AUM

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF NURSING

2025-2026

AUBURN UNIVERSITY AT MONTGOMERY SCHOOL OF NURSING

Auburn University at Montgomery

School of Nursing

101 Moore Hall

7461 East Drive

Montgomery, Alabama 36117

The policies and requirements of the AUM School of Nursing are continuously reviewed and subject to revision. A system of continuous revision is necessary considering ongoing developments in technology and the nursing profession.

Therefore, the policies and requirements as set out in the most current Undergraduate University Catalog and Undergraduate Student Handbook of the AUM School of Nursing will be applicable to all students, regardless of what the policies were on the date of entry into AUM School of Nursing.

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PLANS OF STUDY

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 AUM core values are embraced by the School of Nursing faculty and staff: a student-centered experience, citizenship and community, excellence as our standard, 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. A copy of the Student Handbook with up-to-date information is 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's 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: https://www.aacnnursing.org/ccne-accreditation

The Baccalaureate Program is approved by the:

Alabama Board of Nursing (ABN)
RSA Plaza, Suite 250
770 Washington Avenue
Montgomery, AL 36104
Telephone: 1-800-656-5318
Internet: www.abn.alabama.gov

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 – 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 School of Nursing
2010	Addition of Primary Care Family 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
2025	CCNE site visit for MSN, DNP, and Post-Graduate Certificate program Alabama Board of Nursing 5 year site visit for BSN program

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ACADEMIC PROGRAMS

Baccalaureate Program in Nursing

The Bachelor of Science in Nursing (BSN) program at Auburn University at Montgomery is designed to prepare you for excellence in patient care, professional leadership, and lifelong learning. As a BSN student, you are entering a rigorous and rewarding educational pathway that extends beyond foundational clinical skills. Our program equips you with a broad understanding of nursing practice, incorporating coursework in evidence-based care, community and public health, leadership, informatics, and healthcare policy.

 A BSN degree provides a strong academic foundation that not only prepares you for the NCLEX-RN and initial licensure, but also opens doors to advanced career opportunities. Employers across the healthcare spectrum increasingly prefer BSN-prepared nurses due to research linking higher nursing education with improved patient outcomes. Whether your goals include bedside care, specialty practice, leadership roles, or graduate education, the BSN degree positions you for long-term growth and success.

As a future registered nurse, you will be trusted with the health and well-being of individuals, families, and communities. This program is your first step toward becoming a confident, competent, and compassionate leader in the evolving world of healthcare.

Welcome to a journey of purpose, professionalism, and excellence.

Accreditation and Alignment with AACN Essentials

The Bachelor of Science in Nursing (BSN) program at Auburn University at Montgomery is accredited by the Commission on Collegiate Nursing Education (CCNE). This accreditation affirms that the program meets or exceeds national standards for nursing education and is committed to continuous improvement and quality assurance in preparing competent, compassionate, and evidence-based practitioners.

In alignment with the American Association of Colleges of Nursing (AACN) 2021 Essentials: Core Competencies for Professional Nursing Education, our curriculum is structured to support the development of practice-ready graduates equipped to meet the evolving demands of the healthcare system. These Essentials serve as the

foundation for program design, implementation, and evaluation, guiding student learning and competency achievement across domains such as clinical judgment, person-centered care, population health, interprofessional partnerships, quality and safety, and professional identity.

The Essentials: Core Competencies for Professional Nursing Education

The American Association of Colleges of Nursing has developed The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The programs represented in this handbook have adopted the following components of The Essentials (2021):

- 10 Domains for Nursing
- 8 Concepts for Nursing Practice
- 45 Competencies

Domains

Domain I: Knowledge for Nursing Practice
Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Competency 1.1
Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

Competency 1.2
Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

Competency 1.3
Demonstrate clinical judgment founded on a broad knowledge base.

Domain II: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Competency 2.1
Engage with the individual in establishing a caring relationship.

Competency 2.2
Communicate effectively with individuals.

Competency 2.3
Integrate assessment skills in practice.

Competency 2.4
Diagnose actual or potential health problems and needs.

Competency 2.5
Develop a plan of care.

Competency 2.6
Demonstrate accountability for care delivery.

Competency 2.7
Evaluate outcomes of care.

Competency 2.8
Promote self-care management.

Competency 2.9
Provide care coordination.

Domain III: Population Health

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Competency 3.1
Manage population health.

Competency 3.2
Engage in effective partnerships.

Competency 3.3
Consider the socioeconomic impact of the delivery of health care.

Competency 3.4
Advance equitable population health policy.

Competency 3.5
Demonstrate advocacy strategies.

Competency 3.6
Advance preparedness to protect population health during disasters and public health emergencies.

Domain IV: Scholarship for the Nursing Discipline

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Competency 4.1
Advance the scholarship of nursing.

Competency 4.2
Integrate best evidence into nursing practice.

Competency 4.3
Promote the ethical conduct of scholarly activities.

Domain V: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

> **Competency 5.1**
> Apply quality improvement principles in care delivery.
>
> **Competency 5.2**
> Contribute to a culture of patient safety.
>
> **Competency 5.3**
> Contribute to a culture of provider and work environment safety.

Domain VI: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

> **Competency 6.1**
> Communicate in a manner that facilitates a partnership approach to quality care delivery.
>
> **Competency 6.2**
> Perform effectively in different team roles, using principles and values of team dynamics.
>
> **Competency 6.3**
> Use knowledge of nursing and other professions to address healthcare needs.
>
> **Competency 6.4**
> Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain VII: Systems-Based Practice

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Competency 7.1
Apply knowledge of systems to work effectively across the continuum of care.

Competency 7.2
Incorporate consideration of cost-effectiveness of care.

Competency 7.3
Optimize system effectiveness through application of innovation and evidence-based practice.

Domain VIII: Informatics and Healthcare Technologies

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Competency 8.1
Describe the various information and communication technology tools used in the care of patients, communities, and populations.

Competency 8.2
Use information and communication technology to gather data, create information, and generate knowledge.

Competency 8.3
Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.

Competency 8.4
Use information and communication technology to support

documentation of care and communication among providers, patients, and all system levels.

Competency 8.5
Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

Domain IX: Professionalism
Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Competency 9.1
Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.

Competency 9.2
Employ participatory approach to nursing care.

Competency 9.3
Demonstrate accountability to the individual, society, and the profession.

Competency 9.4
Comply with relevant laws, policies, and regulations.

Competency 9.5
Demonstrate the professional identity of nursing.

Competency 9.6
Integrate diversity, equity, and inclusion as core to one's professional identity.

Domain X: Personal, Professional, and Leadership Development
Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

Competency 10.1
Demonstrate a commitment to personal health and well-being.

Competency 10.2
Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

Competency 10.3
Develop capacity for leadership.

STANDARDS OF PRACTICE

The BSN program is aligned and consistent with the Alabama Board of Nursing Administrative Code 610-x-3.

Additionally, the BSN program is consistent with the American Nurses Association (2021) *Nursing Scope and Standards of Practice (4th Edition)* Silver Spring, MD. Standards of Professional Nursing Practice Standards 1-6, Registered Nurse Competencies (pgs 75-87).

These "Standards of Practice describe a competent level of nursing practice as demonstrated by the critical thinking model known as the nursing process." (pg 73).

Standard I – Assessment
Standard II – Diagnosis
Standard III – Outcomes Identification
Standard IV – Planning
Standard V – Implementation
Standard VA – Coordination of Care
Standard VB – Health Teaching and Health Promotion
Standard VI – Evaluation

BSN PROGRAM OUTCOMES

1. Apply knowledge from nursing science and other disciplines to inform clinical judgment 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)

ADMISSION TO THE PRE-LICENSURE BSN PROGRAM

The pre-nursing plans of study are available in the current AUM Undergraduate catalog.

The pre-licensure baccalaureate program is competitive with limited access for admission and therefore meeting these requirements does not guarantee acceptance. Selection for admission to the upper division of the School of Nursing is based on academic performance in the required lower division courses and a Test of Essential Academic Skills (TEAS) score/ American College Testing (ACT) 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 no more than 22 hours for fall admission and 18 hours for spring admission (see advisor for specific details for individual requirements) of the remaining pre-nursing coursework.
- Have successfully completed (grades of "C" or above) at least three (3) of the required 5 lab science courses AND have the remaining 2 required lab science courses in progress at the time of application for spring semester admission. For fall semester admission, successful completion (grades of "C" or above) of at least 2 of the 5 required lab science courses is required AND at least 1 of the required lab science courses must be 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.)
- Undergo and pass a drug screening. Students who do not pass the drug screening 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.

ADMISSION TO THE POST-LICENSURE BSN 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 the 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 o 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 university email system.

Conditional Admission Requirements:

- 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

- 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 their 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 a seamless pathway 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 o 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 10 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 university email system.

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 their 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 completing the current clinical course.

- Completion of Annual Health Assessment Form (Located in the forms section of the Nursing Student Handbook).
- Proof of childhood immunizations & completion of immunization 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.

- 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]). This will be obtained during the Fundamentals of Nursing class.
- 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 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 the required documentation, or the submission of falsified information, may result in disciplinary action, up to and including dismissal from the Auburn University Montgomery School of Nursing, in accordance with university policies and professional standards.

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

- A minimum GPA of 2.0 in upper division nursing courses
- An average of 73% (C) is required in the nursing course to be successful and progress in the nursing program.
- Achieve a grade of "satisfactory" (S) in all clinical/lab components of all nursing courses
- Post-licensure students must maintain licensure as a Registered Professional Nurse and must notify advisor if licensure status changes during the program

Students who do not meet all of the stated criteria must submit a formal petition to the School of Nursing's APG Committee to request continued enrollment 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 nursing courses) constitutes disenrollment from the nursing program.
- The upper division nursing curriculum must be completed within four years of the first course taken in the program.
- Students who are not enrolled for two or more consecutive terms must re-apply to the program and are not guaranteed readmission.

Course Failure

"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.
- 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.

- 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.
- In the event of a course failure that results in the student being ineligible to enroll in nursing courses for more than one semester, the student will be provided with a success plan designed to support future success in the nursing program.
- This success plan will be individualized by the APG Committee with oversight from the Undergraduate Coordinator and must be fully completed prior to reentry into the program.

WITHDRAWAL OR OUT OF SEQUENCE STUDENTS

A student is considered out of sequence when they deviate from the original plan of study associated with their admission cohort. Students who become out of sequence are encouraged to take proactive steps to remain on track for program completion.
To support reentry into upper-division nursing coursework, out-of-sequence students must submit an 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.

The APG Committee will holistically review each request, taking into account:

- The student's prior academic performance
- Current standing related to admission and progression criteria
- Faculty and academic advisor recommendations

Students will receive written notification of the committee's decision via their official AUM email address within four weeks of submission. If approved to return, the notification will specify the semester of reentry.

To ensure a smooth transition back into the program:

- Students must meet with their advisor to develop or revise their individualized plan of study.
- To resume upper-division coursework, students must demonstrate readiness by achieving a minimum score of 73% on exams/quizzes within the approved semester.
- Please note: a second nursing course failure will result in disenrollment from the program in accordance with School of Nursing policy.

Deceleration from the Cohort Plan of Study

The traditional BSN program is designed as a full-time, cohort-based plan of study. However, we understand that life circumstances may require flexibility.
In unique situations, students may request to decelerate their progression for a clearly stated and appropriate reason. Students wishing to explore this option must first discuss the matter with the Undergraduate Coordinator, followed by submission of a formal written request to the APG Committee that includes a detailed rationale.

Students approved for deceleration may be required to enroll in additional coursework to maintain academic readiness and progression standards.

Voluntary Withdrawal from the Nursing Program

Students considering withdrawal from the nursing program are strongly encouraged to schedule a meeting with the Undergraduate Coordinator and/or Associate Dean to discuss options and implications. Written notification of the decision to withdraw must be submitted for the student's record.

Students who withdraw without notifying the School of Nursing may forfeit eligibility for future readmission.

Withdrawal from Upper-Division Nursing Courses

To promote progression and program integrity, students are permitted no more than two withdrawals from upper-division nursing courses during the BSN program.

- These may include two different courses or two withdrawals from the same course.
- After the second course withdrawal, no additional non-medical withdrawals will be permitted.
- Any additional course withdrawal beyond this limit will be considered a course failure and will result in dismissal from the traditional BSN program.

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

We recognize that students may encounter challenges during their academic journey, and the School of Nursing is committed to providing a fair and thoughtful process for those seeking to continue or return to the nursing program. Students who wish to re-enter or continue must follow the steps below to ensure their request is reviewed.

Petition Process

Students must:

- Submit a completed APG Petition Form requesting continuation or re-admission to the program, along with a new nursing application if required.
- Clearly state the reason(s) for their time away from the program or the rationale for petitioning to continue.
- Provide a personal letter outlining their request and including a thoughtful plan for academic and professional success upon re-entry.
- If the student was previously dismissed, they must include documentation of completed remediation activities or evaluations as recommended at the time of dismissal (if applicable).

Please note: All petitions are reviewed individually by the APG Committee. While every request is considered, submission does not guarantee re-admission.

During the review process, the APG committee may consult with course faculty to assess:

- Past academic performance
- Professional behavior
- Interpersonal conduct and engagement during the student's time in the program

Additional Requirements

If there is any indication of impaired behavior, the student may be required to complete drug and/or alcohol screening.
- A positive drug and/or alcohol screening will result in dismissal and referral to appropriate university officials.
- A dilute urine sample will require repeat testing at the student's expense.

- A second dilute sample is considered a failed screen.

Re-admission is contingent upon available resources, including classroom space, clinical placements, and faculty availability.

Upon Approval for Re-Entry

Students approved for re-admission will:

- Meet with their academic advisor, Undergraduate Coordinator, and the Associate Dean to develop a personalized plan of study designed to support successful program completion.
    - This may include clinical or classroom-based independent study, course audits, or other activities intended to refresh and align clinical and theoretical knowledge with the current curriculum.
- Be required to submit updated documentation, including:
- Current BLS certification
- Proof of health insurance
- Compliance with all health requirements
- Updated drug screening and criminal background check

Students will receive formal notification of the APG Committee's decision and any associated requirements via their official AUM email.

GRADUATION

Each student is responsible for becoming familiar with and understanding the degree requirements and academic policies outlined in the AUM Undergraduate Catalog for the academic year in which they were admitted to the university. This catalog year is listed in the student's Degree Works account, which can be accessed at any time through MyAUM under the Campus Resources Launchpad.

To stay on track toward graduation, students are encouraged to meet regularly with their academic advisor throughout each semester to discuss course planning and academic progress. Scheduling meetings with advisors, mentors, faculty, or academic counselors is highly recommended and supports timely degree completion.

Faculty office hours are posted on their office doors and in course syllabi. For online courses, advising hours are also provided in the course syllabus.

In preparation for graduation, students must complete and submit an Intent to Graduate Form by the published deadline on the University Academic Calendar. Missing this deadline may delay a student's graduation date.

Upon successful completion of the nursing program and recommendation by the Dean, graduates will be prepared to sit for the National Council Licensure Examination (NCLEX-RN®), which is required for licensure as a Registered Nurse (RN).

While the School of Nursing supports each graduate in pursuing licensure, we are unable to guarantee approval to sit for the NCLEX-RN® for students who have a history involving criminal charges or substance use. Students with such concerns are encouraged to consult both the School of Nursing and the Alabama Board of Nursing as early as possible for guidance on how these matters may impact licensure eligibility.

To promote transparency and uphold professional standards:

- Students must notify the Dean within 72 hours of any arrest, DUI, or legal incident that occurs during their enrollment in the program.
- While a legal incident does not automatically result in dismissal, failure to report such incidents in a timely manner may lead to disciplinary action, including possible dismissal from the program.

Clear, open communication is essential to ensuring the integrity of the nursing profession and supporting each student's success.

A	90 – 100%
B +	85 – 89%
B	80 – 84%
C +	76 – 79%
C	73 – 75%

To earn credit toward the nursing degree, students must achieve a grade of "C" or higher in all required courses. Grades below a "C" are not accepted toward degree completion.

Satisfactory academic progress includes not only meeting the required academic benchmarks but also consistently upholding standards of professionalism, integrity, and ethical conduct expected of future nurses.

Students who do not maintain these academic or professional standards may be subject to academic review, which could lead to intervention, remediation, or dismissal from the nursing program, depending on the nature and severity of the issue.

Calculation of Grades

To successfully complete a nursing course and remain in good standing within the program, students must achieve a minimum average of 73% in each course. Course grading components are determined by the individual course faculty and are clearly outlined in the course syllabus.

Additional assignments and learning activities may be incorporated to support learning. However, exam performance is the primary determinant of course success and progression within the program.

Appeal of Grades

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

EXAMINATIONS

To ensure a fair and secure testing environment, students are expected to follow all examination policies as outlined by the School of Nursing.

Arrival and Attendance

Students must arrive prior to the posted exam time to begin promptly.
Late arrivals will not be permitted to enter the testing environment. Students must contact the course faculty and follow the Missed Exam Policy as outlined in the syllabus.

If a make-up exam is offered, it may be administered in an alternate format (e.g., short answer or essay).

Faculty may request supporting documentation for missed exams.

Conduct During Exams

Once the exam begins, students may not leave the room unless accompanied by a designated proctor. No additional time will be provided for time spent away from the exam.

Seating arrangements and spacing will be determined by course faculty.
Upon completing the exam, students must close and power down their personal computer and submit all required materials before leaving the testing environment.

Permitted Items

- Scratch paper provided by faculty
- Writing utensil
- Personal laptop or approved device for exam delivery

Note: Scratch paper will be distributed after logging into Respondus Lockdown Browser, must have the student's name written on it, and must be turned in to faculty before leaving the room.

Prohibited Items

The following items are not permitted in the testing environment unless explicitly approved by faculty:

- Food or drink
- Smart devices (e.g., phones, smartwatches)
- Textbooks, notes, or outside materials
- Personal calculators
- Blankets, outerwear, hats, sunglasses, or Bluetooth/noise-canceling headphones

All personal belongings, including backpacks, purses, coats, and unapproved items, must be placed in a designated area as determined by course faculty. Phones and wearable technology must be silenced and stored separately.

Accommodations

Students with approved accommodations from the Center for Disability Services (CDS) will complete exams separately as arranged. These students will not test with their cohort.

Academic Integrity

Exams are considered closed book unless otherwise specified. No assistance is allowed during the exam. Exam materials must not be shared before, during, or after the exam. Copying or capturing exam content, including screenshots or taking notes during reviews, is strictly prohibited.

Violations of these policies will be considered academic dishonesty and handled according to the AUM School of Nursing Academic Honesty Code as stated in the Undergraduate Student Handbook.

Respondus Lockdown Browser

Some quizzes and examinations may be proctored. For most non-standardized exams delivered through Canvas, the use of Respondus LockDown Browser may be required, and in some cases, Respondus Monitor may also be used at the discretion of course faculty.

Students should first log into Canvas using a regular web browser (e.g., Chrome or Edge) and navigate to the quiz or exam. If Respondus LockDown Browser is required, Canvas will automatically prompt the student to open or install the browser before continuing.

Once launched, Respondus LockDown Browser will create a secure testing environment by restricting access to other applications, websites, and functions on the student's device for the duration of the exam.

Respondus LockDown Browser can be downloaded at:
https://my.aum.edu/web/wiki/lockdown-browser

Dosage and Medical Terminology Exam Policy

The objectives of this examination are:

- To ensure safe and accurate medication administration through mastery of dosage calculation principles.
- To promote proficiency in medical terminology, enabling students to comprehend and communicate medical language accurately and professionally.

This foundational knowledge supports clinical decision-making and contributes to students' ability to understand key concepts and interact effectively within the healthcare environment.

Dosage Exam Overview:

Total of 20 fill-in-the-blank questions:

- 20 dosage calculation questions

Students must show all work for dosage calculation problems.
No partial credit will be awarded.
Time allotment: Students will have 1.5 to 2 minutes per question.

Medical Terminology Exam Overview:

- Total of 20 questions.

Scoring Requirement:

Students must achieve a minimum score of 90% on each exam to pass.
Students who do not achieve a passing score will be assigned to a faculty and must complete mandatory remediation prior to retesting.

Scheduling and Completion:

Students are required to schedule and complete the Medical Terminology and Dosage Calculation Exam prior to the start of the semester along with skills revalidation. The exam must be passed with a score of 90% or higher before the end of the semester to remain eligible for clinical medication administration. Students may not participate in clinical medication passes until they have passed this examination.

Rounding Rules:

Rounding rules will be clearly displayed on each exam. The following rounding guidelines must be strictly followed:

- Answers < 1 mL or < 1 mg: Round to the nearest hundredth (0.01)
- Answers > 1 mL or > 1 mg: Round to the nearest tenth (0.1)
- Drops per minute (gtt/min): Round to the nearest whole number
- Use a leading zero (e.g., 0.5 mL); do not use trailing zeros (e.g., use 1, not 1.0)

Preparation and Support:

A practice exam must be completed prior to attempting the official exam. Students will have access to:

- A Dosage Calculation and Medical Terminology Practice Handbook
- Instructional review videos

Opportunities to ask questions will be provided before the first attempt.

Remediation:

Any student who does not meet the 90% benchmark must:

- Remediate with the assigned faculty member

- Participate in targeted review and guided practice

Remediation is mandatory and must be completed before the student is permitted to retake the examination.

Results of < 90%:

Students who do not meet the 90% benchmark for dosage will not be authorized to give medications in the clinical setting.

After third failed attempt to obtain a 90% on the dosage examination:

- The student will meet with the associate dean, the undergraduate coordinator, and the assigned faculty to deliberate.
- A learning contract will be generated for the student's success.
- The student may be removed from the clinical setting, which may result in an incomplete or failure in the clinical course.

TECHNOLOGY REQUIREMENTS

The School of Nursing requires all students to have access to a personal computing device capable of supporting the technology used in coursework and testing. While various devices can access some course content, it is strongly recommended that students use a laptop computer as their primary device.

Canvas, the university's learning management system, may not function fully on tablets or smartphones. Therefore, students should not rely solely on tablets or mobile devices to complete coursework.

Students should not use Chromebooks or Microsoft Surface RT tablets for online coursework, as these devices run on operating systems not supported by Canvas.

To ensure a reliable and compatible learning experience:

- A laptop less than three years old is strongly recommended.
- The device should be running the most up-to-date operating system available from the manufacturer:
    - **Windows 11 or later** for Windows devices
    - **MacOS 13 Ventura or later** for Apple devices
    - **Alternate operating systems (e.g., Windows RT, iOS, or Chrome OS) are not supported.**

Additional hardware requirements:

- Web camera for video-based assessments and conferencing
- Microphone and speakers for participation in virtual meetings or class sessions
- Sufficient available storage for installing required software and updates
- Administrative rights on the device to install applications such as Respondus LockDown Browser or course-specific tools

All coursework and assignments must be submitted in Microsoft Office formats. Other formats such as Google Docs, Apple iWork, or OpenOffice are not supported and may not be accepted.

For the most current technology recommendations, students should review + on the official Canvas website.

FORMAT FOR WRITTEN ASSIGNMENTS

All undergraduate nursing courses in the AUM School of Nursing require use of the current edition of the *Concise Guide to APA Style* for all written assignments and formal presentations. Adherence to APA formatting reflects professional communication standards and includes correct use of grammar, punctuation, organization, scholarly tone, in-text citations, and reference formatting.

Assignments that do not meet APA guidelines may receive point deductions as outlined in the course grading criteria.

All submitted work—including papers, care plans, projects, presentations, and exams—becomes the property of the AUM School of Nursing. Students are expected to submit original work for grading and are strongly encouraged to retain copies of all submissions for their own records.

Classroom Conduct and Professional Expectations

Creating and maintaining a respectful, inclusive, and safe learning environment is a shared responsibility among faculty, staff, and students. The AUM School of Nursing values professionalism, diversity, and mutual respect. All members of the learning community are expected to treat one another with **dignity, civility, and respect** in all interactions.

Expected Professional Behaviors in the Classroom

Students are expected to consistently demonstrate the conduct and demeanor of a professional nurse. This includes, but is not limited to, the following behaviors:

- Attending all classes, arriving on time, and staying for the entire session
- Submitting assignments and paperwork by designated deadlines
- Coming to class prepared and ready to engage
- Being attentive, participating actively, and listening respectfully
- Demonstrating consideration when asking questions or contributing to discussion
- Silencing or setting cell phones to vibrate; avoiding disruptions
- Using laptops or electronic devices **only for academic purposes** during class
- Showing courtesy, respect, and professionalism in communication and behavior
- Accepting accountability for one's actions and performance
- Requesting permission from faculty before recording or photographing class content
- Dressing in a manner that reflects the professionalism and dignity of the nursing profession
- Maintaining academic integrity on all assignments, quizzes, and exams
- Adhering to HIPAA guidelines when discussing clinical experiences in the classroom

Inclement Weather

In the event of inclement weather, students are responsible for staying informed about campus closures and weather-related updates. If AUM is officially closed, the School of Nursing will cancel all classes, labs, and clinical experiences for that day.

AUM will communicate closures through television and radio broadcasts and via the AUM Alert system. Students are strongly encouraged to enroll in AUM Alert to receive emergency notifications and weather alerts in real time.

To sign up, visit: http://www.aum.edu/about-aum/public-safety/severe-weather
If a clinical experience is scheduled and weather conditions in your area prevent safe travel, it is essential to notify your course faculty and clinical supervisor as soon as possible. Because weather conditions can vary between locations, failure to communicate may result in the absence being considered unexcused.

All clinical hours must be completed. Make-up clinicals will be scheduled as necessary to ensure program requirements are met.

ONLINE EDUCATION GUIDELINES

Online Classroom Etiquette

Participating in an online course brings new opportunities for interaction and collaboration, but also requires students to follow specific etiquette to maintain a respectful and professional learning environment. While the setting may be virtual, the expectations for behavior remain aligned with those of in-person classrooms. The following guidelines are designed to help students communicate effectively and professionally in all online interactions.

- **Be respectful.** Online learning is still a professional environment. Your classmates and instructors are real people who deserve the same courtesy and consideration as they would in a face-to-face setting. Be mindful of how your words may affect others, especially when opinions differ.
- **Use professional tone and formatting.** Avoid using **all caps**, excessive punctuation (!!!), or overly casual language. Since facial expressions and tone are not visible in written communication, messages can easily be misunderstood. Read your message out loud before posting to ensure clarity and professionalism.
- **Use humor and sarcasm carefully.** While personality and humor are welcome in class discussions, they can be misinterpreted in writing. Use emojis only when appropriate for informal posts (like discussion boards), and never in formal writing. Avoid sarcasm unless it is clearly understood and respectful.
- **Watch your grammar and spelling.** Proper writing reflects professionalism. Avoid texting shorthand, and use correct grammar, spelling, and punctuation in all posts. Online classes are academic spaces, and your writing should reflect that standard.
- **Cite your sources.** Whether in a discussion board or a formal paper, always give credit when referencing others' ideas. Proper citation is essential for academic integrity and intellectual honesty, even when paraphrasing.
- **Share only appropriate content.** All content posted in the virtual classroom should be educational and professional. Do not share images, links, or comments that are inappropriate or unrelated to course content.

By following these guidelines, students contribute to a respectful, engaging, and productive online learning environment for all.

Learning Technology and Environment

Success in an online learning environment requires students to be organized, self-directed, and committed to maintaining a productive and reliable study routine. The flexibility of online courses can be an advantage, but it also demands discipline and personal responsibility.

To be successful in online learning, students should:

- Be **highly committed and focused** on academic goals. While balancing work and home responsibilities, students must actively prioritize their coursework to avoid interruptions to the learning process.
- Treat online learning as a **priority in their daily schedule**, setting aside dedicated time for lectures, assignments, and studying.
- Ensure consistent access to a **functioning computer** equipped with antivirus, malware, and spam protection, along with a **stable internet connection**, required e-learning software, and a **printer** if needed. The computer is an essential tool for engaging in all aspects of online learning.

To maintain a reliable technology setup, students should:

- **Limit access to their personal computer** to prevent others from unintentionally downloading viruses or damaging the system.
- Develop a **backup plan** in case of technical issues. This may include using university computer labs, community library computers, or alternate devices to avoid disruption in completing course requirements.

CLINICAL EXPERIENCES

Clinical Accountability

Auburn University at Montgomery and the School of Nursing are both morally and legally obligated to protect the safety, privacy, and security of patients. To uphold this responsibility, students must demonstrate mastery of essential skills and competencies before providing care in the clinical setting and to meet course objectives.

Students are expected to follow all policies and procedures of the assigned clinical agency and to maintain confidentiality of patient and institutional information. As representatives of the nursing profession, students must consistently demonstrate professional behavior, accountability, and integrity in all clinical settings.

Students are personally responsible for being in a physical and mental condition that allows them to provide safe, competent nursing care. This includes maintaining the knowledge and skills necessary for effective patient care.

Students who are pregnant or become pregnant during the nursing program must notify their clinical faculty and the Undergraduate Program Coordinator in writing. Likewise, students who develop a medical or psychological condition that could impact their safety or ability to care for patients must submit documentation from a qualified healthcare provider to the clinical faculty and Undergraduate Program Coordinator. In such cases, a written medical clearance may be required.

Expected Behaviors for Clinical Experiences

Students are expected to consistently demonstrate behaviors that reflect safe, professional nursing practice under the direct supervision of clinical faculty and/or preceptors. Clinical performance must meet course expectations by the end of each semester to successfully complete the clinical component.

Students who are deemed unsafe in the clinical environment will be removed immediately for the safety of patients, staff, and themselves.

Students are expected to arrive on time and remain for the full duration of each scheduled clinical shift. If a student anticipates being late or absent, they must notify their clinical faculty and assigned agency as early as possible. Failure to do so will result in an unsatisfactory grade for the clinical day and may contribute to an overall

unsatisfactory clinical evaluation. Chronic tardiness or unexcused absences can lead to clinical failure.

Active participation and focus are essential during clinical experiences. Inattentive behaviors—such as sleeping, using personal devices for non-clinical purposes, browsing the internet, or engaging in unrelated activities—are not acceptable.

Faculty must divide their time and attention among all students in the clinical setting. If a student requires additional support, a separate meeting outside of clinical hours may be necessary.

Any student who demonstrates unprofessional or inappropriate behavior in the clinical setting will meet with their clinical faculty to discuss the concern and complete a Reportable Occurrence Form. This form will be placed in the student's file. Based on the situation, remediation may be required, and disciplinary action may be taken—including clinical failure or possible dismissal from the School of Nursing.

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

- Performing nursing care in an unsafe or harmful manner
- Providing direct patient care without appropriate supervision
- Willfully or intentionally causing physical or psychological harm to a patient
- Exhibiting negligent or careless behavior related to patient care
- Breaching patient or agency confidentiality, such as:
    - Including identifiable patient information in written assignments
    - Discussing confidential information in public or on social media
    - Sharing private details with individuals not directly involved in care
    - Removing patient records or documentation from clinical areas without authorization
    - Violating HIPAA guidelines
- Falsifying patient records, clinical documentation, or experiences
- Failing to report omissions or errors in care, including assessments, treatments, or medications
- Illegally possessing, using, distributing, or being impaired by drugs or alcohol while in the clinical setting
- Failing to report body substance exposure or needle stick injuries to clinical faculty
- Failing to disclose a medical or psychological condition that may impact safe practice

- Demonstrating disrespectful, rude, or inappropriate behavior toward patients, families, faculty, staff, or peers

If any of these behaviors occur, the student may be required to leave the clinical setting immediately and will receive an unsatisfactory grade for the day. In some cases, this may result in 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 = 1 clinical hour

Clinical Policy

Clinical attendance is a critical component of nursing education and is required for safe, competent, and professional practice. Therefore, attendance at all scheduled clinical experiences across the nursing program is mandatory.

If a student is unable to attend clinical for any reason, they must notify both the course coordinator and the clinical supervisor at least two hours prior to the assigned clinical time. Students should not contact the Clinical Coordinator directly regarding absences.

Students are expected to arrive 15 minutes prior to the scheduled start time, remain for the entire clinical experience, and actively participate throughout. Arriving more than five minutes late or leaving early for any reason will be counted as a clinical absence.

Response to clinical absences:

- **First absence**: The student will meet with the course coordinator to discuss the reason for the absence and review expectations moving forward.
- **Second absence**: The student will meet with the course coordinator, Clinical Coordinator, and Undergraduate Program Coordinator. A formal clinical contract will be signed to outline the make-up plan, and a Clinical Occurrence Report will be placed in the student's file.
- The make-up clinical experience will be scheduled based on faculty availability and may not occur within the same semester. If the clinical cannot be completed within the semester, the student may receive an unsatisfactory grade in the clinical component and may be unable to progress to the next course.
- **Third absence**: The student will meet with the course coordinator, Clinical Coordinator, Undergraduate Program Coordinator, and the Associate Dean. A

third clinical absence may result in an unsatisfactory grade in the clinical component, leading to course failure.

To successfully pass the clinical component of each course, all assigned clinical experiences must be completed as outlined in the course syllabus and evaluated using the clinical evaluation tool.

Clinical Practice Policy

Every student enrolled in the AUM School of Nursing is expected to consistently demonstrate professionalism and safe clinical practice in all settings, including both clinical environments and the Nursing Resource Center (NRC). Professional conduct is essential to protect patient safety, promote learning, and uphold the standards of the nursing profession.

Any behavior deemed inappropriate or unprofessional—based on guidelines from professional healthcare organizations such as the American Nurses Association (ANA), The Joint Commission (TJC), or the Alabama Board of Nursing (ABN)—may result in the student being removed from the clinical setting. In such cases, the student may receive an Unsatisfactory for the clinical day and/or for the course.

Behaviors inconsistent with these expectations will be documented and retained as part of the student's clinical performance record for the duration of the nursing program.

Unacceptable behaviors are categorized as either unsatisfactory/unsafe or critical unsatisfactory/unsafe. Each occurrence will result in the completion of an incident report, which will be filed in accordance with program policy (see Forms section).

Safe Practice Guidelines

Students are expected to uphold the highest standards of safety, professionalism, and ethical conduct while participating in clinical experiences. The following guidelines are established to protect the well-being of patients, peers, faculty, and students, and to maintain compliance with professional nursing standards.

- Students participating in any capacity in a clinical setting must be supervised by a clinical faculty member.
- To ensure eligibility for clinical placement, students must maintain:
  - Personal health insurance
  - Current immunizations

- A valid tuberculin skin test
- Active certification in Basic Life Support (BCLS) for Healthcare Providers by the AHA
   These requirements must be maintained throughout the Upper Division of the nursing program.

- Students may not perform any invasive procedure on a patient unless under the direct supervision of a clinical faculty member or an approved preceptor.
- Under no circumstances are students permitted to practice invasive procedures or skills on themselves or others—including classmates, family members, coworkers, or friends—while enrolled in the nursing program.
- Supplies and equipment provided by the AUM College of Nursing and Health Sciences (including those in clinical settings, skills labs, and student skills bags) are designated for use in **simulated learning experiences only** and are **not to be used on any person**.
- Students found in violation of these expectations will be required to meet with the Associate Dean and the Dean to evaluate their standing in the program. Noncompliance may result in dismissal.
- Students must consistently maintain patient confidentiality, including refraining from posting any patient-related information on social media or other public platforms. Students must also avoid posting information that could reveal the identity or location of clinical sites, staff, or patients.

Failure to adhere to these safe practice guidelines may result in a failing grade in the clinical portion of a course or dismissal from the nursing program.

Unsatisfactory/Unsafe Practices

Unsatisfactory or unsafe behaviors in the clinical setting are taken seriously, as they may compromise patient safety, violate professional standards, or disrupt the learning environment. When such behaviors occur, an incident report will be completed and placed in the student's file.

An incident report will be completed for the following:

- Any behavior deemed unprofessional or inappropriate by the clinical faculty, course faculty, or Nursing Resource Center (NRC) Coordinator
- Any behavior considered unsafe or negligent that could have resulted in physical or emotional harm to a patient or client without timely faculty or staff intervention

An accumulation of three incident reports will prompt a comprehensive review of the student's clinical performance record by the Undergraduate Program Coordinator and course faculty. Based on this review, a clinical contract may be issued to outline expectations, remediation steps, and conditions for continued participation in clinical experiences.

Critical Unsatisfactory/Unsafe Practices

Certain behaviors are considered critical and unsatisfactory/unsafe due to the serious risk they pose to patient safety, the learning environment, or institutional integrity. Any incident involving these behaviors may result in immediate removal from the clinical setting, followed by a formal review.

Behaviors classified as critical unsatisfactory/unsafe include:

- Actions that result in, or have the potential to result in, physical or emotional harm to a patient, self, or others
- Violations of course, School of Nursing, university, or clinical agency policies
- Any conduct that violates the Drug-Free Campus policy or falls under suspicion of chemical impairment as outlined in the Nursing Student Policy

If such an incident occurs:

- The clinical faculty member will immediately notify the student of the concerning behavior
- The student will be removed from the clinical site as appropriate
- The clinical faculty will inform the Course Coordinator and, if necessary, the Undergraduate Program Coordinator at the time of the incident
- A Clinical Occurrence Report will be completed by the clinical faculty and submitted to the Course Coordinator by the end of the clinical day
- The student will be offered an opportunity to meet with the Course Coordinator and Undergraduate Program Coordinator to provide a written statement regarding the incident

All critical incidents will be documented and maintained as part of the student's clinical performance record throughout their time in the upper division of the nursing program.

Depending on the nature and severity of the incident, the outcome of the review may include disciplinary action, up to and including dismissal from the clinical course or disenrollment from the School of Nursing.

Management of Exposure or Injury

Exposure to blood, body fluids, or communicable diseases, as well as other clinical injuries, can occur despite careful adherence to safety protocols. While every effort should be made to prevent potentially dangerous situations, students must remain vigilant and implement Universal Precautions and safety measures in every clinical setting.

In the event that a student is exposed to blood and/or body fluids (e.g., via needle stick), contracts or is exposed to a communicable disease, or sustains any type of injury during a clinical experience, the following steps must be followed:

The student must:

- Immediately report the incident to the clinical faculty, course faculty, or preceptor
- Follow the procedure outlined by the clinical agency, which may include:
    - For puncture wounds: Allow the wound to bleed freely and wash thoroughly with soap and water
    - For exposure to eyes or mucous membranes: Flush the area immediately with large amounts of water
    - For exposure to other body surfaces: Wash the area thoroughly with soap and water
- Complete a Student Incident Report Form (see Forms section) within four hours of the incident

The clinical or course faculty will:

- Report the incident according to the clinical agency's established protocol
- Immediately notify the Course Coordinator and Associate Dean
- Submit a written incident report to the Associate Dean and course faculty within 24 hours of the occurrence

The course faculty or Associate Dean will:

- Contact the facility's Infection Control Nurse for guidance regarding required follow-up
- Notify the student's academic advisor and ensure that a memo regarding the incident is placed in the student's file

Students may be required to seek treatment in the facility's emergency department or follow other protocols as advised by the clinical site. All medical expenses incurred are the responsibility of the student.

Follow-up treatment will vary based on the nature of the exposure and the assessed risk of the source. Students should adhere to all recommendations and documentation procedures as instructed by both the clinical site and the School of Nursing.

Patient Confidentiality

All students in the AUM School of Nursing are expected to uphold the standards set forth by the Health Insurance Portability and Accountability Act (HIPAA), as well as the ethical and legal obligations related to patient privacy and confidentiality.

Students must maintain professional boundaries at all times—both within the School of Nursing and during any assigned clinical experience. This includes refraining from sharing any patient-related information through social media, text messages, emails, conversations, or any other form of communication.

Any communication—written, verbal, or electronic—that breaches patient confidentiality is considered a serious violation of professional conduct and may result in disciplinary action, up to and including dismissal from the nursing program.

Students are reminded that maintaining patient privacy is not only a legal obligation, but also a core component of the trust and integrity required in the nursing profession.

Clinical/Classroom Use of Personal Electronic Devices

The use of personal electronic devices in clinical, preceptorship, and classroom settings must follow strict guidelines to protect patient privacy, maintain professionalism, and ensure a focused learning environment.

During clinical or preceptorship experiences:

- Use of personal electronic devices—including but not limited to cell phones, smart watches, fitness trackers, tablets, PDAs, and laptops—is restricted to **non-patient care areas** as designated by the clinical facility.
- Devices may only be used as a **clinical resource or reference tool** to support patient care when approved by the instructor, faculty member, or preceptor.

- All other uses, including personal messaging, browsing, or calls, are **prohibited** during clinical hours unless prior approval is obtained from clinical faculty or the preceptor.
- Students are **not permitted** to make audio, video, or photographic recordings of any kind in the clinical setting, regardless of purpose or content.

As part of the required uniform for clinical experiences, students must wear either a **digital watch** or an **analog watch with a second hand** to perform time-sensitive tasks such as measuring vital signs.

In the classroom setting:

- The use of cell phones or other personal electronic devices is **not allowed during class** unless explicitly approved by the course faculty for academic purposes.

Failure to adhere to these policies may result in disciplinary action and may be documented as a professionalism concern.

ACADEMIC AND CLINICAL APPEARANCE POLICY

Students are expected to maintain a professional appearance that reflects the standards of the nursing profession at all times. Wearing the AUM School of Nursing uniform signifies not only representation of the university but also the nursing profession as a whole. Therefore, all uniform guidelines must be followed consistently.

All nursing students are required to wear either the standard clinical uniform or the approved alternate uniform to all AUM School of Nursing classes, laboratory sessions, or other required curricular events—whether held on or off campus.

Adherence to the uniform policy demonstrates respect for the profession, readiness for clinical practice, and commitment to the standards of the School of Nursing. Students who fail to comply with uniform expectations may be asked to leave the learning environment and may be referred for follow-up.

Clinical Uniform

All students are expected to present a professional appearance during every clinical experience, including those in the AUM Nursing Resource Center (NRC). The required attire reflects the standards of the nursing profession and must be worn as outlined below.

Required attire includes, but is not limited to, the following:

- A clean, wrinkle-free AUM School of Nursing uniform consisting of black pants, a white top, and an optional black scrub jacket purchased from designated vendors
- Both the white top and black jacket must display the approved embroidered College of Nursing and Health Sciences insignia
- Outerwear such as personal jackets, hoodies, or sweatshirts is not permitted in clinical or lab settings
- Uniforms must fit appropriately and allow for full range of movement without exposing cleavage, midriff, or buttocks
- For infection control purposes, pants must not touch or drag on the floor
- A solid white undershirt or camisole must be worn beneath the top; no colored or visible undergarments are allowed
- Closed-toe, closed-heel black or white leather shoes without logos or mesh; clogs, Crocs, slide-on shoes, and cloth footwear are not permitted
- No bracelets

- AUM College of Nursing and Health Sciences official name tag must be worn at all times

Grooming and appearance standards:

- Tattoos must be fully covered during clinical and lab experiences
- Only one pair of small stud earrings in the lower earlobes is permitted; no other body piercings are allowed
- A plain wedding band or single ring may be worn if desired
- Fingernails must be short and clean; no nail polish, acrylic nails, or artificial nail tips are permitted
- Facial hair must be neatly trimmed or clean-shaven
- False eyelashes and lash extensions are not allowed
- Hair must be above the shoulders or securely restrained; bangs must be pinned back if they fall over the face during patient care
- Hair must be of a natural color (e.g., brown, black, blonde, or natural red); unnatural colors such as blue, green, purple, or pink are not permitted
- Hair accessories such as ribbons, beads, glitter, shells, or wraps are prohibited
- Due to sensitivities and infection control standards, the use of body fragrances is not permitted

Failure to comply with the dress code will result in the student being dismissed from the clinical or lab experience for the day. This will be considered an unexcused absence. Refer to the absence policy for additional information.

Alternate Uniform

In certain courses or settings, students may be required to wear an alternate uniform. Specific expectations regarding when the alternate uniform is required will be outlined in the course syllabus. While wearing the alternate uniform, students must continue to adhere to all guidelines for professional appearance as representatives of the AUM School of Nursing and the nursing profession.

When instructed to wear the alternate uniform, students must follow these requirements:

- Loose-fitting, full-length black slacks with belt loops, pockets, and a zippered fly (Note: Jeans, leggings, cropped pants, athleisure wear, and shorts are not permitted)

- Grey polo shirt with the embroidered College of Nursing and Health Sciences logo
- Brown or black closed-toe, closed-heel shoes with no logos or visible writing

Additional outerwear for classroom use only:

- AUMANS insignia outerwear may be worn over the AUM uniform while in the classroom for warmth
- Solid black sweaters or jackets that zip or button completely down the front may also be worn in the classroom if they have no logos or insignia
(Note: Quarter-zip sweatshirts are not allowed)
- A black scrub jacket with the AUM logo, purchased from Uniformacy, may be worn over the uniform in classroom settings

All uniform items must be clean, wrinkle-free, and consistent with the standards of professionalism established by the School of Nursing. Failure to comply with the alternate uniform policy may result in removal from the clinical or classroom environment for the day.

Business Casual Attire

In some settings, students may be asked to wear professional or business casual attire instead of the standard clinical or alternate uniform. Faculty will provide advance notice when this dress code is appropriate for specific experiences.

Business casual attire is defined as:

- Clean, neat appearance with attention to personal hygiene
- Clothing that is clean, in good condition, and free of damage
- Appropriately fitting black polo shirt with the approved College of Nursing and Health Sciences logo
- Loose-fitting, solid, neutral-colored slacks
- Closed-toe shoes that are color-coordinated with the outfit

The following items are not permitted when business casual attire is required:

- Dirty, ripped, frayed, or damaged clothing
- Clothing that exposes undergarments, buttocks, chest, or midriff in any position
- Sandals, flip-flops, or open-toed footwear

- Shorts, leggings, T-shirts, tank tops, or halter tops
- Clothing featuring inappropriate language, images, or references to political, religious, or offensive content
- Sweatpants or sweatshirts
- Slacks that are overly tight or hang excessively low
- Mini skirts or any skirt above mid-thigh
- Tops that are tight-fitting or expose cleavage or the midriff

Students are expected to uphold a professional appearance at all times. Failure to comply with the business casual dress code may result in removal from the assigned learning experience.

NURSING RESOURCE CENTER

The AUM Nursing Resource Center (NRC) is a dedicated space designed to support the development and mastery of essential nursing skills. It is comprised of three primary areas: the **Skills and Assessment Lab**, the **Simulation Labs**, and the **Computer Lab**. The purpose of the NRC is to provide a **safe, supportive learning environment** where nursing students can strengthen their ability to deliver holistic patient care. Through guided practice and simulation, students develop and refine their assessment, communication, critical thinking, organizational, and psychomotor skills.

The NRC fulfills this mission by offering:

- A clean, organized, and realistic clinical environment with convenient hours for both structured classes and open lab practice
- Access to clinical faculty who provide instruction, answer questions, and offer feedback
- Additional learning activities and practice modules available upon student request
- A variety of task trainers, manikins, and clinical supplies to support hands-on skill development
- Simulation experiences that increase in complexity as students progress in the program
- Skill validation sessions to ensure students demonstrate competence and confidence prior to performing procedures in actual clinical settings

Students are encouraged to take full advantage of the NRC's resources as an integral part of their nursing education.

Nursing Skills and Assessment Lab

The Nursing Skills and Assessment Lab is located in Room 202 of Moore Hall. This lab provides a realistic, clinical-like setting equipped with the tools and resources necessary to teach essential technical and patient assessment skills.

The lab includes ten hospital beds arranged across two open learning areas and features manikins to simulate real patient care experiences. A variety of anatomical models and task trainers are also available to help students build proficiency and confidence in performing nursing procedures.

In this space, students learn and practice a wide range of fundamental nursing skills, including but not limited to:

- Comprehensive head-to-toe physical assessments
- Medication administration techniques
- Sterile wound care and dressing changes
- Insertion and care of indwelling urinary catheters
- Tracheostomy care and suctioning procedures
- Insertion and care of nasogastric (NG) tubes
- Initiation and maintenance of intravenous (IV) therapy

The Nursing Skills and Assessment Lab is a key component of the nursing curriculum and is designed to ensure students gain the hands-on experience necessary to deliver safe and effective patient care in clinical settings.

Nursing Simulation Lab

The Nursing Simulation Lab is located in Rooms 202 and 203 of Moore Hall and serves as a dynamic, interactive space where students can apply nursing knowledge in realistic patient care scenarios.

This lab provides a **safe learning environment** that promotes the development of critical clinical skills and decision-making without risk to actual patients. Simulation allows students to learn from their mistakes, reflect on their actions, and improve performance in a controlled setting.

Students engage in simulated clinical experiences as part of a **collaborative healthcare team**, practicing patient assessment, communication, critical thinking, and intervention strategies based on specific patient scenarios.

Simulation scenarios are operated from a control room located behind one-way glass, allowing instructors to observe and adjust the simulation in real time. Exercises may be **live streamed or recorded**, with playback available during **simulation debriefings** to support reflective learning and faculty-guided feedback.

The Nursing Simulation Lab is an essential resource in the nursing program, helping students bridge the gap between classroom theory and real-world clinical practice.

Nursing Simulation Lab Guidelines

The AUM School of Nursing Simulation Lab is a safe and supportive learning environment designed to promote patient safety, clinical judgment, and interprofessional communication. Simulation activities reflect realistic clinical scenarios aligned with course objectives, and the AACN Essentials (2021), providing students with opportunities to apply knowledge in a guided, risk-free environment.

All students are expected to engage in simulation experiences with a high level of professionalism, preparation, and respect for the learning process.

Dress Code

- Students must come to simulation fully prepared, just as they would for a clinical day.
- The official AUM School of Nursing clinical uniform is required for all simulation experiences (black pants and white scrub top).
- Students should wear closed-toe shoes and bring their stethoscopes and any required documents (care plans, worksheets, etc.).

Attendance & Preparation

- Each student must complete a Simulation User and Confidentiality Agreement upon entry into the program and before any simulation participation.
- Unless otherwise directed, students should arrive at least 15 minutes early for pre-briefing instructions.
- Simulation time is a required clinical component, and attendance and punctuality policies apply.
- Instructors may assign pre-simulation preparation such as readings, clinical tools, or care plans.
- Tardiness, inappropriate attire, or unpreparedness may result in dismissal from the session and be recorded as a clinical absence.

Simulation Conduct

- Treat the simulation environment with the same professionalism as a clinical setting.
- Respect faculty, peers, standardized patients, and simulation equipment at all times.

- Cell phones are prohibited unless authorized for academic purposes (e.g., dosage calculator apps).
- Students may be assigned roles such as nurses, providers, family members, or observers to meet scenario objectives.
- If you are ever uncertain of your role or expectations, ask your instructor for clarification immediately.

Confidentiality & Professionalism

- Simulation sessions may be recorded or live-streamed for educational purposes including debriefing, playback, or research (with IRB approval as applicable).
- Recordings are securely stored and only accessible to simulation faculty or authorized personnel.
- Students must not discuss scenario details or outcomes with peers who have not yet completed the simulation.
- Breaches of confidentiality or unprofessional behavior may result in disciplinary action under academic integrity policies.

Psychological Safety

- Simulation may prompt emotional or stressful responses. Psychological safety is a priority.
- If you feel uncomfortable at any point, please notify your instructor. Debriefing sessions will offer a safe, respectful environment to reflect and discuss your experience.

Conclusion

Simulation is an essential part of your clinical development. By preparing thoroughly, participating professionally, and embracing a growth mindset, you will gain the most from this hands-on learning experience.

Nursing Computer Lab

The Nursing Computer Lab is located in Room 202A of Moore Hall and is designed to support students' academic and clinical learning needs. The lab contains **32 computers** and **two printing stations** available for student use.

Each computer is equipped with the necessary hardware and software to assist with coursework, simulations, research, and other academic activities relevant to the nursing program.

Regular hours of operation are **Monday through Friday, 8:00 AM to 5:00 PM**. However, please note that access may be limited during scheduled classes, exams, or testing events.

Students are encouraged to plan ahead and check availability when needed for assignments or printing. The Nursing Computer Lab is a valuable resource and should be used respectfully and professionally at all times.

<p align="center">**Computer Lab Guidelines**</p>

The AUM School of Nursing Computer Lab is a dedicated academic space reserved for **current nursing students only**. To ensure a productive, respectful, and distraction-free environment, all students are expected to follow the guidelines below while using the lab.

General Expectations:

- No food or drinks are permitted in the computer lab at any time. Students seen eating or drinking will be asked to leave.
- Maintain a quiet study environment. Loud talking is not permitted.
- Use earphones when viewing videos or listening to audio content.
- Turn cell phones to silent or off while in the lab.
- Be courteous to others and respectful of shared equipment and space.

Printing Guidelines:

- Print only what is necessary to reduce paper waste.
- For PowerPoint lectures, print in handout format using six slides per page when possible.
- The lab uses the **Pharos print management system** to manage printing resources:
  - When prompted, enter your **user ID** (the first part of your Outlook email address, before the "@") and assign a document name.
  - At the print kiosk, enter your **user ID and Outlook email password** to release your document.

Computer Use:

- Do not download or install any programs or software on lab computers.
- Save all documents to a **personal flash drive** or cloud storage. Files saved to the hard drive will be deleted when the system is rebooted.
- Log off all accounts and systems after use.
- Clean your workstation before leaving and dispose of all trash properly.
- If a printer is out of paper or toner is low, notify the **NRC Coordinator** in the Skills and Assessment Lab.

Following these expectations ensures the Computer Lab remains a clean, quiet, and functional space for all nursing students.

VALIDATION GUIDELINES

Validations are formal evaluations of a student's ability to safely and competently perform nursing skills and assessments using clinical judgment and critical thinking. Each validation is guided by a skills evaluation rubric, which outlines the specific behaviors and actions required to meet competency standards and provide safe, effective care.

Students are expected to review and understand the skills guide and rubric provided by their instructor. This guide will serve as the evaluation tool during validation.

The following guidelines must be followed during all scheduled skills validations:

- The AUM School of Nursing clinical uniform is required for all validation sessions.
- Maintain a quiet, respectful atmosphere in the Nursing Resource Center (NRC); be mindful of your peers who are also preparing or testing.
- Your scheduled validation time will be sent via AUM email or Canvas in advance. You may be asked to wait in a designated area until called.
- Ask questions and clarify any concerns before your scheduled validation.
- Students are expected to arrive fully prepared and ready to perform.
- Unless otherwise directed, arrive 15 minutes prior to your scheduled time to organize your thoughts, plan care, review medications, perform calculations, and gather necessary supplies.
- Be ready to begin promptly at your scheduled time. Tardiness may result in an unsatisfactory grade and will be addressed according to clinical attendance policies.
- All major schedule conflicts must be communicated to the Course Coordinator via email as early as possible. Emergencies will be reviewed on a case-by-case basis.
- The validation is a clinical component, and the same attendance, absence, and professionalism policies apply.
- After completing your validation, promptly clean your station and return supplies so the next student can begin on time.
- Students must bring their own supplies and materials to each scheduled validation, including a pre-printed rubric to be handed to the instructor at the start of validation.
- Invasive procedures are to be performed on manikins only—never on yourself or others.

- Students are responsible for all posted information related to their skill validations, including updates on Canvas or email.
- Performance will be evaluated numerically based on the skills rubric provided.
- Do not discuss your validation scenario or details with other students to ensure fairness and integrity of the process.
- By following these guidelines, students contribute to a fair, efficient, and professional skills validation experience that reflects the standards of nursing practice.

Skills Validation Policy

All critical nursing skills required in clinical courses must be successfully demonstrated in order to meet course requirements. Each course that includes critical skill validation provides a rubric that outlines the specific components required for successful demonstration.

The validation rubric serves two purposes:

- It guides the evaluator in determining whether a student's performance meets the criteria for a passing or failing evaluation.
- It serves as a preparation tool for students as they practice and review the skill.

To receive a "pass", the student must demonstrate the entire skill correctly, including all critical components. A "fail" will be given if the student incorrectly performs one or more of the critical components.

If, during the demonstration, the student realizes an error has been made and verbalizes how they would correct it in an actual clinical setting, they may be allowed to immediately repeat the demonstration. However, if the evaluator identifies an error that could not be safely corrected in a clinical environment, the evaluator will stop the session and assign a **"fail"** for that attempt.

Students are allowed a maximum of three attempts to pass each critical skill validation. If a student fails the initial attempt:

- The student must schedule a remediation session with a faculty member in the skills lab.
- Following remediation, the student will schedule a second demonstration with a different evaluator than the first.

- To allow adequate time for review and practice, the second demonstration must not occur within 24 hours of the first attempt and must be completed within 14 calendar days of the original failure.

Second attempt:

- The second attempt must be evaluated by a panel of at least two faculty members.

If the student does not pass the second attempt:

- The student will be required to sign a contract outlining the expectations and remediation steps required before the final (third) attempt.
- The third attempt must be evaluated by a panel of at least two faculty members.
- Failure to meet the expectations outlined in the contract during the third attempt will result in a final evaluation of "fail" and a clinical rating of unsatisfactory for the course.

Successful completion of all required skill validations is essential for safe clinical practice and progression within the nursing program.

CORE PERFORMANCE STANDARDS

Core Performance Standards for admission and progression into clinical coursework for pre-licensure nursing students in the College of Nursing are adapted from the *Essentials: Core Competencies for Professional Nursing Education* (2021).

Students admitted to the AUM School of Nursing must be able to meet these Core Performance Standards upon entering clinical courses. The School of Nursing is committed to providing reasonable accommodations to qualified students with documented disabilities. However, nursing remains a physically and mentally demanding profession, and all students are required to consistently meet the Core Performance Standards and functional abilities necessary to ensure that program objectives are achieved and that safe, competent patient care is delivered.

These Core Performance Standards serve as a guide for students, the Center for Disability Services, and faculty in determining whether requested accommodations are reasonable within the context of the nursing program.

It is the student's responsibility to request accommodations in a timely manner. Students are encouraged to contact the AUM Center for Disability Services early to begin the process of determining eligibility and reasonable accommodations.

No accommodations will be provided unless the student has received official approval from the AUM Center for Disability Services.

Core Performance Standards

Core Performance Standard	Explanation of the Standard	Examples of Nursing Activities	Aligned AACN 2021 Essentials Domain(s)
Critical Thinking / Clinical Judgment	Ability to reason, analyze, synthesize, and evaluate complex information in patient care situations.	Formulating nursing diagnoses, prioritizing patient care, evaluating outcomes.	Domain 1: Knowledge for Nursing Practice
Interpersonal Skills	Ability to interact respectfully and effectively with patients, families, and healthcare teams.	Collaborating with interprofessional teams, providing emotional support to patients.	Domain 6: Interprofessional Partnerships
Communication (Verbal & Written)	Ability to clearly articulate thoughts and convey accurate information through oral and written communication.	Charting in EHR, giving handoff reports, educating patients.	Domain 6: Interprofessional Partnerships; Domain 8: Communication
Mobility	Physical ability to move freely and safely within clinical settings.	Turning patients, responding to emergencies, assisting with ambulation.	Domain 9: Professionalism and Professional Values
Motor Skills	Ability to perform fine and gross motor movements required for	Administering injections, starting IVs, operating medical equipment.	Domain 1: Knowledge for Nursing Practice; Domain 4: Scholarship for Nursing Practice

	nursing procedures.		
Hearing	Auditory capacity to monitor, assess, and respond to health needs.	Auscultating heart and lung sounds, responding to alarms.	Domain 1: Knowledge for Nursing Practice
Visual	Visual acuity for reading monitors, charts, and assessing patient conditions.	Observing changes in skin color, interpreting monitor readings.	Domain 1: Knowledge for Nursing Practice
Tactile	Ability to perform assessments through palpation and touch.	Palpating pulses, detecting swelling or temperature differences.	Domain 1: Knowledge for Nursing Practice
Emotional Stability	Capacity to maintain composure and manage stress in complex situations.	Handling patient deaths, de-escalating agitated patients.	Domain 9: Professionalism and Professional Values
Cognitive Ability	Ability to learn, retain, process, and apply information effectively.	Studying for exams, applying clinical guidelines in patient care.	Domain 2: Person-Centered Care; Domain 4: Scholarship for Nursing Practice

American Association of Colleges of Nursing. (2021). *The Essentials: Core competencies for professional nursing education*.
https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf

🧬 Core Character Traits for Nursing Students and Nurses

These traits are essential for both success in nursing school and excellence in professional nursing practice.

- Compassion
  - Why it matters:
    - Patients are often vulnerable and afraid.
    - Compassion allows you to treat them with kindness, empathy, and dignity—even when you're tired or overwhelmed.
  - Real-life example: Holding a patient's hand while explaining a tough diagnosis.
- Integrity
  - Why it matters:
    - Nurses handle sensitive information, high-risk medications, and patient lives.
    - Being honest, accountable, and ethical is non-negotiable.
  - Real-life example: Reporting a med error immediately instead of covering it up.
- Resilience
  - Why it matters:
    - Nursing school and clinical practice are demanding.
    - Resilience helps you bounce back from setbacks, criticism, and emotionally draining situations.
  - Real-life example: Studying for your next exam after failing the last one.
- Critical Thinking
  - Why it matters:
    - Nurses make decisions that impact lives.
    - Being able to assess situations, anticipate risks, and act quickly is crucial.
  - Real-life example: Noticing a subtle change in vitals and alerting the provider before a patient crashes.
- Adaptability
  - Why it matters:
    - In both school and practice, things change constantly—assignments, shift changes, patient conditions.
    - Being flexible keeps you effective.
  - Real-life example: Adjusting your clinical approach when a care plan suddenly changes.

- Communication
  - Why it matters:
    - Nurses are the hub of patient care.
    - You must clearly communicate with patients, families, providers, and other staff.
  - Real-life example: Explaining discharge instructions to a non-English speaking patient using a translator.
- Time Management
  - Why it matters:
    - Between studying, clinicals, exams, and personal life, poor time management leads to burnout and mistakes.
  - Real-life example: Finishing a care plan, prepping for clinical, and reviewing pharmacology in one evening.
- Professionalism
  - Why it matters:
    - You represent the profession at all times.
    - This includes how you dress, speak, act, and show respect to others.
  - Real-life example: Being on time, following the dress code, and treating others with courtesy.
- Attention to Detail
  - Why it matters:
    - One small error (like a decimal point in a dose) can have life-threatening consequences.
  - Real-life example: Double-checking med labels before administration.
- Teamwork
  - Why it matters:
    - Nurses don't work in isolation.
    - Collaborating with others ensures safe, effective, and efficient care.
  - Real-life example: Asking for help from another nurse when your patient is unstable and you're behind.

STUDENT RIGHTS AND RESPONSIBILITIES

Academic Honesty

Honesty and integrity are foundational values in the nursing profession. Maintaining public trust depends on a nurse's ethical behavior and commitment to truth. Therefore, academic dishonesty in any form will not be tolerated.

Faculty may use plagiarism detection tools such as Turnitin or SafeAssign to evaluate submitted assignments. These platforms compare student submissions against extensive databases of online sources and previously submitted papers. Upon submission, a report is generated that identifies any content matching existing sources and indicates whether another author's work has been used without proper citation.

Academic action will be taken for the following behaviors:

• Cheating – Using unauthorized written, visual, or oral assistance on exams, assignments, or projects. This includes obtaining help from another student or possessing course-related material without permission.

• Plagiarism – Presenting another person's work, ideas, or expressions as one's own without proper attribution. Failing to credit sources or copying material without acknowledgment constitutes plagiarism.

• Falsification – Altering or fabricating clinical documentation, including but not limited to clinical logs, journals, care plans, or any paperwork required for clinical or classroom activities.

A student who enables or assists another student in committing any of the above violations will also be held accountable and subject to the same disciplinary action.

Professional Conduct

Students are expected to conduct themselves professionally at all times as representatives of Auburn University at Montgomery and the School of Nursing. This includes demonstrating respect toward faculty, staff, clinical personnel, facility staff, patients, families, and peers. Students are expected to contribute to an environment that upholds human dignity and respects individual rights, values, and cultural and spiritual beliefs.

Violation of Professional Standards of Behavior

Nursing students are expected to uphold the highest standards of professional conduct in both classroom and clinical environments. Violations of professional behavior—such as academic dishonesty, unsafe clinical practice, disrespectful communication, or failure to adhere to institutional policies—may result in a formal referral for disciplinary review.

Incidents of misconduct are typically reported to the Dean of Students or the Office of Academic Affairs, where they are evaluated to determine the appropriate response. Outcomes may include a formal warning, required remediation, probation, suspension, dismissal from the nursing program, or other disciplinary actions in accordance with university policy.

Nursing faculty work in collaboration with university leadership to ensure that due process is upheld and that each case is reviewed fairly, with appropriate attention to both student accountability and professional development.

Student Grievances

Students are expected to follow the appropriate chain of command when addressing grievances or concerns. The administrative hierarchy for discussing student issues is as follows: first, speak with the faculty member involved; if unresolved, bring the concern to the Undergraduate Coordinator; next, consult the Associate Dean; and finally, if necessary, escalate the matter to the Dean of the College of Nursing and Health Sciences. Students should also review the "Appeal of Grades" policy found in the AUM Undergraduate Catalog for guidance on academic grievances.

Social Media

Nursing students are accountable for all content shared or distributed via any social media platform associated with their name or user account. Any content posted on such platforms will be presumed to have originated from the student unless compelling evidence demonstrates otherwise.

To maintain the integrity of the nursing profession and protect patient privacy, AUM School of Nursing students are strictly prohibited from engaging in the following behaviors on social media:

They may not comment on current, past, or future clinical sites, AUM SON faculty, clinical faculty, nurses, patients, or any clinical experiences. Any breach of HIPAA regulations—including but not limited to viewing patient records of acquaintances or family members, reviewing charts of unassigned patients, or revealing patient names, identifiers, hospital or community sites, and any observed or performed procedures—is strictly prohibited.

Students are not permitted to transmit images, audio, or video recordings of patients, their family members, or facility staff in any setting, including outpatient clinics, hospitals, sporting events, or university-sponsored events. Additionally, they must not transmit any patient, family, or visitor information under any circumstance.

Furthermore, students must refrain from posting content that is unprofessional, unbecoming of an AUM SON student, or that reflects negatively upon Auburn University at Montgomery, the School of Nursing, or the nursing profession.

Violations of the AUM SON Social Media Policy may result in disciplinary action, which could include a formal reprimand, suspension, course or clinical failure, or dismissal from the nursing program. Students may also be subject to civil or criminal penalties for violating state, local, or federal laws, including HIPAA regulations.

For the purposes of this policy, "transmitting" refers to the act of passing content from one person or place to another and includes posting, sending, receiving, or texting information.

Time Management: Making the Most of Your Day

College, especially nursing school, can feel overwhelming. But with a little planning, you'll find there is enough time in the day.

- Use a Planner or Calendar:
  - Write down class times, clinicals, due dates, and even meals or workouts.
  - Whether you prefer paper planners or apps like Google Calendar, planning helps you stay ahead.
- Create a Weekly Schedule:
  - Break your week into blocks for studying, classes, rest, and fun.
  - Look at it each Sunday to adjust as needed.
- Set Priorities Daily:
  - What has to get done today?
  - What can wait until tomorrow?
  - Don't try to do everything at once.
- Avoid Cramming:
  - Instead, study a little every day.
  - Cramming leads to stress and poor retention.

📝 Try this: Spend 10 minutes each night writing out your top 3 tasks for the next day.

Study Smarter, Not Harder

Nursing school isn't about memorizing—it's about understanding and applying. Use these strategies:

- Active Recall:
  - Don't just reread your notes—quiz yourself!
  - Use flashcards (paper or apps like Quizlet).
- Spaced Practice:
  - Review material in short sessions over time instead of all at once.
- Study Groups:
  - Studying with others can help clarify hard concepts and hold you accountable—but keep it focused.
- Practice Questions:
  - Use ATI or Lippincott to get familiar with NCLEX-style questions.

📝 Try this: After each class, spend 20–30 minutes reviewing your notes and summarizing them in your own words.

Working While in Nursing School

We understand many students work while in school. Here's how to make it manageable:

- Know Your Limits:
    - Full-time nursing students are encouraged to work no more than 15–20 hours a week.
- Communicate with Employers:
    - Let them know your clinical and exam schedules ahead of time.
- Avoid Back-to-Back Shifts:
    - If possible, don't work the night before clinical.
- Plan Recovery Time:
    - Build in time to rest between work and school so you can perform your best.

📝 Remember: Your future career is your priority. Short-term sacrifices lead to long-term success.

Self-Care and Managing Stress

You can't pour from an empty cup. Taking care of yourself helps you succeed.

- Get Enough Sleep:
    - Aim for 7–8 hours, even on busy weeks.
    - Sleep boosts memory and focus.
- Fuel Your Body:
    - Healthy meals and hydration help your brain and body perform at their best.
- Stay Active:
    - A quick walk or short workout can boost your mood and focus.
- Know When to Get Help:
    - Talk to a counselor, mentor, or professor if you're overwhelmed. You're not alone.

💬 Campus support services are here for you: counseling center, student health, and peer mentorship.

- Contact AUM Counseling & Health Promotion Services:
    - Call at (334) 244-3469 or email at: counselingcenter@aum.edu
    - https://www.aum.edu/student-affairs/counseling-and-mental-health-services/

Create a Balanced Routine

Balance doesn't mean equal time for everything—it means making space for what matters.

- Sample Daily Routine:
    - 7:00 AM – Wake up and prep
    - 8:00 AM – Class or clinical
    - 12:00 PM – Lunch break
    - 1:00 PM – Study/review
    - 4:00 PM – Gym or walk
    - 6:00 PM – Dinner and wind down
    - 7:00 PM – Study (light)
    - 9:00 PM – Relax, sleep prep

📝 Use color-coded time blocks to make your week visually manageable.

Productivity Tools and Planner Guide for Nursing Students

📅 How to Use a Planner (And Stay on Track in Nursing School)

A planner helps you take control of your time, reduce stress, and stay organized. In nursing school, where you're juggling classes, clinicals, tests, and life outside of school, a planner becomes your best friend.

🧠 Step-by-Step: How to Use a Planner Effectively

- Start with the Big Picture:
    - At the beginning of the semester, write down all major dates: test days, paper deadlines, clinical rotations, simulation days, and school breaks.
    - Color-code each category (e.g., red for exams, blue for clinicals, green for personal time).

- Plan Weekly on Sundays:
  - Look at what's coming up.
  - Schedule your classes, study time, work shifts, workouts, meals, and breaks.
  - Block time for 'catch-up' or 'buffer' hours—life happens!
- Plan Daily the Night Before:
  - Before bed, write your top 3 priorities for the next day.
  - Add any appointments, reminders, or tasks.
  - Break bigger tasks into smaller steps (e.g., instead of "study," write "review cardio drugs flashcards for 30 min").

- Check It Morning and Night:
  - Make it a habit: check your planner at the start of your day and before bed.
  - Cross off what you've completed—this gives you a sense of accomplishment and keeps you on track.
- Be Realistic, Not Perfect:
  - Don't try to plan every second. Leave time for breaks and unexpected events.
  - It's okay to move tasks to the next day. The goal is progress, not perfection.

🖥️ **Online & Digital Planner Options**

- Google Calendar: Syncs across all devices, easy to set reminders. Great for color-coding classes, exams, and clinicals.
- Notion: Customizable digital planner with templates. Combines notes, to-dos, and weekly planning.
- MyStudyLife: Specifically for students. Tracks assignments, exams, and class schedules.
- Trello: Visual task board (like sticky notes). Great for managing multiple projects or deadlines.
- Todoist: Clean to-do list with deadlines and labels. Use for daily checklists and recurring tasks.
- Apple Calendar / iCal: Built into iPhones and MacBooks. Simple and reliable with notification alerts.

✍️ **Prefer Paper?**

- Get a paper planner with:
    - Weekly and monthly views
    - Enough space to write detailed tasks
    - A durable cover for your backpack or clinical bag

Popular brands: The Happy Planner, Blue Sky, Passion Planner, or Day Designer.
✅ Tip: The Best Planner Is the One You'll Use

🔢 **Study and Productivity Apps for Nursing Students**

- 🌲 Forest App
    - Purpose: Helps you stay off your phone and focus.
    - How it works:
        - When you want to focus, you "plant a tree" in the app.
        - As long as you don't touch your phone, the tree grows.
        - But if you leave the app to check social media or texts, the tree dies!
        - Over time, you build a forest that reflects your focused time.
        - Some versions even contribute to real-life tree planting.
    - Why students love it: It turns focus into a game and keeps you accountable. Great for studying, reading, or working on assignments.
- ⏰ Pomodoro Timer
    - Purpose: Breaks study sessions into focused intervals with short breaks to avoid burnout.
    - How it works: Based on the Pomodoro Technique, it uses this cycle:
        - 25 minutes of focused work
        - 5-minute break
        - Repeat this 4 times, then take a longer break (15–30 minutes).
- Apps to try: Focus Keeper, Be Focused, Pomotodo, or even built-in phone timers.
    - Why it works: It helps your brain stay sharp by preventing fatigue and rewarding consistent work with frequent breaks.
- 📒 Notion
    - Purpose: All-in-one digital workspace for organizing notes, schedules, tasks, and more.
    - How it works: You can create pages for:
        - Class notes
        - Weekly to-do lists
        - Study trackers

- Clinical checklists
- NCLEX prep resources
- You can embed images, links, calendars, and even collaborate with classmates.
- Why students use it: It's fully customizable and replaces notebooks, planners, and sticky notes with one sleek digital dashboard.

🩺 Clinical Help: Must-Have Apps and Books for Nursing Students

When you're in clinical, quick access to reliable resources can boost your confidence and help you deliver safe, informed care. Here are the top tools used by students and nurses alike:

- 📱 Clinical Apps
  - 🔍 Epocrates
    - What it is: A drug reference app widely used by healthcare providers.
    - What it does: Instantly look up medication information, dosing, side effects, and interactions.
    - Why it's helpful: You don't have to memorize every drug—just use Epocrates to double-check before giving meds.
  - 💊 Nursing Central
    - What it is: A mobile reference tool made for nursing students and practicing nurses.
    - What it does: Includes drug guides, disease profiles, lab values, care plans, and diagnostic test references.
    - Why it's helpful: Everything in one app. You can search symptoms, look up lab value ranges, and review nursing diagnoses on the go.
  - 📄 Skyscape
    - What it is: Comprehensive mobile apps with drug references, clinical calculators, and disease information.
    - What it does: Offers rapid-access content to support clinical decisions at the bedside.
    - Why it's helpful: Useful for cross-referencing drug protocols, symptoms, and assessment guides.

Academic Help & Where to Go

You don't have to do this alone! Know where to turn for help:

- Tutoring Center:
    - o Free support for tough subjects.
    - o WASC 2nd Floor of Library
        - ▪ Call at (334) 244-3470
        - ▪ Schedule an appointment through https://aum.co1.qualtrics.com/jfe/form/SV_25Idl90puiO8k8l
        - ▪ Walk-ins welcome
            - • Mon – Thurs 9 am – 7 pm
            - • Fri 10 am – 2 pm
        - ▪ https://www.aum.edu/academics/warhawk-academic-success-center/learning-center/
- Writing Center:
    - o Help with APA format, papers, and projects.
    - o WASC 2nd Floor of Library
        - ▪ Call at (334) 244-3470
        - ▪ Schedule an appointment through https://aum.co1.qualtrics.com/jfe/form/SV_25Idl90puiO8k8l
        - ▪ https://www.aum.edu/academics/warhawk-academic-success-center/learning-center/
- Faculty Office Hours:
    - o Professors are here to help with questions.
- Peer Mentorship:
    - o Talk with upper-level students who've been in your shoes.

📝 Save your syllabus and check Canvas often—your roadmap to what's expected each week.

SCHOOL OF NURSING SERVICES

Service (Community Partnerships/Collaboration)

Service to the school, profession, and community is encouraged as an integral part of both the formal nursing curriculum and the extracurricular involvement of students and faculty.

Members of the AUM School of Nursing are encouraged to engage in leadership and participant roles in university governance, contributing to institutional development and shared decision-making.

Active participation in professional organizations at the local, state, regional, national, and international levels is highly supported.

The School of Nursing fosters collaborative relationships with the community through professional engagement and civic involvement, with both students and faculty participating in initiatives that strengthen healthcare and promote public well-being.

Advisement

The faculty recognize that student success, retention, and satisfaction with the educational experience are significantly influenced by effective advisement, mentorship, and collaboration between faculty and students.

Student advisement is built upon a professional relationship that is accessible, supportive, and provides accurate and timely information.

Upon admission to the upper division, each nursing student is assigned a Faculty Advisor whose role is to provide guidance, support, and insight throughout the program.

Advisors serve as objective resources to help students navigate academic challenges and promote successful progression through the nursing curriculum.

It is the responsibility of the student to schedule an initial advising appointment at the beginning of each semester to complete the advising agreement.

In addition, students are expected to meet with their Faculty Advisor prior to midterm, prior to final exams, and as needed.

Topics discussed during advising sessions may include, but are not limited to, strategies for reading and comprehending nursing content, test-taking techniques, plans for academic success, stress management, time management, and information about available resources.

For assistance with registration or to obtain your PIN number, please contact the advising office located in Room 325.

Faculty Availability

Each faculty member will post their scheduled office hours in the course syllabus and on their office door each semester.

Students are encouraged to utilize these times to meet with faculty or advisors by scheduling an appointment in advance.

Email communication through AUM email is also encouraged for scheduling appointments or addressing concerns that do not require an in-person meeting.

Faculty and advisors will make every reasonable effort to accommodate student needs and find an appropriate time to meet.

The Associate Dean and the Dean of the College of Nursing and Health Sciences are also available to meet with students as needed. To ensure adequate time is available to address student concerns, questions, or suggestions, appointments are strongly encouraged.

Communication

AUM email is the preferred method of communication between faculty, staff, and students. All individuals are expected to check their email frequently to stay informed of important updates and communications.

During university business hours, faculty and students should expect a response within 48 hours unless the recipient is out of office, in which case an automatic response should be posted. Emails received on weekends or holidays will be answered within 48 hours of the next business day.

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 50 students. The association is a constituent of the National Student Nurses' Association (www.nsna.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 School of Nursing Faculty Council. Self-nominations will be accepted each fall from students interested in serving. Attendance at meetings may be in-person or virtual.

Student representatives are expected to model academic and professional integrity at all times. They are also responsible for attending committee meetings and serving as a liaison between faculty and the class level they represent. Following each meeting, representatives are expected to communicate relevant information back to their peers.

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 at least 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%

  4. Proctored Comprehensive Predictor Assessment Remediation

Proctored Assessment Score	Required Tasks
Level 3	Remediation: • Minimum 1 hour Focused Review • Complete a handwritten Active Learning Template for each topic missed
Level 2	• Minimum 2 hour Focused Review • Complete a handwritten Active Learning Template for each topic missed
Level 1	• Minimum 3 hour Focused Review • Complete a handwritten Active Learning Template for each topic missed

Below level 1	- Minimum 4 hour Focused Review - Complete a handwritten Active Learning Template for each topic missed

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:_____

FORMS

FORMS

PLANS OF STUDY

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 d i s ea s e s 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 _____

        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 <u>and</u> 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: _____/_____/_____   _____/_____/_____   _____/_____/_____
        1st   *2nd*   *3rd*

Varicella (Chickenpox) Vaccine: _____/_____/_____   _____/_____/_____
        1st   *2nd*
Meningococcal (MenACWY) Vaccine: _____/_____/_____   _____/_____/_____
        1st   *2nd*

(One dose on or after the 16th 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.

Auburn University of Montgomery School of Nursing

Undergraduate Admission, Progression & Graduation (APG) Waiver/Petition

Name: First, MI, Maiden, Last   Date:

Address: Street_____ City_____
State_____ Zip_____ Email

Program:	Current GPA: _____	Purpose of Petition
□ Pre-licensure	Semester Affected:	□ Waiver of Nursing Application Requirement
□ Post-licensure	□ Spring	□ Program Prerequisite Course Substitution
	□ Summer	□ Nursing Curriculum Course Substitution
	□ Fall	□ Continuance in School of Nursing
	□ N/A	□ Other (explain)
	Year:___	

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.

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

- **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.**
- **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.**

Additional Comments:

APG COMMITTEE RESOLUTION

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.

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.

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

_____   _____
Signature of Student   Date

_____   _____
Signature of Leadership Agency Representative   Date

AUM School of Nursing Unsatisfactory Practice
Clinical Occurrence Report

Student Name_____	Report Date_____
Course Number_____	Occurrence Date_____
Course Faculty_____	Occurrence Time_____
Clinical Adjunct _____	Point (s) assigned_____

OCCURRENCE TYPE: Unsatisfactory (Check all that apply - 2 point value each)

Paperwork	Absence/Tardy	Patient Care Issues	Unprofessional Behavior
□ Failure to complete clinical preparation assignments, such as drug cards, plan of care, case studies, anecdotal notes.	□ Failure to call faculty and/or the unit prior to assigned time of arrival for illness or tardiness. □Tardiness > 5 minutes □ No call, no show or leaving assigned area without proper communication with instructor/staff).	□ Inadequate knowledge of treatments, medications, or plan of care. □ Medication error. □Treatment error. □ Error prevented from occurring by faculty/staff intervention. □ 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)	□ Inappropriate cell phone use within clinical area. □ Disrespectful/Unprofessional communication with staff, clinical adjunct, faculty, fellow students, or clients. □ Failure to wear appropriate uniform as designated in SON clinical policy □ Leaves clinical area without reporting off to staff and faculty. □ Any behavior deemed unsatisfactory by the clinical faculty or course faculty

OCCURRENCE TYPE: Critical Unsafe/Unsatisfactory (Check all that apply).
This will result in immediate review of the incident. *Contact Undergraduate Program Coordinator immediately and Course Faculty ASAP.

□Any life-threatening error or action by the student to client, staff, faculty, or others.
□ Implementing any action that is in direct violation of the course, school, or Agency Policies and HIPAA Policy.
□ Violation of the Drug Free Campus and/or Chemically Impaired Nursing Student policy.

□ DISMISSAL from clinical experience for day. Additional (1) point assigned.

Notification: Student_____Date: _____ Course Faculty:_____
Date:_____

Student comments related to

Student Signature :_____   Date_____

Clinical Adjunct comments related to

Clinical Adjunct Signature: **Date:**

_____

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
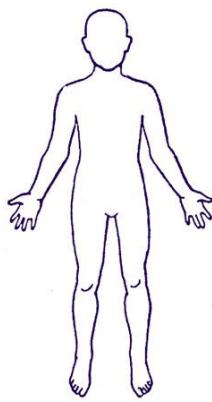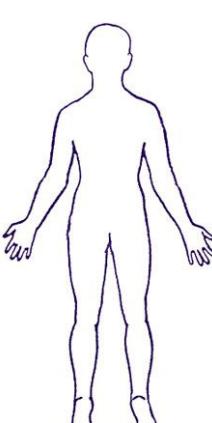
_____

Signature of Participant

INCIDENT / ACCIDENT REPORT

Student Name:	**Date and Time of Incident:**
Student Phone #	**Exact Location of Incident:**
Course Name and #:	**Supervising Clinical Faculty:**
Course Faculty:	**Supervising Clinical Faculty Contact #:**

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:

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 2025 ADMISSION

*Semester One (Fall 2025)	CR	*Semester Two (Spring 2026)	CR	*Semester Three (Summer 2026)	CR
NURS 3111: Fundamentals of Professional Nursing	3,1,1	NURS 3120: Nursing Pathophysiology	3,0,0	NURS 3150/4150: Evidence-Based Practice with data, informatics, technology	4,0,0
NURS 3131: Health Assessment for Nursing Practice	3,1,2	NURS 3210: Pharmacology for Nursing Practice	3,0,0	NURS 4241: Nursing Care of the Childbearing Family	0,1,3
NURS 3900: Dosage Calculations for Nursing Practice	2,0,0	NURS 3221: Nursing Care of the Adult I	3,1,3	NURS 4251: Nursing Care of the Pediatric Patient & Support Network	3,0,1
Credit Hours Clinical Hours	13 135	Credit Hours Clinical Hours	13 135	Credit Hours Clinical Hours	12 90
*Semester Four (Fall 2026)		*Semester Five (Spring 2027)			
NURS 4331: Mental Health Nursing	3,0,1	NURS 4440: Advanced Concepts	3,0,0		
NURS 4261: Community/Public Health Nursing	3,0,1	NURS 4430: Leadership, Management, & Role Transition	3,0,0		
NURS 4371: Nursing Care of the Adult II	4,0,2	NURS 4431: Transition to Practice	3,0,4		
Credit Hours Clinical Hours	14 180	Credit Hours Clinical Hours	13 180		
Total Program Credit Hours: Total Program Clinical Hours:	65 720				

Auburn University at Montgomery - School of Nursing BSN Curriculum
SPRING 2025 ADMISSION

*Semester One (Spring 2025)	CR	*Semester Two (Fall 2025)	CR	*Semester Three (Spring 2026)	CR
NURS 3111: Fundamentals of Professional Nursing	3,1,1	NURS 3150: Evidence-Based Practice	3,0,0	NURS 4241: Nursing Care of the Childbearing Family	2,0,1
NURS 3131: Health Assessment for Nursing Practice	3,1,2	NURS 3210: Pharmacology for Nursing Practice	4,0,0	NURS 4251: Nursing Care of the Pediatric Patient & Support Network	3,0,1
NURS 3900: Dosage Calculations for Nursing Practice	1,1,0	NURS 3221: Nursing Care of the Adult I	3,1,3	NURS 4371: Nursing Care of the Adult II	4,0,2
Credit Hours Clinical Hours	13 135	Credit Hours Clinical Hours	14 135	Credit Hours Clinical Hours	13 180
*Semester Four (Summer 2026)		*Semester Five (Fall 2026)			
NURS 4150: Informatics	3,0,0	NURS 4440: Advanced Concepts	3,0,0		
NURS 4331: Mental Health Nursing	3,0,1	NURS 4430: Leadership, Management, & Role Transition	3,0,0		
NURS 4261: Community/Public Health Nursing	3,0,1	NURS 4431: Transition to Practice	3,0,4		
Credit Hours Clinical Hours	11 90	Credit Hours Clinical Hours	13 180		
Total Program Credit Hours: **Total Program Clinical Hours:**	**64** **720**				

RN to BSN Program Curriculum (30 credit hours)

NURS 4110 Transformation to the Professional Nurse Role - 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)

NURS 4140 Population-Based Healthcare - 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)

NURS 4220 Informatics and Evidence Based Practice for the Professional Nurse - 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)

NURS 4260 Pathophysiology and Physical Assessment for the Professional Nurse - 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)

NURS 4160 Health Policy and Ethics for the Professional Nurse - 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)

NURS 4321 Health Systems Leadership - 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)

NURS 4311 Leadership Immersion - 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 112	Precalculus Algebra or higher	3	III
		NUR 112	Fundamental Concepts of Nursing	7	
			Semester Total	14	
2		ENG 101	English Composition I	3	I
		PSY 210	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 106 or 107	Public Speaking {Core Area II Elective for BSN}	3	II
		NUR 114	Nursing Concepts II	8	
		NUR 115	Evidence Based Clinical Reasoning	2	
			Semester Total	13	
STUDENT COMPLETES CONCURRENT PATHWAY WITH AUM - NURSING APPLICATION AT CVCC AND APPLIES TO AUM AS A TRANSIENT STUDENT					
4		BIO 220	General Microbiology & Lab	4	V
		NUR 211	Advanced Nursing Concepts	7	
		NURS 4160*	Health Policy and Ethics for the Professional Nursing	4	
			Semester Total	15	
		NUR 221	Advanced Evidence-Based Clinical Reasoning	7	
		ENG 102	English Composition II	3	I
		NURS 4220*	Informatics & Evidence Based Practice for the Prof. Nurse	4	
			Semester Total	14	
STUDENT GRADUATES FROM CVCC WITH ADN AND SITS FOR NCLEX – 76 CREDIT HOURS STUDENT APPLIES TO AUM AS A TRANSFER STUDENT TRANSIENT LETTER FROM AUM REQUIRED FOR CVCC CLASSES DURING SEMESTERS 6, 7, & 8					
6		NURS 4110	Transformation to the Professional Nurse Role	4	
			Literature	3	II
		MTH 265	Elementary Statistics	3	III
			History I	3	IV
			Core Fine Arts	3	II
			Semester Total	16	
7		NURS 4260	Pathophysiology & Physical Assmt. for the Prof. Nurse	4	
		NURS 4140	Population-Based Healthcare	5	
			Core Area II Humanities Elective	3	II
			Core Lab Science	4	III
			Semester Total	16	
8		NURS 4320	The Professional Nurse as Leader	4	
		NURS 4311	The Professional Nurse a Health Systems Leader Practicum (45 clinical hours required)	5	
			History II (to complete sequence)	3	IV
		PSY 200	Intro to Psychology	3	IV
			Semester Total	15	
Total credit hours to be taken at AUM – 30 (all online)			TOTAL HOURS	121	
STUDENT GRADUATES FROM AUM WITH BSN – 121 CREDIT HOURS					

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Notes: All courses must be completed with a grade of C or better. / Upon successful completion of NURS 4110, an additional 37 hours of credit will be awarded.

*Courses will be charged at CVCC tuition rate.

NURS 3111 Fundamentals of Professional Nursing Clinical Evaluation

Student Name _____ Clinical Semester & Year _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Cohort _____   ☐ Mid-term   ☐ Final

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation is to be completed by the clinical instructor at designated intervals (e.g., midterm and end-of-clinical rotation) during the NURS 3111 Fundamentals of Professional Nursing course. Sections I - VII are mandatory at each evaluation.

Each skill on the clinical evaluation tool is rated on a scale from **1 to 3**. To earn an overall rating of **"Satisfactory"** for the clinical day, students must meet the minimum score requirements for each section. **Section I** requires a minimum total score of **12**, **Section II** requires a minimum score of **8**, **Sections III through V, and VII** each require a minimum total score of **8**. **Section VI** requires a minimum total score of **9**. Students must meet or exceed the required score in **all** sections to achieve a satisfactory rating for the day.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale:
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

Scores below required thresholds (e.g., <12 for Section I & II or <9 for Sections III–VI) must be accompanied by comments.

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

If student scores < 15, comments need to reflect the reason.

II. Foundational Nursing Skills and Patient-Centered Care

Clinical Objectives: 1, 5 | AACN Essentials: Domains 1, 2, 5, 10 | ANA Standards of Practice: 1, 2, 3, 4, 5A, 5B, 6

Skill/Behavior	Rating (1-3)	Comments
Performs basic nursing care safely and effectively. *Example: Safely provides hygiene and performs oral care, etc.*		
Promotes patient safety and recognizes hazards. *Example: Raises side rails and reports wet floors, etc.*		
Uses the nursing process in care delivery. *Example: Assesses, diagnose, plan, implement, and evaluates.*		
Demonstrates correct technique in validated skills. *Example: Performs correct technique vital sign measurement, patient hygiene, bed linen change, indwelling catheter, and IV therapy.*		
Total		

*If student scores < score < 12, comments need to reflect the reason.

III.   Health Promotion and Physiologic Integrity

Clinical Objectives: 2, 5 | AACN Essentials: Domains 2, 3, 5, 10 | ANA Standards of Practice: 5B, 6

Skill/Behavior	Rating (1-3)	Comments
Promotes rest, nutrition, hygiene, and comfort. *Example: Assists with meals and ensures patient comfort, etc.*		
Educates patients using basic instructions. *Example: Explains activity level, I &O, diet, room and call light use, etc.*		
Explains care using evidence-based rationale.		

Skill/Behavior	Rating (1-3)	Comments
Example: States rationale for using incentive spirometry, turning patient every 2 hours, etc.		
Total		

*If student scores <9, comments need to reflect the reason.

IV.   Psychosocial Integrity and Developmental Concepts

Clinical Objectives: 3, 4 | AACN Essentials: Domains 2, 7, 10 | ANA Standards of Practice: 1, 2, 3, 4, 5, 6

Skill/Behavior	Rating (1-3)	Comments
Addresses psychosocial needs (stress, grief, spirituality). *Example: Listening and supporting the patient's concerns.*		
Applies age-appropriate care using developmental theory. *Example: Encourage life reflection on past experiences and validate self-worth to reduce anxiety, (reflect on Erikson's Theory), etc.*		
Uses therapeutic communication strategies. *Example: Uses open-ended questions, active listening, and reflection, etc. when speaking to patients.*		
Total		

*If student scores < 9, comments need to reflect the reason.

V. Critical Thinking and Clinical Judgment

Clinical Objectives: 1, 5 | AACN Essentials: Domains 4, 5, 10 | ANA Standards of Practice: 1, 2, 3, 4, 5, 6

Skill/Behavior	Rating (1-3)	Comments
Prioritizes care based on assessments. *Example: Responds first to patient with low blood sugar (hypoglycemia), chest pain, and respiratory distress, etc.*		
Evaluates effectiveness of care interventions.		

	Rating (1-3)	Comments
Example: Reassesses pain/fever 30 minutes after medication, etc.		
Reports patient care accurately and promptly to clinical adjunct/nurse, etc. *Example: Notifies clinical adjunct/nurse that patient's blood sugar is 300, etc.*		
Total		

*If student scores < 9, comments need to reflect the reason.

VI. Safety and Quality
Clinical Objectives: 1, 5 | AACN Essentials: Domains 5, 6, 7, 10 | ANA Standards of Practice: 5A

Skill/Behavior	Rating (1-3)	Comments
Uses proper infection control practices. *Example: Performs hand hygiene before and after each task, wears gloves when appropriate, etc.*		
Follows safety procedures for treatments/medications. *Example: Checks patient identifiers before giving meds, etc.*		
Identifies and reports safety concerns. *Example: Reports faulty bed rail to instructor, etc.*		
Total		

*If student scores < 9, comments need to reflect the reason.

VII. Overall Performance
Clinical Objectives: 1, 4, 5 | AACN Essentials: Domains 1, 4, 8, 9, 10 |

Skill/Behavior	Rating (1-3)	Comments
Demonstrates initiative and enthusiasm for learning. *Example: Shows initiative to practice new skills, ask questions for clarity, etc.*		
Accepts and applies feedback.		

Example: Verbalizes self-reflection after feedback and implements corrections into practice, etc.		
Integrates classroom learning into clinical practice. *Example: Applies the concept of sterile technique with insertion of indwelling catheter, and implement care plan into patient care, etc.*		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Clinical Supervisor Comments:

_____

_____

_____

_____

_____

Student Comments:

_____

_____

_____

_____

_____

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

Student Signature: _____   **Date**: _____

Clinical Supervisor Signature: _____   **Date**: _____

Course Faculty Reviewed: _____   **Date**: _____

(The faculty signature acknowledges the review of this document.)

NURS 3131 Assessment for Nursing Practice Clinical Evaluation

Student Name _____ Clinical Semester & Year _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Cohort _____ ☐ Mid-term ☐ Final

Instructions:
This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation is to be completed by the clinical instructor at designated intervals (e.g., midterm and end-of-clinical rotation) during the NURS 3131 Health Assessment for Nursing Practice course. Sections I - VI are mandatory at each evaluation. Each skill is rated on a scale from 1 to 3.

Each skill on the clinical evaluation tool is rated on a scale from **1 to 3**. To earn an overall rating of **"Satisfactory"** for the clinical day, students must meet the minimum score requirements for each section. **Section I** requires a minimum total score of **12**, **Section II** requires a minimum score of **7**, and **Sections II, III, IV, and VII** each require a minimum score of **7**. **Section IV and VII** each require a minimum score of **6.** Students must meet or exceed the required score in **all** sections to achieve a satisfactory rating for the day.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale:
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

Scores below required thresholds (<9 for Sections I-IV) must be accompanied by comments.

I. Professional Behaviors, Communication Skills, and Accountability

AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, includes patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

*If student scores < 15, comments need to reflect the reason.

II. Interviewing & Health History

Clinical Objectives: 1, 4| AACN Essentials: Domains 1, 2| ANA Standards of Practice: 1

Skill/Behavior	Rating (1-3)	Comments
Obtains comprehensive health history using open-ended questions *Example: Asks about allergies, medications, and family history appropriately, etc.*		
Demonstrates cultural sensitivity during patient interactions *Example: Acknowledges patient beliefs and values during conversation, etc.*		
Uses therapeutic communication techniques *Example: Uses active listening and restates patient statements for clarity, etc.*		
Total		

*If student scores < 9, comments need to reflect the reason.

III. Critical Thinking & Clinical Judgment

Clinical Objectives: 2, 5 | AACN Essentials: Domains 1, 5 | ANA Standards of Practice: 1, 2, 3

Skill/Behavior	Rating (1-3)	Comments
Identifies relevant health patterns from subjective and objective data *Example: Recognizes vital sign trends, level of consciousness and symptoms, etc.*		
Differentiates between normal and abnormal findings *Example: Recognizes the changes in labs, vital signs, or patient appearance, etc.*		
Prioritizes patient needs based on data collected *Example: Identifies chest pain as a priority over ADLs, etc.*		
Total		

*If student scores < 9, comments need to reflect the reason.

IV. Assessment Technique & Clinical Skills
Clinical Objectives: 2, 3, 5 | AACN Essentials: Domains 1, 5 | ANA Standards of Practice: 1

Skill/Behavior	Rating (1-3)	Comments
Demonstrates correct technique in physical exam *Example: Uses bell of stethoscope for heart sounds, auscultates before palpating the abdomen, etc.*		
Uses inspection, palpation, percussion, and auscultation accurately *Example: Performs correct abdominal assessment in order: I-A-P-P. etc.*		
Total		

*If student scores < 6, comments need to reflect the reason.

V. Patient Education & Person-Centered Care
Clinical Objectives: 4 | AACN Essentials: Domains 2, 9 | ANA Standards of Practice: 5

Skill/Behavior	Rating (1-3)	Comments
Teaches health promotion strategies based on assessment *Example: Encourages eating healthy food, low sodium diet for patients with hypertension, etc.*		
Provides explanations during physical assessments *Example: Explains before palpating lymph nodes, etc.*		
Adjusts teaching strategies based on age and development *Example: Provide visual aids, speaking louder, clearer, and face patients with hearing impairment, etc.*		
Total		

*If student scores < 9, comments need to reflect the reason.

VI. Safety
Clinical Objectives: 1 | AACN Essentials: Domains 5, 8 | ANA Standards of Practice: 1, 5

Skill/Behavior	Rating (1-3)	Comments
Reports abnormal findings promptly to clinical supervisor *Example: Notifies clinical supervisor/nurse that patient's blood sugar is 300, etc.*		
Uses infection control principles during assessments *Example: Washes hands and disinfects stethoscope between patients, etc.*		
Total		

If student scores < 6, comments need to reflect the reason.

VII. Overall Performance
Clinical Objectives: 1, 4, 5 | AACN Essentials: Domains 1, 4, 8, 9, 10 |

Skill/Behavior	Rating (1-3)	Comments
Demonstrates initiative and enthusiasm for learning. *Example: Shows initiative to practice new skills, ask questions for clarity, etc.*		
Accepts and applies feedback. *Example: Verbalizes self-reflection after feedback and implements corrections into practice, etc.*		
Integrates classroom learning into clinical practice. *Example: Applies the concept of sterile technique with insertion of indwelling catheter, and implement care plan into patient care, etc.*		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory ☐ Unsatisfactory

Clinical Supervisor Comments:

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Student Comments:

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

Student Signature: _____ **Date**: _____

Clinical Supervisor Signature: _____ **Date**: _____

Course Faculty Reviewed: _____ **Date**: _____
(The faculty signature acknowledges the review of this document.)

NURS 3221 Nursing Care of Adult I Clinical Evaluation

Student Name _____ Clinical Semester & Year _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Cohort _____   ☐ Mid-term   ☐ Final

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation needs to be completed midterm and at the end of the clinical rotation. Sections I, II, and VII are essential. If the student scores < 24 in section I, < 12 in section VII, or < 12 in section VIII on the final evaluation, the student will receive an unsatisfactory for the clinical rotation.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale
4 – Exceeds Expectations: Performs independently and consistently demonstrates strong clinical reasoning
3 – Meets Expectations: Performs safely with minimal guidance
2 – Needs Improvement: Requires frequent prompting or correction
1 – Unsatisfactory: Unable to demonstrate competency

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-4)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact,*		

Skill/Behavior		Comments
treats patients and staff courteously, speaks clearly, etc.		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, includes patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

*If student scores < 20 in section I, a rationale must be given in the comments.

II. Safe and Effective Care Delivery

Clinical Objective: Objective 1 | AACN Essentials Domains: Domains 1, 2, 5 | RN Standards of Practice: 1, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Demonstrates accountability in providing safe, individualized care for patients with multisystem dysfunction (e.g., respiratory, cardiovascular, endocrine).		
Recognizes and responds appropriately to changes in patient condition.		
Implements interventions based on current evidence and clinical judgment.		
Total		

*If student scores < 12 in section II, a rationale must be given in the comments.

III. Skill Performance
Clinical Objective: Objective 2 | AACN Essentials Domains: Domains 2, 4 | RN Standards of Practice: 5

Skill/Behavior	Rating (1–4)	Comments
Performs nursing skills (e.g., medication administration, wound care, IV management) correctly and efficiently.		
Maintains aseptic technique and infection control standards.		
Seeks assistance appropriately and demonstrates self-correction.		
Total		

*If student scores < 12 in section III, a rationale must be given in the comments.

IV. Clinical Judgment and Communication
Clinical Objective: Objectives 3 & 4 | AACN Essentials Domains: 1, 2, 6 | RN Standards of Practice: 1, 2, 4, 5

Skill/Behavior	Rating (1–4)	Comments
Identifies trends in patient assessment data and reports findings to appropriate team members. *(Example: decreasing urine output and rising creatinine, notifies provider of potential acute kidney injury.)*		
Utilizes SBAR or other structured communication techniques during handoff or consultation.		
Communicates changes in patient status using verbal and written methods effectively.		
Total		

*If student scores < 12 in section IV, a rationale must be given in the comments.

V. Documentation
Clinical Objective: Objective 5 | AACN Essentials Domains: 2, 8 | RN Standards of Practice: 5, 6

Skill/Behavior	Rating (1–4)	Comments
Accurately documents patient assessments, interventions, and outcomes in the EHR or other required formats. *(Example: Documents head-to-toe assessment findings and vital signs in the EHR promptly.)*		
Maintains confidentiality and legal/ethical standards of documentation.		
Demonstrates ability to document using various modalities (written, electronic, verbal handoffs).		
Total		

*If student scores < 12 in section V, a rationale must be given in the comments.

VI. Evaluation and Reflective Practice
Clinical Objective: Objective 6 | AACN Essentials Domains: 1, 5, 9 | RN Standards of Practice: 6

Skill/Behavior	Rating (1–4)	Comments
Evaluates plan of care based on patient response and clinical outcomes.		
Demonstrates awareness of personal biases and their impact on patient care.		
Reflects on clinical performance and seeks opportunities for improvement.		
Total		

*If student scores < 12 in section VI, a rationale must be given in the comments.

VII. Overall Performance
Clinical Objectives: 1, 6 | AACN Essentials: Domains 1, 4, 8, 9, 10 |

Skill/Behavior	Rating (1-4)	Comments
Demonstrates initiative and enthusiasm for learning. *Example: Shows initiative to practice new skills, ask questions for clarity, etc.*		

Accepts and applies feedback. *Example: Verbalizes self-reflection after feedback and implements corrections into practice, etc.*		
Integrates classroom learning into clinical practice. *Example: Applies the concept of sterile technique with insertion of indwelling catheter, and implement care plan into patient care, etc.*		
Total		

If student scores < 9 in section VII, a rationale must be given in the comments.

Overall Clinical Grade: ☐ Satisfactory ☐ Unsatisfactory

Clinical Supervisor Comments:

Student Comments:

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

Student Signature: _____ **Date**: _____

Clinical Supervisor Signature: _____ **Date**: _____

Course Faculty Reviewed: _____ **Date**: _____

(The faculty signature acknowledges the review of this document.)

NURS 4241 Maternal-Newborn Clinical Evaluation

Student Name _____ Clinical Semester & Year _____ Cohort _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Instructions:

This rubric evaluates the student's readiness for practice based on the course's clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation needs to be completed at the end of clinicals. Sections I, V, and VI need to be addressed with each evaluation. Scores <15 for Section I, <12 for Section V, and <9 for Section VI must be accompanied by comments. The score for section I must be 14 for the student to achieve a "Satisfactory" for the clinical. The score for VI must be 9 for the student to achieve a "Satisfactory" for the clinical.

Sections II, III, and IV can be addressed as applicable. Scores <15 for Section II-III or <12 for Sections IV must be accompanied by comments.

The student needs to spend at least 1-2 days in each department: labor and delivery, nursery, and post-partum.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.

American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains: 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		

Skill/Behavior		Comments/Feedback
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

If student scores < 15, comments need to reflect the reason.

II. Maternal Assessment and Care (complete only if applicable)
Clinical Objectives: 1, 4 | AACN Essentials: Domains 1, 2, 4, 5 | ANA Standards of Practice: 1, 2, 5, 6

Skill/Behavior	Rating (1-3)	Comments/Feedback
Performs maternal vital signs assessment		
Assesses uterine involution and lochia		

	Rating	Comments/Feedback
Conducts postpartum perineal assessment		
Assesses for postpartum complications (e.g., hemorrhage, infection)		
Provides postpartum education (e.g., breastfeeding, pain management)		
Total		

If student scores < 15, comments need to reflect the reason.

III. Newborn Assessment and Care (complete only if applicable)
Clinical Objectives: 1, 4 | AACN Essentials: Domains 1, 2, 4, 5 | ANA Standards of Practice: 1, 2, 5, 6

Skill/Behavior	**Rating (1-3)**	**Comments/Feedback**
Performs initial newborn assessment (e.g., APGAR, vitals)		
Assesses newborn reflexes (e.g., rooting, Moro, grasp)		
Identifies and reports signs of distress (e.g., cyanosis, jaundice)		
Provides newborn care (e.g., thermoregulation, cord care)		
Educates parents on safe sleep practices and newborn care		
Total		

If student scores < 15, comments need to reflect the reason.

IV. Labor and Delivery (complete only if applicable)
Clinical Objectives: 1, 4 | AACN Essentials: Domains 1, 2, 5, 10 | ANA Standards of Practice: 1, 3, 4, 5

Skill/Behavior	**Rating (1-3)**	**Comments/Feedback**
Monitors fetal heart rate and contractions		
Assists with labor positioning and comfort measures		
Recognizes stages of labor and supports delivery process		

Skill/Behavior		Comments/Feedback
Demonstrates understanding of emergency interventions (e.g., neonatal resuscitation)		
Total		

If student scores < 12, comments need to reflect the reason.

V. Critical Thinking and Documentation
Clinical Objectives: 2, 4 | AACN Essentials: Domains 3, 4, 5, 10 | ANA Standards of Practice: 1, 2, 6

Skill/Behavior	Rating (1-3)	Comments/Feedback
Identifies priority patient care needs		
Recognizes and responds to abnormal findings		
Completes accurate and timely documentation		
Reflects on clinical experiences to identify areas for growth		
Total		

If student scores < 12, comments need to reflect the reason.

VI. Overall Performance
Clinical Objectives: 1-4 | AACN Essentials: Domains 8, 10| ANA Standards of Practice: 6

Skill/Behavior	Rating (1-3)	Comments/Feedback
Shows progress in developing clinical skills.		
Actively seeks opportunities to learn and improve		
Responds well to feedback and incorporates suggestions		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory ☐ Unsatisfactory

Clinical Supervisor Comments:

Student Comments:

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

Student Signature: _____ **Date**: _____

Clinical Supervisor Signature: _____ **Date**: _____

Course Faculty Reviewed: _____ **Date**: _____
(The faculty signature acknowledges the review of this document.)

NURS 4251 Pediatric Clinical Evaluation

Student Name: _____ **Clinical Semester & Year:** _____

Clinical Supervisor: _____ **Location & Unit:** _____

Cohort: _____

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021).The evaluation should be completed at the end of the clinical day or sequence of clinical days, when applicable.

Sections I, III, and IV need to be addressed with each evaluation. The score for I must be 14 for the student to achieve a "Satisfactory" for the clinicals. The score for III must be 9 for the student to achieve a "Satisfactory" for the clinical day. The score for IV must be 9 for the student to achieve a "Satisfactory" for the clinical day.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

Scores below required thresholds (e.g., <14 for Section I or <9 for Sections VI) must be accompanied by comments.

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		

Skills/Behavior	Rating	Comments
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

*If student scores < 15, comments need to reflect the reason.

II. Pediatric Assessment and Care

Course Clinical Objectives:1, 2, 4 | AACN Essentials: Domains 1, 2, 3 | ANA Standards of Practice: 1, 2, 3, 5

Skills/Behavior	Rating (1-3)	Comments
Performs pediatric vital signs assessment		
Conducts pediatric physical assessment		
Displays competence in performing procedures specific to pediatric nursing		
Demonstrates the ability to adapt care to meet the developmental needs of different age groups.		
Provides age-appropriate communication and patient		

Skills/Behavior	Rating (1-3)	Comments
education to pediatric patients and families.		
Identifies typical growth and development for patient age and any anomalies in pattern.		
Total		

If student scores < 15, comments need to reflect the reason.

III. Critical Thinking and Documentation
Course Clinical Objectives: 3, 5 | AACN Essentials: 1, 5, 10 | ANA Standards of Practice: 1, 2, 5, 6

Skills/Behavior	Rating (1-3)	Comments
Identifies priority patient care needs		
Recognizes and responds to abnormal findings		
Completes accurate and timely documentation		
Reflects on clinical experiences to identify areas for growth		
Total		

If student scores < 9, comments need to reflect the reason.

IV. Overall Performance
Course Clinical Objectives: 1, 2, 3, 4, 5 | AACN Essentials: 1, 9, 10 | ANA Standards of Practice: 5, 6

Skills/Behavior	Rating (1-3)	Comments
Shows progress in developing clinical skills.		
Actively seeks opportunities to learn and improve		
Responds well to feedback and incorporates suggestions		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Clinical Supervisor Comments:

Student Comments:

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

Student Signature: _____   **Date**: _____

Clinical Supervisor Signature: _____   **Date**: _____

Course Faculty Reviewed: _____   **Date**: _____

(The faculty signature acknowledges the review of this document.)

NURS 4261 Community Public Health Clinical Evaluation Tool

Student Name _____ Clinical Semester & Year _____ Cohort _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). **Sections I, III, IV, V, and VI** are required at each evaluation. Specific minimum scores for these sections may be established by the academic program or clinical site (e.g., Section I must total at least 14 points to be deemed "Satisfactory"). **Section II** may be addressed as applicable. The evaluation should reflect the student's performance in a variety of community-oriented activities and interactions, including community assessment, outreach, education, and interdisciplinary collaboration.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale:
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

Note: If a required section's cumulative score is below the set threshold (e.g., < 14 for Professionalism and Communication, or < 9 for Critical Thinking/Documentation or Overall Performance), instructor comments must detail specific areas for improvement.

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		

Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

If student scores < 15, comments need to reflect the reason.

II. Community Health Assessment and Intervention Skills (Hospice/Home Health/Warhawk/MOM)

Clinical Objectives: 1, 6 | AACN Essentials: Domains 1, 3, 5 | ANA Standards of Practice: 1, 5A

Skill/Behavior	Rating (1-3)	Comments
Community Needs Assessment – Conducts comprehensive assessments by gathering epidemiological data, identifying prevalent local health issues, and leveraging community resources.		
Data Collection and Analysis – Collects and interprets health data		

Skill/Behavior	Rating (1-3)	Comments
from community surveys, interviews, and observations.		
Identification of Determinants of Health – Recognizes key social, economic, and environmental factors influencing community health.		
Intervention Planning – Designs and recommends community interventions based on evidence-based practices.		
Total		

If student scores < 12, comments need to reflect the reason.

III. Health Promotion, Community Collaboration, Resource Integration and Patient Education

Clinical Objectives: 3, 5 | AACN Essentials: Domains 2, 3, 6 | ANA Standards of Practice: 5B, 6

Skill/Behavior	Rating (1-3)	Comments
Preventive Health Advocacy – Provides clear education on preventive health practices (e.g., immunizations, nutrition, chronic disease management, lifestyle modifications).		
Adaptation to Audience Needs – Uses appropriate language and culturally sensitive educational materials to match the literacy level and cultural background of the audience.		
Interdisciplinary Collaboration – Works effectively with community health workers, local agencies, and multidisciplinary teams to enhance outcomes.		

Resource Mobilization – Identifies and connects community members to appropriate health services and local support programs (e.g., free clinics, community support groups).		
Total		

If student scores < 12, comments need to reflect the reason.

IV. Critical Thinking, Outreach, and Documentation

Clinical Objectives: 4, 6 | AACN Essentials: Domains 1, 4, 10 | ANA Standards of Practice: 4, 13, 14

Skill/Behavior	Rating (1-3)	Comments
Problem Identification and Prioritization – Identifies and prioritizes key health issues based on community assessments and observations.		
Application of Evidence-Based Practice – Incorporates current research and best practices into planning and delivering community health interventions.		
Reflective Practice – Critically evaluates clinical experiences to identify personal strengths and areas for growth.		
Documentation – Provides detailed, accurate, and timely documentation of assessments, interventions, and outcomes.		
Total		

If student scores < 12, comments need to reflect the reason.

V. Safety and Quality of Care

Clinical Objectives: 5, 6 | AACN Essentials: Domains 5, 6, 7 |

Skill/Behavior	Rating (1-3)	Comments
Prioritization of Safe Care Delivery – Prioritizes nursing care in a manner that promotes safety for patients and providers.		
Adherence to Standards of Care – Consistently applies established safety standards and guidelines for effective, safe interventions.		
Environmental and Infection Control Awareness – Implements practices (e.g., infection control protocols, proper use of equipment, safe handling of medications) to maintain a safe environment.		
System Effectiveness and Patient Advocacy – Identifies breakdowns in care processes, clearly communicates opportunities for improvement to the clinical adjunct or assigned nurse, and collaborates on implementing changes that enhance patient safety.		
Total		

If student scores < 12, comments need to reflect the reason.

VI. Overall Performance

Clinical Objectives: 1, 2, 3, 4, 5, 6 | AACN Essentials: Domains 4, 9, 10 |

Skill/Behavior	Rating (1-3)	Comments
Integration of Learning – Demonstrates progress in integrating academic knowledge with community health practice.		
Engagement and Initiative – Actively seeks opportunities to learn and improve.		
Responsiveness to Feedback – Adjusts practice based on feedback		

and demonstrates improvement by incorporating suggestions.		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Clinical Supervisor Comments:

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_____

Student Comments:

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_____

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

Student Signature: _____   **Date**: _____

Clinical Supervisor Signature: _____   **Date**: _____

Course Faculty Reviewed: _____   **Date**: _____

(The faculty signature acknowledges the review of this document.)

NURS 4331 Mental Health Nursing Clinical Evaluation Tool

Student Name _____ Clinical Semester & Year _____ Cohort _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Instructions:
This evaluation is to be completed by the clinical instructor at designated intervals (e.g., midterm and end-of-clinical rotation) during the mental health nursing clinical experience. Sections I-VI are mandatory at each evaluation. Each of these sections has its **own specific minimum score requirement** (e.g., Section I may require a minimum total score of **14 points** to be considered "Satisfactory"). This tool evaluates performance in psychiatric assessment, therapeutic communication, safety, and interprofessional collaboration.

Each skill within a section is rated on a scale of **1 to 3**. To receive an overall rating of Satisfactory for the clinical day, students must meet the minimum score requirement for each section. A minimum total score of **12** is required for **Section I**, **8** for **Section II**, and **7** for each of the remaining **Sections III through VI**. Students must meet or exceed the required score in all sections to achieve a satisfactory rating for the day.

Adapted from:
American Association of Colleges of Nursing. (2021*). The essentials: Core competencies for professional nursing education.*
American Nurses Association. (2021*). Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale:
1 = Needs Improvement (Requires significant assistance)
2 = Developing (Requires some assistance)
3 = Competent (Performs skill independently with confidence)

Note: If a required section's cumulative score is below the set threshold (e.g., < 15 for Professionalism and Communication, or < 12 for Critical Thinking/Documentation or Overall Performance), instructor comments must detail specific areas for improvement.

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-3)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff *Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.*		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

If student scores < 15, comments need to reflect the reason.

II. Mental Health Assessment and Clinical Judgment
Clinical Objectives: 1 | AACN Essentials: Domains 1| ANA Standards of Practice: 1, 3

Skills	Rating (1-3)	Comments/Feedback
Mental Status Exam – Accurately conducts and documents MSE (appearance, mood, cognition, perception, etc.).		

Risk Assessment – Identifies and reports signs of suicidal ideation, self-harm, or violence appropriately.		
Psychosocial Assessment – Gathers relevant patient history, support systems, and psychosocial factors.		
Clinical Decision-Making – Uses assessment data to contribute to the care plan and prioritize nursing actions.		
Total		

If student scores < 12, comments need to reflect the reason.

III. Patient-Centered Care, Education, and Advocacy

Clinical Objectives: 2, 4 | AACN Essentials: Domains 2| ANA Standards of Practice: 5

Skills	**Rating (1-3)**	**Comments**
Health Education – Provides appropriate education about diagnoses, medications, and coping strategies.		
Engagement in Therapeutic Activities – Encourages and supports patient participation in group or individual therapy.		
Patient Advocacy – Supports patient autonomy, rights, and dignity within the mental health setting.		
Support System Coordination – Collaborates with families and outpatient/community resources as appropriate.		
Total		

If student scores < 12, comments need to reflect the reason.

IV. Critical Thinking, Safety, and Documentation

Clinical Objectives: 1, 5 | AACN Essentials: Domains 1, 5| ANA Standards of Practice: 4, 5

Skills	**Rating (1-3)**	**Comments**
Identifies Priority Problems – Recognizes psychiatric symptoms requiring urgent intervention.		
Applies Evidence-Based Practice – Integrates current standards and research into care delivery.		
Reflective Practice – Demonstrates insight into clinical performance and areas for improvement.		

Documentation – Completes timely, objective, and legally appropriate documentation of care.		
Total		

If student scores < 9, comments need to reflect the reason.

V. Safety and Quality of Care

Clinical Objectives: 2, 5 | AACN Essentials: Domains 5| ANA Standards of Practice: 5

Skills	Rating (1-3)	Comments
Promotes a Safe Environment – Follows protocols for preventing harm (e.g., elopement precautions, de-escalation techniques).		
Adheres to Safety Policies – Demonstrates knowledge of legal standards (e.g., restraints, patient rights).		
Infection Control – Follows proper hygiene and infection prevention practices.		
Team Collaboration – Communicates effectively with staff during crisis situations or changes in condition.		
Total		

If student scores < 12, comments need to reflect the reason.

VI. Overall Performance

Clinical Objectives: 1, 3, 4 | AACN Essentials: Domains 1,2,9 | ANA Standards of Practice: 6

Skills	Rating (1-3)	Comments/Feedback
Integration of Learning – Applies classroom knowledge to patient care.		
Initiative and Engagement – Actively seeks learning opportunities and volunteers for clinical tasks.		
Responsiveness to Feedback – Makes improvements based on feedback from instructor or staff.		
Total		

If student scores < 9, comments need to reflect the reason.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Clinical Supervisor Comments:

Student Comments:

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

Student Signature: _____ Date: _____

Clinical Supervisor Signature: _____Date: _____

Course Faculty Reviewed: _____ _____ Date: _____

(The faculty signature acknowledges the review of this document.)

NURS 4431 Transition to Practice Preceptorship Evaluation

Student Name _____ Clinical Semester & Year _____

Preceptor's Name: _____ Clinical Site & Unit _____

Cohort _____   ☐ Mid-term   ☐ Final

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation needs to be completed midterm and at the end of Preceptorship. Sections I, VII, and VIII are essential. If the student scores < 24 in section I, < 16 in section VII, or < 12 in section VIII on the final evaluation, the student will receive an unsatisfactory for the preceptorship.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education.*
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale

4 – Exceeds Expectations: Performs independently and consistently demonstrates strong clinical reasoning
3 – Meets Expectations: Performs safely with minimal guidance
2 – Needs Improvement: Requires frequent prompting or correction
1 – Unsatisfactory: Unable to demonstrate competency

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-4)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff		

	Rating	Comments
Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

If student scores < 20 in section I, a rationale must be given in the comments.

II. Clinical Judgment & Data Synthesis

Related Objective: Objective 3 | AACN Essentials: Domains 1, 4, 5 | ANA Standards: 1, 2, 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Demonstrates the ability to collect and interpret complex data.		
Identifies trends and changes in patient condition.		
Uses clinical judgment to update and revise care plans.		
Applies evidence-based practice in decision-making.		
Total		

If student scores < 16 in section II, a rationale must be given in the comments.

III. Safe & Effective Care Management
Related Objective: Objective 1 | AACN Essentials: Domains 1, 5 | ANA Standards: 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Implements care for patients with a variety of health conditions (e.g., respiratory, cardiac, infectious, etc.).		
Performs clinical skills correctly and safely.		
Follows safety protocols including infection control and fall prevention.		
Maintains situational awareness and prioritizes interventions.		
Total		

If student scores < 16 in section III, a rationale must be given in the comments.

IV. Documentation & Evaluation
Related Objective: Objective 2 | AACN Essentials: Domain 10 | ANA Standards: 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Accurately documents assessments and interventions.		
Follows legal and ethical standards in documentation.		
Uses documentation to track progress and reassess care.		
Identifies appropriate methods and tools for documentation.		
Total		

If student scores < 12 in section IV, a rationale must be given in the comments.

V. Holistic, Culturally Sensitive Care
Related Objective: Objective 4 | AACN Essentials: Domains 2, 3 | ANA Standards: 1 ,2, 3

Skill/Behavior	Rating (1–4)	Comments
Assesses health beliefs, values, and cultural background.		
Includes social determinants of health in patient planning.		
Promotes patient-centered care that reflects individual needs.		
Demonstrates empathy and cultural humility.		

Total		

If student scores < 16 in section V, a rationale must be given in the comments.

VI. Communication, Collaboration, & Leadership
Related Objective: Objective 5 | AACN Essentials: Domains 6, 9 | ANA Standards: 1, 2, 3

Skill/Behavior	Rating (1–4)	Comments
Communicates clearly with patients, families, and teams.		
Uses active listening and respectful language.		
Delegates appropriately and leads basic team efforts.		
Demonstrates responsibility and receives feedback professionally.		
Total		

If student scores < 16 in section VI, a rationale must be given in the comments.

VII. Critical Thinking and Documentation
Related Objective: Objective 5 | AACN Essentials: Domains 6, 9 | ANA Standards: 1, 2, 3, 4, 6

Skills	Rating (1-4)	Comments/Feedback
Identifies priority patient care needs		
Recognizes and responds to abnormal findings		
Completes accurate and timely documentation		
Reflects on clinical experiences to identify areas for growth		
Total		

If student scores < 16 in section VII, a rationale must be given in the comments.

VIII. Overall Performance

Skills	Rating (1-4)	Comments/Feedback
Shows progress in developing clinical skills.		
Actively seeks opportunities to learn and improve		
Responds well to feedback and incorporates suggestions		
Total		

If student scores < 12 in section VIII, a rationale must be given in the comments.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Preceptor Comments:

Student Comments:

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

Student Signature: _____   **Date**: _____

Preceptor Signature: _____   **Date**: _____

Course Faculty Reviewed: _____   **Date**: _____

(The faculty signature acknowledges the review of this document.)

NURS 4371 Nursing Care of Adult II Clinical Evaluation

Student Name _____ Clinical Semester & Year _____

Clinical Supervisor Name: _____ Clinical Site & Unit _____

Cohort _____   ☐ Mid-term   ☐ Final

Instructions:

This rubric evaluates the student's readiness for practice based on the courses' clinical objectives, AACN Essentials: Core Competencies for Professional Nursing Education (2021), and the ANA Standards of Practice for the Registered Nurse competencies (2021). This evaluation needs to be completed midterm and at the end of the clinical rotation. Sections I, and VII are essential. If the student scores < 24 in section I or < 12 in section VII on the final evaluation, the student will receive an unsatisfactory for the clinical rotation.

Adapted from:
American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education.*
American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed.). American Nurses Association.

Rating Scale
4 – Exceeds Expectations: Performs independently and consistently demonstrates strong clinical reasoning
3 – Meets Expectations: Performs safely with minimal guidance
2 – Needs Improvement: Requires frequent prompting or correction
1 – Unsatisfactory: Unable to demonstrate competency

I. Professional Behaviors, Communication Skills, and Accountability
AACN Essentials: Domains 1, 2, 6, 8, 9, 10

Skill/Behavior	Rating (1-4)	Comments
Arrives on time and is prepared for clinical. *Example: Student arrives wearing designated clinical uniform 10 minutes early with paperwork, and supplies ready, etc.*		
Communicates respectfully with patients, family members, and staff		

	Rating (1–4)	Comments
Example: Uses patient's preferred name and maintains eye contact, treats patients and staff courteously, speaks clearly, etc.		
Maintains confidentiality, accountability, and behaves ethically. *Example: Does not share patient information in public spaces, recognizes and reports errors promptly, etc.*		
Collaborates effectively with healthcare team. *Example: Communicates with clinical supervisor, nursing staff and interdisciplinary team respectfully.*		
Demonstrates cultural sensitivity and patient-centered care. *Example: Suspends judgment, personal biases, include patient and family in the plan of care, and advocates for the patient, etc.*		
Total		

*If student scores < 20, comments need to reflect the reason.

II. Clinical Knowledge & Judgment
Related Objectives: Objectives 1, 2, 3 | AACN Essentials: Domains 1, 2 | ANA Standards: 1, 2, 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Applies knowledge from nursing and sciences to care for adults with complex conditions.		
Integrates clinical judgment and best evidence into patient care decisions.		

Skill/Behavior	Rating (1–4)	Comments
Recognizes and interprets abnormal and normal health findings.		
Total		

If student scores < 12 in section II, a rationale must be given in the comments.

III. Data Analysis & Plan of Care
Related Objectives: Objectives 4, 5 | AACN Essentials: Domains 2, 4, 5 | ANA Standards: 1, 2, 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Synthesizes patient data to identify trends and clinical concerns.		
Modifies the plan of care based on evolving assessment findings.		
Applies best evidence to support changes in the care plan.		
Total		

If student scores < 12 in section III, a rationale must be given in the comments.

IV. Quality, Safety & Prioritization
Related Objectives: Objectives 5, 6 | AACN Essentials: Domains 4, 5 | ANA Standards: 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Uses national safety and quality standards in clinical decision-making.		
Prioritizes care to improve outcomes and ensure patient safety.		
Demonstrates safe practice in all aspects of care delivery.		
Total		

If student scores < 12 in section IV, a rationale must be given in the comments.

V. Communication & Teamwork
Related Objectives: Objectives 7, 9 | AACN Essentials Domains: 2, 6 | ANA Standards: 3, 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Uses effective communication tools and		

Skill/Behavior		Comments
techniques in team-based care.		
Demonstrates collaboration and respect in interactions with team members.		
Establishes therapeutic, caring relationships with patients.		
Total		

If student scores < 12 in section V, a rationale must be given in the comments.

VI. Technology & Informatics
Related Objectives: Objectives 8, 12 | AACN Essentials: Domains 8 | ANA Standards: 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Uses information and communication technology according to standards and policy.		
Gathers and uses data to support clinical reasoning and decision-making.		
Documents care accurately using electronic health records.		
Total		

If student scores < 12 in section VI, a rationale must be given in the comments.

VII. Ethics & Professionalism
Related Objectives: Objectives 10, 11 | AACN Essentials: Domains 3, 9, 10 | ANA Standards: 4, 5, 6

Skill/Behavior	Rating (1–4)	Comments
Identifies ethical principles that guide safe, equitable care.		
Demonstrates accountability, confidentiality, and ethical conduct.		
Displays self-awareness, respect, and professionalism at all times.		
Total		

If student scores < 12 in section VII, a rationale must be given in the comments.

VIII. Overall Performance

Clinical Objectives: 1, 4, 5 | AACN Essentials: Domains 1, 4, 8, 9, 10 |

Skill/Behavior	Rating (1-4)	Comments
Demonstrates initiative and enthusiasm for learning. *Example: Shows initiative to practice new skills, ask questions for clarity, etc.*		
Accepts and applies feedback. *Example: Verbalizes self-reflection after feedback and implements corrections into practice, etc.*		
Integrates classroom learning into clinical practice. *Example: Applies the concept of sterile technique with insertion of indwelling catheter, and implement care plan into patient care, etc.*		
Total		

If student scores < 12 in section VIII, a rationale must be given in the comments.

Overall Clinical Grade: ☐ Satisfactory   ☐ Unsatisfactory

Clinical Supervisor Comments:

Student Comments:

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

Student Signature: _____   **Date**: _____

Clinical Supervisor Signature: _____   **Date**: _____

Course Faculty Reviewed: _____   **Date**: _____

(The faculty signature acknowledges the review of this document.)

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.