

AUBURN UNIVERSITY SCHOOL OF NURSING



BSN STUDENT HANDBOOK 2020-2021

The information contained in this handbook is critical to your success in our programs. Please read the handbook carefully as you are responsible for complying with all of the Auburn University School of Nursing policies. Students are responsible for information in the Auburn University School of Nursing (AUSON) BSN Handbook and for policies in the Auburn University Bulletin <http://bulletin.auburn.edu/> and Student Policy eHandbook http://www.auburn.edu/student_info/student_policies/. Policies are updated as needed each academic year. Students are responsible for reviewing the updated AUSON Student Handbook located on our webpage and the AU Student Policy eHandbook each academic year.

TABLE OF CONTENTS

MISSION AND VISION	5
AUSON CONCEPTUAL FRAMEWORK	5
AUSON PROGRAM OUTCOMES	7
GENERAL INFORMATION	9
BACCALAUREATE PROGRAM	9
Traditional Track	10
RN to BSN Track	12
Technical Standards	16
Progression	18
ACADEMIC POLICIES AND PROCEDURES	19
Auditing	19
Change of Address	19
Changes in Final Examination Time	19
Classification	19
Dean's List	19
Electives	20
Fee Payments	20
Advisement	20
Prerequisites and Required Courses	20
Transfer Credit	20
Upper Division Courses	20
Procedure for Filing a Complaint	20
Course Evaluation	20
Grading	20
Academic Honesty	21
AUSON Testing Policy	22
STUDENT SUCCESS PROGRAM	23
EVOLVE	23
HESI EXAM POLICY.....	24
Clinical Calculations	25
CLASSROOM EXPERIENCES	26

CLINICAL EXPERIENCES.....	27
Nursing Resource Center	27
EAGLES Center	27
Confidentiality-EAGLES Center	27
Clinical Attendance.....	28
Injury in the Clinical Setting	29
Home Visits	29
Transportation	29
Uniform Guidelines	29
Clinical Evaluation	30
Unsatisfactory Grade in Clinical Course	31
CLINICAL CREDENTIALING REQUIREMENTS	31
Immunization Record	31
CPR Certification	32
Health Insurance	32
TB Skin Tests	32
Hepatitis B Vaccination Policy	32
Flu Vaccine	32
Background Check Policy	33
Drug Screening Policy	33
STUDENT ORGANIZATIONS AND ACTIVITIES	34
AWARDS	35
FINANCIAL AID	37
LICENSURE	37
Authorization to Release Educational Information/FERPA	38
Policy Regarding Suspicion of Chemical Impairment	40
STUDENT FORMS TO BE SIGNED AND RETURNED.....	45
Acknowledgement of Policy Regarding Chemical Impairment	45
Patient Confidentiality and Guidelines	46
Auburn University & School of Nursing Oaths of Honor	48
Social Media Policy	50
Talent Release Form	52
Professional Integrity and Confidentiality for Simulated Experiences	53
Student Handbook Acknowledgement	54

Auburn University School of Nursing Mission and Vision Statements

The mission of the School of Nursing is to advance health and healthcare for all, through excellence in practice, teaching, research and outreach. Our vision is to be nationally recognized as leaders in health, addressing the needs of diverse populations.

CONCEPTUAL FRAMEWORK

The curriculum is based on faculty beliefs about six skills areas for the baccalaureate graduate and designed to assist students to progressively develop expertise in these areas.

Communication and collaboration skills of nursing include competencies necessary to deliver patient-centered care. Professional nursing practice requires communication and collaboration among health care professionals based on respect and appreciation of the complementary roles of team members. Through an understanding of the elements and barriers to communication, the principles of effective client and family teaching, work place and organizational communication and conflict resolution, nurses improve patient outcomes by promoting health, therapeutic relationships and education. An essential part of communication is the ability to manage information, knowledge and technology to provide safe patient care and apply evidence to inform practice decisions.

Critical thinking and clinical judgment are skills that employ the processes of inquiry, analysis and application to prepare graduates for team work, interprofessional problem solving and patient-centered care. Clinical reasoning is the process; clinical judgment is the outcome. A strong emphasis on liberal education provides the foundation for developing clinical reasoning and clinical judgment. Clinical reasoning and clinical judgment in professional nursing practice are also dependent on the development of a personal value system and value-based behavior. Ethics and caring are integral parts of critical thinking and clinical judgment, guiding the application of evidence-based knowledge in clinical practice in a culturally sensitive, compassionate, patient-centered manner.

Scholarship for evidence-based practice fosters patient-centered care that utilizes technology, research with clinical expertise and patient values for optimal care. Professional nursing practice requires an understanding of how evidence is developed including the research process, information technology, interprofessional perspectives, clinical judgment and patient preferences as applied to practice. Professional nurses integrate evidence to inform practice, make clinical judgments, and use legal and ethical precepts to safeguard the rights of patients. In collaboration with other health care team members, professional nurses document and interpret evidence for improving quality patient outcomes.

Clinical prevention and population health skills focus on health promotion, disease prevention, early diagnosis, and disease management throughout the lifespan to maximize health at the individual, family and population levels. Knowledge and skills in information and patient care technology assists professional nurses to deliver quality patient care in a variety of healthcare settings. Professional nurses help individuals and populations anticipate and minimize health consequences of emergencies and disasters. Clinical prevention refers to individually focused interventions to prevent escalation of diseases. Population focused nursing includes groups, communities or populations as units of care. Nursing of populations is the domain of professional nursing and includes prioritizing primary prevention, reaching out to those who would benefit from service and activating resources for best overall health outcomes for populations. Professional nurses collaborate with other health care professionals and populations to improve health.

Diversity skills consist of a wide range of knowledge, skills and attitudes including cultural awareness, humility, sensitivity and competency. Diversity includes the assortment of human variation such as age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native language, and geographical background. Professional nursing requires an awareness of the unity of body, mind, and spirit, as well as one's own thoughts, feelings and values in cultivating an appreciation for diversity. Knowledge of diverse cultures promotes communication skills and culturally appropriate care that reflect sensitivity and appreciation for the diversity of others. Diversity skills are utilized in caring for all clients and are critical in the care and consideration of vulnerable populations. Vulnerable populations are those made vulnerable by circumstances including privilege, access, age, functional or developmental status, ability to communicate effectively, presence of chronic or terminal illness or disability, and personal characteristics.

Leadership skills include ethical and critical decision making, mutually respectful communication and collaboration, care coordination, delegation, and conflict resolution. These skills are built on an awareness of complex systems and the impact of power, politics, policy, and regulatory guidelines on these systems. Professional nurses must have a solid understanding of the broader context of health care, including the organization and financing of patient care services and the impact of regulatory guidelines on practice and reimbursement. Professional nursing also requires knowledge of health care policy. Moreover, professional nurses practice at the microsystem level within a constantly changing health care system. Professional nurses apply quality improvement concepts to minimize risk of harm to patients and providers within a systems framework.

Auburn University School of Nursing Program Outcomes

Communication and Collaboration Skills

1. Collaborate and communicate effectively with healthcare team members, patients, and patients' support networks to implement patient-centered care including appropriate teaching for developmental stage, age, culture, and health literacy to ensure high quality outcomes.
2. Use information technologies to assist in effective communication, facilitate patient care, and integrate evidence from all relevant resources to promote high quality patient outcomes within microsystems and greater healthcare systems.

Critical Thinking and Clinical Judgment in Clinical Practice

3. Demonstrate clinical judgment grounded in theories and concepts from liberal and nursing education in the delivery of efficient, safe, compassionate, and evidence-based care.
4. Exhibit ethics, caring, and accountability for patient outcomes in all aspects of professional nursing practice.

Scholarship for Evidence-based Practice Skills

5. Implement evidence-based interventions to promote health, prevent disease, and manage acute and chronic care of patients across the lifespan.
6. Demonstrate consistent self-reflection techniques to identify learning needs especially in areas where knowledge is complex and changing rapidly.

Clinical Prevention and Population Health Skills

7. Implement patient-centered care emphasizing health promotion and disease prevention to individuals, families and populations reflecting an understanding of human growth and development, psychobiological factors, pathophysiology, pharmacology, and management across the health-illness continuum.
8. Use clinical judgment with attention to effectiveness, efficacy, and equality in providing nursing care during disaster, mass casualty, and other emergency situations.

Diversity Skills

9. Demonstrate a wide range of knowledge, skills, and attitudes including cultural awareness, humility, sensitivity, and competency.
10. Incorporate holistic assessments, awareness of values and spiritual beliefs in the delivery of quality patient- and family-centered, evidence-based care of diverse and vulnerable populations.

Leadership Skills

11. Demonstrate ethical and critical decision-making skills, mutually respectful communication, collaboration, delegation, and conflict resolution techniques.

12. Facilitate patient-centered transitions of care using leadership skills based on current evidence, ongoing assessment of outcome measures, quality improvement, and safety initiatives.
13. Coordinate and manage care for diverse individuals, families, groups, and populations in order to maximize health, independence, and quality of life at the microsystem level.
14. Demonstrate an understanding of the ambiguity and unpredictability of complex factors effecting health care such as health care policy, finance, and regulatory environments including local, national, and global trend on equitable care of vulnerable populations.

GENERAL INFORMATION

Today's complex healthcare system demands that nurses function in a variety of sophisticated clinical practice settings. At the Auburn University School of Nursing, nursing students are prepared for professional practice through a strong foundation in the professional discipline and a broad knowledge base in the clinical practice of nursing.

Beginning in the first semester of the program, students participate in clinical and classroom experiences which prepare them to function in a multifaceted healthcare arena. To this end, students have intensive experience in the hospital and other acute care settings as well as in community, home health, and long-term care settings. The professional curriculum also emphasizes skills that will enhance readiness for graduate study in nursing. The curriculum is strong in evidence-based practice and healthcare technologies, as well as leadership, management, theory, and practice.

The School of Nursing has a responsibility to prepare nurses to deliver health care in diverse settings in the state, region, nation, and beyond and to provide leadership in health education and research for Auburn University and the state of Alabama. Since many of the rural counties surrounding Auburn University are designated as medically underserved areas, the AUSON also assumes responsibility for improving health care access and upgrading primary, secondary, and tertiary health services for underserved populations.

The Auburn University School of Nursing provides undergraduate education for students preparing for careers as professional nurses. Graduates are awarded a Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN for licensure as a registered nurse. For licensed registered nurses who completed an Associate's degree or diploma program in nursing, AUSON offers a RN to BSN program. Auburn University School of Nursing also has a Graduate Program that prepares advanced practice nurses, including primary care/family nurse practitioners and nurse educators, a post-master's Doctor of Nursing Practice (DNP) degree program, and a post-masters certificate program for preparation as a family nurse practitioner or nurse educator. The baccalaureate degree in nursing program, master's degree in nursing program, Doctor of Nursing Practice program, and the post-graduate APRN certificate program at Auburn University School of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The AUSON prelicensure BSN program is approved by the Alabama Board of Nursing.

Baccalaureate Program: Admission and Curriculum

Students are admitted to the Traditional BSN curriculum each year in the summer and fall semesters. Application forms are available online and must be submitted by the scheduled deadline each semester. Notification of tentative admission is given by March for both summer and fall admission.

Students must complete all courses in the pre-nursing science curriculum before beginning the clinical courses in the Traditional BSN curriculum. An unadjusted GPA of at least 2.5, computed at the end of fall semester prior to the next admission, is required for consideration. A grade of C or better must be obtained for all prerequisite courses taken following application and up to beginning the nursing program.

Pre-Nursing

Grades less than C: Grades below “C” are not accepted by AUSON. Transfer grades of “D” are not accepted in any subject.

Grade Point Average: Prenursing students who do not attain an unadjusted GPA of at least 2.5 by the beginning of the second year should consider alternative fields of study.

Advanced Placement: Depending on your AP/IB test score(s), you may be eligible to receive Auburn University course credit that can satisfy requirements in your nursing curriculum. Note that Auburn University does not accept CLEP credit. Please visit: [AP/IB Conversion Tables](#) on the Registrar’s webpage to see if your scores merit course credit. Upon receipt, appropriate course credit will be applied to your Auburn University transcript. Because Auburn receives a large number of requests for AP/IB credit, there may be some delay in posting credit to your transcript. Please check your transcript periodically to ensure you have received the proper credits. Contact the Office of the Registrar at (334) 844-2528 if you have questions about this process.

Minimum Criteria for Application to the Traditional BSN Curriculum

- Completion of all prerequisite courses as described in *AU Bulletin* with a minimum unadjusted GPA of 2.5.
- A minimum grade of “C” in all pre-nursing courses.
- A completed application.
- Preadmission interview.
- No more than 18 hours of pre-nursing course work outstanding.
- Completed at least 3 of 5 required sciences in pre-nursing curriculum.

Upon acceptance and prior to starting courses, each student must submit documentation of all required vaccinations, a negative drug screen, current CPR certification, health insurance, and Tuberculosis skin test. Additionally, students must be covered by malpractice insurance which will be automatically billed through the University Bursar's office. Any deviation of this process by the selected deadline may result in the applicant’s administrative withdrawal from the professional program.

Traditional BSN Curriculum

Summer Admission	
Summer (1 st semester)	NURS 3110- Theoretical Concepts (3) NURS 3130- Evidence-based Skills, Assessment & Health Promotion (4) NURS 3141- Concepts & Evidence-based Skills (3) NURS 3120- Nursing Pathophysiology (3)
Fall (2 nd semester)	NURS 3210- Clinical Pharmacology (3) NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Lifespan Clinical (4)
Spring (3 rd semester)	NURS 3330- Childbearing Family & Reproductive Health (4) NURS 3331- Childbearing Family & Reproductive Health Clinical (2) NURS 3730- Mental Health Across the Lifespan (2) NURS 3731- Mental Health Across the Lifespan Clinical (2) NURS 3630- Professional Nursing Leadership in Microsystems (2)
Summer	OFF
Fall (4 th semester)	NURS 4230- Chronic & Complex Conditions (5) NURS 4231- Chronic & Complex Conditions Clinical (5) NURS 4290- Evidence-based Practice (2) NURS ELECTIVE (optional)
Spring (5 th semester)	NURS 4920- Transition to Professional Nursing (4) NURS 4921- Nursing Preceptorship (7) NURS 4930- Community Assessment Project (1) UNIV 4AAO NU1- Undergrad Graduation
Fall Admission	
Fall (1 st semester)	NURS 3110- Theoretical Concepts (3) NURS 3130- Evidence-based Skills, Assessment & Health Promotion (4) NURS 3141- Concepts & Evidence-based Skills (3) NURS 3120- Nursing Pathophysiology (3)
Spring (2 nd semester)	NURS 3210- Clinical Pharmacology (3) NURS 3230- Acute Care Across Lifespan (6) NURS 3231- Acute Care Across Lifespan Clinical (4)
Summer	OFF
Fall (3 rd semester)	NURS 3330- Childbearing Family & Reproductive Health (4) NURS 3331- Childbearing Family & Reproductive Health Clinical (2) NURS 3730- Mental Health Across the Lifespan (2) NURS 3731- Mental Health Across the Lifespan Clinical (2) NURS 3630- Professional Nursing Leadership in Microsystems (2) NURS ELECTIVE (optional)
Spring (4 th semester)	NURS 4230- Chronic & Complex Conditions (5) NURS 4231- Chronic & Complex Conditions Clinical (5) NURS 4290- Evidence-based Practice (2)
Summer (5 th semester)	NURS 4920- Transition to Professional Nursing (4) NURS 4921- Nursing Preceptorship (7) NURS 4930- Community Assessment Project (1) UNIV 4AAO NU1 Undergrad Graduation
Nursing Electives:	
<ul style="list-style-type: none"> • NURS 4120 Health Science Camp Experience (3) • NURS 4240 Cultural Expeditions in Nursing (2) • NURS 4270 Perioperative Nursing (3) • NURS 4280 Animal Assisted Therapy (2) 	

Baccalaureate Program: Admission and Curriculum: RN to BSN Online Track

The RN to BSN track offers Fall and Spring admissions and is designed to be completed in three semesters. The program must be completed within three years of the start date.

ADMISSION CRITERIA

1. Admission to Auburn University
2. Completion of an accredited associate degree in nursing program or diploma program
3. Minimum GPA of 2.5 in all required prerequisite courses
4. Minimum grade of "C" in all prerequisite courses
5. Completion of all RN to BSN prerequisites from an accredited institution. Students can be admitted with up to 6 credit hours of outstanding prerequisites. Statistics and all Science requirements must be completed with a grade of a "C" or better prior to the first semester of the RN to BSN program.
6. Current unencumbered RN license in the state where practice hours will be completed

Upon admission to the Auburn University School of Nursing, the following are required to complete admission criteria:

1. Health form completed within the last 12 months
2. Current health insurance
3. Negative drug screen and satisfactory background check (Must be completed using the AUSON approved vendor)
4. Current CPR certification
5. Proof of required vaccinations and other credentialing documentation as required by clinical agencies

RN to BSN Curriculum

Semester 1	Credit Hours	Semester 2	Credit Hours	Semester 3	Credit Hours
NURS 3813-Holistic Nursing Pathophysiology and Health Assessment	6	NURS 3833-Nursing Informatics and Evidence-Based Practice*	6	NURS 4843-Transition to Professional Nursing Practice*	6
NURS 3843-Formation of Professional Nursing Practice	5	NURS 4833-Leadership and Management in Professional Nursing	3	NURS 4853-Clinical Prevention and Population Health*	5
Total Hours	11		9		11

*These courses include clinical practice hours

Upon successful completion of NURS 3843, Formation of Professional Nursing Practice, RN to BSN students will be given escrow credit for the following courses:

- NURS 3110- Theoretical Concepts (3 hrs)
- NURS 3130- Evidence-based Skills, Assessment, & Health Promotion (4 hrs)
- NURS 3141- Concepts & Evidence-based Skills for Nursing (3 hrs)
- NURS 3210- Clinical Pharmacology (3 hrs)
- NURS 3230- Acute Care Across Lifespan (6 hrs)
- NURS 3231- Acute Care Across Lifespan Clinical (4 hrs)
- NURS 3330- Child, Family, & Reproductive Health (4 hrs)
- NURS 3331- Child, Family, & Reproductive Health Clinical (2 hrs)
- NURS 3730- Professional Nursing Concepts/Mental Health Across Lifespan (2 hrs)
- NURS 3731- Professional Nursing Concepts/Mental Health Across Lifespan Clinical (2 hrs)

Baccalaureate Program: Admission and Curriculum: Concurrent RN to BSN Online Track

The Concurrent RN to BSN track is designed for students who are admitted to an Associate's Degree in Nursing (ADN) program and are entirely prerequisite complete. The track offers Fall and Spring admissions and is designed to be completed in six semesters.

ADMISSION CRITERIA

1. Admission to Auburn University
2. Admission to an Associate's Degree Nursing program
3. Minimum GPA of 2.5 in all required prerequisite courses
4. Minimum grade of "C" in all prerequisite courses
5. Completion of all RN to BSN prerequisites from an accredited institution.

Upon admission to the Auburn University School of Nursing, the following are required to complete admission criteria:

1. Health form completed within the last 12 months
2. Current health insurance
3. Negative drug screen and satisfactory background check (Must be completed using the AUSON approved vendor)
4. Current CPR certification
5. Proof of required vaccinations and other credentialing documentation as required by clinical agencies.

Concurrent BSN Curriculum

Semester 1	Credit Hours	Semester 2	Credit Hours	Semester 3	Credit Hours
NURS 3843- Formation of Professional Nursing Practice	5	NURS 3818 - Holistic Nursing Pathophysiology and Health Assessment	6	OFF	
Semester 4		Semester 5		Semester 6*	
NURS 4833 - Leadership and Management in Professional Nursing	3	NURS 3833 - Nursing Informatics and Evidence Based Practice	6	NURS 4843 - Transition to Professional Nursing Practice NURS 4853 - Clinical Prevention and Population Health	6 5

*All clinical requirements are to be completed in semester 6

Prerequisites for RN – BSN

AREA I (2 courses, 6 hours)

ENGL 1100	English Comp I
ENGL 1120	English Comp II

AREA II (4 courses, 12 hours)

Core Literature	World, British or American Lit I OR II
Core Literature or Humanities	(must complete a sequence of Lit or Hist)
Core Fine Arts	
Core Humanities	

AREA III (3 courses, 11 hours)

MATH 1100 or MATH 1120 or higher	Finite Math OR Pre-Calculus Algebra
Any core science from list	
Any core science from list	

AREA IV (4 courses, 12 hours)

Core History*	World OR Tech and Civ I OR II
Core History* OR Social Science	(must complete a sequence of Lit or Hist)
PSYC 2010 or SOCY 1000	Intro to Psych OR Sociology
Core Social Science	

AREA V (4 courses, 15 hours)

Note: Students planning to take the courses listed below at Auburn University may require additional courses to meet prerequisite requirements

BIOL 2500	Anatomy & Physiology I / Lab
BIOL 2510	Anatomy & Physiology II / Lab
BIOL 3200	General Microbiology
STAT 2510	Statistics for Bio & Health Sci.

- Option for courses labeled CORE are in the Auburn University Bulletin (www.auburn.edu/bulletin) under Core Curriculum
- Students must complete all prerequisite and upper division courses with a grade of "C" or better.
- *Students must have a HIST sequence and at least one Literature course OR Literature sequence and at least one History course
- Students must choose between PSYC 2010 OR SOCY 1000 for at least 3 hours of their social science credit.
- Students who have AP or transfer credit for US History must complete either ECON 2020, ECON 2030, POLI 1050, OR POLI 1090 as one of their social science options.

Technical Standards

Technical standards are provided to inform incoming and current Auburn University School of Nursing students of the performance abilities and characteristics necessary to successfully meet program outcomes and provide safe and effective nursing care. AUSON Program outcomes and Technical Standards are based on the American Association of Colleges of Nursing’s *Essentials of Baccalaureate Education for Professional Nursing Practice (2008)* which describes expected outcomes of graduates of baccalaureate nursing programs. Students must meet the AUSON Technical Standards with or without reasonable accommodations and maintain satisfactory demonstration of the technical standards throughout the program.

AUSON will ensure that access to its facilities, programs, and services are available to students with disabilities. AUSON provides reasonable accommodations to students on a nondiscriminatory basis. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program, or service that enables a qualified student with a disability to have an equal opportunity to participate in all required student activities. Decisions regarding reasonable accommodations are determined on an individual basis. While Auburn University makes every effort to accommodate student needs, the University is not required to provide accommodations that substantially alter or waive essential program requirements. Students who require accommodations to meet program outcomes should contact the Office of Accessibility at Auburn University: <https://accessibility.auburn.edu/>

Categories of Technical Standards for AUSON include:

1. Acquire and interpret information
2. Communicate with others in oral and written form
3. Integrate knowledge to demonstrate clinical judgment
4. Exhibit professional behaviors and attitudes
5. Utilize motor skills

Table 1 provides categories of Technical Standards, requirements of the Technical Standard, and examples of each category and links the AACN Essential with each category.

Category	Requirements
Acquire and interpret information AACN Essentials I, IV, V	<ul style="list-style-type: none"> • Ability to acquire and interpret information, including, but not limited to information conveyed through coursework, lecture, group activities, written documents, computer systems, and laboratory, simulation, and clinical experiences.
Communicate with others in oral and written form AACN Essentials IV, VI	<ul style="list-style-type: none"> • Ability to communicate effectively and sensitively through various mediums with a variety of individuals including patients, families, healthcare team members,

	<p>faculty and peers of diverse ethnic, religious, and cultural backgrounds.</p> <ul style="list-style-type: none"> • Ability to elicit information from patients, family members, and healthcare team members to effectively evaluate and plan patient care. • Ability to comprehend and use standard professional nursing and medical terminology. • Ability to convey information to patients, families, and the healthcare team including health teaching and explaining care.
<p>Integrate knowledge to demonstrate clinical judgment</p> <p>AACN Essentials II, III, VII</p>	<ul style="list-style-type: none"> • Ability to assess, interpret, respond to, and evaluate patient health needs. • Ability to critically think, problem-solve, and apply clinical judgment to care for patients, families, and/or communities across the health continuum in diverse care environments.
<p>Exhibit professional behaviors and attitudes</p> <p>AACN Essentials VIII, IX</p>	<ul style="list-style-type: none"> • Ability to exercise proper judgment and complete responsibilities in a timely and accurate manner. • Ability to demonstrate concern for others, integrity, accountability, interest, and motivation. • Possess the emotional health necessary to function under stress and adapt to changing environments within the context of classroom and clinical settings.
<p>Utilize motor skills</p> <p>AACN Essentials IX</p>	<ul style="list-style-type: none"> • Ability to obtain accurate information from patients using gross and fine motor skills appropriate to the technique. • Possess psychomotor skills and endurance necessary to provide holistic nursing care. • Practice in a safe manner using universal precautions. • Provide timely and appropriate care in urgent and emergent situations.

This policy is adapted from <https://www.rushu.rush.edu/technical-standards-college-nursing-students>

Progression Guidelines

Pre-Nursing (lower division)

Pre-nursing students with an overall unadjusted GPA less than 2.5 at the beginning of the second year should consider alternative fields of study. A minimum grade of “C” is required in pre-nursing courses. Transfer credit will not be granted for courses in which a grade less than “C” is earned.

Baccalaureate Upper Division

An overall GPA of 2.0 must be maintained for progression through the professional program. In this program, a minimum grade of “C” or “S/Satisfactory” must be achieved in all courses. Because the professional nursing curriculum is designed for progressive development of nursing knowledge and skills, students who earn a grade less than “C” or “S” in a professional program course may not be allowed to progress to the next course. Should this occur, students will be notified in writing by the chair of the Admission, Progression and Graduation Committee and a new plan of study will be provided. The student must, by the date indicated in the letter, submit in writing their intent to return to the professional program under the revised study plan to the Admission, Progression and Graduation Committee Chairperson. Readmission under the revised plan of study is based on course and clinical space availability. The course in which the student earns a grade less than “C” may be repeated one time only. If the course in which the student made less than a “C” has a corresponding clinical course, the student must take a corresponding clinical course in the form of a directed study at the time the course is repeated. Students who earn a grade less than “C” in two or more professional program courses, or whose GPA falls below a 2.0, will be dismissed from the professional program and are not eligible for readmission. Transfer credit is not generally allowed for courses in the professional program.

Nursing students who have received a grade of less than C in a nursing theory course or a U in a clinical course may repeat the course the next time offered. The student must enroll in NURS 3970 concurrently in the next semester the unsuccessful course is offered. NURS 3970 includes an individualized study program designed by the student and course leader to assist the student in being successful in the previously unsuccessful course and prepare the student to progress through the curriculum. NURS 3970 may vary from 3-6 credits, dependent on student need. If the student is repeating the clinical component of a course, 3970 may consist primarily of classroom activities. If the student is repeating the theory component of a course, 3970 may primarily consist of clinical assignments. Successful completion of the repeated course and NURS 3970 will result in the student continuing to progress through the curriculum.

RN to BSN

In the professional program, a minimum grade of C must be achieved in all courses. Because the professional nursing curriculum is designed for progressive development of nursing knowledge and skills, students who earn a grade less than C in a

professional program course are not allowed to progress to the next semester courses. The course in which the student earns a grade less than C may be repeated one time only. Students who earn a grade less than C in two or more professional program courses or whose GPA falls below a 2.0 will be dropped from the professional program and are not eligible for readmission.

Concurrent RN to BSN

In the concurrent RN to BSN program, a minimum grade of C must be achieved in all courses. Because the Concurrent BSN nursing curriculum is designed for progressive development of nursing knowledge and skills, students who earn a grade less than C in a Concurrent BSN program course are not allowed to progress to the next semester courses. Students must maintain course progression as outlined in the curriculum model. Students who fall out of sequence in their ADN coursework will also fall out of sequence in the Concurrent BSN program and be placed in the next cohort. Courses in which the student earns a grade less than C may be repeated one time only. Students who earn a grade less than C in two or more Concurrent BSN program courses or whose GPA falls below a 2.0 will be dropped from the program and are not eligible for readmission.

ACADEMIC POLICIES AND PROCEDURES

Auditing: Students who wish to audit nursing courses must have written approval from the Associate Dean for Academic Affairs or course leader.

Change of Address and/or Phone Number: Students, whose address and/or phone number changes while enrolled in the AUSON should notify the Academic Advisor **AND** the Registrar's Office.

Changes in Examination Time: The final examination schedule is printed in the course syllabi. Examinations should be taken at the hours specified. Approval to take an examination at a time other than the hours specified must be obtained from the Associate Dean for Academic Affairs through the faculty member responsible for the course.

Classification: Classification is based on credit hours completed:

Pre-Nursing		Professional Program
1	PNUR (< 30 hours)	03 NURS [Jr.] (60-89 hours)
2	PNUR (30-59 hours)	04 NURS [Sr.] (90+ hours)
3	PNUR (60-89 hours)	
4	PNUR (90+ hours)	

Dean's List: Students who earn a semester grade point average (GPA) of 3.75 or above on a minimum of 12 hours are eligible for the Dean's List. S-U courses will be

included in the 12 hour minimum only if the course is required. An “S” must be earned in those courses.

Electives: No elective hours are required in the pre-nursing or nursing curriculum. Nursing does offer elective options in the upper division.

Fee Payments: Student Financial Services handles all semester fee payments.

Advisement: Course pre-registration is scheduled during the middle of each semester. Students are responsible for contacting their assigned AUSON Academic Advisor for assistance with registration.

Prerequisites and Required Courses: Students are responsible for checking curriculum requirements before registering for any course (including class standing). This information may be found in the [Auburn University Bulletin](#).

Transfer Credit: Transcripts of courses taken at other colleges or universities must be on file in the AU Registrar's Office. Students are responsible for ensuring that the Registrar's Office receives such transcripts.

Upper Division Courses: Transfer of upper division credit will be considered only under extraordinary circumstances. Questions regarding transfer of credit should be directed to the AUSON Student Services office.

Procedure for Filing a Complaint: AUSON administration, faculty, and staff are open to concerns of students. If students have concerns, they should first talk to the faculty or clinical instructor directly involved. If the student is not satisfied with the response, they should schedule an appointment with the course leader. If no resolution is met, students should meet with the Associate Dean and finally, the Dean. The [procedure for filing a formal complaint](#) can be found in the [Student Policy e-Handbook](#).

Course Evaluations: Students are asked to evaluate each course as well as the professor's clinical and classroom performance at the end of each semester. AUSON faculty value thoughtful input from students regarding teaching methods that were effective and ways that the course could be improved and view participation in course evaluation as part of professional behavior. Course Evaluations will be posted on AUEvaluate two weeks before study days and left in place until the end of the day of the course final. Students are expected to complete evaluations during this time period. Evaluations are anonymous.

Grading: The School of Nursing adheres to the following grading scale for all courses with the NURS prefix unless stated otherwise in the syllabus:

A	90-100
B	80-89
C	73-79
D	60-72
F	Below 60

Grading Policy: Evaluation will be based on the attainment of course objectives. Students must earn a minimum average of 73% (non-rounded) on examinations in order to earn a course grade of C or above. Other graded course activities such as papers, projects and presentations will not be included in the grade average unless the test average is a minimum of 73% (non-rounded). (This policy may not apply to certain nursing courses, e.g., NURS 4920 & NURS 3630-see grading policy specific to these courses.) Any student who receives a grade of less than 73 on a written examination may be required to meet with the course leader to discuss reason(s) for the failing grade and develop an appropriate course of action. The course leader may refer the student to another faculty member teaching in the course or an Academic Success Coach to review learning needs and areas for further study and preparation.

Academic Honesty:

Auburn University views academic honesty as critical to academic integrity and an important part of the educational process. In order for students to acquire the knowledge and skills necessary to perform in their career fields upon graduation from Auburn University, it is important that each student complete his or her own work. Because academic dishonesty is treated as a serious issue, a website has been created to give students information and resources to avoid academic dishonesty. To access this website visit the following link:

<http://www.auburn.edu/academic/provost/academicHonesty.html>

Examples of academic dishonesty are as follows:

- Plagiarism – using the words or ideas of another as if they were one’s own without giving the author or creator credit through proper documentation or recognition (referencing) or copying and pasting directly from a source without the use of quotation marks
- Signing the attendance roster for a classmate
- Using unauthorized sources in preparation of your work
- Copying from another student’s exam, paper, or assignment
- Use of materials not authorized during a test; e.g., notes, textbook, notes written on any part of your body or clothing including hats and shoes
- Submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor

- Serving as or enlisting the assistance of another as a substitute in the taking of examinations
- Enlisting the assistance of another to write a paper or writing a paper for someone
- Altering or misusing a document for academic purposes including university forms and doctor's excuses
- Selling, giving, lending, or otherwise furnishing to any other person any material (homework assignments, tests, etc.), whether electronically or otherwise which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor
- Altering or attempting to alter an assigned grade on any official Auburn University record
- An instructor may delineate other actions he or she considers a violation of the Code in a written course syllabus

If a student is found to be in violation of the Academic Honesty Code, the student will be reported to the University Academic Honesty Committee.

AUSON Testing Policy

Test administration:

1. Students are to remain outside of the testing room prior to the exam and may enter with faculty directive.
2. Students are to place all backpacks, purses, cell phones, smart watches, hats, blankets, and other items at the discretion of the faculty member at the front of the room when entering the room before sitting in a seat for the exam.
3. All cell phones and other electronics must be placed on silent prior to the exam.
4. Students are only allowed to keep a pen or pencil and scratch paper provided by the faculty member at desk during testing. The scratch paper must be returned to the faculty member before leaving the testing room.
5. Students must bring their laptop computer and power supply with the appropriate testing software installed and all compatibility tests and updates performed as recommended by the company. A calculator is provided in Examssoft.
6. Students are NOT to ask faculty questions during the exam unless regarding a technical issue.
7. Students will have the opportunity to review test questions and answers in Examssoft immediately after the test. This will be the only opportunity for test review. Students may not ask faculty members questions during this review. Students will be able to review the HESI remediation packet through Evolve on their own following HESI exams.
8. Faculty may record testing sessions and testing reviews.

Student Success Program:

AUSON provides students with additional academic support through the Student Success program. The program is coordinated by an Academic Coach for Student Success. Through this program, the Academic Coach is available to provide support to students through individual and/or group sessions. Topics of group study sessions may include the review of test taking strategies, study tips, and preparation for HESI and NCLEX exams. Individual sessions are scheduled appointments and are made by referral from course faculty or self-referral. In individual sessions, students work with the Academic Coach to identify learning needs and any barriers interfering with academic success. Together, the student and the coach develop an individualized plan to place the student on the road to success. At the beginning of each semester, students will be provided Academic Coach office hours, dates of group study sessions, and how to schedule individual appointments.

Evolve Testing and Academic Support Services

AUSON traditional professional nursing students are **required** to participate in the Evolve Testing and Academic Support Services program. This is a comprehensive program that includes many of the required text books and their corresponding e-books, an array of online remediation and tutorial programs, specialty exams and exit exams (formally known as HESI exams) and a 3-day NCLEX review presented on campus the final semester of the curriculum. The Evolve fee is assessed through the Bursar's office. This fee provides for each of the services listed above except text books.

HESI Exam Policy

1st Semester	Fundamentals*	NURS 3130
2nd Semester	Pharmacology* Custom Medical Surgical Dosage**	NURS 3210 NURS 3230 NURS 3231
3rd Semester	Psych/Mental Health* OB	NURS 3730 NURS 3330
4th Semester	Peds Critical Care	NURS 4230
5th Semester	Exit HESI #1 & 2	NURS 4920

**No remediation required for Dosage HESI. Students must achieve a non-rounded 80% conversion score to be successful in NURS 3231.

*Students who score less than 850 on these HESI exams will not be required to register for a remediation course the following semester. Course faculty will counsel students who score less than 850 that they need to review the material and recommend utilization of available resources including the Academic Success Coach, course content, and online testing resources that accompany textbooks.

1. A HESI exam will not be the final exam for any course.
2. HESI exam conversion scores will not be included in the calculation of the test average.

3. Specialty Exams

- a. For those courses requiring a HESI Specialty Exam(s), the total weight given to the Specialty Exam(s) will be a maximum of 10%.
- b. If a student scores less than 850 on a HESI Specialty exam, the student will be required to take a NURS 4970 Special Topics course the following semester to remediate content on which they scored less than 850, with the exception of the following HESI exams: Dosage Calculation, Fundamentals, Pharmacology, Psych/Mental Health. However, if a student is unsuccessful in the course in which they scored less than 850 on the HESI and will be repeating the course, the student will not be required to take a NURS 4970 course. If the

student scores less than 850 on the HESI when retaking the course, the student will then be required to register for a NURS 4970 the following semester. This remediation course for structured remediation of content will be based on an individual contract. This individual plan of study will be developed with course faculty and the Academic Success Coach. No more than 2 credit hours of NURS 4970 will be required in any single semester.

- c. As part of NURS 4970, the alternate version of the specialty HESI exam will be required. If a student does not meet the 850 score on second testing, the student will be advised to meet regularly with the Academic Success Coach and faculty to review content to ensure their future success.
- d. Alternate forms of Specialty HESI Exams are not to be used as practice tests in any course.

4. **Exit HESI**

- a. A student will have 2 opportunities to be successful on the exit exam.
- b. The Exit HESI score will be part of the NURS 4920 final course grade. Highest HESI conversion scores will be used for 45% of the NURS 4920 course grade. Grades on other course assignments represent 55% of the course grade and are averaged with the highest HESI conversion score for the NURS 4920 course grade.
- c. The **first** Exit HESI will be given just prior to the preceptorship experience. If a score of 850 or higher is achieved, the student can opt to either use the score in NURS 4920 or retake the Exit HESI the next time it is given to achieve a higher score. If the HESI exit score is less than 850, course faculty and the Academic Success Coach will advise the student regarding remediation activities that can be completed during the preceptorship experience to prepare for the second Exit HESI. The **second** Exit HESI will be given when the student returns from preceptorship. If a score of 850 is not achieved after taking the second HESI Exit exam, the highest of the two conversion scores will be used in the NURS 4920 course grade calculation for 45% of the total grade with the remaining 55% being other NURS 4920 course assignments.

Clinical Calculations: In the second semester course, NURS 3231, students are required to take a dosage calculation HESI and achieve a nonrounded conversion score of 80% or better in order to continue in the course and progress to future clinical courses. Students will be given two attempts to meet the 80% conversion score on the dosage calculation HESI. If a student is unsuccessful on the 2nd attempt of the Dosage HESI, the student must withdraw from 3231. In this case, the student must also withdraw from NURS 3230 and NURS 3210 which are corequisites of NURS 3231. Students may be required to take a medication administration exam each semester before clinical experiences begin.

Classroom Experiences

Class Attendance: Attention is called to the *Auburn University Bulletin* for discussion of class attendance and procedures. A word of wisdom: Regular class attendance greatly affects the benefits and grade received from professional nursing courses. Individual instructors may have specific guidelines for attendance. Attendance is considered a commitment to learning and professionalism. While not all faculty have a penalty for class absences in the theory courses, they are considered by faculty when job references and personal references are requested.

The following is a list of student responsibilities in regard to **class attendance**:

1. Students in the professional nursing curriculum are expected to attend all classes, seminars, and clinical sessions. Sign the class roll if circulated during class sessions. Signing the roll for an absent classmate is an act of academic dishonesty and will be treated as such.
2. Give written notice to the course leader of any class absences. This should be done before the scheduled class session, but **MUST** be done within 48 hours of missed class. The course leader will determine if this will be accepted as an excused absence and ask for appropriate documentation to support your absence (e.g., doctor's note, etc.). Refer to the current AU [Student Policy eHandbook](#) for a list of accepted excused absences. Be aware that each unexcused absence can result in a deduction of one (1) point off the final course grade.
3. All classes and scheduled tests begin at the stated time.
4. Students who are unable to be present for a scheduled examination must notify the appropriate faculty member prior to test time. A grade of zero will be assigned if the student fails to notify the appropriate faculty, or if the absence is unexcused per the AU [Student Policy eHandbook](#).
5. Arrangement to make up missed examinations due to properly authorized excused absences (as defined by the AU Student Policy eHandbook) shall be initiated by the student as soon as possible, but no later than one week from the end of the period of the excused absence. Failure to meet these requirements will result in an automatic grade of "0" recorded for that examination.
6. Normally, a make-up exam shall occur within one week from the time that the student initiates arrangements for it. However, it is recommended that you schedule a make-up exam as soon as possible.
7. The format of make-up exams and opportunities for students to make up work other than major examinations are at the discretion of the instructor.
8. The make-up exam may not be the same format as that given during the regular exam time (could be essay, short answer, fill in the blank, T/F or other alternate format)
9. Disruptive Behavior: If a student demonstrates disruptive behavior during the class time, faculty may ask the student to leave the classroom. Should this occur, the student must see the faculty at the break. The student will only be allowed to return following the meeting with faculty. Disruptive behavior

includes, but is not limited to: talking, text messaging, sleeping, and use of cell phones.

Clinical Experiences

Clinical experiences are valuable practical learning experiences for nursing students that provide opportunities to apply what is learned in the classroom. Clinical experiences occur in inpatient and outpatient settings, community settings, and in the laboratory or simulation center at AUSON. Students are required to provide care for any clients to whom they are assigned regardless of age, race, gender, or medical diagnosis. Some clinical sites require additional credentialing for clinical placement which may incur additional costs that vary by semester and facility. Refer to the “Other expenses” document on the AUSON website.

Laboratory and Simulation Clinical Experiences

Nursing Resource Center

The Nursing Resource Center (NRC) is located on the second floor of the nursing building. Students attending scheduled labs will adhere to the clinical dress policy as outlined in individual course syllabi.

- Students enrolled in the AUSON may sign out selected instructional equipment from the NRC.
- Equipment may not be checked out for longer than 24 hours and must be checked in and out with the NRC Coordinator.
- Equipment should be used for instructional purposes only.
- The student is responsible for the equipment during the period for which it is signed out. Any damage, malfunction, or loss of equipment is to be reported immediately. The student assumes responsibility for replacement of lost equipment.

Engaging Active Group Learning Environments in Simulation (EAGLES)

The EAGLES Center is located on the third floor of the nursing building. This state of the art simulation center will be a clinical site for a variety of clinical experiences throughout the professional program. Students completing clinical experiences in the EAGLES Center will complete a pre-brief, simulated scenario, and debrief guided by faculty. Students attending scheduled simulation experiences will adhere to the clinical dress policy as outlined in individual course syllabi.

Confidentiality

In order to preserve the realism of the scenarios and the integrity of the cases used in the EAGLES Center, and to provide an equitable learning experience for every

participant, all persons using the EAGLES Center will be required to sign the Professional Integrity and Confidentiality for Simulated Clinical Experiences agreement. Learners are not to discuss the performance of other learners outside of the simulated learning environment. Details of the simulation experience are not to be shared with learners who have not yet participated in the scenario.

All participants of the simulated experience should not place any comments, updates, tweets, pictures, or videos concerning their role, the case, or learner performance on any form of Social Media.

Learners, educators, faculty, staff, visitors and all others are strictly prohibited from photographing or digitally recording any simulations without the expressed consent of the EAGLES Center Director or designee and the simulation participants.

Clinical Attendance: The following is a list of student responsibilities in regard to **clinical attendance:**

1. Students must attend each scheduled clinical session. Lab and simulation are considered clinical time.
2. Scheduling of personal activities (including routine healthcare appointments) during clinical time may result in an unexcused absence.
3. Missing more than two (2) excused absences may result in the need to withdraw from the course, or a clinical course failure will be given.
4. Two unexcused absences may result in a clinical failure for the course and inability to progress in the professional program.
5. All missed clinical days must be made up. Because of the difficulties in making up clinical experiences, students should make every attempt to attend clinical sessions during the time assigned. Students who will be late or absent are responsible for emailing the course leader and the clinical instructor **before** the clinical experience is scheduled to begin. **Failure to follow these notification guidelines will result in an unexcused absence, and therefore a clinical unsatisfactory.**
6. Attempts to schedule make-up days will be made by the course leader. Clinical absences late in the semester may not allow time for make-up, resulting in an incomplete for the clinical course. Refer to Student Policy eHandbook for resolution of the incomplete.
7. Clinical dates and times are assigned to AUSON by clinical agencies based on agency availability. Clinical experiences may occur on the weekend or in the evenings or nights, and students are required to attend those clinicals as assigned. Hours for a clinical shift vary and can be up to 12 hours per shift. Students are responsible for all travel expenses, including but not limited to, overnight lodging, gas, meals, and parking.
8. Labs and clinicals begin at the stated times. Students are considered tardy if they are not present and ready to begin the experience at the stated time.

Students who arrive to lab or clinical experiences after instruction has begun may be sent home with an unsatisfactory for that day.

Injury in the clinical setting: In the event of any injury occurring during clinical activities, the clinical instructor and student will follow the protocol established by the clinical agency. Any expenses related to treatment for injury will be the responsibility of the student.

Home Visits: Professional nursing students may complete clinical activities in home health settings. The guidelines listed below should be followed by all students making home visits.

1. Each student must be accompanied on home visits by another student, agency nurse, or faculty member.
2. Visits should be made from 8:00 a.m. to 4:00 p.m. Monday through Friday.
3. The school uniform and/or lab coat with nursing ID badge should be worn on all home visits as specified in the course syllabus or by course faculty.
4. When making home visits, students should use discretion regarding safety precautions.
5. An itinerary for home visits will be established with the AUSON/agency and monitored by the appropriate faculty member.
6. The agency, faculty member, and AUSON must be notified immediately of any emergency or problems.
7. Cars are to be parked in a safe and visible area near the home being visited. Car doors should be kept locked at all times.

Transportation: Students are responsible for securing transportation to clinical sites. For their own protection as well as that of those who may ride with them, students should be covered by automobile insurance and utilize seat belts at all times.

Uniform Dress Guidelines: Because of the environment in which a nurse practices, students must follow certain guidelines to ensure personal and patient safety. Any violation may result in a clinical unsatisfactory for the day and completion of an Ineffective Clinical Behavior Form.

1. Uniforms should always be clean, wrinkle-free, and of appropriate length. Nursing Badge ID, stethoscope, Pen light, digital watch or watch with second hand (no smartwatches), paper or pocket-sized notepad, and a black ink pen are all considered part of the uniform.
2. When in uniform, you represent Auburn University, Auburn University School of Nursing, and the nursing profession. Your behavior should be representative of a professional when in uniform. There should be no smoking/vaping or drinking alcoholic beverages while in uniform.

3. When in uniform, jewelry is to be kept to a minimum. Students may wear only one pair of stud earrings (in the traditional earring setting) and no bracelets or necklaces. The only ring to be worn with the uniform is a wedding band.
4. Meticulous personal hygiene is expected in clinical. Hair should always be clean, controlled off the collar and away from the student's face. Facial hair should be neat and well groomed. Plain barrettes are acceptable. Perfume and anything with a strong odor is prohibited in clinical areas. Cosmetics should be used sparingly. Fingernails should be short. No nail polish may be worn. No artificial, powder or gel nails allowed.
5. Students are expected to wear the prescribed uniform, scrubs, and Nursing ID Badge in all clinical agencies. Uniform orders will be scheduled at the beginning of the semester the student is enrolled in the first clinical course.
6. When wearing the prescribed uniform tops, the **ONLY** thing that should be **VISIBLE** underneath these tops is a solid white undershirt (no bralettes, sports bras, colored undergarments, etc.).
7. The orange scrub top and navy scrub pants/skirt are to be worn to all clinical rotations. No ankle-banded or jogger-style pants are allowed. Any variations in dress code will be stated in the course syllabi.
8. Students are to wear white leather athletic or nursing shoes (with little or no color) and white, navy, or black hose/socks. White shoes and white shoelaces must be kept clean.
9. All visible tattoos should be covered.

Clinical Evaluation

A formal clinical evaluation tool is utilized in each clinical course and is completed by the student and clinical instructor for each clinical rotation. Any student performing below expected standards will be evaluated and counseled by mid-semester to allow for remediation. If students are unsatisfactory on a clinical day (including laboratory & simulation), an ineffective clinical behavior form will be completed by the clinical instructor and/or course leader and reviewed with the student. The form will outline unsatisfactory behaviors that align with the clinical evaluation tool and a remediation plan. Failure to successfully complete the remediation plan will result in a clinical course failure. Students are expected to participate in self-evaluation and to sign the evaluation tool. Signing the evaluation tool indicates that the student has read the evaluation, but does not necessarily indicate agreement. Space is allocated on the form for student comments.

Unsatisfactory Grade in a Clinical Course: Clinical courses are graded on a Satisfactory (S) / Unsatisfactory (U) basis. Clinical expectations increase in rigor and complexity as a student progresses through the curriculum. Therefore, there are 3 levels of clinical evaluation. Level 1 denotes courses in the 1st semester, Level 2 denotes courses in the 2nd and 3rd semesters and Level 3 denotes the courses in the 4th and 5th semesters.

The student **will** receive a “U” in a clinical course when:

I. A student scores “0-does not meet standards” on summative evaluation:

- a. three or more times in a Level I course
- b. two or more times in a Level II course
- c. one or more times in a Level III course

A score of 0 will result in completion of the **Ineffective Clinical Behavior Form** which includes a plan of action to improve the behavior and a meeting of the clinical instructor, course leader, and student.

II. A student scores “1-meets minimum standards” on summative evaluation:

- a. six or more times in a level I course
- b. four or more times in a Level II course
- c. two or more times in a Level III course

A score of 1 **may** result in completion of the **Ineffective Clinical Behavior Form** which includes a plan of action to improve the behavior and a meeting of the clinical instructor, course leader, and student.

III. An unsatisfactory on the Ineffective Clinical Behavior Form occurs.

IV. The student **may receive a “U” in a clinical course when:**

Any critical unsatisfactory/unsafe behavior occurs:

- a. any life-threatening error or action by the student to client, staff, faculty or others
- b. implementing any action that is in violation of the course, school or agency HIPAA Privacy Rule
- c. violation of the chemical impairment policy in this handbook; or
- d. disrespectful treatment of patients, colleagues, faculty, or staff in the clinical setting.

Clinical Credentialing Requirements

Immunization Record: Each student is responsible for the cost of required vaccinations and must provide documentation of all vaccinations. All AUSON students will scan documents as a pdf and upload into the Nursing Immunizations Canvas course. All immunization documents will be housed by AUSON to document

immunization compliance. Students must maintain current immunizations throughout the nursing program.

CPR Certification: All junior and senior nursing students are required to maintain current CPR certification in order to participate in clinical learning activities. **Students are responsible for renewing their certification before the semester it expires and uploading documentation of renewal into the Nursing Immunizations Canvas course.** The CPR certification must be current at the beginning of each semester or the student will not be allowed to start the semester.

Health Insurance: Hospital and health insurance coverage is required of each student. Proof of current coverage must be uploaded into the Nursing Immunizations Canvas course prior to enrollment in AUSON and updated throughout the program as needed. In cases where students experience events that require medical attention while in clinical settings (such as, but not limited to, needlesticks and syncope), it is the SON policy to follow protocols set by the clinical institution where the incident occurs. Students are responsible for any costs incurred due to any health issue that presents while in class, lab, or clinical not covered by their health insurance policy.

TB Skin Tests: TB skin tests must be done **annually** and results uploaded to the into the Nursing Immunizations Canvas course. Current TB skin tests are required to participate in clinical experiences. The TB certification must be current at the beginning of each semester and remain current throughout the semester or the student will not be allowed to start the semester. Failure to do so will result in classes being dropped. Students are not allowed to care for patients with a diagnosis of tuberculosis in clinical settings due to the need to be fit tested for a special mask by the clinical facility.

Hepatitis B Vaccination Policy: Although exposure to Hepatitis B virus (HBV) is a serious potential health risk for all health care professionals, all current evidence indicates that Hepatitis B is completely preventable by vaccination. AUSON requires HBV vaccination for students beginning course work in the Professional Nursing Program. The HBV vaccination consists of a series of three immunizations administered over a six month period. A positive titer or the first two vaccinations must be completed and documentation submitted along with the nursing program application for admission. Documentation of the third vaccination in the series should be uploaded into the Nursing Immunizations Canvas course by the stated deadline. Failure to comply with this policy without medical justification accompanied by a physician, nurse practitioner, or physician assistant signature will prevent admission into the Professional Nursing Program. Additionally, failure to complete the series will result in dismissal from the Professional Nursing Program.

Influenza Vaccine: All students are required to receive a yearly influenza vaccine and provide documentation as an upload into the Nursing Immunizations Canvas course by October 1. Students who fail to comply with the annual flu vaccine requirement will not be allowed to attend clinical and, as a result, will fail that clinical course.

Background Check Policy

AUSON contracts with various clinical agencies for student clinical learning experiences. Each nursing student must abide by the agency policy in order to participate in clinical learning experiences. Many clinical agencies require a background check; therefore, each nursing student, at their expense, will have a background check prior to starting the professional program. The procedure for the background check will be discussed by an academic advisor prior to starting the nursing program. Background checks will be conducted according to Alabama State law and policies of clinical agencies.

Drug Screening Policy

AUSON contracts with various clinical agencies for student clinical learning experiences. Thus, nursing students must abide by the substance abuse control policy of each agency in order to participate in the clinical learning experience. Each nursing student will have a pre-admission urine drug screen and additional random urine drug screening will be done if the student exhibits behaviors indicative of substance abuse during a clinical experience. Drug screening will be conducted according to the guidelines by the certified lab.

Pre-Clinical Screening

- All students will receive notice of the drug policies prior to beginning the professional nursing program. Drug screen results should be uploaded directly to the online immunization tracking system. These results must be uploaded prior to the start of classes.
- A positive pre-admission drug screen will result in the denial of admission to the School of Nursing.
- Each student must be screened for:
 1. Amphetamines
 2. Barbiturates
 3. Oxycodone
 4. Benzodiazepines
 5. Cocaine
 6. Ecstasy
 7. Methamphetamine
 8. Methadone
 9. Opiates
 10. Phencyclidine
 11. Marijuana
 12. Propoxyphene

All drug screen information is reviewed and monitored by the online immunization tracking vendor utilized by AUSON.

STUDENT ORGANIZATIONS AND ACTIVITIES

Students are encouraged to participate in School of Nursing and University organizations and activities.

Alpha Epsilon Delta: This is an active organization which rewards excellence in pre- health curricula and promotes the intellectual advancement of its members. Membership is open to pre-health students with a 3.0 GPA, both in science and overall, who have completed 3 semesters at Auburn.

Auburn University Association of Nursing Students (AUANS): This is an organization consisting of pre-professional and professional nursing students. AUANS is a member of the state and national organization of nursing students. The Auburn Chapter promotes an awareness of the many aspects of a nursing career and promotes local, state, and national involvement in professional nursing issues. All AUSON students are encouraged to join.

Chi Eta Phi Sorority: This is an organization of more than 5,000 female and male registered professional nurses and nursing students (predominately Black, representing many cultures and diverse ethnic backgrounds) working together in "Service for Humanity." Membership is by invitation and is both active and honorary. Programs include: national, regional, and local conferences, seminars and workshops; consumer health education; leadership development (including continuing education); recruitment and retention of nursing students; scholarships; and awards recognizing outstanding nurses.

Phi Kappa Phi National Honor Society: Recognizes and encourages superior scholarship. Membership is by invitation only to five percent of graduating seniors in each college and school with at least 75 AU semester hours and a minimum GPA of 3.40. Juniors are considered for membership with a minimum of 128 semester hours and GPA of 3.80.

Sigma, Theta Delta Chapter: Membership in Sigma is an honor conferred on students in baccalaureate and graduate nursing programs who have demonstrated leadership and academic excellence. Registered nurse graduates of baccalaureate programs who demonstrate excellence in leadership positions in nursing also are eligible for membership consideration. Membership is available by invitation through the Chapter. Sigma is the only honor society for nurses. Sigma pins may be worn on nursing uniforms or lab coats.

Student Representation on School of Nursing Committees: Students are represented on the Curriculum Committee, the Faculty Organization, Technology Committee, Simulation Committee, Outreach Committee, and the Evaluation Committee. These representatives are selected by chairs of the committees.

Auburn Student Nurse Christian Fellowship (ASNCF) is an organization for Christian Nursing students at Auburn University. The purpose of ASNCF is to train and equip Christian nursing students for their future, both professionally and spiritually. This mission is carried out in the following ways: workshops and Bible studies where principles for Biblical nursing can be learned and applied; fellowship for support and encouragement in development of your gifts; practical caring (Service) projects and activities with one another and in the community.

The Initiative for Representation in Nursing (IRN): The purpose of The Initiative for Representation in Nursing is to increase interest and retention of underrepresented groups in nursing through education, mentorship, and networking.

AUSON Student Ambassadors: Ambassadors act as student recruiters in assisting prospective students and families in visiting Auburn University School of Nursing. This group of approx. 25 students are selected every Spring for a 1-year term. They represent Auburn Nursing during building tours, open houses, Undergraduate Admissions events, information sessions, development events and individual meetings with families. Students are knowledgeable of all AUSON programs and opportunities, and act as liaisons between prospective students, current students and administration.

Pinning Ceremony: This ceremony is held the morning of graduation each spring/summer for nursing graduates and their families. Graduates are pinned by a nursing faculty member at this ceremony which is a symbolic welcoming of newly graduated nurses into the nursing profession. Students are expected to wear professional attire for the pinning ceremony.

Awards

The following awards are presented to AUSON students each year:

- **Dean's Award:** Presented to the senior student who has demonstrated the qualities that best exemplify professional nursing.
- **Faculty Award:** Presented to the senior student who has achieved academic excellence in the School of Nursing.
- **Most Supportive Student Award:** Awarded to the senior student chosen by the senior class for outstanding support to fellow peers.
- **Outstanding Contribution to the School of Nursing:** Presented to the senior student who has brought recognition to the School of Nursing by active participation in University and community organizations.

- **The President's Award:** Awarded by the President of the University to the most outstanding senior student in the School of Nursing.
- **Graduation Marshall:** This honor is given to a graduate who exemplifies outstanding leadership, academic, and professional abilities. The Marshall represents the AUSON at the graduation ceremony.
- **Auburn University Student Government Association Award:** Presented to the student in recognition of outstanding academic and professional achievement.
- **Distinguished Alumni Award:** The Distinguished Alumni Award in the School of Nursing is presented to a nursing graduate from any program – BSN, RN to BSN, MSN or DNP who is known for clinical distinction in nursing through scholarly endeavors, promotion of health care, professional service, or who has given remarkable service to the community, state or other beneficiary organizations. The recipient has reflected favorably on the School of Nursing through his/her efforts to benefit society.
- **Robert and Marjorie Goodson "Nurse of Nurse" Annual Award:** This annual award is established in the Auburn University Foundation by Jim LaFoy, long-time friend and local accountant and CPA, and long-time friend and local roofing contractor, Doug Horn, coexecutors of the Goodson's estate, and shall be named the Robert and Marjorie Goodson "Nurse of Nurses" Annual Award. Robert Arwood Goodson and Marjorie DeLapp Goodson founded Goodson's Jewelry Store, which operated for over 50 years in downtown Opelika. Robert passed away five years ago and his wife, Marjorie, passed away last May. "The Goodsons loved young people and were interested in their success. They also loved the community of Opelika. They would be very proud to know that their legacy is being kept alive by helping further area students' education," said Horn. "The Goodsons were very civic minded and loved this community." The Goodsons' estate has established the "Robert and Marjorie Goodson Oncology Wellness Center" in the Cancer Center and the "Robert and Marjorie Goodson Garden," both at East Alabama Medical Center.

The Robert and Marjorie Goodson "Nurse of Nurses" Annual Award will be presented to a student who is in the final semester of the professional nursing program. The student will be selected by their class of nursing peers based on the student's nursing skills, confidence with these skills, and leadership qualities. The nursing students when voting for the recipient of this award should consider the question: "If I were a patient, who in my class would I want to be the nurse caring for me?"

- **Robert and Marjorie Goodson Perseverance Annual Award:** The Robert and Marjorie Goodson Perseverance award will be presented to a student who demonstrates perseverance by maintaining at least a 3.0 GPA while working part-time or full time during their final academic year.
- **Daisy In Training Award:** The DAISY Foundation was established in 1999 in memory of J. Patrick Barnes who died (at the age of 33) from complications of the autoimmune disease Idiopathic Thrombocytopenic Purpura (ITP). Patrick's family was very touched by the remarkable compassion and clinical skill demonstrated by Patrick's nurses during his illness, so they created DAISY to recognize exceptional nurses everywhere. The DAISY Foundation is dedicated to saying "thank you" to nurses and is now proud to recognize nursing students for their care of patients and their families. The DAISY in Training Award™ is designed to remind students, even on the hardest days in nursing school, why they chose nursing as a profession. By recognizing nursing students for the above-and-beyond care and compassion shown to patients and their families, we celebrate what it truly means to be a nurse. We honor the nurse-patient connection that makes all the difference to patients and their families in their healthcare experience and that makes great nurses truly great. Patients, families, visitors, staff, co-workers, peers, physicians, preceptors, and faculty may nominate a deserving undergraduate Auburn Nursing Student in the BSN or RN to BSN program, or a graduate Student in the MSN or DNP program by visiting the School of Nursing's website:
<https://cws.auburn.edu/Nursing/pm/daisyintraining>

FINANCIAL AID

All applications for financial assistance must be made through the University Financial Aid Office located in 203 Mary Martin Hall. Visit this website for applications and deadlines: www.auburn.edu/administration/business_office/finaid/. Various Nursing Scholarships are available for students in the Professional Program. Application forms are available online through an online scholarship application system (AUSOM). Many hospitals offer scholarships/loans with the agreement of employment by the hospital for a specified length of time. Individual hospitals should be contacted for information.

LICENSURE

Before graduation, Seniors will be informed of the process of applying to take the National Council of State Board of Nursing licensure exam. The process requires an application to a state board of nursing as well as Pearson Vue. Students are responsible for completing the licensure application process and any requirements unique to a state board of nursing. Further information regarding licensure is given during NURS 4920.

Family Educational Rights & Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.
- Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification is left to the discretion of each school.

For additional information, please visit:

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Policy Statement Regarding the Suspicion of Chemical Impairment in the Nursing Student

In order for the School of Nursing to provide a safe teaching and learning environment for students and patients who receive nursing care from students, the Policy Regarding the **Suspicion of Chemical Impairment in the Nursing Student** was created. Nursing students must not be chemically impaired during participation in any learning experience including classroom, clinical laboratory, clinical settings, and other school-sponsored functions.

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

The School of Nursing defines the chemically impaired student as a person who, while in the academic or clinical setting, is misusing or abusing, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, synthetic designer drugs, or other mood altering substances. Abuse of the substances includes episodic misuse or chronic use, either prior to or during the academic or clinical experience, which has produced psychological and/or physical symptoms and presents a danger to the students or others.

The problem of chemical impairment should be proactively addressed when suspected or identified within the nursing student population. When psychological and/or physical symptoms are observed in a student, the nursing faculty should intervene. The faculty should implement the **Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student** after notifying the Dean/Associate Dean of the School of Nursing. If the Dean/Associate Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the Dean/Associate Dean as soon as possible.

Procedures for Faculty Intervention with the Suspicion of Chemical Impairment in the Nursing Student - Gather and document data on behaviors. If the student demonstrates impaired behaviors, remove the student to a private area and question the student regarding the use of any substances and if used, what, when, and how much was used and by what route it was taken. Discuss the signs and/or behaviors observed and allow the student to provide a brief verbal explanation.

If impairment signs/behaviors are observed in the clinical or classroom setting, the Dean/Associate Dean of the School of Nursing should be contacted by the faculty

member, if possible, and informed of the situation prior to removing the student from the clinical or classroom setting. If the Dean/Associate Dean is unavailable, the faculty should proceed with implementation of the policy. Faculty should inform the student of their responsibility to remove a student who appears to be physically or mentally unable to provide safe, effective, and supportive patient care or participate in required clinical or classroom experiences even if the student denies misuse or abuse of any chemical substances. The student will be relieved of further clinical and/or classroom responsibilities until notified to the contrary by the Dean of the School of Nursing. The student is informed that they appear to be in violation of the Policy Regarding the **Suspicion of Chemical Impairment in the Nursing Student**. The faculty member or a designated School of Nursing representative will immediately accompany the student for a urine drug screen and/or blood alcohol level (if deemed appropriate), and transportation is arranged to take the student home. The faculty member must meet with the student the next day school activities are in progress to complete a report of observed student behaviors indicative of chemical impairment. This report will be submitted to the Dean of the School of Nursing and the student. The Dean/Associate Dean will then meet with the faculty member and the student. The student will be allowed an opportunity to respond. If the drug screen and/or blood alcohol level is positive, the student will be informed that he or she may be required to provide a comprehensive chemical dependency evaluation prior to being allowed to return to class or the clinical setting. The student will be responsible for the cost of the evaluation. If the drug screen is negative, the student may be required to have a physical from a family physician indicating that they are able to continue in the clinical setting. The Dean/Associate Dean will inform the student of the procedural requirements of the policy. The Dean/Associate Dean will inform all other appropriate faculty members involved with the student during the semester on a need to know basis. A copy of the report will be placed in a confidential file in the School of Nursing.

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

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

Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted the student will sign an agreement to have his or her progress monitored by the Auburn University School of Nursing, which will include random drug screening throughout the program.

A semester grade, as appropriate, of I (Incomplete), W (Withdrawal), F (Failure), or U (unsatisfactory) will be assigned for current nursing courses based on determination of

the student having been chemically impaired. Factors related to the grade determination may include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator.

If the student refuses to obtain a drug screen or comprehensive chemical dependency evaluation, the student will be dismissed from the program and may not return as an out of sequence student. The student has a right to appeal this decision as outlined in this Student Handbook.

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

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

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

Signs and Symptoms of Possible Substance Abuse among Nurses/Nursing Students

Psychological Problems: Irritability, moodiness, tendency to isolate self

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

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

Change to Personal

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

Mental Status Changes: Forgetfulness, confusion, decreased alertness **General Behavior:** Inappropriate responses, elaborate excuses for behavior, intolerance of others, suspiciousness, nervousness

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

ACKNOWLEDGEMENT OF THE POLICY STATEMENT REGARDING THE SUSPICION OF CHEMICAL IMPAIRMENT IN THE NURSING STUDENT

As a student in Auburn University's School of Nursing, it is your responsibility to read and abide by the entire Policy Statement Regarding the Suspicion of Chemical Impairment in the Nursing Student, a copy of which is being provided to you with this Acknowledgement. In accordance with the Policy, you are asked to specifically acknowledge and agree to the following:

- If you are suspected to be chemically impaired during participation in any learning experience based on the observation of impairment signs/behaviors, you will submit to a drug screen consistent with applicable school or institution policy. Note that learning experiences include classroom, clinical laboratory, clinical settings, and other school sponsored functions.
- If you are found to be chemically impaired during participation in any learning experience, you will obtain a comprehensive chemical dependency evaluation for the purpose of professional evaluation of chemical dependency status and determination of a treatment plan.
- Being chemically impaired during participation in any learning experience has 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.
- Failure to abide by the stipulations of a recommended treatment plan will result in your dismissal from the School of Nursing.
- If you are licensed, you will contact the Alabama State Board of Nursing as directed by the School of Nursing if you are found to be chemically impaired during participation in any learning experience.
- If you do not contact the Alabama State Board of Nursing as directed, the Dean will contact them and provide the Board with your impaired student status. This information may result in action against you by the Alabama State Board of Nursing.

Acknowledged and agreed:

Print Name

Signature

Date

AUBURN UNIVERSITY SCHOOL OF NURSING PATIENT CONFIDENTIALITY POLICY AND GUIDELINES

PATIENT CONFIDENTIALITY

All students in the AUSON professional program will be given information about patient confidentiality and sign a student confidentiality agreement in the first semester of course work. This confidentiality agreement will be binding during all AUSON activities.

Patient confidentiality at all facilities used by the Auburn University School of Nursing is considered to be of primary importance. Every patient is entitled to privacy and has the right to expect that their personal information will be kept confidential by all of their caregivers, including student nurses. All clinical agencies will have a confidentiality policy in place. In addition to each facility policy, a federal law called the Health Insurance Portability and Accountability Act (HIPAA, 2003) requires patient health information to be kept confidential. Additionally, patients and their families have a right to deal with their issues in a private and secure manner, trusting that their privacy will be maintained. In order to protect this right to confidentiality and to comply with federal and state laws, students must agree to hold all information (including, but not limited to, patient names, their medical information, and relevant agency information) gained through their clinical assignments at any facility used by AUSON in strictest confidence. Remember that information concerning the care of a patient is always personal in nature.

Confidentiality includes, but is not limited to discussing patients and their medical information with persons who do not have a need to know, looking at clinical records of a patient who is not under your care, and/or not removing any documents with individually identifiable patient data from the facility. Only designated employees of the agency may release information about patients and this responsibility should never fall to a student nurse.

STUDENT BREACH OF CONFIDENTIALITY

Any breach of patient confidentiality by an AUSON student in any setting will result in disciplinary action and may result in removal from the clinical site, failure of the clinical course, and/or dismissal from the professional program. Reported or witnessed breach of patient confidentiality will be reviewed by a disciplinary committee. The disciplinary committee will include, but not be limited to, agency personnel and the following pertinent AUSON members: Clinical faculty/course faculty, Chair of Admission, Progression, Graduation committee, and the Associate Dean. The student will not be allowed to participate in any additional clinical activities until a ruling has been determined by the disciplinary committee; this investigation could take 2 or more weeks to conduct. In addition to AUSON sanctions, a conviction of a HIPAA offense may also result in civil penalties and include a fine of up to \$250,000 and/or imprisonment.

I understand that I have a legal responsibility to report to my immediate supervisor any adult or child abuse or neglect which I may observe or suspect.

I also understand the terms of this Student Confidentiality Agreement and I agree to abide by the above confidentiality requirements. I further understand that any breach of a patient's confidentiality may result in disciplinary action against me and my removal from the clinical site to which I have been assigned.

Printed Student Name

Printed Faculty Name

Student Signature

Faculty Signature

Date

Date

THE AUBURN UNIVERSITY OATH OF HONOR

Whereas, Auburn University is an institution where academic excellence is prominent and academic integrity praised; and

Whereas, Auburn University has in place an Honor Code that serves to recognize and maintain the very academic integrity aforementioned; and

Whereas, the existing code, while successful, lacks the visibility or respect needed to fulfill its vision; and

Whereas, there thus stands a real and apparent need to heighten awareness of the academic principles required by the Code; and

Whereas, a pledge endorsed by faculty and signed by students would not only address one's awareness of such principles, but would also summon each member of the Auburn family to uphold the virtues of Honesty and Truthfulness as set forth in The Auburn Creed; and

Whereas, Auburn University student body, through the work of appointed and elected officials, have taken it upon themselves to hold one and all accountable not only to maintain, but also to enhance the academic integrity at Auburn through the creation of such an Oath.

Now, Therefore, Be It Resolved, that we, the Auburn University Board of Trustees, do hereby adopt and endorse the following Auburn University Oath of Honor:

"In Accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

The Auburn University and School of Nursing Oath of Honor

Whereas, Auburn University prides itself as a top tier institute of higher education and acknowledges the need for integrity in such an environment, and

Whereas, in striving to maintain its due accreditation and success, Auburn University pledges to set the example within the Southeastern Conference and throughout the nation as a University grounded in the principles of duty and honor; and

Whereas, we as a University and Auburn Family are proudly bound to such authenticity set forth in The Auburn Creed by stating, "I believe in Honesty and Truthfulness, without which I cannot win the respect and confidence of my fellow men;" and

Whereas, an exciting honor code presides over each Auburn University student, yet lacks the visibility, respect and obligation carried by an Oath of Honor; and

Whereas, the Intent of such an Oath is simply to instill a code of conduct so rich in honor and integrity that one's walk with virtue not stall upon graduation, but rather propel him or her into society as an example of those principles Auburn men and women hold most dear; therefore, be it.

Resolved, first, through the consent of the Student Senate, as a representative and protective body over the rights of each student, the following be adopted as the Auburn University Oath of Honor:

Resolved, second, that the presence of the Oath be made known to all students and that signing of the pledge be effective Spring 2004 and first administered to incoming students at Camp War Eagle or any other first year transition; and

Resolved, third, that each student sign the Oath upon presentation of the individual syllabus by each instructor at the beginning of the semester, and that the signing further be encouraged at the instructor's discretion on any other test, paper, or related assignment.

"In Accordance with those virtues of Honesty and Truthfulness set forth in the Auburn Creed, I, as a student and fellow member of the Auburn family, do hereby pledge that all work is my own, achieved through personal merit and without any unauthorized aid. In the promotion of integrity, and for the betterment of Auburn, I give honor to this, my oath and obligation."

Signed

Date

Printed Student Name

Auburn University School of Nursing Social Media Policy

“Social Media” includes but is not limited to any online or electronic platform used for interactive, open or semi-open communication of any information by and between one end-user and other end-users (e.g., blogs, Facebook, Twitter, Instagram, Snapchat, GroupMe, YouTube, LinkedIn, Pinterest, email or text, ePortfolio, etc.). Auburn University School of Nursing (“AUSON”) students are responsible and accountable for any and all content (in any format whatsoever) posted, transmitted, or communicated on, by or through any Social Media account associated with that AUSON student.

AUSON students are expected at all times to behave in a manner consistent with the standards set forth in the Nursing Code of Ethics. If someone is in violation of this policy (on any social media platform such as those listed above) it is your ethical duty to bring it to the attention of an AUSON faculty member immediately. In addition, AUSON students who make communications which are disparaging or critical of Auburn University, Auburn University Faculty, AUSON, AUSON Students, AUSON faculty, or any clinical agency employee, or which are patently offensive to any reasonable person, are subject to discipline in accordance with applicable AUSON and Auburn University policy.

Patient Confidentiality

AUSON students are bound to uphold ethical and legal obligations and guidelines regarding patient privacy and confidentiality. Students must always maintain professional boundaries within the school and in any assigned clinical experience. Students shall not communicate any information (via Social Media or otherwise) which violates a nurse’s ethical and legal obligations regarding patient privacy and confidentiality.

Clinical/Classroom Use of Personal Electronic Devices

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

Social Media Sites

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

- Commenting on current, past or future clinical sites, faculty, clinical faculty, nurses, patients or experiences;
- Violating patient rights, confidentiality or privacy, including using patients' name or any identifier, including initials, hospital name, community site, any personal health information, and procedures seen or participated in;
- *Transmitting any images, audio or video of any patients, their family, or facility staff at outpatient clinics, hospitals, sporting events, and University sponsored events
- *Transmitting patient's family and or visitor information; and
- Communicating any information which is unbecoming of an AUSON student or that reflects negatively upon AUSON, Auburn University or the Nursing Profession.

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

Consequences

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

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

Signature of Student

Date

Printed Name of Student

Related References

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

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

FERPA – <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

ANA – Social Media Networking Principles

NCSBN – https://www.ncsbn.org/Social_Media.pdf

Policy revised: October 2018

Auburn University Talent Release Form

I do hereby authorize Auburn University, and those acting pursuant to its authority to:

- Record my participation and appearance on videotape, audiotape, film, photograph or any other medium.
- Exhibit or distribute such recording in whole or in part without restrictions or limitation for any educational or promotional purpose, which Auburn University and those acting pursuant to its authority, deem appropriate.

I further release Auburn University and those acting under its authority from any and all claims of damage for libel, slander, invasion of the right of privacy or any other claims based on, arising out of, or connected with the use of said recording.

Name

Hometown (City, State - Country if not US)

E-mail

Signature

Parent/Guardian Signature (if under 19)

**Auburn University School of Nursing
Professional Integrity and Confidentiality for Simulated Experiences
Student Version**

Professional integrity including confidentiality of the performances, scenario content, and experience is expected to be upheld. Professional integrity is expected for all components and participants in the simulation environment. Failure of the participants to maintain professional integrity related to simulation could undermine the benefits of the simulated clinical experience. Privileged information of any kind can bias an individual's performance and interfere with the group's dynamics thereby interfering with learning outcomes. Sharing of events and individual performances occurring during the simulation sessions with those not involved in the event may decrease the safe environment of the simulation setting. Sharing of events and correct action in the simulation with those not involved in the event may negatively alter future participants learning outcomes. Failure to comply with this is an act of academic dishonesty. Please refer to the Student eHandbook and the academic dishonesty section of the course syllabus.

I, _____, promise to adhere to the Auburn
(Print Name)

University School of Nursing Professional Integrity and Confidentiality for Simulated Clinical Experiences statement. I will not provide or share any information after completion of a simulated clinical experience, ask for information about the simulated clinical experience prior to participating in a simulated clinical experience, and/or provide any cues or hints to other learners until all learners have participated in the simulation experience. Failure to comply with this, is an act of academic dishonesty. Auburn University Academic Dishonesty Policy will be followed, refer to the Student eHandbook for details.

Date

Participant Signature

Course

Witness Signature

Student Handbook Acknowledgement

Student signature on this page is acknowledgement that the content within the handbook has been read, understood, and the student agrees to abide by the outlined policies and procedures. The Student Handbook is updated each academic year and posted to the AUSON webpage. Students are responsible for reviewing the handbook each academic year and abiding by any changes to the handbook. Should changes be made to the handbook during the academic year, all nursing students will be notified via email of the change. This form will be collected at orientation.

Signature

Printed Name of Student

Date