

AUBURN UNIVERSITY SCHOOL OF NURSING



STUDENT HANDBOOK

2016-2017

Notice!

The information contained in this handbook is critical to your success in our school. Please read it carefully as you are responsible for complying with all of the School of Nursing policies.

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HISTORY OF THE SCHOOL

The Auburn University School of Nursing (AUSON) was established in 1979 and admitted the first class of 27 juniors in the fall quarter of that year. Most of the students were recruited from the pre-nursing curriculum in the School of Home Economics. There were five full-time faculty the first year. Twenty-four students were graduated in the first class in 1981.

The first Dean of the School, Mary F. Woody, served from 1979 until 1984. Upon her resignation, Dr. Carol Thompson was named Acting Dean and served in that capacity during the 1984-85 school year. Dr. H. Terri Brower served as Dean from June 1985 until March 1988 when she assumed a faculty position. Mrs. Winifred H. Worman was named Acting Dean in March 1988 and remained through May 1989. Dr. Edeth Kitchens was appointed Dean in May 1989 and served in that position till June 1996. Upon her resignation, Dr. Eleanor Howell served as Interim Dean until August 1996. Dr. Charlotte V. Skelton was appointed Interim Dean from September 1996 until 1999. On September 1, 1999, Dr. Barbara Witt assumed the position of AUSON Dean. On January 1, 2010, Dr. Gregg Newschwander was appointed Dean.

The AUSON is approved by the Alabama Board of Nursing and was accredited by the National League for Nursing (NLN) from 1981-2006. In Fall of 2006, AUSON changed accrediting agencies. The school was reviewed by the Commission on Collegiate Nursing Education at that time and granted the maximum approval in Spring of 2007. Accreditation was reaffirmed in a Fall 2011 review by the Commission.

The AUSON offers a Master's of Science in Nursing in collaboration with Auburn University Montgomery School of Nursing, which was approved by the Commission on Collegiate Nursing Education in Spring of 2010. The MSN has four tracks: Primary Care Nurse Practitioner, Educator, Health Systems Leader, and Nursing Informatics.

AUSON continues to experience growth in its program. Applications exceed the number of students who can be accepted into the professional curriculum each year.

AUSON

MISSION

The mission of the School of Nursing is to foster and exemplify excellence in teaching, service/outreach, and research. The program prepares professional nurses to provide patient – centered, culturally competent, evidence based care for diverse populations in a dynamic health care environment. Baccalaureate graduates are ready to assume leadership roles in the provision of nursing care in all health care settings. Those completing the graduate program are ready to lead in educator and advanced practice nurse roles in health related services to 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 Curricular Outcomes

Communication and Collaboration Skills

1. Collaborate and communicate effectively with health care 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 Evidenced 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 health care 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 with prepare them to function in a multifaceted health care 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 caring settings. The professional curriculum also emphasizes skills that will enhance readiness for graduate study in nursing. The curriculum is strong in nursing research and computer applications, 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 and region 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 undeserved populations.

The Auburn University School of Nursing provides undergraduate education for students wishing to prepare for a career as a professional nurse. Graduates are awarded a Bachelor of Science in Nursing (BSN) degree and are eligible to write the NCLEX-RN for licensure as a registered nurse. Auburn University School of Nursing also has a MSN program that prepares advanced practice nurses, including primary nurse practitioners and nurse educators. The AUSON is accredited by the Commission in Collegiate Nursing Education and approved by the Alabama Board of Nursing (ABON).

Traditional Professional Program

Application to the Professional Program

Students are admitted to the Professional Nursing Program each year in the fall and spring semesters. Application forms are available online December 1 and must be submitted by the scheduled deadline each semester. Notification of tentative admission is given by April 1 for fall admissions and July 1 for spring admission.

Students must complete all courses in the pre-nursing science curriculum before beginning the clinical courses in Professional Nursing Program. An unadjusted GPA of at least 2.5, computed at the end of fall semester prior to the next fall admission and

spring semester for the next spring admission, is required for consideration. Courses may be taken through summer/fall semester if the GPA is maintained.

Pre-Nursing

Grades < C: Grades below “C” are not accepted in the AUSON. Transfer grades of “D” are not accepted in any subject.

Grade Point Average: Pre-nursing students who do not attain a unadjusted GPA of at least 2.85 by the end of the second semester should consider alternative fields of study.

Advanced Standing: No CLEP or Advanced Standing credit is allowed for the natural sciences. Other credit is determined by the Academic Advisor. Test scores should be submitted first to the Registrar’s Office. Consult the *Auburn University Bulletin* (www.auburn.edu/bulletin) for further information.

Minimum Criteria For Application to the Traditional Professional Program

- Completion of all prerequisite courses as described in *AU Bulletin* with a minimum unadjusted GPA of 2.5.
- A minimum grade of “C” is required in all pre-nursing courses.
- A completed application.
- Preadmission interview.
- No more than 22 hours of pre-nursing course work outstanding.
- Must have completed 3 of 5 required sciences in pre-nursing curriculum.

Upon acceptance and prior to starting fall or spring semester courses, each student must submit a drug screen that includes: Methaqualone, Amphetamines, Methadone, Barbiturates, Oxycodone, Opiates, Benzodiazepines, Phencyclidine (PCP), Cocaine, Marijuana, annual flu vaccine, as well as evidence of current CPR certification, health insurance, Hepatitis B vaccination, Tuberculosis skin tests, chicken pox immunization, or date they had chickenpox and annual flu vaccine. Additionally, students must be covered by malpractice insurance obtained through the University. Forms will be distributed to students and they will be billed by the Bursar. Any deviation of this process by the selected deadline may result in the applicant’s administrative withdrawal from the professional program



Freshman Year		
FALL SEMESTER	SPRING SEMESTER	
ENGL 1100 English Comp I3	ENGL 1120 English Comp II 3	
Core Fine Art3	Core History3	
MATH 1120 Pre-Cal Algebra.....3	CHEM 1030 Fund. of Chemistry I3	
CORE Social Science ¹3	CHEM 1031 Chem I Lab.....1	
BIOL1020/1021 Principles of Biol.....4	NTRI 2000 Nutrition and Health.....3	
	Core Social Science ²3	
Sophomore Year		
Core Literature3	BIOL 2510 Human A & P II.....4	
Core History* or Core Social Science3	BIOL 3200 Gen Microbiology4	
BIOL2500 Human A & P I.....4	Core Literature* or Core Humanities3	
PHIL 1020 or 1030 Intro to Ethics or Ethics and Health Sciences.....3	HDFS2010 Lifespan Human Devlp3	
STAT 2510 Statistics for Biol.....3		
Semester1	Upper Division	Semester2
NURS 3110 Theoretical Concepts3	NURS 3210 Clinical Pharmacology 3	
NURS 3130 EBS, Assmt & Hlth Prom.....4	NURS3230 Acute Care Across Lifespan.....6	
NURS 3141 Concepts & EBS for Nurs3	NURS3231 Acute Care Across Life Clin4	
NURS3123 Nursing Pathophysiology3		
Semester3	Upper Division	Semester4
NURS 3330 Child Family & Rep Hlth.....4	NURS4230 Chronic Cond Acr Lifespan5	
NURS 3331 Child Family & Rep Hlth Clin.....2	NURS4231 Chronic Cond Acr Lifespan Clin5	
NURS 3730 Prof Nurs Con. Mntl Hlth Acr Lifespan2	NURS 4290 Evidence Based Practice2	
NURS 3731 Prof Nurs Con. Mntl Hlth Acr Lfspn Clinic2	NURSELECTIVE (optional- offered fall semester only).....2	
NURS 4810 Prof. Nurs. Ldship in Microsystems2		
Semester5	Upper Division	
NURS4910 Prof Nurs Leadership3		TOTAL 125-127 SEMESTER HOURS
NURS4911 Leadership Practicum.....2		
NURS4920 Transition to Prof Nurs2		
NURS4921 Nursing Preceptorship.....5		
NURS 4930 Community Assessment Project.....1		
UNIV 4AAONU1 Undergrad Graduation0		

- Option for courses labeled CORE are in the Auburn University Bulletin (www.auburn.edu/bulletin) under Core Curriculum
- Students must complete all requirements for PNUR prior to beginning the upper division nursing program.
- Students must complete all PNUR 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
- ¹ Students must choose between PSYC 2010 OR SOCY 1000 for at least 3 hours of their social science credit.
- ² Students who have AP or transfer credit for US History must complete either ECON 2020, ECON 2030, POLI 1050, OR POLI 1090 as a social science.

HUMANITIES

Core Literature: (Reminder: If choosing the "two literature and one history" option of the Humanities/Social Sciences requirements, the two lit courses must be a sequence)

• ENGL 2200/ENGL 2207	World Literature I	3 hrs
• ENGL 2210/ENGL 2217	World Literature II	3 hrs
• ENGL 2230	British Literature I	3 hrs
• ENGL 2240	British Literature II	3 hrs
• ENGL 2250	American Literature I	3 hrs
• ENGL 2260	American Literature II	3 hrs

Core Fine Arts

• ARCH 2600	The Art of Architecture	3 hrs
• ARTS 1510	Looking at Art : App. To Inter.	3 hrs.
• ARTS 1710/ARTS 1717	Art History I (Ancient times)	3 hrs
• ARTS 1720/ARTS 1727	Art History II (1000 -1700 AD)	3 hrs
• ARTS 1730/ARTS 1737	Art History III (1800-Present)	3 hrs
• ENVD 2040	Design, Invention & Society	3 hrs
• MUSI 2730/MUSI 2737	Appreciation of Music	3 hrs
• MUSI 2740	Survey of Popular Music	3 hrs
• MUSI 2750	Music & Science	3 hrs
• MDIA 2350	Introduction to Film Studies	3 hrs
• THEA 2010/THEA 2017	Introduction to Theatre	3 hrs

General Humanities

• PHIL 1010/PHIL 1017	Introduction to Logic	3 hrs
• PHIL 1020/PHIL 1027	Introduction to Ethics	3 hrs
• PHIL 1030/PHIL 1037	Ethics and Health Sciences	3 hrs
• PHIL 1040	Business Ethics	3 hrs
• PHIL 1050	Philosophy East & West	3 hrs
• PHIL 1060	Political Philosophy	3 hrs
• PHIL 1070	Philosophy of Art, Value, & Society	3 hrs
• PHIL 1080	Philosophy of Religion	3 hrs
• PHIL 1090	Philosophy of Race & Gender	3 hrs
• PHIL 1100	Intro to Philosophy	3 hrs
• PHIL 1110	Philosophy of Science and Critical Thinking	3 hrs
• UNIV 2710/HONR 2717	Human Odyssey I	3 hrs
• COMM 1000	Intro to Public Speaking	3 hrs
• FLGC 1150	Global Fluency & Awareness	3 hrs
• HONR 1017	Technology & Culture II	3 hrs

HISTORY OPTIONS

Core History (Reminder: If choosing the "two history and one literature", the two history courses must be a sequence)

• HIST 1010/ HIST 1017	World History I	3 hrs
• HIST 1020/ HIST 1027	World History II	3 hrs
• HIST 1210/ HIST 1217	Technology and Civilization I	3 hrs
• HIST 1220/ HIST 1227	Technology and Civilization II	3 hrs

SOCIAL SCIENCE OPTIONS

• ANTH 1000	Introduction to Anthropology	3 hrs
• GEOG 1010/GEOG 1017	Global Geography	3 hrs
• PSYC 2010/2017	Introduction to Psychology	3 hrs
• SOCY 1000/1007	Sociology Global Perspective	3 hrs
• ECON 2020/ECON 2027	Microeconomics	3 hrs
• ECON 2030	Macroeconomics	3 hrs
• POLI 1050/POLI 1057	Global Politics & Issues	3 hrs
• POLI 1090/POLI 1097	American Government	3 hrs
• HONR 1007	Technology & Culture I	3 hrs*
• HONR 1027	Sustainability & Our World I	3-6 hrs*
• HONR 1037	Sustainability & Our World II	3-6 hrs*
• UNIV 2720/HONR 2727	Human Odyssey II	3 hrs
• SUST 2000	Introduction to Sustainability	3 hrs
• COUN 2000	Living and Communicating in a Diverse Society	3 hrs

* These are Honors College courses. If you are in the Honors College, please check with that advisor for more details

Students who receive core History credit for AP/transfer credit for American History must complete one of the following:

- ECON 2020
- ECON 2030
- POLI 1050
- POLI 1090

GRADUATION

Criteria for graduation include:

- 1) successful completion of all pre-nursing and professional program courses.
- 2) completion of specialty content exams and exit exams as outlined in course syllabi.
- 3) completion of NCLEX review assignments.

Evolve/Reach Testing and Academic Support Services

AUSON professional nursing students are **required** to participate in the Evolve/Reach 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 on-line 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/Reach fee is assessed through the bursar's office and is approximately \$110-\$135 per semester. This fee provides for each of the services listed above except text books.

HESI Exam Placement Recommendation

1st Semester	Dosage** Fundamentals*	NURS 3130
2nd Semester	Pharmacology* Custom Medical Surgical	NURS 3210 NURS 3230
3rd Semester	Psych* 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 an 80% conversion score to be successful in NURS 3130.

*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.

Specialty exams are given as appropriate throughout the curriculum and are a **minimum** of a total 10% of a course grade. Course syllabi specify the exact percentage of each specialty exam. The specialty exams include Dosage Calculations, Fundamentals, Pharmacology,

Pediatric Nursing, Maternity Nursing, Medical Surgical Nursing, and Psychiatric Mental Health Nursing. The Specialty Exam(s) will be included in the test average. Review assignments using the HESI/Evolve on-line review system will be included in the course and may be graded with an additional percentage assigned or as S/U. In order to pass the course, the test average must be 73% (non-rounded) or higher. Poor specialty exam scores (less than an 850 HESI Score) indicate need for further preparation in that content area. Students are encouraged in the strongest terms to use the Evolve/Reach on-line remediation tools in both preparing for finals and specialty exams as well as for remediation in content areas demonstrating weaknesses. Students scoring less than an 850 HESI score on specialty exams will be required to take a NURS 4970 Special Topics course the following semester (exception Dosage Calculations, Fundamentals, Pharmacology, and Mental Health).

The Exit Exam is given in NURS 4920 in the final semester of the curriculum. The cost of the exit exam is included in the Reach/Evolve fee unless more than two tests are required. In that case, the student will incur extra costs. The Exit Exam is an indicator of NCLEX readiness. The Evolve/Reach on-line remediation tools and the Evolve/Reach NCLEX review are both instrumental in preparing for the Exit Exam. The grading of the exit exam is as follows unless stated otherwise in the syllabus.

A student will have two opportunities to be successful on the exit exam. Their highest conversion score will be used for 45% of NURS 4920 course grade. The first Exit HESI will be given just prior to the first preceptorship experience. If a score of 850 or higher is achieved, the student can opt to either use that 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 academic success coach will advise the student regarding remediation activities that can be completed during preceptorship experience to prepare for 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 course grade.

Progression

Pre-Nursing

Pre-nursing students who do not attain an overall unadjusted GPA of at least 2.85 at the end of the second semester 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.

An overall GPA of 2.0 must be maintained for progression through the professional program. 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 course. A minimum grade of “C” **must be achieved in each component** (theory/tests, papers/projects, and clinical) of the courses in the professional curriculum. 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 dismissed from the professional program and are not eligible for readmission. Transfer credit is not generally allowed for courses in the professional program.

Professional

Students scoring less than 850 on any of the required HESI/EVOLVE specialty exams **may** be required to take a NURS 4970 Special Topics course the following semester in order to independently study the content in which they scored less than 850. This course will be based on individual contract. No more than 2 credit hours of NURS 4970 will be required in any semester.

Student options related to Unsuccessful Course Performance: Students who earn a course grade of less than C or a U must withdraw from the program and reapply for readmission. Each student must submit in writing their intent to return to the professional program to the Admission, Progression and Graduation Committee Chairperson. A grade of D and/or U in **two** professional program courses will result in dismissal from 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 or prior to the next semester the unsuccessful course is offered and develop a plan of study before the semester begins. This plan of study must be approved by the Admission, Progression and Graduation Committee Chair and the course leader of the corresponding clinical nursing course that the student will be taking. Successful completion of the repeated course and NURS 3970 will result in the student continuing to progress through the curriculum.

NURS 3970 is an individualized study program designed by the student and course leader of the course the student is repeating to assist the student to be being successful in the previously unsuccessful course and prepare the student to progress through the curriculum.

NURS 3970:

- a) May vary from 3-6 credits, dependent on student need
- b) If the student is repeating the clinical component of a course, 3970 may consist primarily of classroom activities
- c) If the student is repeating the theory component of a course, 3970 may consist of primarily clinical assignments

*NURS 4970 course recommendation details:

a) NCLEX STUDY PLAN: Comprehensive review of weak content areas that have been identified in the previous HESI Exit exams to be used to develop a study plan. The student will develop and submit a "Study Plan", with specific content areas and dates, for faculty review. The study plan will be a calendar format and submitted for faculty approval within seven (7) days of signing the NURS 4970 "Individualized Study Contract". (If deemed necessary, the faculty will work with the student to help them understand how to interpret the findings in their individual HESI Exit exam reports.)

b) WEEKLY NCLEX REVIEW: Weekly completion of NCLEX practice questions including review of missed question rationales. A minimum of 100 questions - 5 days/week (500 weekly) and two (2) Evolve Case studies/week will be completed by the student. A detailed log (using the template in the NURS 4921 syllabus) will be submitted to faculty by 5:00p each Friday for the weeks of the semester prior to HESI

#1. Weekly NCLEX review following HESI #1 will continue as outlined in the current NURS 4921 NCLEX review guidelines (current guidelines attached).

c) CLINICAL HOURS: A minimum of 48 preceptorship-like hours will be completed by the NURS 4970 student. Clinical placement will be based on individual student need and determined by the NURS 4970 course leader and 5th semester coordinator.

Special Components of Progression

1. NURS 3123 Progression

Because this course is a hybrid course (patho, pharmacology, and applied physiology), our policy is that students in the professional program must take the course at Auburn and the students that are unsuccessful in that course must retake it at Auburn.

2. Progression Policy regarding HESI EXAMS

Students scoring less than 850 on any HESI specialty exam **may** be required to take NURS 3970 Special Topics course the following semester in order to independently study the subject (s) in which they scored less than 850 on. This course will be based on contract.

HESI/EVOLVE Specialty Exam Policy

For those courses requiring a HESI/EVOLVE Specialty Exam (s), the total weight given to the Specialty exam(s) will be a minimum of 10%. The Specialty Exam(s) will be included in the test average. Review assignments using the HESI/EVOLVE on line review system must be included in the course and may be graded with an additional percentage assigned or as S/U. In order to pass the course, the test average must be 73% (non-rounded) or higher.

Admission of Persons with Disabilities to the Professional Program

Students with disabilities are considered for acceptance to the Professional Program on the basis of their ability to meet the objectives of the program and to perform required activities. Facilities for persons with physical disabilities are available in Miller Hall.

AUBURN UNIVERSITY SCHOOL OF NURSING ADA AWARENESS STATEMENT

AUSON endorses the university policy regarding students with disabilities. AUSON will provide accessible programs, services and activities and reasonable accommodations for any student with a documented disability as defined by Section 504 of the Rehabilitation Act of 1973, as amended, and by the Americans with Disabilities Act (ADA) of 1990. Program staff works to ensure that students with disabilities have an equal opportunity to pursue an education.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of a nursing program with or without reasonable accommodation or modification.

Essential functions of nursing students include:

- Critical thinking ability sufficient for clinical judgment.
- Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Communication abilities sufficient for interaction with others in verbal and written form.
- Physical abilities sufficient to move from room to room and maneuver in small spaces.
- Gross and fine motor abilities sufficient to provide safe and effective nursing care.
- Auditory ability sufficient to monitor and assess health needs.
- Visual ability sufficient for observation and assessment in nursing care.
- Tactile ability sufficient for physical assessment.

To be eligible for program accommodation, students must present disability documentation to the Director of the Program for Auburn Students with Disabilities, who will forward eligibility status to the SON senior academic advisor for inclusion into the students' records. Once eligibility is determined, it is the students' responsibility to request appropriate accommodation. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty RESERVES the right to withdraw the student from clinical courses.

This policy is adopted from the Southern Council on Collegiate Education for Nursing (SCCEN) and the Auburn University Program for Students with Disabilities. It is congruent with the skills presented in the document entitled Essentials of College and University Education for Professional Nursing.

ACADEMIC PROCEDURES

- Auditing:** Students who wish to audit nursing courses must have written approval from the Associate Dean or level coordinators.
- Change of Address:** 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. **Final Examinations** should be taken at the hours specified. Approval to take an examination at the time other than the hours specified must be obtained from the Dean's Office through the instructor responsible for the course. The approval form is kept in the Academic Advisor's office.
- Classification:** Classification is based on credit hours completed:
- | <u>Pre-Nursing</u> | <u>Professional Program</u> |
|----------------------|-----------------------------|
| 1 PNUR (< 31 hours) | 03 NURS [Jr.] (61-90 hours) |
| 2 PNUR (31-60 hours) | 04 NURS [Sr.] (91+ hours) |
| 3 PNUR (61-90 hours) | |
| 4 PNUR (91+ hours) | |
- Course Load:** The average course load in the Professional Nursing curriculum is 12-14 credit hours per semester.
- Dean's List:** Students who earn a semester grade point average (GPA) of 3.75 or above on a minimum of 12 hours. 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 curriculum. One NURS elective course (2 or 3 semester hours) is strongly encouraged in the professional curriculum. This elective must be taken at AUSON.
- 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 the appropriate person for completion of this process. Questions should be addressed to:

Pre-nursing students - the Academic Advisor
Juniors – Semester Coordinators/Course Leaders as appropriate
Seniors – Semester Coordinators/Course Leaders as appropriate

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

Required Pre-Nursing science and Professional Nursing courses are listed in the *Auburn University School of Nursing Student Handbook*.

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

Upper Division Courses: Transfer of upper division credit will be considered only under extraordinary circumstances.

Financial Aid: All applications for financial assistance must be made through the University Financial Aid Office located in 203 Mary Martin Hall. The priority deadline for applications for financial aid is March 1. Application forms are available online at 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.

POLICIES AND PROCEDURES FOR PROFESSIONAL NURSING STUDENTS

Assignments: Assignments are due no later than 4:00 p.m. on the date assigned (unless otherwise stated by the instructor) and should be turned in directly to the designated faculty member. If the faculty member is not available, the assignment should be placed in the file holder on the faculty member's office door. Students who anticipate being unable to complete any assignment on time should notify the instructor prior to the date the assignment is due. At the faculty member's discretion, allowances may be made for extenuating circumstances.

A standard literary form, the *APA Manual of Style*, is required for all formal papers in the AUSON. Formal papers should be typed unless otherwise designated by the instructor.

Students should expect to submit one original copy of major assignments to the designated faculty member. Generally, original copies of graded papers and other assignments are maintained by the faculty member; however, students may make a copy of their graded paper if they wish.

Class/ Clinical attendance: 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. Role is taken in all classes.

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

- (1) Attend each scheduled class session.
- (2) Sign the class roll that is circulated during each class session. Signing the roll for an absent classmate is an act of Academic Dishonesty and will be treated as such.
- (3) 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 (i.e. doctor's note, etc.).
- (4) Refer to the current AU Student Policy e-Handbook for a list of accepted excused absences.
- (5) Be aware that each unexcused can result in a deduction of one (1) point off the final course grade.

Students in the Professional Nursing Curriculum are expected to attend all classes, seminars, and clinical sessions. All absences must be excused by the faculty member

responsible for the learning activity. Because of the difficulties in making up clinical experiences, students should make every attempt to attend clinical sessions during the time assigned. Students who are unable to attend a scheduled clinical session are responsible for calling the clinical instructor **before** the clinical experience is scheduled to begin. Students who expect to be unavoidably late should follow the same procedure.

Failure to follow these guidelines will result in an unexcused absence.

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

- (1) Attend each scheduled clinical session.
- (2) Scheduling of personal activities 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 and the inability to progress in the professional program.
- (4) Any unexcused absence 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. Attempts to schedule make-up days will be made by the course coordinator/clinical instructor. Clinical absences late in the semester may not allow time for make-up. All classes, labs and clinical, and tests scheduled begin on the hour. Final exams start at the stated time. All classes scheduled on the half hour begin on the half hour. Labs and clinical begin at the stated times. Students who are unable to be present for a scheduled examination must notify the appropriate faculty member by phone **prior** to test time. **A grade of zero will be assigned if the student fails to notify the appropriate faculty.** Permission for a change in time of examination must be obtained from the appropriate faculty member.

Procedure For Filing

AUSON administration, faculty, and staff are open to concerns of students. If students have concerns, they should first talk to the **A** faculty or clinical instructor directly involved. If the student is not

Complaint

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 - http://www.auburn.edu/student_info/student_policies/.

Code of Student Conduct:

All nursing students are expected to comply with legislative standards in accordance with the State Laws Regulating Practice of Registered and Practical Nursing. Failure to comply with these standards may be cause for denial of license to practice as a registered nurse. For example, the Alabama Board of Nursing Administrative Code (2010) states:

The following may be grounds for denial of an application for initial licensure and/or temporary permit by examination or endorsement. All, but not limited to:

- has been convicted of a felony,
- is guilty of a crime involving moral turpitude or of gross immorality that would tend to bring reproach upon the nursing profession,
- drugs,
- theft,
- any other conduct detrimental to the public's health, safety, or welfare.
- is unfit or incompetent
- charged with abuse, violence, or fraud

FAILURE TO COMPLY WITH STATE STANDARDS WHILE IN THE NURSING PROGRAM CONSTITUTES GROUNDS FOR DISMISSAL FROM THE PROGRAM.

Because questions such as, "Have you ever been arrested or convicted for driving under the influence or drugs/ alcohol?" appear on the Application for Licensure as a Registered Nurse by Exam, it is important for nursing students to know about the Alabama Board of Nursing regulations on the review of candidates for eligibility for initial and continuing licensure. Application to write the examination may be denied on the basis of this review. Although these policies refer specifically to Alabama, other states have similar stipulations regarding licensure.

Patient Confidentiality:

Patient confidentiality at clinical facilities is expected for the successful completion of any nursing course. Students have read and signed the confidentiality agreement and they will be held accountable. Any breach of a patient's confidentiality by a student will result in disciplinary action against the student and may result in their dismissal from the professional program.

Clinical Evaluation:

Clinical evaluation is a weekly process performed by the student and the clinical instructor. 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 marginally will be evaluated and counseled at the appropriate time. 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. Unless stated otherwise, in the syllabus, students are graded in clinical S/U as described here:

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

I. 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 impaired nursing student policy, or
- d. disrespectful treatment of patients, colleagues, faculty, or staff in the clinical setting.

II. A student scores “0-does not meet standards:”

- 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.

III. A student scores “1-meets minimum standards”:

- 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.

IV. An unsatisfactory on the Ineffective Clinical Behavior Form results in a failure.

Student Participation in 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 and view participation in course evaluation as part of professional behavior. Course Evaluations will be posted on AUEvaluate two weeks before dead day 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, however the SON Instructional Technology Specialist will generate a list of students who have completed the evaluation by dead day. Course leaders may remind student who have not completed the evaluation of the importance of completing the course evaluations. Student not completing the evaluations by the time course grades are posted may receive an Incomplete in the course.

Grading: A minimum grade of "C" **must be achieved in each component** (theory/ tests, papers/projects, and clinical) of the courses in the professional curriculum. Students who earn a course grade of less than "C" must withdraw from the program and may apply for readmission. If readmitted, the failed course may be repeated **one time only**. If the course in which the student made less than a "C" has a corresponding clinical course, if readmitted, the student must take a corresponding clinical course in the form of a directed study at the time the course is repeated. Students earning a grade less than "C" twice during the professional curriculum will be dismissed from the nursing program and are not eligible for readmission.

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 must also average a minimum of 73% but will not be included in the grade average unless the test average is a minimum of 73% (non-rounded). (This policy does not apply to NURS 4920-see grading policy specific to this course.)

Clinical Calculations: Clinical Calculations are taught in NURS 3141. Students must make a conversion score of 80 or better on the HESI drug calculations exam in two attempts to successfully complete NURS 3130/3141 and progress to the clinical courses. If unsuccessful on 2nd attempt, student must withdraw from NURS 3141, but can continue in 3130 and retake 3141 when it's offered again (this constitutes your first failure in the Nursing Program). Every semester in the appropriate clinical course, students may be required to take a medication administration exam before clinical experiences start.

Skills Validation: The majority of skills are validated in NURS 3141. Selected skills will be validated in NURS 3231, NURS 3331, and NURS 4231. Scheduled reviews may be integrated throughout the curriculum. Simulation experiences may involve skills validation per faculty discretion.

Students in Academic Jeopardy: 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 assign the student to another faculty to review weak areas.

Students must complete all specialty exams. Practice exams may be required.

Immunization Management: All School of Nursing students will utilize a web-based medical **Record** clearance process, as of Spring 2015. The service is provided by CastleBranch.com, a secure, confidential web-based company that is HIPPA/FERPA compliant. They will provide an Immunization Tracker and Drug Screening. The cost is \$74.00. This includes the immunization tracker which is life time access to records and your drug screen. This is mandatory.

Students will receive emails, both from School of Nursing and our medical clearance vendor, several months prior to their first semester of enrollment. When creating your account, you will be asked to provide your social security number: you should enter all zeros in this field as this is not essential information and need not be supplied.

Once your account is created, you will click on each requirement and upload your immunization information, preferably using the School of Nursing data packet. This information will be reviewed and you will receive automatic emails for incomplete records or other problems. You will need to log into your tracker - after 72 hours to check your tracker's progress - and periodically thereafter, until all requirements are approved. You will periodically receive automatic notices of required impending clearance updates (annual TB renewal, etc.) from CastleBranch. You will be able to access and view your records at any time by logging into your account.

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.** Evidence of certification must be uploaded to CastleBranch.com. The CPR certification must be current at the beginning of each semester or the student will not be allowed to start the semester. No online classes will be accepted.

Health Insurance: Hospital and health insurance coverage is required of each student. Proof of coverage must be uploaded to CastleBranch.com prior to fall semester each year.

In cases where students experience events that require medical attention while in clinical settings (such as, but not limited to needle sticks and syncope), it is the SON policy to follow protocols set by the clinical institution where the incident occurs. Students are advised that they 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: Each student must have current TB skin test on file with Certified B background. TB skin tests must be done **annually and results updated.** Documentation of results must be provided to CastleBranch.com (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 your classes being dropped.

Hepatitis B Virus 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. Auburn University School of Nursing (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 at an estimated cost of \$60.00 per injection. Each student must bear the cost of their vaccinations and provide documentation of initiation and completion of the series. The first vaccination must be administered, and documentation must be submitted to certified background by date given in data packet. Failure to comply with this policy without medical justification accompanied by a physician's, NP, or PA signature, will prevent admission into the Professional Nursing Program. Additionally, failure to complete the series will result in dismissal from the Professional Nursing Program.

Flu Vaccine: All students are required to receive a yearly flu vaccine and provide documentation to CastleBranch.com by October 1. Failure to do so will result in you not being able to attend clinical, thus failing that clinical course.

Needlestick: In the event of any needle stick occurring during the student's performance of clinical activities, the clinical instructor and student will follow the protocol established by the clinical agency.

Clinical Experiences: Clinical experiences are valuable practical learning experiences for nursing students. They are designed to provide the nursing student with a variety of clinical experience to practice what the student has learned in the classroom. Therefore, students are required to provide care for any clients for whom they are assigned, regardless of age, race, gender, or medical diagnosis.

Patient Confidentiality: Patient Confidentiality at clinical facilities is expected for the successful completion of this course. Students have read and signed the confidentiality agreement and they will be held accountable. Any breach of a patient's confidentiality will result in disciplinary action against the student and may result in their dismissal from the professional program.

Home Visits: The guidelines listed below should be followed by all students making home visits.

- Each student must be accompanied on home visits by another student, agency nurse, or faculty member.

- Visits should be made from 8:00 a.m. to 4:00 p.m. Monday through Friday.
- The School uniform and/or lab coat with name tag should be worn on all home visits as specified in the course syllabus or by course faculty.
- When making home visits, students should use discretion regarding safety precautions.
- An itinerary for home visits will be established with the AUSON/agency and monitored by the appropriate faculty member.
- The agency, faculty member, and AUSON must be notified immediately of any emergency or problems.
- 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.

**Intravenous
Therapy:**

Following the presentation of intravenous therapy content and lab practice students may perform these skills in clinical when directly supervised by nursing faculty or their designee.

With the exception of chemotherapeutic agents, or blood components, nursing students may add medications to intravenous solutions under direct faculty supervision.

**Liability
Insurance:**

All students in the Professional Program must be covered by malpractice and comprehensive general liability insurance. This coverage is obtained through participation in an AU group policy and is billed through the Student Financial Services.

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 insure personal safety as well as safety for one's clients.

- Uniforms should always be clean, wrinkle-free, and of appropriate length. White shoes and white shoelaces must be clean. Nursing Badge ID, stethoscope, Pen light with second hand and a black ink pen are all considered part of the uniform.
- No smoking in clinical sites or while in uniform.
- When in uniform, jewelry is to be kept to a minimum. Female 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.
- 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 or gel nails allowed.

Uniforms: Students are expected to wear the prescribed uniform, scrubs, and name Nursing ID Badge in all clinical agencies. Uniform order will be scheduled at the beginning of the semester the student is enrolled in their first clinical course.

White uniform top to be worn to all hospital clinical rotations, not orange.

Women students are to wear white leather athletic or nursing shoes (with little or no color) shoes and white hose/socks. Men students are to wear white leather athletic or nursing shoes (with little or no color) and white socks.

When reporting for clinical assignments, each student is required to have a wristwatch with a second hand, stethoscope, and a pen light.

Convocation: Students are expected to wear professional dress attire for convocation.

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.

Nursing Learning Resources Center

The Nursing Learning Resources Center (LRC) is located in 207 and 226 Miller Hall.

- Students enrolled in the SON may sign out selected instructional equipment from the course leader or LRC.
- Equipment may not be checked out for longer than 24 hours and must be checked in and out with the faculty member or LRC 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.

LICENSURE

Seniors can obtain the Alabama application for licensure as a registered nurse by exam on-line at www.abn.state.al.us/. The application **must be submitted at least 60 days prior** to the examination date. Further information is given during NURS 4920.

Application for licensure in **other states** must be subject to that state. Students are responsible for contacting **other states** for application. Students are responsible for completing the licensure application process and getting application signed, notarized, etc.

Application for Licensure as a Registered Nurse

Following completion of the registered nursing program, the graduate may apply for RN licensure in Alabama or in another state.

The Alabama Board of Nursing application has the following questions:

- Have you ever been arrested or convicted of a criminal offense other than a minor moving traffic violation?
- Have you within the last five years abused drugs/alcohol or been treated for dependency to alcohol or illegal chemical substances?
- Have you ever been arrested or convicted for driving under the influence of drugs/alcohol?
- Have you within the last five years received inpatient or outpatient treatment or been recommended to seek treatment for mental illness?
- Have you ever had disciplinary action or is action pending against you by any state board of nursing?
- Have you ever been placed on a state and/or federal abuse registry?
- Have you ever been court martialled/disciplined or administratively discharged by the military?

If an applicant has answered yes to any of the above questions, a full explanation with the appropriate court/treatment records must accompany the application. Applicants must disclose misdemeanors and arrests that did not result in convictions and attach those court records. Arrests/convictions include checks written on accounts with insufficient funds and DUIs.

If the Board later learns of arrests or convictions that have not been disclosed, this will be considered fraud and deceit in procuring a license and disciplinary action will be forthcoming.

Applicants to the School of Nursing need to be aware that they may be denied permission to take the RN licensing examination by the Alabama Board of Nursing if they are not of good moral character. A past record of behavior such as a felony conviction, abuse of

drugs or alcohol, or theft of drugs may be grounds for denial of licensure. See Section 610-X-8-.01 of the Alabama Board of Nursing Administrative Code.

BACKGROUND CHECK POLICY

The Auburn University School of Nursing contracts with various clinical agencies for student clinical learning experiences. Each nursing student must abide by the agency policy in order to participate in the clinical learning experience. Many clinical agencies require a background check, therefore, each nursing student, at their expense, will have a background check prior to starting first semester (August 1 deadline for fall, December 1 deadline for Spring) during NURS 3130. The procedure for the background check will be discussed during this course. Background checks will be conducted according to the Alabama State law and policies of clinical agencies.

- Each student background check must include: (Level I)
 - Federal Criminal Background
 - State Criminal Background
 - Sexual Offender Check
 - OIG (Office of Inspector General)

AUBURN UNIVERSITY SCHOOL OF NURSING
STUDENT CONFIDENTIALITY AGREEMENT

Patient confidentiality at the clinical facilities used by the Auburn University School of Nursing is considered to be of primary importance. In addition to each facility policy, a federal law called the Health Insurance Portability and Accountability Act (HIPAA) require 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 the Auburn University School of Nursing in strictest confidence. Confidentiality includes, but is not limited to, not discussing patients or their medical conditions with persons who do not have a need to know and not removing any documents with individually identifiable patient data from the facility.

CertifiedBackground.com is compliant with all rules and regulations governing background screening processes and student record management.

- **Fair Credit Reporting Act (FCRA)** – CertifiedBackground.com complies with all rules and regulations for conducting background screening services as governed by the Consumer Financial Protection Board (CFPB).
- **Family Educational Rights and Privacy Act (FERPA)** – CertifiedBackground.com adheres to FERPA rules as they apply to the collection and management of student immunization records.
- **The Joint Commission** – CertifiedBackground.com provides the healthcare-specific background screening searches required by The Joint Commission.
- **Hospital Corporation of America (HCA)** – CertifiedBackground.com understands HCA-specific screening requirements and provides solutions in response

AUBURN UNIVERSITY SCHOOL OF NURSING (AUSON) 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 much 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 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 HIPPA 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

Auburn University

Student Authorization to Release Educational Records

The Family Educational Rights & Privacy Act (FERPA) bars the release of educational/personal identification records to parents, guardians, or third parties without the written consent of the student.

Student's Name: _____, _____, _____
(last name) (first name) (middle name)

Student Number: _____

Person(s) or organization(s) to whom or to which records are to be released:

List the record(s) to be released:

Purpose for disclosure of educational records:

I hereby give my consent and grant authorization to the Auburn University School of Nursing to release the educational records specified above to the party or parties identified above.

STUDENT SIGNATURE _____

DATE _____

AN OFFICIAL IDENTIFICATION CARD WITH A PHOTOGRAPH OF THE STUDENT IS REQUIRED AT THE TIME OF SIGNATURE.

Family Educational Rights & Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designed to protect the privacy of a student's education records. The law applies to all schools which 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, or former student, who has reached the age of 18 or is attending any school beyond the high school level. Students and former students to whom the rights have transferred are called eligible students.

Parents or eligible students have the right to inspect and review all of the student's education records maintained by the school. Schools are not required to provide copies of materials in education records unless, for reasons such as great distance, it is impossible for parents or eligible students to inspect the records. Schools may charge a fee for copies.

Parents and eligible students have the right to request that a school correct records believed 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 commenting on the contested information in the record.

● Generally, schools must have written permission from the parent or eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties:

- School employees who have a need to know;
- Other schools to which a student is transferring;
- Certain government officials in order to carry out lawful functions;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for the school;
- Accrediting organizations;
- Individuals who have obtained court orders or subpoenas;
- Persons who need to know in cases of health and safety emergencies; and State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" type 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 (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 or TDD (202) 260-8956 or contact:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue. S.W.
Washington, D.C. 20202-4605**

Student Drug Screening Policy

The Auburn University School of Nursing 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 admission to the School of Nursing. The drug screen results should be sent directly to the Certified Background. These results must be received 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:
 - a. Amphetamines
 - b. Barbiturates
 - c. Benzodiazepines
 - d. Cocaine
 - e. Oxycodone
 - f. Methodone
 - g. Opiates
 - h. Phencyclidine (PCP)
 - i. Marijuana
 - j. Methaqualone

Confidentiality

The Dean/Assistant to Dean of School of Nursing will receive all test results. Access to the results will be limited to the Dean/Assistant to the Dean with the exception of legal actions, which require access to test results. All documentation related to pre-screening and screening for suspicion will be maintained by Certified Background.

Consent

The School of Nursing will maintain on file a signed consent for drug screening for each student. A copy of signed consent will be maintained for any random drug screens that are required.

Consent Form

I have read, understand, and agree to the drug screen guidelines.

I hereby release a certified lab, Auburn University, and the faculty of the School of Nursing from any claim in connection with the Drug Screening Guidelines.

I understand that should any legal action be taken as a result of the Drug Screening Guidelines, that confidentiality can no longer be maintained.

A copy of this signed, dated, and notarized document will constitute consent for the certified laboratory performing the drug screen to release the original results of any drug screen to the school of nursing. I direct that the certified laboratory hereby release the results of the Auburn University School of Nursing.

Student Signature

Date

Print Student Name

Notary

Date

Effective 1/1/05

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

In order for the School of Nursing to attempt to provide a safe teaching and learning environment to students and to 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 of the School of Nursing**. If the Dean is unavailable for consultation, the faculty should proceed with intervention according to procedure and notify the 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 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 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**. Transportation is arranged to take the student home.

The Faculty will immediately send the student for a urine drug screen and 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 will then meet with the faculty member and the student. The student will be allowed an opportunity to respond. If the drug screen is positive the student will be informed that he or she will 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 will inform the student of the procedural requirements of the policy. The 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 separate file and kept confidentially in the Dean's office. The student will be informed this report was placed in a separate, confidential file.

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

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

Chemical Dependency Treatment is recommended: The student must withdraw from the course and may reapply for admission ONLY after successful completion of the treatment program and a recommendation from the treatment facility. In the event that the student is readmitted the student will sign an agreement to have his or her progress monitored by the Auburn University 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 following the chemical dependency evaluator's determination of the student having been chemically impaired. Factors related to the grade determination include the amount of course work completed, the time remaining in the semester, the ability of the student to complete the course requirements, the current standing in the course, and the treatment recommendations of the chemical dependency evaluator.

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

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

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

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

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

Signs -

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 _____

AGREEMENT FOR THE LICENSED CHEMICALLY IMPAIRED NURSING STUDENT

I

I, _____, agree to contact the Alabama State Board of Nursing within three working days of ___/___/___(date). I agree to provide the Dean of the School of Nursing written proof of the contact within three working days ___/___/___ (date).

II

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

Signature of Student _____ Date _____

Signature of Witness _____ Date _____

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 a pre-professional nursing organization made up of 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 Tau, Theta Delta Chapter: Membership in Sigma Theta Tau 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 Theta Tau is the only honor society for nurses. Sigma Theta Tau 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 and the Evaluation Committee. These representatives are elected by students serving on the nursing school council.

Nurse's Christian Fellowship (NCF) is an organization for Christian Nursing students at Auburn University. The purpose of NCF 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; Fellowship for support and encouragement in development of your gifts; Practical Caring (Service) – projects and caring activities with one another and in the community.

Convocation: This ceremony is held on the morning of graduation each spring/ summer. Graduates receive their nursing pins at this time.

Awards

The following awards are presented to AUSON students each year at Convocation:

- **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. AND students choose one of their peers for this award.
- **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. They represent the SON 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, AND, EARN or MSN—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, co-executors 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 and based on the student's nursing skills, confidence with these skills, and their 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.

OTHER STUDENT INFORMATION

Student Services:

The Academic Counseling and Advising Center is located in Cater Hall. Counselors are available to assist students with improving study skills, time and stress management, and career choices and planning.

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 the 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, as through the use of footnotes.
- 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; eg., 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. This would include 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.

Code violations are listed in Chapter 1201 of the Student Academic Honesty Code. If you are found to be in violation of the Academic Honesty Code, you will be reported to the University Academic Honesty Committee.

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

Print 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, YouTube, LinkedIn, Pinterest, email or text, 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. 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, shall be disciplined 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 violate a nurse’s ethical and legal obligations regarding patient privacy and confidentiality.

Clinical/Classroom Use of Personal Electronic Devices

- The use of any personal electronic devices (including but not limited to, cell phones, 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.
- 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 during class is restricted to note-taking and faculty-led class activities. Any other uses of such personal electronic devices during class without prior approval from the faculty is prohibited.

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 and any personal health information;
- Transmitting any images, audio or video of any patients, their family, or facility staff;
- 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.

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, that I understand it, and that I agree to be bound by it:

Signature of Student

Date

Printed Name of Student

Related References

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

Student Handbook Acknowledgement

Student signature on this page is acknowledgement that the content within the handbook has been read and the Policies and Procedures within are understood. This form will be collected at orientation..

Signature

Printed Name of Student

Date

***"I shall be telling this with a sigh Somewhere
ages and ages hence: Two roads diverged in
a wood, and I-- I took the one less traveled by,
And that has made all the difference."***

***Robert Frost
The Road Not Taken***