an alternate such as Firefox or Chrome.

### **FORMAT FOR WRITTEN ASSIGNMENTS**

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

### **SERVICE LEARNING**

Service learning is defined as, “students or participants learn and develop through active participation in thoughtfully organized service that – (i) is conducted in and meets the needs of a community; (ii) is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; and (iii) helps foster civic responsibility; is integrated into and enhances the academic curriculum of the students, or the educational components of the community service program in which the participants are enrolled; and (ii) provides structured time for the students or participants to reflect on the service experience” (Higbea et al., 2020).

Service learning will be incorporated into NURS 4261 Public/Community Health. Please refer to course syllabi for specific information. Service learning requirements include:

- A minimum of 4 hours of service learning will be required for this course. This is an opportunity to participate in meaningful community service to enhance academic and personal learning outcomes.
- Completion of the Service Learning activities must occur within the semester in which it is required.
- Utilize the Service Learning Agreement Form.
- During the experience, the form must be signed by the leadership representative of the agency.
- No credit will be given for these hours until the Service Learning Final Reflection is completed and returned to faculty.
- Service Learning activities must focus on the people of the community and be related to health, exercise, diet, or education.

Higbea, R., Elder, J., VanderMolen, J., Cleghorn, S., Brew, R., & Branch, K. (2020). Interprofessional service-learning definition. *Journal of Interprofessional Care*, 34(2), 283-286.

Sanders, M., Van Oss, T., & McGeary, S. (2016). Analyzing reflections in service learning to promote personal growth and community self-efficacy. *Journal of Experiential Education*, 39(1)m 73-88.

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

## **PROFESSIONAL EQUIPMENT**

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

## **TRANSPORTATION**

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

## **REGISTRATION FOR COURSES**

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

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

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

## **OUTSIDE EMPLOYMENT**

Employment should be limited as much as possible in order to allow for ample time to prepare and



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

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

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

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

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

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

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

### **ATTENDANCE AND TARDINESS POLICY**

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

The AUM School of Nursing (SON) expects that students will recognize they have entered a profession in which commitment to full participation in the learning environment is essential and will become a style of life-long learning. Time management is a necessary professional skill, and punctuality is expected in professional workplaces.

Punctual attendance is expected in all educational activities and is required for class, lab and clinical experiences, simulations, and Nursing Resource Center (NRC) validations. Students will not be excused from required coursework or clinical experiences for job interviews/orientations/ outside jobs or personal/family events. This attendance policy includes absences during final exam week. Students

should be available until the end of the semester. Final exam week is noted on each course syllabus. Personal plans (e.g., flight arrangements) should be scheduled during the regular AUM SON semester breaks in order to avoid unexcused absences.

If you are absent (miss 50 to 100% of a class) for more than two classes or are tardy (5 minutes or more late) more than two times for any reason, you will receive a written warning and will be assigned additional learning activities at the course faculty's discretion. "Arrangement to make up work missed because of absence should be initiated by the student." (AUM Student Handbook, Academic Policy, Attendance Policy, pp.66-67.) You will enter into a student learning contract with specific details about the learning activities with a specified due date. Failure to enter into a learning contract with your faculty or complete activities within the assigned time will result in a "Failure to Attend (FA)" for the course. "After a written warning, a course instructor may issue a student the grade of 'FA.'" (AUM Student Handbook, Academic Policy, Attendance Policy, pp.66-67.)

If you have been absent more than two times or have been tardy, your professor will issue you a written warning, and it is your responsibility to arrange make up work.

### **LEARNING ENVIRONMENT**

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

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

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

- Attending each class, being punctual, and remaining for entire class.
- Submitting paperwork and assignments on time
- Being prepared for each class experience.
- Being attentive and engaging in classroom activities.
- Considering others when asking questions or making comments.
- Turning off cell phones or placing them on vibrate.
- Using technology devices for classroom purposes only.
- Being respectful and civil to others.
- Accepting accountability for actions.
- Obtaining permission from faculty before audio or video recording or taking pictures of any portion of the class content.
- Dressing appropriately to portray a professional image of nursing and personal dignity at all times.
- Maintaining standards of academic integrity for all courses, quizzes, exams, and assignments.
- Adhering to HIPAA guidelines when discussing patient and facility information during classroom experiences.
- Failure to adhere to these expected behaviors will result in a student conduct contract and a referral to Student Affairs.

### **ONLINE EDUCATION GUIDELINES**

You may have taken some courses before, and you may also have had experience with some form of

electronic communication, but an online course is a new area of social interaction and, as such, it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this new environment.

1. Be respectful. Participating in an online class means you are still in a professional setting, regardless of where you are physically. It's important to remember that your fellow students and professors are real people and can be affected by your actions in an online class the same way they would be in person. It is essential to keep in mind the feelings and opinions of others, even if they differ from your own.
2. Be aware of strong language, all caps, and exclamation points. Tone and facial queues are not present in virtual communication and as such, your message can be misunderstood. Being aware of how your message is written can go a long way in ensuring that your audience fully understands your intention with your message. Tip: read everything you post out loud before posting it.
3. Be careful with humor and sarcasm. An online class can be just as enjoyable as being on-campus so it's important to let your personality shine through. Many professors use humor to make the class more enjoyable and this should not be avoided in a virtual setting. But it is important to make sure your humor is clear and it won't sound like you are being rude. Emojis can be helpful when conveying humor or sarcasm when used on discussion boards or something similar. Remember, emojis are never appropriate in academic papers or research.
4. Remember that grammar and spelling matters. Your written communication should be professional and reflect proper setting in the virtual environment. Online classes are in an education setting, so your written participation should be formal and in an appropriate tone. Texting shortcuts are not appropriate in online classrooms.
5. Always cite your sources. Just like any academic paper, if you reference another source, cite it. Even if you do not quote the reference word for word, it's important to show that not all the ideas you posted were your own. This is just as important in discussion boards as research papers.
6. Don't share inappropriate material. All posted content in a virtual classroom is content intended for education and should reflect the professional tone of any classroom. Do not post inappropriate content.

These rules were adapted from the following sources:

Albion, (2015). The Core Rules of Netiquette — Excerpted from Netiquette by Virginia Shea — Albion.com. Retrieved 1 June 2020, from <http://www.albion.com/netiquette/corerules.html>

Connor, P., (2015). Netiquette: Ground Rules for Online Discussions. Retrieved 1 June 2020, from <https://tilt.colostate.edu/TipsAndGuides/Tip/128>

Madison College, (2015). Online Etiquette Guide | Madison Area Technical College. Retrieved 1 June 2020, from <https://madisoncollege.edu/online-etiquette>

## **Qualities of Successful Online Learners**

### **Learning Technology and Environment**

The learner:

- Must be very committed and focused on learning. Work and home obligations can be very distracting and can interrupt the learning environment.
- Must give online learning a priority in daily activities
- Must have access to a working computer with virus, malware, and spam protection, an internet connection, required e-learning software and a printer. The computer becomes an essential tool for online learning. To maintain a functioning computer, the learner should:
  - o Restrict the use of the personal computer from any other user who may inadvertently download a virus or corrupt the operating system.
  - o Have a “backup strategy” in case of computer problems, for example, using the college or community library computer laboratory.

### **Learner Qualities**

The learner should:

- Be self-motivated and exercise self-discipline: own responsibility for learning.
- Be able to communicate effectively in writing.
- Participate in the virtual classroom 4 to 7 days/week.
- Have the ability to commit the required number of hours per week for completing assignments and class participation.
- Be open-minded about sharing experiences and willing to learn from others.
- Be willing to ask for help.
- Be respectful of others in the learning environment.
- Be willing to apply learning to everyday life

Sewell, J. (2019). Informatics and nursing: Opportunities and challenges (6th ed.). Philadelphia, PA. Wolters Kluwer ISBN 978-1-975110-30-7

### **CLINICAL OBSERVATION EXPERIENCES**

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

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

### **CLINICAL ACCOUNTABILITY**

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

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

Students who develop any other medical or psychological condition that may affect their safety or their ability to provide care safely to their patients should contact their course coordinator. Students should obtain a written statement regarding their condition from a qualified and appropriate medical provider. This information will be shared with the course faculty and administrators as appropriate. Students who are deemed unsafe or unable to perform patient care at clinical will be removed from the clinical area and must meet with the course faculty. This may result in clinical failure and/or dismissal from the School of Nursing program. In some cases, a medical withdrawal may be indicated.

### **EXPECTED BEHAVIORS FOR CLINICAL EXPERIENCES**

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

Students should arrive for clinical on time and should stay for the full scheduled shift. Students must notify their faculty or clinical agency if they will be absent or late. Failure to do this will result in an unsatisfactory for the clinical day and may result in an unsatisfactory grade in the clinical component of the course. Chronic tardiness or unexcused absences will result in clinical failure. Attention and involvement in the clinical experience is expected. Examples of unacceptable inattentive behaviors include, but are not limited to: sleeping,

reading the newspaper, checking email, exploring the internet, and other distracting behaviors not appropriate during the clinical experience.

Students should be cognizant that faculty time must be shared with all students during each clinical experience. A personal appointment with the faculty member outside of clinical time may be necessary. Students demonstrating unacceptable behavior in the clinical setting will meet with clinical faculty and complete a *Reportable Occurrence Form* (see Forms section). The form will be placed in the student's file following a meeting with the course faculty. Remediation may be required for any skills which are unacceptable. Disciplinary action, including clinical failure and possible disenrollment from the program, may also be taken for students with unacceptable behavior.

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

- Performing nursing care in an unsafe or harmful manner.
- Providing direct patient care without the supervision of a registered nurse.
- Willfully or intentionally doing physical and/or mental harm to a patient.
- Exhibiting careless or negligent behavior in connection with care of a patient.
- Breaching confidentiality of the patient or agency
  - Using information that can be used to identify a patient on written assignments
  - Discussing confidential information in inappropriate areas including social media
  - Discussing confidential information about the patient to third parties who do not have a clear need to know
  - Removing any record or report (or copy) from the area where it is kept, except in performance of student nurse assignment
  - Violating HIPAA guidelines
- Falsifying patient records or fabricating patient experiences
- Falsifying required documentation related to clinical experience including clinical logs, journals, and other paperwork related to the School of Nursing experiences
- Failing to report omission of, or error in, assessments, treatments or medications
- Illegally using, possessing, selling, or distributing illicit drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student
- Failing to report body substance exposure or needle stick to clinical faculty
- Failing to disclose an illness or medical condition that may affect the student's safety or ability to provide safe patient care
- Disrespectful and/or rude behavior towards patients, family members, faculty, staff members or fellow students will not be tolerated and will result in disciplinary action. The student will be required to leave the clinical experience and receive an unsatisfactory grade for the day. This may result in a course failure or dismissal from the School of Nursing program.

## **CLINICAL HOUR RATIO**

1 credit = 3 contact hours in the clinical area

1 credit = 3 contact hours in the laboratory setting

1 contact hour in simulation = 3 clinical hours

## **UNIFORM POLICY**

Students should maintain a professional appearance consistent with the nursing profession at all times. When in AUM uniform you are representing the School of Nursing and the nursing profession and **all** guidelines must be followed. **All** nursing students are required to wear either their regular clinical uniform or their alternate uniform to all AUM School of Nursing classes, laboratory sessions, or other events that are part of the nursing program curricular requirements that take place on or off the AUM campus.

When in the classroom only, students may wear AUMANS or AUM insignia outerwear that zips completely down the front such as a fleece in the color black only over the AUM uniform for warmth. Black sweaters or black outerwear that button or zip completely down the front with no insignia may also be worn over the AUM uniform in the classroom (No quarter-zip sweatshirts are acceptable). Students may also wear a black scrub jacket with the AUM logo purchased at Uniformacy over the uniform in class.

### **Clinical Uniform**

The required dress for ALL clinical experiences (Including the AUM Resource Center) includes, but is not limited to the following:

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

### **Alternate Uniform**

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

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

Failure to comply with the above professional dress code will result in dismissal from the clinical/lab experience will be considered an absence. See absence policy.

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

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



	<ul style="list-style-type: none"> <li>○ Banded-collared shirts</li> <li>● Sweater with collared shirt underneath</li> <li>● Turtlenecks</li> </ul>	<ul style="list-style-type: none"> <li>● Jeans</li> </ul>
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### CLINICAL ABSENCE POLICY

**Attendance at all clinical experiences across the nursing program is mandatory.**

If the student will be **absent for any reason**, the student is required to communicate with both the course coordinator and clinical adjunct at least **two hours prior** to the assigned time. **Do not contact the Clinical Coordinator.**

- The student is expected to arrive 15 minutes **prior to** the assigned start time for the clinical experience, be present during the clinical experience, and participate during the entire clinical experience.
- If the student is **more than 5 minutes late** for the assigned start time, this will count as a clinical absence.
- If the student leaves the clinical experience early for any reason, this will count as an absence.

### Response to Clinical Absence(s)

The **first** occurrence will require a meeting between the student and the course coordinator.

The **second** occurrence will require a meeting with the course coordinator, Clinical Coordinator, and the Undergraduate Program Coordinator.

- At this time, a contract will be signed by the student to make up the clinical(s). The clinical occurrence report will be completed and placed in the student's folder. The make-up clinical experience will be determined by the course coordinator, the Clinical Coordinator, and the Undergraduate Program Coordinator.
- There is no guarantee that this will occur within the semester. If this does not occur within the semester of the missed clinical experience(s), this will prevent the student from achieving a satisfactory grade and completion of the course requirements.
- This could inhibit the student from progressing in the program if completion of course is required (as a pre-requisite) prior to the courses taught in the next semester.

A **third** absence will result in a meeting with the course coordinator, Clinical Coordinator, Undergraduate Program Coordinator, and the Dean. A third absence will result in the student receiving an unsatisfactory grade in the clinical component of the course and will result in a course failure.

***All clinical experiences must be completed according to the course syllabus and clinical evaluation tool to achieve a Satisfactory for the clinical component of the course.***

### MANAGEMENT OF EXPOSURE OR INJURY

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

- Immediately report the incident to the clinical faculty, course faculty or preceptor
- The clinical/course faculty will:
  - Report the incident per clinical agency protocol

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

## CLINICAL PRACTICE POLICY

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

### Safe practice guidelines

1. Students who are participating in any capacity other than observation in a clinical setting must be supervised by a clinical faculty member.
2. Students will maintain their own health insurance as well as current immunizations, tuberculin skin test, and BCLS for Healthcare Providers status throughout the entire Upper Division of the nursing program to expedite clinical placement.
3. Students will not perform any invasive procedure on a patient without being directly supervised by a clinical faculty member or a preceptor.
4. Students are NOT allowed to practice performing any kind of invasive procedure or skill on himself or herself or another person, to include, but not limited to, other classmates, family members, coworkers, friends, etc. while enrolled in the AUM College of Nursing and Health Sciences nursing program. Students not in compliance will meet with the Associate Dean and the Dean regarding continuation in the program.
5. Students are NOT allowed to use any supplies from the clinical setting, NRC labs, or their skills bags to practice performing invasive procedures or skills on themselves or any other person. The supplies provided by the AUM College of Nursing and Health Sciences nursing program are strictly for simulated learning experiences and not for human use. Students not in compliance will meet with the Associate Dean and the Dean regarding continuation in the program.

6. Students will maintain patient confidentiality consistently by avoiding posting any patient information on any social media site. Students will also avoid posting information on social media that could be used to identify the location of any clinical site or personnel.

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

### **Unsatisfactory/unsafe practices**

An Incidence report will be completed for the following:

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

An accumulation of 3 incidence reports will result in a full review of the student's clinical performance record by the undergraduate coordinator and course faculty and may result in a clinical contract.

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

The following behaviors are considered **critical, unsatisfactory/unsafe** and potentially place the client, self or others in immediate danger. An incident involving any of these behaviors will result in immediate dismissal from the clinical setting and an immediate review by the instructor of the course, the dean, and the undergraduate coordinator and may result in disenrollment from the School of Nursing.

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

### **Clinical occurrence reports and clinical review process**

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

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

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

## **NURSING RESOURCE CENTER**

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

The AUM School of Nursing Simulation Lab is located in room 202 and 203 of Moore Hall. The simulation lab is a safe learning environment that supports and enhances improvement in patient care and safety by allowing students to learn from their mistakes without causing harm to actual patients. The students can work as a team while practicing patient assessment, critical thinking, communication, and interventions based on specific patient scenarios. The simulation labs contain one medium fidelity pediatric manikin by Laerdal, two medium-high fidelity manikins by Laerdal, and a medium-high fidelity birthing manikin named Noelle by Gaumard. These simulated patients have various features that mimic actual humans such as chest rise and fall while breathing, palpable pulses, various heart, lung, and bowel sounds, blood pressure assessment, and pre-recorded or live voices. These medium and high-fidelity manikins can be controlled by instructors on the other side of a one-way glass from inside the control room. The simulation exercises can be live streamed remotely and played back remotely during simulation debriefing for critique with students.

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

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

The NRC will meet this purpose by providing:

- A creative, clean, organized learning environment that mimics the clinical setting.
- Hours of operation convenient to students for independent practice during class and open labs.
- Clinical faculty available for instruction, questions, and critique.
- Additional learning activities/modules at student's request.
- Various task trainers, manikins and supplies for skill and assessment practice.
- Simulation scenarios progressing in difficulty to match student's skill level.
- Validation activities to ensure students' competence and confidence before performing skills within the clinical setting.

## **SKILLS/ASSESSMENT LAB GUIDELINES**

Active lab participation is a requirement of all students with top priorities of learning and safety! Below are

some of the rules for the nursing skills/assessment lab.

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

Please do not bring valuables to the lab as we cannot be responsible for lost or stolen items.

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

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

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

## **VALIDATION GUIDELINES**

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

- The AUM School of Nursing clinical uniform is required.
- Maintain a quiet, respectful atmosphere while in the NRC – remember to be considerate of your peers.
- The validation schedule will be sent to your AUM email/Canvas prior to your scheduled time. You may be asked to wait in another room until you are called to start.
- Seek clarification of questions prior to scheduled skills validation.

- Students are expected to come to validations prepared.
- Unless otherwise instructed, arrive **15 minutes** prior to your scheduled skills validation to organize thoughts, plan care, research medications, do any calculations and gather supplies.
- Be ready to actually begin the skills validation at the scheduled appointment time.
- Any major schedule conflicts must be submitted via email to the Course Coordinator as soon as possible – emergencies that require absence from the validation will be considered on an individual basis.
- The assigned validation time is a clinical component and the same policies apply (tardy, absences, etc.).
- After validation students are responsible for removing supplies in a timely manner so that the next student may begin on time.
- Students are responsible for bringing their own supplies to each scheduled validation. This includes having your rubrics pre-printed and handed to validation instructor when validation begins.
- Invasive procedures can only be performed on manikins.
- Students are responsible for all posted information related to skills validation.
- The student's lab performance will be evaluated on a numerical basis from the skill evaluation rubrics.
- DO NOT discuss the validation scenario with any other students.

### **Skill's Validation Policy**

All critical skills included in clinical nursing courses must be mastered in order to successfully fulfill the requirements of the corresponding course. Each course in which mastery of a critical skill is required includes a validation rubric for each skill. The validation rubric includes the critical components by which the evaluator determines if the student passes or fails the demonstration of the critical skill. The validation rubric may also be utilized by the student as a guide in preparing for demonstration of the skill.

In order to receive an evaluation of "pass" the student must successfully demonstrate the skill in its totality including all critical components. An evaluation of "fail" is given if the student incorrectly demonstrates one or more critical components of the skill. However, if the student recognizes at any point in the procedure that he/she has incorrectly demonstrated a critical component of the skill and verbalizes to the evaluator that he/she could rectify the error in the actual clinical setting, the student will be allowed to repeat the demonstration at that time. If the evaluator recognizes an error that could not be rectified in the actual clinical setting, the evaluator will then notify the student that he/she has failed the demonstration.

Students are afforded a maximum of three (3) attempts for each critical skill validation. If the student receives an evaluation of "fail" to demonstrate a critical skill correctly, it is the student's responsibility to remediate with a faculty member in the skills lab and make an appointment for the second return demonstration for the critical skill in its totality with the course faculty. The student must have a different evaluator for the second return demonstration. In order to provide ample opportunity for further study and practice, the student MAY NOT schedule the second demonstration session within 24 hours of the first return demonstration session and must be completed no more than fourteen (14) calendar days from the original failure date. If a student fails to demonstrate a critical skill correctly during the second session, he/she will be required to sign a contract which specifies the criteria the student must meet in order to achieve an evaluation of "pass" on the critical skill. There is a minimum of two evaluators present for the second skill validation attempt. Failure to meet the obligations of the contract on the third attempt will result in an evaluation of "fail" and a clinical rating of unsatisfactory for the course.

### **SIMULATION LAB GUIDELINES**

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

- The AUM School of Nursing clinical uniform of black/white scrubs is required.
- Each student is required to complete a simulation user and confidentiality agreement after entering the nursing program, but before their first simulation exercise.
- Unless otherwise instructed, arrive **15 minutes** prior to your scheduled simulation and wait in room 201 for pre-briefing instructions.
- You may be asked by your instructor to do pre-simulation activities such as care plans or read articles or other resources in order to assist in meeting the simulation scenario objectives.
- Bring your stethoscope and any paperwork required by your instructor to the simulation exercises.
- Be ready to actually begin the simulation scenario at the scheduled time.
- The simulation time is a clinical component and the same policies apply (tardy, absences, etc.).
- Treat the simulation lab as a clinical setting – be professional, respectful, and considerate of others and the manikins.
- Unless directed by the instructor for calculations or drug apps, cell phones are NOT allowed out during simulation time.
- Students may be assigned different healthcare provider or family member roles during simulation scenarios to assist with communication and teamwork objectives.
- During simulation activities, students may be recorded for live streaming, play back, review, critique, individual student evaluation, or research purposes.
- DO NOT discuss the simulation scenario with any other students.
- When in doubt – ASK!

### COMPUTER LAB GUIDELINES

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

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

The NRC is equipped with the Pharos print management system to help reduce wasted paper and toner in the computer lab. To print from the Pharos system after the print window pops up, enter your user ID

(the part of your Outlook email before the @) and give the document a name. Then proceed to either kiosk system and enter your user ID and password. The password is automatically set to match your outlook email password.

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

## **DRUG SCREENING POLICY**

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

### **Pre-Clinical Screening**

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

## **SUSPICION OF CHEMICAL IMPAIRMENT IN A NURSING STUDENT**

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

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

The AUM SON defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood-altering substances. Abuse of the

substances include episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

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

- **Notify the Dean of the School of Nursing and Associate Dean.** If the Dean and Associate



Dean are unavailable for consultation, the faculty should proceed with intervention according to procedure and notify them as soon as possible.

- If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and, if used, what, when, and how much was used and by what route it was taken
- Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation
- Even if the student denies misuse or abuse of any chemical substances, the student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary by the Dean of the School of Nursing.
- The student is informed they appear to be in violation of the Policy regarding the suspicion of chemical impairment and sent immediately for a urine drug screen. Collection and testing services shall be performed by a Drug and/or Alcohol Testing Provider chosen by the College or its designee. If the Testing Event occurs at a facility where testing can be fairly and confidentially conducted, the testing should occur at the facility. The student may not transport themselves to the Drug and/or Alcohol Testing facility. The student is responsible for any costs incurred during the process.
- The student will perform a drug and/or alcohol screening within 24 hours of meeting with faculty. If this is delayed more than 24 hours, this will be considered a failed drug test.
- Faculty must meet with the student the next day school activities are in progress
- Gather and document data on behaviors
- Submit report to the Dean, the Associate Dean and the Undergraduate Coordinator.
- The Dean and the Associate Dean will meet with the student and faculty – student is given opportunity to respond (copy will be placed in separate, confidential file in the Dean's office)
- **For positive drug screen:** Student will be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or clinical (student is responsible for any costs incurred during the process).
- **For dilute urine results:** If urine drug screen results are dilute, the student will be required to repeat the drug screen within 24 hours of report at the student's expense. A second dilute drug screen will be considered a failed drug screen.
- A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses following the chemical dependency evaluator's determination of the student having been chemically impaired. Factors related to the grade determination include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator. (See Forms section)
- If the student refuses to obtain a comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out of sequence student. The student has a right to appeal this decision as outlined in the AUM Student Handbook.
- **For negative drug screen:** Student may be required to have a physical from a health care provider indicating they are able to continue safely in the clinical setting

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

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

Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the

treatment facility. In the event that the student is readmitted, the student will sign an agreement to have his or her progress monitored by the Auburn University Montgomery School of Nursing, which will include random drug screening throughout the program.

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

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

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

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

**Psychological Problems:** irritability, moodiness, tendency to isolate self

**Symptoms:** odor of alcohol, slurred speech, unsteady gait, errors in judgment

**Social Change:** eats alone, avoids social gatherings, excessive absenteeism, a pattern of tardiness, late assignments with elaborate excuses, avoiding peers and faculty, avoiding group work, deteriorating productivity

**Change to Personal Appearance:** change in dress, unkempt appearance, flushed complexion, red eyes, hand tremors, swollen face

**Mental Status Changes:** forgetfulness, confusion, decreased alertness

**General Behavior:** inappropriate responses, elaborate excuses for behavior, intolerance of others, suspiciousness, nervousness

### **CORE PERFORMANCE STANDARDS**

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

Students admitted to the AUM School of Nursing must be able to meet the Core Performance Standards for Admission and Progression when entering into clinical courses. The School of Nursing will provide reasonable accommodations to a qualified nursing student with a disability. However, it must be noted that nursing is a physically and mentally demanding profession. All students must be able to continually

meet core performance standards and functional abilities established to ensure that the objectives of the program are met and safe, competent patient care is provided. The following Core Performance Standards will be used by Center for Disability Services and students, along with faculty, to determine whether or not accommodation(s) can be made reasonably. It is the responsibility of students to request accommodations in a timely manner and students are encouraged to contact the AUM Center for Disability Services for determination of reasonable accommodations. Students may not receive any accommodations unless the student has been approved for those accommodations by the AUM Center for Disability Services.

<b>CORE PERFORMANCE STANDARDS</b>		
<b>Issue</b>	<b>Standard</b>	<b>Examples of Nursing Activities</b>
Critical Thinking	Ability to critically think for effective clinical reasoning and clinical judgment consistent with the level of educational preparation.	Competent assessment of patients in a timely manner. Correct interpretation of assessment data, identification of necessary nursing interventions, development of appropriate nursing care plans, evaluation of the effectiveness of interventions, and revision of planned interventions.
Cognitive	Ongoing capacity to learn new information and skills to provide safe and effective nursing care. This includes the ability to comprehend, measure, calculate, analyze, and evaluate diverse forms of information.	Gain knowledge of new skills and rationales for nursing care in a timely manner. Discover and adopt new methods of providing nursing care to reflect the constantly changing health care environment.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport and relate effectively with patients, their families, and colleagues. Work effectively with these individuals during times of physical and emotional stress. Provide care with consideration for social and cultural needs of patients and their families.
Communication	Communication abilities sufficient for interaction with others in verbal and written form to include professional interactions.	Follow verbal and written instructions. Clearly communicate with other health care providers through appropriate documentation of nursing interventions provided and patient responses. Provide effective patient teaching. Professional consultation with other health care providers.
Mobility	Physical abilities sufficient to move oneself from room to room, along hallways, and in small or confined spaces. The ability to meet the physical demands of providing nursing care.	Lifting, moving, carrying, pushing, pulling, and supporting patients, equipment and other objects independently. Standing, bending, walking, and sitting while working directly with patients and colleagues, and documenting care.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Perform vital signs, BLS, and physical assessment. Use equipment, IVs and tube feedings, draw up and give medications to include injections. Document legibly in writing or accurate type.
Tactile	Tactile dexterity sufficient for physical assessment.	Perform palpation, functions of physical examination and/or those related to therapeutic intervention, i.e. insertion of a catheter, giving injections.

Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Reading charts, flow sheets, monitors, thermometers. Assessment of patient skin color, pupil size and movement, wound healing. Accurately prepare and administer medications.
Hearing	Auditory ability sufficient to monitor and assess health needs	Auscultation of blood pressure, breath sounds, bowel sounds. Hearing alarms, call bells, cries for help by patients, families, and co-workers. Understanding mechanically reproduced voices.
Personal Behaviors	Personal behaviors consistent with the American Nurses' Association Code for Nurses.	Demonstrate personal responsibility, accountability, integrity and honesty. Demonstrates respect for self and others through verbal and nonverbal behaviors. Avoids behavior inconsistent with professional standards such as chemical dependency and abuse, harm toward self or others, or engaging in or supporting criminal behavior.

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

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

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

#### **Policy**

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

#### **HIPAA Training Procedure**

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

## **STUDENTS RIGHTS AND RESPONSIBILITIES**

### **ACADEMIC HONESTY**

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

Undergraduate Catalog and the AUM Student Handbook.

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

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

### **PROFESSIONAL CONDUCT**

Students are expected to conduct themselves in a professional manner at all times as representatives of Auburn University at Montgomery and the School of Nursing. It is expected that students will treat faculty, staff, clinical staff, facility staff, patients, families and peers in a respectful manner and strive to promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.

Furthermore, students should strive to maintain optimal personal health and well-being (Review Student Discipline Code in the AUM Student Handbook).

### **VIOLATION OF PROFESSIONAL STANDARDS OF BEHAVIOR**

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

1. An incident of inappropriate action by the student is to be submitted in writing to the Associate Dean.
2. The student will be notified of the allegation.
3. The incident will be evaluated by the faculty present, the dean, and the undergraduate coordinator. The incident will be discussed with Student Affairs. This group will collaborate and a decision will be made. The decision will be discussed with the student and will be presented in writing in the form of a contract or dismissal from the program.

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

### **STUDENT GRIEVANCES**

Students should follow the appropriate chain of command when a grievance exists. The administrative hierarchy for discussing student concerns is: Faculty, Course Coordinator, Associate Dean, and Dean of the College of Nursing and Health Sciences. (Review Appeal of Grades found in the AUM Student Handbook)

### **Patient Confidentiality**

AUMSON students are bound to uphold the Health Insurance Portability and Accountability Act (HIPPA) regulations and guidelines regarding patient privacy and confidentiality. Students must always maintain

professional boundaries within AUMSON and while in any assigned clinical experience. Students shall not communicate any information (via Social Media or otherwise) which violates a nurse's ethical and legal obligations regarding patient privacy and confidentiality.

### **Clinical/Classroom Use of Personal Electronic Devices**

The use of any personal transmissible electronic devices (including but not limited to, cell phones, smart watches, fit bits, tablets, PDAs, and laptop computers) during a clinical or preceptorship experience shall be restricted to non- patient care areas as designated by the facility. The device may be used as a health care resource, patient care resource, or as a reference. Any other uses of personal electronic devices during a clinical or preceptorship experience without prior approval from the clinical instructor, AUMSON faculty, or preceptor, is prohibited. This will result in a clinical occurrence form being completed by student and course faculty. Incidents could result in a course failure. No smart watches will be allowed in any clinical setting (clinical facility, simulation, skills lab, etc.). As part of the AUMSON uniform and equipment required for clinical experiences, all nursing students are required to wear either a digital watch or an analog watch with a second hand. Students shall not make any audio, video, or photographic recordings of any kind whatsoever while in a clinical setting. The use of any personal electronic devices including smart watches and cellphones is prohibited during class unless pre-approved by course faculty.

### **Social Media**

Nursing students will be held responsible for all information shared or distributed via any social media site associated with their name or user account; any information shared or distributed via any Social Media site associated with that student's name will be presumed to have been posted by that student, absent convincing evidence to the contrary. In addition, AUMSON students are prohibited from the following:

- Commenting on current, past, or future clinical sites, AUMSON faculty, clinical faculty, nurses, patients, or experiences.
- Breaching HIPAA regulations such as, review of a patient record of an acquaintance or family member, review of a patient record for a patient not assigned to the student, violating patient rights, confidentiality, or privacy, including using a patient's name or any identifier, including initials, hospital name, community site, any personal health information, and procedures observed or participated in.
- \*Transmitting any images, audio or video of any patients, their family members, or facility staff at outpatient clinics, hospitals, sporting events, and University sponsored events.
- \*Transmitting a patient's or patients' family or visitor information.
- Communicating any information which is unbecoming of an AUMSON student or that reflects negatively upon AUM, AUMSON, or the nursing profession.

\*Transmitting means to pass on from one person/place to another (which includes posting, sending, receiving, or texting).

### **Consequences**

Violation of the AUMSON Social Media Policy may result in disciplinary action, including but not limited to formal reprimand, suspension, course and or clinical failure, or dismissal from the nursing program. In addition, students may be held liable for civil or criminal penalties resulting from the violation of state, local, or federal law or regulations (HIPPA).

By signing my name below, I certify that I have read the AUMSON Social Media Policy, reviewed the related references, I understand it, and that I agree to be bound by it:

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**Signature of Student**

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**Date**

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**Printed Name of Student**

### **Related References**

<https://www.youtube.com/watch?v=i9FBEiZRnmo>

Health Insurance Portability and Accountability Act (HIPPA) –

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>

Family Educational Rights and Privacy Act (FERPA) – <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

American Nurses Association (ANA) – Social Media Networking Principles NCSBN –

[https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf)

AU Policy revised for AUMSON: May 25, 2023

## **AUM STUDENT SERVICES**

### **STUDENTS WITH DISABILITIES**

Auburn University at Montgomery attempts to make reasonable accommodations to meet the special needs of students with respect to speech, hearing, vision, seating, or other possible disabilities. If you need accommodations and have not registered for accommodation services through the Center for Disability Services (CDS), make an appointment with CDS, 147 Taylor Center, or call 334-244-3631 or e-mail CDS at [cds@aum.edu](mailto:cds@aum.edu). Once the accommodation letter has been received, students who need accommodations are asked to arrange a meeting with course faculty during office hours to discuss accommodations. If you have a conflict with faculty office hours, an alternate time can be arranged. To set up this meeting, please contact faculty by e-mail.

### **AUM LEARNING CENTER**

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

### **TECHNICAL ASSISTANCE**

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

### **COUNSELING AND HEALTH PROMOTION SERVICES**

Auburn University at Montgomery is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Health Promotion Services (CHPS) at (334) 244-3469, [counselingcenter@aum.edu](mailto:counselingcenter@aum.edu), or [www.aum.edu/counselingservices](http://www.aum.edu/counselingservices). CHPS provides free confidential counseling services to all current AUM students including crisis interventions, individual counseling, group counseling, assessments, and referrals. Our staff of licensed counselors, administrative support, and interns are committed to providing a safe, nonjudgmental, and confidential space. CHPS is conveniently located in room 316 of the Taylor Center. Office hours are Monday through Friday, 8 a.m.-5 p.m. After hour emergencies should be directed to Campus Police at 244-3424.



## **SCHOOL OF NURSING SERVICES**

### **SERVICE (COMMUNITY PARTNERSHIPS/COLLABORATION)**

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

### **ADVISEMENT**

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

Advisors should be able to offer an objective perspective to assist students with successful progression through the program.

It is the student's responsibility to schedule an appointment with their assigned advisor at the beginning of the semester to complete an agreement/contract. Students should then meet with their assigned Faculty Advisor prior to midterm, prior to final exam and as needed. Topics of discussion and strategies during advising sessions may include but are not limited to the following: reading & comprehending nursing content, test taking strategies, plan for success, stress reduction, time management and available resources. Please contact the advising office in room 325 for registration and pin numbers.

### **FACULTY AVAILABILITY**

Each faculty member will post scheduled office hours in the syllabus and office door for each semester. Students are encouraged to make appointments with faculty/advisors during their scheduled office hours. AUM email communication is encouraged to schedule appointments or for problems not requiring an appointment.

Faculty/advisors will make every attempt to schedule an appointment to meet student needs. The Associate Dean and the Dean of the College of Nursing and Health Sciences are available to meet with students as needed; appointments are encouraged to ensure adequate time is available to address student issues, concerns, and suggestions.

### **COMMUNICATION**

AUM email is the preferred form of communication among faculty, staff, and students. All are expected to check email frequently. During business hours for the university, faculty and students should expect a

response within 48 hours, unless out of office, when an auto-response should be posted. Emails received on weekends and holidays will be answered within 48 hours of the first business day.

## **MISCELLANEOUS INFORMATION FINANCIAL AID/SCHOLARSHIPS/AWARDS**

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

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

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

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

## **CHILDREN IN AUM SCHOOL ACTIVITIES**

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

## **INCLEMENT WEATHER**

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

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

## **STUDENT LIFE**

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

## **AUBURN UNIVERSITY AT MONTGOMERY ASSOCIATION OF NURSING STUDENTS (AUMANS)**

The AUM Association of Nursing Students (AUMANS) is an organization for baccalaureate nursing

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

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

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



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

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

### **STUDENT REPRESENTATION**

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

## **FORMS**

Annual Health Assessment Form .....	48
Immunization Form.....	50
Tuberculin Skin Test Report .....	52
Chemically Impaired Nursing Student Agreement .....	53
Chemically Impaired Licensed Nursing Student Agreement .....	54
Undergraduate APG Waiver Guidelines.....	55
Undergraduate APG Waiver/Petition .....	56
Undergraduate Clinical Evaluation Tool (1 <sup>st</sup> - 4 <sup>th</sup> Semester) .....	57
Undergraduate Clinical Evaluation Tool (Final Semester-Preceptorship).....	64
Specialty Clinical Evaluation Tool.....	71
Service-Learning Agreement .....	73
Clinical Site Evaluation by Student .....	74
Clinical Adjunct/Preceptorship Evaluation by Student.....	75
Unsafe/Unsatisfactory Clinical Incident Report.....	76
Confidentiality Agreement .....	78
Media Consent Form .....	79
Acknowledgement of Receipt and Reading Student Handbook .....	84

## **PLANS OF STUDY**

Plan of Study for Pre-Licensure Baccalaureate Program .....	80
Plan of Study for Post-Licensure (RN to BSN) Baccalaureate Program .....	82
Concurrent Program Success Guide .....	83

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

and (g) the ability to detect odors.

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

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

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

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

**Phone:** \_\_\_\_\_

\_\_\_\_\_  
**Date of Exam**

\_\_\_\_\_  
**Health Care Provider's Signature**

## Immunization Form

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

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

Name \_\_\_\_\_ Student Number \_\_\_\_\_

*Last*

*First*

*Middle*

Address \_\_\_\_\_

*Street*

*City*

*State*

*Zip Code*

Phone Number \_\_\_\_\_

E-mail Address \_\_\_\_\_

/ /  
Date of Birth

/ /  
Date of Enrollment

### REQUIRED IMMUNIZATIONS

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

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

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

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

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

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

#### **Measles, Mumps, Rubella (MMR)**

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

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

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

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

**Hepatitis B:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

*3rd*

**Varicella (Chickenpox) Vaccine:**

_____/_____	_____/_____
<i>1<sup>st</sup></i>	<i>2<sup>nd</sup></i>

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

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

**I certify that the above dates and vaccinations are true.**

Signature of Licensed Health Care Professional

---

**Date**

**License Number or Office Stamp**



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

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

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

**Method :**

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

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

**First Step**

Name: \_\_\_\_\_

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

Date Tested: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Manufacturer \_\_\_\_\_ Lot # \_\_\_\_\_

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

Date Read \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Measurement \_\_\_\_\_ MM

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

**Second Step**

Name: \_\_\_\_\_

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

Date Tested: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Manufacturer \_\_\_\_\_ Lot # \_\_\_\_\_ Signature \_\_\_\_\_

of

Licensed Personnel Giving Test \_\_\_\_\_

Date Read \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Measurement \_\_\_\_\_ MM

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

**Office Stamp**

## **AGREEMENT FOR THE CHEMICALLY IMPAIRED NURSING**

### **STUDENT**

#### **I**

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

#### **II**

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

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

#### **III**

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

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

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

**AGREEMENT FOR THE CHEMICALLY  
IMPAIRED LICENSED NURSING  
STUDENT**

**I**

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

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

**II**

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

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

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

## **Auburn University at Montgomery**

### **College of Nursing and Health Sciences Admissions, Progression & Graduation (APG) Waiver Guidelines**

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

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

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

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

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

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

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

The following will **NOT** be accepted:

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

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

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

<b>For Course Waiver/Substitution Only – MUST INCLUDE official course description printed from course catalog of institution in which course was completed and course syllabus for each course being petitioned.</b>						
Course Number Taken	Name of Course Taken	Credit Hours Taken	Name of School Where Taken	Date Taken (semester/year)	Grade Received	For Which AUM Course Number
<ul style="list-style-type: none"> <li><b>For waiver of nursing application or admission requirement, for program prerequisite course substitution request, or for nursing curriculum course substitution request: Include a detailed letter explaining the reason for the request.</b></li> <li><b>For continuation in the program request: Include a detailed letter explaining the reason for the request, explanation for the failure, and measures taken to prevent a future failure.</b></li> </ul>						
Additional Comments:						
<b>APG COMMITTEE RESOLUTION</b>						

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

- ☐ Waive YES NO Explanation: \_\_\_\_\_
- ☐ Substitute program pre-requisite YES NO Explanation: \_\_\_\_\_
- ☐ Substitute nursing curriculum course YES NO Explanation: \_\_\_\_\_
- ☐ Program continuation YES NO Explanation: \_\_\_\_\_

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

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

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

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

**FAXED** copies will not be accepted. Incomplete packages will not be reviewed.

Results will be emailed to the student at the email address provided on this form within 7 to 10 business days following the committee decision. Petitions may be mailed to: College of Nursing and Health Science, Care of APG Chair, P.O. Box 244023, Montgomery, AL 36124.

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

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

**Introduction:** This clinical evaluation tool consists of seven essential competencies with specific performance criteria. The seven competencies were drawn from: program outcome objectives for the BSN program at AUM School of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in each clinical course, first through fourth semester. In some courses, clinical adjunct faculty will use this tool for mid-rotation evaluation and reviewed with student, both signing and dating the tool. Using the same evaluation tool, a formal evaluation is completed and shared with the student at the conclusion of the rotation with both signing and dating the tool. The final evaluation tool is returned to course faculty for final review and grading, providing a copy of the evaluation tool to student. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract.

**Instructions:** Clinical Adjunct Faculty will rate students on each of seven competencies using the designated rating scale, considering the **quality of the performance** (*Almost Never Exhibits to Almost Always Exhibits*) and the **amount of guidance** required (*Almost Always Requires to Almost Never Requires*). Referring to the scale below, as students improve in accuracy, safety, and efficiency, it is expected that they will require less guidance. To determine the rating for each competency, clinical adjunct faculty will consider student performance on the specific performance criteria and will arrive at a rating for each competency using the 0-3 scale. Clinical adjunct faculty may also include comments related to each competency. At the end of this clinical evaluation tool, clinical adjunct faculty should write summary comments and document recommendations for further development/improvement. The clinical adjunct faculty who wrote the evaluation will review it with the student and both will sign and document the date of the meeting. Students may be asked to complete a self-evaluation at midterm and final. Clinical adjunct faculty should discuss the tool with students at the beginning of each clinical rotation and describe how and when it will be used.

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

**Reference Used for Tool Development**-American Association of Colleges of Nursing. (2021). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Washington, DC:

## Rating Scale

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

### Expected Levels of Performance:

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

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

### Grading Equivalency:

**First Semester of Clinical Practice**-The **minimum score** is obtained by multiplying the Level of the student (e.g. Novice-Assisted minimum score



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

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

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

#### **First Semester**

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

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

#### **Second to Final Semester**

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

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

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

	Mid-term Evaluation	Needs Improvement	Final Evaluation
<b>1. Demonstrates professional behaviors</b>			
a. Follows university, school, and agency policies <b>b. *Practices within the legal and ethical frameworks of nursing and according to standards of nursing care</b> <b>c. *Demonstrates accountability and assumes responsibility for own actions and practices</b> d. Treats all individuals with dignity/respect e. Demonstrates cultural sensitivity <b>f. * Recognizes and Protects client rights (privacy, autonomy, confidentiality)</b> g. Demonstrates initiative in seeking learning opportunities and resources h. Analyzes personal strengths and limitations in providing care i. Incorporates constructive feedback for performance improvement <b>j. *Maintains professional appearance, attitude, behavior, and arrives on time for clinical</b> <b>k. *Arrives on time for clinical and is prepared. In the event of tardiness or absence, faculty is notified immediately.</b> l. Identifies situations in which assistance is needed OR appropriately seeks assistance			
<b>2. Collects and analyzes comprehensive client data</b>			
<b>a. *Determines relevant information needed to provide comprehensive patient care</b> b. Identifies appropriate sources for data collection c. Uses correct techniques for assessment d. Interprets laboratory/diagnostic test results e. Incorporates data from medical records, client, family/support persons and health care team members in plan of care			
<b>3. Communicates effectively</b>			
<b>a. *Documentation is relevant, factual, complete, timely, legally accurate, organized and thorough</b> <b>b. *Communicates therapeutically with clients utilizing verbal and nonverbal skills and cognizant of confidentiality</b> c. Listens attentively and respectfully to others d. Is actively involved in team building, fostering collegiality, and encouraging cooperation e. Contributes insight and helpful information to the health care team/group conferences <b>f. *Initiates discussion with faculty/staff as needed to enhance delivery of care</b>			
<b>4. Exhibits caring to facilitate physical, mental, and spiritual health</b>			
<b>a. *Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others</b> b. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems <b>c. *Protects the client's safety and privacy, and preserves human dignity while providing care</b> d. Encourages family and/or significant others' participation in care as appropriate e. Assists clients with coping and adaptation strategies.			

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

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

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

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

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

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

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

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

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

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

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

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

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

**Introduction:** This clinical evaluation tool consists of seven essential competencies with specific performance criteria. The seven competencies were drawn from: program outcome objectives for the BSN program at AUM School of Nursing and The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2021). The performance criteria for each competency include cognitive, affective, and psychomotor domains of learning and provide a complete evaluation of an individual student's clinical performance. The use of this clinical evaluation tool makes it possible to see the student's development over time as he/she progresses through the specific course, as well as through the nursing curriculum. It also provides standard measures for student, course, and program evaluation.

This clinical evaluation tool is to be used in the preceptor course. This clinical evaluation tool is completed by the Preceptor for mid-rotation and final evaluation. The tool can also be used at other times during the rotation and can serve as the basis for a learning contract. A formal evaluation is completed by the Preceptor and shared with the student at the conclusion of the rotation.

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

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

**References Used for Tool Development-**American Association of Colleges of Nursing. (2021). *The Essentials of Baccalaureate Education for professional nursing practice*. Washington, DC.

## Rating Scale

Dependent (0)			
<b>Almost Always Requires (&gt;90% of the time)</b>		<b>Almost Never Exhibits (&lt;10% of the time)</b>	
• direction	• monitoring	• a focus on the client or system	• efficiency and organization
• guidance	• support	• accuracy, safety, and skillfulness	• an eagerness to learn
		• assertiveness and initiative	
Novice (1)			
<b>Very Often Requires (75% of the time)</b>		<b>Occasionally Exhibits (25% of the time)</b>	
• direction	• monitoring	• a focus on the client or system	• efficiency and organization
• guidance	• support	• accuracy, safety, and skillfulness	• an eagerness to learn
		• assertiveness and initiative	
Assisted (2)			
<b>Often Requires (50% of the time)</b>		<b>Often Exhibits (50% of the time)</b>	
• direction	• monitoring	• a focus on the client or system	• efficiency and organization
• guidance	• support	• accuracy, safety, and skillfulness	• an eagerness to learn
		• assertiveness and initiative	
Supervised (3)			
<b>Occasionally Requires (25% of the time)</b>		<b>Very Often Exhibits (75% of the time)</b>	
• direction	• monitoring	• a focus on the client or system	• efficiency and organization
• guidance	• support	• accuracy, safety, and skillfulness	• an eagerness to learn
		• assertiveness and initiative	
Self-Directed (4)			
<b>Almost Never Requires (&lt;10% of the time)</b>		<b>Almost Always Exhibits (&gt;90% of the time)</b>	
• direction	• monitoring	• a focus on the client or system	• efficiency and organization
• guidance	• support	• accuracy, safety, and skillfulness	• an eagerness to learn
		• assertiveness and initiative	

### Expected Levels of Performance:

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

Level	Minimum Expected Performance	Minimum Score	Upon Completion of:
I	Novice -Assisted	1.5	
II	Assisted	2.0	First semester of clinical practice
III	Assisted-Supervised	2.5	All Semesters EXCEPT first
IV	Supervised-Self-Directed	3	All semesters EXCEPT first
V	Self-Directed	4	Final Semester

### Grading Equivalency:

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

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

### Final Semester

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

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

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

	Mid-term Evaluation	Needs Improvement	Final Evaluation
<b>1. Demonstrates professional behaviors</b>			
i. Follows university, school, and agency policies j. <b>*Practices within the legal and ethical frameworks of nursing and according to standards of nursing care</b> k. <b>*Demonstrates accountability and assumes responsibility for own actions and practices</b> l. Treats all individuals with dignity/respect m. Demonstrates cultural sensitivity n. <b>* Recognizes and Protects client rights (privacy, autonomy, confidentiality)</b> o. Demonstrates initiative in seeking learning opportunities and resources p. Analyzes personal strengths and limitations in providing care i. Incorporates constructive feedback for performance improvement j. <b>*Maintains professional appearance, attitude, behavior, and arrives on time for clinical</b> k. <b>* Arrives on time to clinical and is prepared. In the event of a tardiness or absence, faculty is notified immediately.</b> l. Identifies situations in which assistance is needed OR appropriately seeks assistance			
<b>2. Collects and analyzes comprehensive client data</b>			
d. <b>*Determines relevant information needed to provide comprehensive patient care</b> e. Identifies appropriate sources for data collection f. Uses correct techniques for assessment			



d. Interprets laboratory/diagnostic test results			
e. Incorporates data from medical records, client, family/support persons and health care team members in plan of care			
<b>3. Communicates effectively</b>			
a. <b>*Documentation is relevant, factual, complete, timely, legally accurate, organized and thorough</b>			
b. <b>*Communicates therapeutically with clients utilizing verbal and nonverbal skills and cognizant of confidentiality</b>			
c. Listens attentively and respectfully to others			
d. Is actively involved in team building, fostering collegiality, and encouraging cooperation			
e. Contributes insight and helpful information to the health care team/group conferences			
f. <b>*Initiates discussion with faculty/staff as needed to enhance delivery of care</b>			
<b>4. Exhibits caring to facilitate physical, mental, and spiritual health</b>			
a. <b>*Demonstrates sensitivity to cultural, moral, spiritual, and ethical beliefs of clients, families, peers, health care team members, and others</b>			
b. Recognizes barriers to care such as socioeconomic factors, environmental factors, and support systems			
c. <b>*Protects the client's safety and privacy, and preserves human dignity while providing care</b>			
d. Encourages family and/or significant others' participation in care as appropriate			
e. Assists clients with coping and adaptation strategies			
<b>5. Applies knowledge in planning appropriate client care and engages in systematic and ongoing evaluation of the plan of care.</b>			
d. Demonstrates initiative to obtain needed knowledge			
e. Analyzes and evaluates sources of data for appropriateness, usefulness, and accuracy			
f. Integrates theory from nursing, natural and social sciences to enhance client care			
d. <b>*Relates pathophysiology and epidemiology of disease(s) to clients' assessment findings, medications, laboratory and diagnostic test results, medical and nursing intervention.</b>			
e. Integrates concepts of health promotion and disease prevention into client care			
f. Identifies issues/problems in nursing practice that need to be improved			
g. Evaluates nursing practices based on current research evidence			
h. Develops plan of care based on analysis of assessment data			
i. <b>* Accurately determines priorities for care and communicates priorities and rationale for decisions to instructor</b>			
j. Considers needs/preferences of the client in planning care			
k. Establishes realistic goals/expected outcomes			
l. Evaluates nursing interventions based on goals/expected outcomes			
m. Reviews plan of care based on evaluation and consultation			
<b>6. Provides safe client-centered care</b>			
<b>Safe Behavior Criteria:</b> The student is required to practice professional nursing safely in specific client-centered situations with clinical supervision. Safe behavior is defined as behavior which does not place the client or self and other professional staff at risk of physical and/or psychosocial harm. The student is subject to receiving a Failure in the course and to being dismissed from the program if safe behavior is not consistently demonstrated.			

g. Plans and implements evidence-based interventions that are congruent with assessment data h. Considers client needs and preferences in providing care i. <b>* Identifies client using two forms of identification prior to interventions</b> j. Performs nursing skills and therapeutic procedures safely and competently k. <b>*Follows principles of infection control</b> <i>*Complies with standard precautions and infection control standards</i> l. <b>*Follows procedures for medication administration (7 Rights)</b> <i>* Performs drug dosage calculation accurately</i> <i>* Administers medications safely</i> g. Recognizes own limitations related to nursing skills or technologies and takes appropriate steps for improvement h. Takes appropriate steps to improve nursing skills and use of technologies i. <b>*Creates a safe environment for client care</b> <b>*Protects client from physical injury by implementing appropriate safety measures, including precautionary measures (i.e. fall prevention, skin integrity, aspiration precautions, seizure precautions, appropriate ambulation and transfer techniques)</b> j. Demonstrates flexibility in adapting to changing client care situations k. Reports abnormal data/changes in client condition in a timely manner to instructor /appropriate health team member			
<b>7. Uses teaching-learning process when providing individualized client/family/group education</b>			
c. Assesses readiness and barriers to teaching/learning of clients, families, and groups d. <b>*Considers appropriate client characteristics in teaching (e.g., culture, age, developmental level, and educational level)</b> c. <b>*Develops an appropriate teaching plan for learner needs with reasonable and appropriate outcome measures</b> d. Utilizes appropriate principles of teaching/learning when implementing a teaching plan e. Evaluates learner outcomes, provides feedback, and revises teaching plan as needed			
<b>RATING TOTAL</b>			

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

**Student Comments:**

**Preceptorship Faculty Comments:**

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

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

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

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

**Preceptorship Faculty Signature:**\_\_\_\_\_

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

**FINAL EVALUATION RATING**

**Preceptor Comments:**

**Preceptor recommendations for further development/improvement:**

**Student Comments:**

**Preceptorship Faculty Comments:**

**Satisfactory** \_\_\_\_\_

**Unsatisfactory** \_\_\_\_\_

**Final Rating**\_\_\_\_\_

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

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

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

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

**Preceptorship Faculty Signature:** \_\_\_\_\_

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

Auburn Montgomery SCHOOL OF NURSING

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

STUDENT: \_\_\_\_\_ SEMESTER/YEAR: \_\_\_\_\_  
 Clinical Rotation - Agency/Unit: \_\_\_\_\_ Dates \_\_\_\_\_ Clinical  
 Faculty: \_\_\_\_\_

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

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

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

Day 1/ Faculty Clinical Evaluation Comments:

Day 1/ Student Clinical Evaluation Comments:

Day 2/ - Faculty Final Evaluation Comments:

Day 2/ - Student Final Evaluation Comments:

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

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

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

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

Adapted from UAB SON 1/2018

## SERVICE LEARNING AGREEMENT FORM

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

The completed log should be submitted via Canvas as specified in the syllabi instructions. For each activity, identify the course objective and how the activity addressed the objective. For each visit, a new form should be completed.

<b>Student Name:</b>	
<b>Location of Activity:</b>	
<b>Leadership Representative of Agency:</b>	<b>Title/Position held:</b>
<b>Email:</b>	<b>Phone Number:</b>
<b>Date/Time:</b>	<b>Total Hours Completed:</b>
<b>Course Objective fulfilled with this Service Learning:</b> Use current evidence-based data to engage in experiential learning, reflection, and reciprocal learning to serve vulnerable populations.	
<b>What occurred during the experience that helped meet the above course objective?</b>	

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Leadership Agency Representative

\_\_\_\_\_  
Date

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

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

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

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

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

**Comments:**



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

Semester \_\_\_\_\_

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

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

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

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

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

Comments:

AUM School of Nursing  
Unsatisfactory Practice  
Clinical Occurrence Report

<b>Student Name</b> _____ <b>Course Number</b> _____ <b>Course Faculty</b> _____ <b>Clinical Adjunct</b> _____	<b>Report Date</b> _____ <b>Occurrence Date</b> _____ <b>Occurrence Time</b> _____ <b>Point (s) assigned</b> _____		
<b>OCCURRENCE TYPE: Unsatisfactory (Check all that apply - 2 point value each)</b>			
<b>Paperwork</b> <input type="checkbox"/> Failure to complete clinical preparation assignments, such as drug cards, plan of care, case studies, anecdotal notes.	<b>Absence/Tardy</b> <input type="checkbox"/> Failure to call faculty and/or the unit prior to assigned time of arrival for illness or tardiness. <input type="checkbox"/> Tardiness > 5 minutes <input type="checkbox"/> No call, no show or leaving assigned area without proper communication with instructor/staff).	<b>Patient Care Issues</b> <input type="checkbox"/> Inadequate knowledge of treatments, medications, or plan of care. <input type="checkbox"/> Medication error. <input type="checkbox"/> Treatment error. <input type="checkbox"/> Error prevented from occurring by faculty/staff intervention. <input type="checkbox"/> Failure to follow clinical agency/ SON clinical policy regarding infection prevention (i.e. wearing false eyelashes, wearing nail polish, false fingernails or gels, improper handwashing)	<b>Unprofessional Behavior</b> <input type="checkbox"/> Inappropriate cell phone use within clinical area. <input type="checkbox"/> Disrespectful/Unprofessional communication with staff, clinical adjunct, faculty, fellow students, or clients. <input type="checkbox"/> Failure to wear appropriate uniform as designated in SON clinical policy <input type="checkbox"/> Leaves clinical area without reporting off to staff and faculty. <input type="checkbox"/> Any behavior deemed unsatisfactory by the clinical faculty or course faculty
<b>OCCURRENCE TYPE: Critical Unsafe/Unsatisfactory (Check all that apply).</b> <b>This will result in immediate review of the incident. *Contact Undergraduate Program Coordinator immediately and Course Faculty ASAP.</b>			
<input type="checkbox"/> Any life-threatening error or action by the student to client, staff, faculty, or others. <input type="checkbox"/> Implementing any action that is in direct violation of the course, school, or Agency Policies and HIPAA Policy. <input type="checkbox"/> Violation of the Drug Free Campus and/or Chemically Impaired Nursing Student policy.			
<input type="checkbox"/> <b>DISMISSAL from clinical experience for day. Additional (1) point assigned.</b> Notification: Student _____ Date: _____ Course Faculty: _____ Date: _____			

**Student comments related to occurrence:**

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

**Date:** \_\_\_\_\_

**Clinical Adjunct comments related to occurrence:**

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

**Date:** \_\_\_\_\_

(Use additional Counseling Form for additional documentation)

**Course Faculty comments related to occurrence:**

**Course Faculty Signature:**

**Date:**

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

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

Student Goal:	Student Plan:	Student/Faculty Evaluation

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

**Auburn University at Montgomery College of Nursing and Health Sciences  
School of Nursing  
Confidentiality Agreement**

During my studies or through clinical experiences as a student at Auburn University at Montgomery School of Nursing (AUM SON), I understand that I will come into contact with various types of sensitive and personal information. This information may include, but is not limited to, information about patients, families, students, faculty, staff, donors, research, and financial and business operations. Some information is deemed confidential by law (i.e. protected health information or PHI addressed under the HIPAA) or by the school or university. Confidential information may be in any form (i.e. written, oral, electronic, overheard or observed). All confidential information is granted on a need-to-know basis. A need-to-know is defined as information access that is required in order to engage in program or leadership requirements.

I understand that I must protect all confidential information, including PHI, while a student at AUM SON. I will not share PHI with those outside the AUM SON unless they are part of my studies or educational program and have a need to know. I will not remove nor electronically send any confidential information from the agencies and facilities where I am assigned as a student except as permitted by the specifics of the agency and in accordance with the agreements with those agencies.

I understand that I must protect any sign-on codes provided to me from any agency. The sign-on and password codes are equivalent to my signature and they will not be shared with anyone. There will be no attempt to access PHI unless the information is necessary to my education or leadership at that specific time. I will be accountable for any use or misuse of the codes I am provided.

If I knowingly violate this agreement, I will be subject to failure in the related clinical/theory course and possible disenrollment from the School of Nursing. In addition, under applicable law, I may be subject to criminal or civil penalties.

I have completed the required HIPAA training and received a certificate of completion for this course.

I have read and understand the above and agree to be bound by the contents. I understand that signing this agreement and complying with its terms is a requirement for my inclusion in the AUM SON educational program and participation in clinical experiences.

---

Print Full Legal Name

---

Student Number

---

Date

---

Signature

---

Program

## PHOTO/VIDEO/OTHER MEDIA CONSENT FORM for Students

For and in consideration of benefits to be derived from the furtherance of the educational programs of Auburn University at Montgomery, I, the undersigned Participant, hereby authorize Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery or its assignees for purposes that include, but are not limited to, the creation of training and/or other informational materials, scientific research, quality assurance, recruiting, advertising and marketing, as well as education and teaching, at Auburn University at Montgomery's sole discretion.

I understand and agree that these audio, video, film and/or print or digital images may be used, edited, duplicated, distributed, reproduced, broadcast and/or reformatted in any form and manner without payment of fees to me or to anyone else on my behalf, forever and I hereby relinquish all right, title and interest therein to Auburn University at Montgomery.

I release Auburn University at Montgomery, and any agents, officers, employees, servants or students of Auburn University at Montgomery, Auburn University Board of Trustees and their respective agents, officers, employees and servants from any and all liability relating to the taking, reproduction, and/or use of such photographs, video images, and/or sound recordings.

I hereby certify that I am at least 18 years of age and that I am legally competent to sign this form.

---

Name of Participant

---

Date

---

Signature of Participant

# INCIDENT / ACCIDENT REPORT

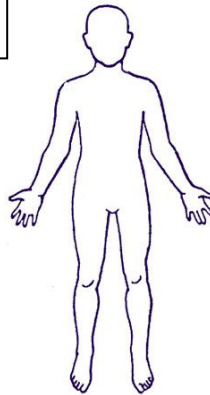
<b>Student Name:</b>	<b>Date and Time of Incident:</b>
<b>Student Phone #</b>	<b>Exact Location of Incident:</b>
<b>Course Name and #:</b>	<b>Supervising Clinical Faculty:</b>
<b>Course Faculty:</b>	<b>Supervising Clinical Faculty Contact #:</b>

## Injury / Exposure Details

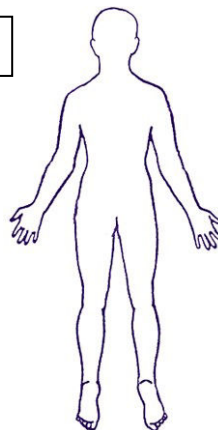
### Exposure Details

- Type of Incident
  - ☐ Needle stick
  - ☐ Inhalation
  - ☐ Splash
  - ☐ Cut / Laceration
  - ☐ Bite
  - ☐ Splash
  - ☐ Fall
- Type of Exposure
  - ☐ Blood / Body Fluids
  - ☐ Airborne Pathogens
  - ☐ Chemical Exposure
  - ☐ Radiation Exposure
  - ☐ Needlestick / Sharps
  - ☐ Burn
  - ☐ Strain
  - ☐ Allergenic Exposure  
(Please specify type below.)
  - ☐ \_\_\_\_\_
  - ☐ Other \_\_\_\_\_

**FRONT**



**BACK**



### Injury Description

- Specific area of the body.  
(Mark picture.)
- Severity of injury: (Check one.)
  - ☐ Minor
  - ☐ Moderate
  - ☐ Severe
- Immediate symptoms:
  - ☐ Pain
  - ☐ Bleeding
  - ☐ Swelling
  - ☐ Redness
  - ☐ Coughing
  - ☐ Wheezing
  - ☐ Blurred vision
  - ☐ Eye irritation

**Witnesses:**

Name: \_\_\_\_\_ Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Contact Information: \_\_\_\_\_

Name: \_\_\_\_\_ Contact Information: \_\_\_\_\_

**Reporting and Response:**

Name of person student reported this to: \_\_\_\_\_

Date and time incident was reported: \_\_\_\_\_

Immediate action taken: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Preventative Measures:**

Recommendations to prevent similar incidents in the future: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Signatures:**

Nursing student: \_\_\_\_\_ Date: \_\_\_\_\_

Undergraduate Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

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

<b>COURSE # FALL</b>	<b>COURSE TITLE</b>	<b>PRE-REQUISITE COURSES</b>	<b>TOTAL CREDITS</b>	<b>THEORY/LAB/CLIN.</b>
NURS 3111	Fundamentals of Professional Nursing	UD	5	(3,1,1)
NURS 3131	Health Assessment for Nursing Practice	UD	6	(3,1,2)
NURS 3900	Dosage Calculations for Nursing Practice	UD	2	(1,1,0)
	<b>TOTAL SEMESTER I</b>		<b>13</b>	<b>(7,3,3)</b>
NURS 3150	Evidence-Based Practice	3111,3131,3900	3	(3,0,0)
NURS 3210	Clinical Pharmacology	3111,3131,3900	4	(4,0,0)
NURS 3221	Nursing Care of the Adult I	3111,3131,3900 3210 is a co-requisite	7	(3,1,3)
<b>SPRING</b>	<b>TOTAL SEMESTER II</b>		<b>14</b>	<b>(10,1,3)</b>
NURS 4150	Informatics	UD	3	(3,0,0)
NURS 4251	Nursing Care for the Pediatric Patient & Support Network	3210,3221	4	(3,0,1)
NURS 4241	Nursing Care of the Childbearing Family	3210,3221	3	(2,0,1)
<b>SUMMER</b>	<b>TOTAL SEMESTER III</b>		<b>10</b>	<b>(8,0,2)</b>
NURS 4331	Mental Health Nursing	3210, 3221	4	(3,0,1)
NURS 4261	Community/Public Health Nursing	3210, 3221	4	(3,0,1)
NURS 4371	Nursing Care of the Adult II	3210, 3221	6	(4,0,2)
<b>FALL</b>	<b>TOTAL SEMESTER IV</b>		<b>14</b>	<b>(10,0,4)</b>
NURS 4440	Advanced Nursing Concepts	3150, 4150, 4331, 4241, 4251, 4261, 4371	3	(3,0,0)
NURS 4430	Nursing Leadership & Management	3150, 4150,4331, 4241, 4251, 4261 4371	3	(3,0,0)
NURS 4431	Transition to Practice	3150,4150,4331, 4241, 4251, 4261 4371, 4440, 4430	7	(3,0,4)
<b>SPRING</b>	<b>TOTAL SEMESTER V</b>		<b>13</b>	<b>(9,0,4)</b>
	<b>Lower Division SH 59-62</b>			
	<b>Upper Division SH 64</b>		<b>64</b>	<b>(44,4,16)</b>
	<b>Total BSN SH 122-126</b>			

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



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

<b>COURSE # SPRING</b>	<b>COURSE TITLE</b>	<b>PRE-REQUISITE COURSES</b>	<b>TOTAL CREDITS</b>	<b>THEORY/LAB/CLIN.</b>
NURS 3111	Fundamentals of Professional Nursing	UD	5	(3,1,1)
NURS 3131	Health Assessment for Nursing Practice	UD	6	(3,1,2)
NURS 3900	Dosage Calculations for Nursing Practice	UD	2	(1,1,0)
	<b>TOTAL SEMESTER I</b>		<b>13</b>	<b>(7,3,3)</b>
<b>SUMMER</b>	<b>NO REQUIRED COURSES</b>	<b>SUMMER</b>		
NURS 3150	Evidence-Based Practice	3111,3131,3900	3	(3,0,0)
NURS 3210	Clinical Pharmacology	3111,3131,3900	4	(4,0,0)
NURS 3221	Nursing Care of the Adult I	3111,3131,3900 3210 is a co-requisite	7	(3,1,3)
<b>FALL</b>	<b>TOTAL SEMESTER II</b>		<b>14</b>	<b>(10,1,3)</b>
NURS 4371	Adult Health II	3210, 3221	6	(4,0,2)
NURS 4251	Nursing Care for the Pediatric Patient & Support Network	3210,3221	4	(3,0,1)
NURS 4241	Nursing Care of the Childbearing Family	3210,3221	3	(2,0,1)
<b>SPRING</b>	<b>TOTAL SEMESTER III</b>		<b>13</b>	<b>(10,0,4)</b>
NURS 4331	Mental Health Nursing	3210, 3221	4	(3,0,1)
NURS 4261	Community/Public Health Nursing	3210, 3221	4	(3,0,1)
NURS 4150	Informatics	UD	3	(3,0,0)
<b>SUMMER</b>	<b>TOTAL SEMESTER IV</b>		<b>11</b>	<b>(9,0,2)</b>
NURS 4440	Advanced Nursing Concepts	3150, 4150, 4331, 4241, 4251, 4261, 4371	3	(3,0,0)
NURS 4430	Nursing Leadership & Management	3150, 4150, 4331, 4241, 4251, 4261 4371	3	(3,0,0)
NURS 4431	Transition to Practice	3150, 4150, 4331, 4241, 4251, 4261 4371, 4430, 4440	7	(3,0,4)
<b>FALL</b>				
	<b>TOTAL SEMESTER V</b>		<b>13</b>	<b>(9,0,4)</b>
	<b>Lower Division SH 59-62</b>			
	<b>Upper Division SH 64</b>		<b>64</b>	<b>(44,4,16)</b>
	<b>Total BSN SH 122-126</b>			

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

**Auburn University at Montgomery - School of Nursing RN to BSN Program Curriculum (30 credit hours)**

<b>NURS 4110</b>	<b>Transformation to the Professional Nurse Role</b> - Focuses on the knowledge, competencies, skills and abilities for transformation to the professional nurse role. (4,0,0) (Must be taken in first semester of RN to BSN courses)
<b>NURS 4140</b>	<b>Population-Based Healthcare</b> - Exploration of the concepts and theories underlying population-based practice in community health settings and environments in the delivery of nursing care for individuals, families and populations. (4,0,0)
<b>NURS 4220</b>	<b>Informatics and Evidence Based Practice for the Professional Nurse</b> - Introductory course in nursing informatics with a concentration in evidence-based nursing practice. Using nursing application of information and computing technology will be combined to provide focus on identification of practice issues: appraisal and integration of current evidence and the evaluation of potential outcome across all healthcare settings and patient populations. (3,0,0)
<b>NURS 4260</b>	<b>Pathophysiology and Physical Assessment for the Professional Nurse</b> - Explores the pathophysiologic basis and assessment of common health alterations while exploring the developmental phases, physical states, and functional levels to identify needs for health promotion and disease prevention across the lifespan. (3,0,0)
<b>NURS 4160</b>	<b>Health Policy and Ethics for the Professional Nurse</b> - Roles, influences, and ethics of health care providers, consumers, government and law are discussed. Examine policy decisions and related issues that impact the delivery of safe, effective, patient-centered, timely, efficient, and equitable care. (3,0,0)
<b>NURS 4321</b>	<b>Health Systems Leadership</b> - Addresses evidence-based leadership/management competencies for the professional nurse working with interprofessional teams to facilitate the transformation of complex healthcare systems. Clinical experiences will provide students with the opportunity to work with nurse leaders to further develop leadership and management competencies within the healthcare system. (4,0,1)
<b>NURS 4311</b>	<b>Leadership Immersion</b> - Leadership immersion experience integrating knowledge, skills and competencies for the practice of professional nursing. (4,0,1) (Must be taken in last semester of RN to BSN courses)

Theory credit 1:1; Clinical credit 1:3



# Success Guide



Associate in Applied Science - ADN/BSN Concurrent Pathway with AUM					
Semester	Grade	Course Prefix	Course Description	Credit Hours	Area
1		BIO 201	Human Anatomy & Physiology I and lab	4	V
		MTH 110	Finite Mathematics OR HIGHER	3	III
		NUR 112	Fundamental Concepts of Nursing	7	
			Semester Total	14	
2		ENG 101	English Composition I	3	I
		PSY210	Human Growth & Development {Core Area IV elective for BSN}	3	IV
		BIO 202	Human Anatomy & Physiology II and lab	4	V
		NUR 113	Nursing Concepts	8	
			Semester Total	18	
3		SPH 107-or- 106	Public Speaking {Core Area II elective for BSN}	3	II
			Core Fine Arts	3	II
		NUR 114	Nursing Concepts II	8	
		NUR 115	Evidence Based Clinical Reasoning	2	
			Semester Total	16	
APPLY TOAUM					
4		BIO 220	General Microbiology & lab	4	V
		NUR 211	Advanced Nursing Concepts	7	
		<del>NURS4110</del>	Health Policy and Ethics for the Professional Nurse	3	
			Semester Total	14	
5			Core Area II Humanities elective	3	II
		NUR 221	Advanced Evidence-Based Clinical Reasoning	7	
			Literature	3	II
		<del>WU ....</del>	Informatics & Evidence Based Practice for the Prof. Nurse	3	
			Semester Total	16	
STUDENT GRADUATES WITH AON AND SITS FOR NCLEX-78 CREDIT HOURS					
6		<del>HURS4110</del>	Transformation to the Professional Nurse Role	4	
		ENG 102	English Composition II	3	
		MTH 265	Elementary Statistics	3	III
			History I	3	IV
			Semester Total	14	
7		<del>HURS4211D</del>	Pathophysiology & Physical Assml. for the Prof. Nurse	3	
		<del>NURS4#1</del>	Rural Health and Special Populations	4	
		<del>NURS-4\$10</del>	Population-Based Healthcare	4	
			Core Lab Science	4	III
			Semester Total	14	
8		<del>NURS4310</del>	Health Systems Leadership	4	
		<del>NURS4311</del>	Leadership Immersion	5	
			History II (to complete sequence)	3	IV
		PSY200	Intro to Psychology	3	IV
			Semester Total	15	
<del>TCIP III- --to-- --N.IM--.(</del>			TOTAL HOURS	121	
STUDENT GRADUATES WITH BSN -121 CREDIT HOURS					

\*All courses must be completed with a "C" or better.

\*Upon successful completion of NURS 4110, an additional 37 hours of credit will be awarded.

\*MTH 100 is no longer accepted for Core Math

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

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

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

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

---

Printed Name

---

Date

---

Signature

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

Thank you.