

SOUTHERN UNIVERSITY
School of Nursing
Baton Rouge, Louisiana

Undergraduate Student Handbook



“Caring is the Essence of Nursing”

**SOUTHERN UNIVERSITY AND A&M COLLEGE
SCHOOL OF NURSING
BATON ROUGE, LOUISIANA**

**UNDERGRADUATE
STUDENT HANDBOOK**

"CARING IS THE ESSENCE OF NURSING"

Southern University and A&M College

School of Nursing

The Baccalaureate & Masters in Nursing Programs are

Approved by the

Louisiana State Board of Nursing

Accredited by the

Commission on Collegiate Nursing Education

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ACKNOWLEDGEMENT

The faculty and student body of the school of nursing owe a special debt of gratitude to those “pioneering women” who laid the foundation for SUSON (1984) and upon which we continue to build. To the following women our thanks...

Dr. Edwina Frank (Dean, 1984-86)
Dr. Janet S. Rami (Dean, 1986-present)
Dr. Betty Braxton
Dr. Carla Serlin
Dr. Susan Smith

STATEMENT OF PURPOSE
SCHOOL OF NURSING STUDENT HANDBOOK

This handbook provides undergraduate students with essential information about Southern University School of Nursing. Students are held accountable for the information contained within. The handbook is subject to revision and students are notified through communication systems within the School of Nursing of revisions.

The School of Nursing Student Handbook is supplemental to the Southern University Catalog, the Southern University Student Handbook, and the Southern University Code of Student Conduct Manual. Student nurses are responsible and accountable for information and policies in all the above documents.

Dear Student Nurse:

Welcome to the Southern University School of Nursing. This School of Nursing is committed to providing positive learning experiences for students. The staff and faculty have contributed many working hours to establish a comprehensive curriculum that offers a sound basis for nursing practice.

The administration and faculty of the Southern University School of Nursing want to help you fulfill your dreams and aspirations to be a health care professional. We cannot provide our students with a guarantee for success in nursing; however, we can promise to provide quality educational experiences. The rest is up to you.

The Southern University School of Nursing provides strong faculty support and instruction to help nursing students become caring, knowledgeable and ambitious professionals. The School of Nursing also provides realistic clinical experiences that will enable our students to be well prepared for a career in nursing.

Nursing is a diverse profession that demands self-discipline, versatility and adaptability. As students of nursing at Southern University, you are expected to be serious and dedicated professionals. You should take pride in your education. Each nursing student admitted to the program has the capability to succeed. Our expectation is that you will fulfill your goals and become a registered nurse.

Sincerely,

Janet S. Rami, PhD, RN
Dean

BRIEF HISTORY OF SOUTHERN UNIVERSITY SCHOOL OF NURSING

The Southern University School of Nursing is located on the Southern University and A&M College-Baton Rouge Campus (SUBR), which is one of five institutions (Baton Rouge, New Orleans, Shreveport, The Law Center, and the Agricultural Research Center) encompassing the Southern University System (SUS). SUBR, established in 1880 under a constitutional mandate to educate "persons of color", currently has a multi-cultural student and faculty population of nearly 7,000 and 350, respectively. The students, faculty, and staff of SUBR support nine colleges/schools which grant 42 undergraduate and 25 graduate degrees, including doctoral degrees in Special Education, Public Policy, Environmental Toxicology, Science Mathematics, Nursing and Urban Forestry. SUBR is located in the capital city of Baton Rouge on Scott's Bluff, overlooking the Mississippi River.

The Southern University and A&M College-Baton Rouge School of Nursing (SUSON) was established in 1986 and currently offers four degrees: the Bachelor of Science in Nursing (**BSN**), the Master of Science in nursing (**MSN**) with specialty in family health, the Doctorate in Nursing Practice (**DNP**) and the Doctor of Philosophy with a major in nursing (**PhD**). The school houses two academic departments (Graduate and Undergraduate), the Office of Nursing Research, The Human Simulation and Skills Labs, the Technology and Learning Resource Center, and The Nurse Managed Clinics. Janet S. Rami, RN, PhD, Dean since 1986, has lead the School in acquiring four fully funded endowed professorships.

The Baccalaureate Nursing Program (**BSN**) graduated its first class in 1988 and has produced over 1600 RNs and 85% are African American. SUBR produces on average one third of all African American BSN RNs in the state and is one of the largest producers of African American baccalaureate prepared nurses in US (2004-08), according to *Diverse Issues in Higher Education*. Licensure exam pass rate for 2012 graduates is 95% and the NCLEX-RN pass-rates for SUSON have been above the National Average for 18 of the 23 years of graduates. The **MSN** Program in Family Health began in 1992 as one of four MSN programs comprising the Louisiana Intercollegiate Consortium for a MSN. In 1996-97 the Louisiana Board of Regents approved the FNP option at SUSON. SUSON became a standalone degree in 2000 after initiation of the PhD program. The MSN program has produced over 250 MSN grads with 15 post masters certificates since 1992. The SON is the largest producer of African American MSN graduates in State of Louisiana. SUBR graduated 55% (27 of 49) of all African Americans completing graduate programs in nursing in Louisiana Universities. Family nurse practitioners have a 100% pass-rate on FNP national certification exam. The PhD in Nursing was approved by the Louisiana Board of Regents in June 2000 and is the first PhD in Nursing in Louisiana. The program has produced 14 graduates since 2005. The DNP was approved by the Louisiana Board of Regents in December 2011 and admitted its first students in fall 2012.

The Office of Nursing Research has a three fold purpose; Faculty Development, Funded Programs of Research, and Dissemination of Findings. The office provides support for emerging programs of research for doctoral faculty and faculty development for all nursing faculty. Emerging programs of research are consistent with the focus of the PhD program. Therefore, they focus on vulnerable populations with an emphasis on vulnerable children and women across the life cycle. The office sponsors faculty development activities and a research news letter. In addition the office supports the Post-Doctoral Research Fellowship Program, a collaborative arrangement between the SUSON and the Pennington Biomedical Research Center, located in Baton Rouge, Louisiana. The annual research day focuses on research dissemination related to vulnerable children and women across the life cycle and four programs of research are currently funded through external sources.

SECTION I.

INTRODUCTION TO THE SCHOOL OF NURSING

SCHOOL OF NURSING FACULTY	TITLE	AREA OF SPECIALIZATION
Mary Abadie, MN, RN E-Mail: mary_abadie@subr.edu	Assistant Professor	Pediatrics
Sharon Bator, PhD, RN E-Mail: batorsharon@aol.com	Assistant Professor	Pediatrics/Parent Child
Sandra Brown, DNS, FNP, RN E-Mail: sandrabrown@suson.subr.edu	Professor	Adult Health/Cardiovascular
Malinda Carmouche MSN, RN E-Mail: malinda_carmouche@subr.edu	Assistant Professor	Maternal-Child and Family
Sharon Coulter, MSN, RN E-Mail: Sharon_coulter@subr.edu	Assistant Professor	Medical-Surgical
Leah Cullins, FNP, DNP, RN E-Mail: leah_cullins@subr.edu	Assistant Professor	Family Health/Leadership
Angela Eaglin, FNP, RN E-Mail: angela_richard@subr.edu	Assistant Professor	Maternal-Child and Family
Juanita Garner, MSN RN E-mail: Juanita_garner@subr.edu	Assistant Professor	Medical-Surgical
Latricia Greggs, MSN, RN E-Mail: latricia_greggs@subr.edu	Assistant Professor	Medical-Surgical
Jacqueline Hill, PhD, RN E-Mail: Jacqueline_hill@subr.edu	Chair, Undergraduate Program Associate Professor	Family Health
Gwendolyn Livous, MSN RN E-Mail: Gwendolyn_livous@subr.edu	Assistant Professor	Medical-Surgical/Mental Health
Vinnie Marcel, MSN, FNP, BC E-mail: Vinnie_marcel@subr.edu	Assistant Professor	Medical-Surgical
Tonda Martin, MSN RN E-Mail: tondamartin@bellsouth.net	Assistant Professor	Adult Health-Public Health
Kymerly McCoy, MSN, RN E-Mail: kimberly_mccoy15@subr.edu	Assistant Professor	Adult Med-Surg/Critical Care
Gordon Natal, MSN, MHA, NEA, RN E-Mail: Gordon_natal@subr.edu	Assistant Professor	Medical-Surgical/Health Administration
Benita Nwokolo, MSN RN E-Mail: benita_nwokolo@subr.edu	Assistant Professor	Medical-Surgical/Family Health Nursing Education
Anyadie Onu, MPH, MS, RN E-Mail: anyadie_onu@subr.edu	Assistant Professor	Adult Health-Public Health
Wanda Spurlock, DNS, MN, BSN, RN, BC, CNS E-Mail: wandaspurlock@suson.subr.edu	Associate Professor	Psych-Mental Health
Antionella Upshaw, MSN, RN E-Mail: antionella_upshaw@subr.edu	Assistant Professor	Medical Surgical/Oncology
Sonja Washington, MN, RN, CNS E-Mail: sonjawashington@suson.subr.edu	Assistant Professor	Pediatrics/Pharmacology
Trudy Williams, MSN, RN E-Mail: trudy_williams@subr.edu	Assistant Professor	Family Health

Title/Position

Justin Abadie	Assistant to Undergraduate Chair
Kamila Fair	Administrative Assistant II
Robin Hitchens-Hayes	Educational Resource Specialist
Alva Renee Millican	Learning Resource Coordinator
Paula Whitmore	Administrative Assistant IV, Dean's Office
Hazel Winbush	Educational Resource Coordinator

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SCHOOL OF NURSING COMMITTEES

Student representation from all three (3) levels of the curriculum is a part of the committee structure for the following:

BSN Council *
BSN Council Curriculum Committee *
Student Affairs Committee *

One student representative from the BSN Program and MSN Program are a part of the committee structure for the following:

Faculty Organization Committee *
Faculty Organization Curriculum Committee *
Program Evaluation Committee *

There is no student representation on the following:

Faculty Development Committee
Admissions/Progression Committee

*** Student representatives are a part of the active membership of the committee and therefore are considered to be a part of the voting body.**

**A COMPARISON OF THE MISSION OF THE UNIVERSITY
AND THE PHILOSOPHY OF THE NURSING EDUCATION PROGRAM**

UNIVERSITY MISSION STATEMENT

SUSON MISSION STATEMENT

“The mission of Southern University and A&M College, an Historically black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed and productive citizens.”

“The School of Nursing is a professional School within the context of higher education. It has as its major focus the preparation of professional nurses and the ongoing development and maintenance of an educational climate of relevancy inclusive of professional culture, research and standards of practice. The School seeks to provide a program of education designed to uniquely and effectively contribute to the alleviation of current and future problems associated with the availability and delivery of quality nursing care.”

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School of Nursing Vision

The vision for the School of Nursing for 2008 is to have a nationally recognized school with an emerging center for nursing research. The diverse student population will have graduation and external examination pass rates above the national average. SUSON faculty will be doctoral prepared and represent diverse graduate programs from across the nation. The faculty will be nationally recognized for their success with students from disadvantage backgrounds and their programs of research will begin to attract national attention. A fully staffed Nursing Research Office, housed within the school, will assist the faculty in their research endeavors. The Nurse Managed Clinics will be self-sufficient and a major resource for clinical research investigating vulnerable populations. Indirect cost funding from external sources will be shared with the school and departments as an incentive to seek funding.

School of Nursing Mission

The School of Nursing is a professional School within the context of higher education. It has as its major focus the preparation of professional nurses and the ongoing development and maintenance of an educational climate of relevancy inclusive of professional culture, research and standards of practice. The School seeks to provide a program of education designed to uniquely and effectively contribute to the alleviation of current and future problems associated with the availability and delivery of quality nursing care. The purpose of the School of Nursing is congruent with the parent institution. Specifically, the School's programs are designed to:

School of Nursing Goal Statements:

- Goal A Develop and maintain high quality degree programs that focus on and are compatible with the mission of the university, as well as with the needs of the community and the health care system it serves. Nursing education programs will provide for requisite knowledge, competencies and values. Learning experiences will be designed to foster positive contributions as citizens in the local, state, national, and international communities.
- Goal B Provide for an effective research infrastructure to enhance faculty and student scholarship, research, and other creative pursuits.
- Goal C Recruit, hire, develop, and reward highly competent faculty who bring appropriate expertise and who are committed to providing quality-learning opportunities for students.
- Goal D Provide a leadership role in public service activities.
- Goal E Establish and maintain effective systems of program review and assessment to assure high quality programs. Program reviews will be systematic, ongoing, participatory, and comprehensive and outcome oriented.
- Goal F Place strong emphasis on providing an organizational structure and resources to enhance attainment of educational, research and public service goals.

Goals, Objectives and Strategies

Goal A. Quality Programs

The School of Nursing will develop and maintain high quality degree programs that focus on and are compatible with the mission of the university, as well as with the needs of the community and the health care system it serves. Nursing education programs will provide for requisite knowledge, competencies and values. Learning experiences will be designed to foster positive contributions as citizens in the local, state, national, and international communities.

1. **Objective:** Ensure that all degree programs are designed to prepare students with core competencies related to expected student learning outcomes as defined for each degree program: including abilities to;
 - Communicate effectively
 - Apply critical thinking skills
 - Use nursing interventions appropriately
 - Value diversity

Strategies:

Provide for faculty retreats to support faculty in the development, revision and maintenance of curricula that meet the needs of target audiences.

Empower school's curriculum and evaluation committees to review annually student learning outcomes and to provide findings for use in determining effectiveness of degree programs in meeting the school and university's missions..

2. **Objective:** Deliver effective instruction that emphasizes participatory learning and enhances student's ability to successfully matriculate through the program of studies.
 - Increase the annual student graduation rate for undergraduates by 15% by 2016.
 - Maintain above national average annual pass rates for NCLEX-RN and FNP certification.

Strategies:

Enhance success of students from disadvantaged backgrounds through use of nontraditional classroom experiences that include case studies, computer simulations, audiovisual presentations, critiques, and discussions,

Offer review courses as needed to prepare students for comprehensive and certification exams

3. **Objective:** Use technology and online strategies in improving the educational offerings of the School of Nursing.

Strategies

Solicit external funding to enhance the school's ability to offer online courses.

- 4. Objective: Provide relevant advisement services for students in the areas of course registration and academic regulations.**

Strategies:

Provide orientation to new faculty members on electronic advisement and an annual training review program of identified advisement topics for all faculty members.

Conduct orientation sessions for all nursing students at least once each semester.

Move the graduate nursing admissions process to online assess by 2014

Goal B. Research Infrastructure

The School of Nursing will provide for an effective research infrastructure to enhance faculty and student scholarship, research, and other creative pursuits.

- 1. Objective: Enhance and expand resources for faculty research and development, and other scholarly activities through fundraising and grants.**

Strategies:

• **Seek external funding support from various sources to fund faculty research**

- 2. Objective: Increase the research productivity and number of scholarly activities among the School of Nursing faculty by 30% by 2016.**

Strategies:

Solicit funding for adjusting the faculty members' teaching load to create opportunities for scholarly research and publication.

Establish rewards and incentives for recognizing and publicizing faculty efforts in research productivity, grantsmanship, and service.

Goal C. Qualified Faculty

The School of Nursing will continue to recruit, hire, develop, and reward highly competent faculty who bring appropriate expertise and who are committed to providing quality learning opportunities for students.

- 1. Objective: Give priority to increasing the number and percentage of faculty with terminal degrees and programs of research.**

Strategies:

Increase the number of fulltime undergraduate faculty commensurate with the increased enrollment in the undergraduate program.

Increase the percentage of faculty with the terminal degree.

Adhere to the Criteria for Accreditation of the Southern Association of Colleges and Schools, the American Association of Colleges of Nursing and the Louisiana State Board of Nursing regarding faculty credentials for all degree levels.

- 2. Objective: Establish an effective faculty development program that contributes to continuous professional growth and enhances teaching effectiveness, scholarship and research productivity.**

Strategies:

Charge the School of Nursing Faculty Development Committee with developing a comprehensive faculty development program that addresses our goals for doctoral prepared faculty, research and scholarship.

Conduct annual performance evaluations for all faculties, which include, student, peer, and administrative evaluations, and which are both formative and summative.

- 3. Objective: Seek to recruit and appoint faculty with diverse backgrounds and experiences and whose highest degree is earned from a broad representation of institutions.**

Strategies:

◦Develop a pool of qualified candidates with diverse gender, ethnicity, geography, and experience.

◦Offer salaries that are comparable with national and regional averages.

◦Provide an orientation for all new faculty that informs them of performance expectations and faculty evaluation.

◦Assess the effectiveness of faculty office hours for advising and mentoring.

4. Objective: Develop a faculty reward/incentive system to attract and retain qualified faculty members.

Strategies:

Maintain the level of salaries offered to new faculty at a competitive level based on national/regional averages in nursing.

Develop appropriate faculty recognition and rewards for teaching, research, and public service.

Goal D. Public Service

The School of Nursing will continue to provide a leadership role in public service activities.

1.Objective: Expand public service activities of the School of Nursing.

Strategies:

Continue to assess and identify the needs of the surrounding community and focus on meeting those needs.

Collaborate with SON programs in the provision of culturally sensitive health promotion and disease prevention services to inner city and rural underserved communities

2. Objective: Expand opportunities to increase revenues for the Nurse Managed Clinic.

Strategies:

Seek additional fee-for-service contractual agreements with community-based agencies.

Expand existing reimbursement through Medicaid and other third party payers

Expand primary health care services to include well, preventive, and episodic illness care utilizing APN role.

Seek corporate linkages, sponsorship and funding.

3. Objective: Support the School of Nursing research infrastructure

Strategies:

Increase the research exposure opportunities for graduate and undergraduate students.

Expand databases to include APN interventions and evaluations of specific outcomes of care.

Goal E. Program Evaluation

Establish and maintain effective systems of program review and assessment to assure high quality programs. Program reviews will be systematic, ongoing, participatory, comprehensive and outcome oriented.

- 1. Objective: Empower school's Evaluation Committee to provide for effective systems for program review.**

Strategies:

Conduct a comprehensive review of all nursing degree programs offered on a systematic basis.

Use the results of the program review to enhance, strengthen, make changes, and reallocate resources as necessary.

- 2. Objective: Evaluate teaching effectiveness annually.**

Strategies:

Use student surveys, standardized tests, departmental comprehensive examinations, assessment of performance of graduates in advanced programs, employer's surveys, and other suitable methods.

- 3. Objective: Evaluate student outcomes annually.**

Strategies:

Assess graduates' attainment of expected student learning outcomes for each degree program annually. Expected outcomes are satisfactory or above or above national averages.

Collect and analyze retention and graduation rate data and utilize findings to improve program offerings.

Ascertain the employment rate of graduates through surveys and assessment of alumni.

Ascertain the level of employers; satisfaction with graduates in relation to expected learning outcomes.

Review performance of graduates on the National Council for Licensure Examination for Registered Nurses and the American Nurses Credentialing Center Examination for Family Nurse Practitioners.

Goal F. Structure and Resources

The School of Nursing will place strong emphasis on providing an organizational structure and resources to enhance attainment of educational, research and public service goals.

- 1. Objective: Modernize and expand the School of Nursing's technology infrastructure and maintain standards of accessibility.**

Strategies:

Ensure that all students, faculty, and staff have appropriate training and access to web-based resources, e-mail, and the University's network services.

Solicit funding from university and external sources to upgrade the existing communication technology available to students.

- 2. Objective: Provide adequate resources and instructional support services to reinforce the nursing curriculum.**

Solicit external funding to support instructional resource development

Explore allocation of indirect cost from grants to support instruction

Original 2003

Revised 2008

Revised 2011

Revised 2012

LEVEL OBJECTIVES & PROGRAM OBJECTIVES

LEVEL I	LEVEL II	LEVEL III/PROGRAM OBJECTIVES	LEVEL IV MSN COMPETENCIES
1. Comprehend knowledge of nursing theory and the physical sciences, behavioral sciences and humanities in nursing practices.	1. Apply knowledge of nursing theory and physical sciences, behavioral sciences and humanities in clinical nursing practice.	1. Incorporate knowledge of nursing theory and the physical sciences, behavioral sciences and humanities in clinical nursing practice.	1. Synthesize relevant knowledge and skills from nursing science and related disciplines for advanced family health nursing practice.
2. Utilize the nursing process to provide professional nursing care under close supervision in the role of learner, communicator, health care provider and teacher.	2. Utilize the nursing process to provide professional nursing care with increasing independence in the role of learner, communicator, teacher, health care provider, client advocate and counselor.	2. Use the nursing process to provide professional nursing care in the role of learner, communicator, teacher, client advocate, health care provider, counselor, change agent and leader.	2. Evaluate family nursing systems in order to provide nursing care in an advanced practice role.
3. Identify the role of other health care professionals involved in the promotion of health and well-being of individuals, families, groups and communities.	3. Participate in interdisciplinary health team planning involved in the promotion of health and well-being of individuals, families, groups and communities.	3. Collaborate with other health care professionals involved in the promotion of health and well being of individuals, families, groups and communities.	3. Initiate collaboration efforts in the health care delivery system to promote family health.
4. Identify the need for ethical decision making and accountability in nursing practice.	4. Apply principles related to ethics and accountability in nursing situations.	4. Practice in an ethical manner with accountability to self, the client, and the profession.	4. Analyze ethical-legal issues that impact family health and wellness with accountability to self, the family, and the profession.
5. Identify issues related to cultural diversity in nursing.	5. Comprehend relevant knowledge of cultural diversity in nursing.	5. Demonstrate behaviors that indicate appreciation of cultural diversity.	5. Evaluate multiple cultural variables that effect the achievement of family health.
6. Identify need for research in nursing.	6. Interpret selected research findings for use in nursing practice.	6. Evaluate research findings and their impact on nursing practice.	6. Formulate and test hypothesis to validate theoretical constructs of advanced family health nursing practice.
7. Recognize the role of the nurse as a leader and change agent.	7. Demonstrate leadership in the role of change agent when caring for individuals and/or families.	7. Apply leadership skill and knowledge of the sociopolitical system to effect change in health care delivery.	7. Propose leadership strategies which influence health care policy that impact family health.
8. Comprehend nursing as a profession and as a practice discipline.	8. Identify with nursing as a practice discipline and a profession.	8. Formulate a personal concept of the professional nurse.	8. Develop a functional role as a teacher, clinical specialist, or an administrator.
9. Identify responsibility areas related to continuing personal, professional and educational development to meet the changing health needs of society.	9. Demonstrate responsibility for continuing personal, professional and educational development within a controlled setting with faculty guidance.	9. Assume responsibility for continuing personal, professional and educational development to meet the changing health needs of society.	9. Develop a base for advanced study at the post master's predoctoral and doctoral studies.

SUSON CURRICULA STRANDS

	LEVEL I	LEVEL II	LEVEL III	LEVEL IV (MSN)
CARING	FEELINGS NEEDS	HELPING-TRUSTING ENVIRONMENT CRITICAL THINKING	INTERPERSONAL TEACHING- LEARNING EXISTENTIAL AND SPIRITUAL	HOLISTIC
SELF-CARE AGENCY	INDIVIDUALS	GROUPS FAMILIES	COMMUNITY	FAMILY as a UNIT
SELF-CARE REQUISITE	UNIVERSAL	DEVELOPMENTAL HEALTH DEVIATIONS	HEALTH DEVIATIONS	HEALTH STRENGTHS
HEALTH	PRIMARY	SECONDARY	TERTIARY	PRIMARY
NURSE AGENCY	LEARNER COMMUNICATOR TEACHER	HEALTH-CARE PROVIDER COUNSELOR CLIENT ADVOCATE	CHANGE AGENT LEADER	RESEARCHER FACILITATOR FAMILY ADVOCATE
NURSING SYSTEM	SUPPORTIVE- EDUCATIVE	PARTIALLY COMPENSATORY	WHOLLY COMPENSATORY	SUPPORTIVE EDUCATIVE
NURSING PROCESS	ASSESSMENT DIAGNOSIS	PLANNING INTERVENTION	EVALUATION	EVALUATION CRITICAL ANALYSIS

SOUTHERN UNIVERSITY

School of Nursing

BSN Curriculum Plan

2006-2008

FIRST YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
English Comp	ENG 110	3	English	ENGL 111	3
College Math I	MATH 130	3	Concepts of Elem. Math	MATH 204	3
History	HIST	3	History	HIST	3
General Chemistry	CHEM 128	3	General Chemistry	CHEM 129	3
Chemistry Lab	CHEM 108	1	Chemistry Lab	CHEM 109	1
Intro. to Sociology	SOCL 210	3	Anatomy & Physiology I	BIOL 238	<u>4</u>
Orientation to Health And Nursing Careers	HLSC 120	<u>2</u>			17
		18			

SECOND YEAR

LEVEL I

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Anatomy & Physiology II	BIOL 239	4	Intro to Logic	PHIL. 210	3
Principles of Microbiology	BIOL 230/231	4	Elementary Statistics		3
Human Nutrition	FCSC 332	3	*Nursing Process II	NURS 201	6
General Psychology	PSYC 210	3	Nurs. Pharmacology	NURS 220	3
Nursing Process I	NURS 200	<u>3</u>	Fine Arts 200; Music 200; Humanities 241 or 242		<u>3</u>
		17			18

THIRD YEAR

LEVEL II

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Computer Literacy.....	CMPS 105	3	Fund. of Nurs. Research	NURS 305	3
*Health Deviations I	NURS 304	6	*Family Development I	NURS 310	6
Developmental Psych	PSYC 445	3	*Family Development II	NURS 315	<u>6</u>
English Literature	ENGL	<u>3</u>			15
		15			

FOURTH YEAR

LEVEL III

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Issues in Nursing	NURS 404	3	*Community as Client	NURS 417	6
*Health Deviations II	NURS 410	6	*Nursing Leadership	NURS 418	5
*Health Deviations III	NURS 415	5	Senior Seminar	NURS 420	2
Free Elective		<u>3</u>	Free Elective		<u>3</u>
		17			16

*Courses with a clinical practicum.

TOTAL NUMBER OF HOURS REQUIRED FOR THE BSN DEGREE: 133

ALL COURSES ON THIS CURRICULUM PLAN ARE REQUIRED FOR GRADUATION

To progress from one Level to the next Level, students must successfully complete all courses and requirements listed in Level I, Level II and Level III respectively.

NOTE: Clinical hours substitute for Community Volunteerism

SOUTHERN UNIVERSITY

School of Nursing

BSN Curriculum Plan

2008-2010

FIRST YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
English Comp	ENGL 110	3	English	ENGL 111	3
Pre Calculus I	MATH 135	3	Intro to Logic	PHIL 210	3
History	HIST	3	History	HIST	3
General Chemistry	CHEM 128	3	General Chemistry	CHEM 129	3
Chemistry Lab	CHEM 108	1	Chemistry Lab	CHEM 109	1
Intro. to Sociology	SOCL 210	3	Anatomy & Physiology I	BIOL 238	<u>4</u>
Orientation to Health And Nursing Careers	HLSC 120	<u>2</u>			17
		18			

SECOND YEAR

LEVEL I

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Anatomy & Physiology II	BIOL 239	4	Elementary Statistics	MATH 274	3
Principles of Microbiology	BIOL 230/231	4	*Nursing Process II	NURS 201	6
Human Nutrition	FCSC 332	3	Nursing Pharmacology	NURS 220	3
General Psychology	PSYC 210	3	Fine Arts 200; Music 200;		
Nursing Process I	NURS 200	<u>3</u>	Humanities 241 or 242		<u>3</u>
		17			15

THIRD YEAR

LEVEL II

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Computer Literacy	CMPS 105	3	Fund. of Nurs. Research	NURS 305	3
*Health Deviations I	NURS 304	6	*Family Development I	NURS 310	6
Developmental Psych	PSYC 445	3	*Family Development II	NURS 315	<u>6</u>
English Literature	ENGL	<u>3</u>			15
		15			

FOURTH YEAR

LEVEL III

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Issues in Nursing	NURS 404	3	*Community as Client	NURS 417	6
*Health Deviations II	NURS 410	6	*Nursing Leadership	NURS 418	5
*Health Deviations III	NURS 415	5	Senior Seminar	NURS 420	2
Free Elective		<u>3</u>	Free Elective		<u>3</u>
		17			16

*Courses with a clinical practicum.

TOTAL NUMBER OF HOURS REQUIRED FOR THE BSN DEGREE: 130
ALL COURSES ON THIS CURRICULUM PLAN ARE REQUIRED FOR GRADUATION

To progress from one Level to the next Level, students must successfully complete all courses and requirements listed in Level I, Level II and Level III respectively.

NOTE: Clinical hours substitute for Community Volunteerism

SOUTHERN UNIVERSITY

School of Nursing

BSN Curriculum Plan

2010-2012

Revised 08/11

FIRST YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
English Comp	ENGL 110	3	English	ENGL 111	3
Pre Calculus I	MATH 135	3	Intro to Logic	PHIL 210	3
History	HIST	3	History	HIST	3
General Chemistry	CHEM 128	3	Anatomy & Physiology I	BIOL 238	<u>4</u>
Chemistry Lab	CHEM 108	1			13
Intro. to Sociology	SOCL 210	3			
Orientation to Health And Nursing Careers	HLSC120	<u>2</u>			
		18			

SECOND YEAR

LEVEL I

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Anatomy & Physiology II	BIOL 239	4	Elementary Statistics	MATH 274	3
Principles of Microbiology	BIOL 230/231	4	*Nursing Process II	NURS 201	6
Human Nutrition	FCSC 332	3	Nursing Pharmacology	NURS 220	3
General Psychology	PSYC 210	3	Fine Arts 200; Music 200;		
Nursing Process I	NURS 200	<u>3</u>	Humanities 241 or 242		<u>3</u>
		17			15

THIRD YEAR

LEVEL II

JUNIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
*Health Deviations I	NURS 304	6	Fund. of Nurs. Research	NURS 305	3
Developmental Psych	PSYC 445	3	*Family Development I	NURS 310	6
English Literature	ENGL	<u>3</u>	*Family Development II	NURS 315	<u>6</u>
		12			15

FOURTH YEAR

LEVEL III

SENIOR YEAR

FIRST SEMESTER			SECOND SEMESTER		
Course	No.	Cr.	Course	No.	Cr.
Issues in Nursing	NURS 404	3	*Community as Client	NURS 417	6
*Health Deviations II	NURS 410	6	*Nursing Leadership	NURS 418	5
*Health Deviations III	NURS 415	<u>5</u>	Senior Seminar	NURS 420	2
		14	Free Elective		<u>3</u>
					16

*Courses with a clinical practicum.

TOTAL NUMBER OF HOURS REQUIRED FOR THE BSN DEGREE: 120
ALL COURSES ON THIS CURRICULUM PLAN ARE REQUIRED FOR GRADUATION

To progress from one Level to the next Level, students must successfully complete all courses and requirements listed in Level I, Level II and Level III respectively.

NOTE: Clinical hours substitute for Community Volunteerism

Rev. 08/11

COMMUNICATION SYSTEM WITHIN THE SCHOOL OF NURSING

The Organizational Chart provides the normal channels for communication within the School of Nursing. General communication methods include verbal, written, student email accounts, student general assembly, student information cards and blackboard.

SECTION II.

POLICIES RELATING TO STUDENTS

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

Below are listed the performance standards of the School of Nursing. You should read these standards carefully and be sure you can comply with them. The School of Nursing expects that all applicants for admission possess and demonstrate the skills, attributes, and qualities set forth below, without reasonable dependence on technology or intermediaries.

<u>Issue</u>	<u>Standard</u>	<u>Examples of Necessary Activities</u> <u>(Not all Inclusive)</u>
Critical Thinking	Critical thinking ability sufficient for clinical judgment; sufficient powers of intellect to acquire, assimilate, integrate, and apply and evaluate information and solve problems.	Identify cause-effect relationships in clinical situations, develop and implement nursing care plans according to the nursing process; respond without delay to emergency situations.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, economic and intellectual backgrounds	Establish rapport with clients, colleagues, and other health care personnel.
Communication	Communication abilities sufficient for interaction with others in verbal and written form. Uses effective communication skills to interact with client, peers, and other health care personnel of various ages, cultural, economic, and intellectual backgrounds in a variety of settings.	Explain treatment, procedures, initiate health teaching to individual clients and groups of clients, document and interpret nursing actions and client responses. Communicate information accurately and effectively with other departments/colleagues/clients/families. Evaluate written orders, care plans and treatment requests.

Mobility	Physical abilities sufficient to move from room to room, lift and position, maneuver in small spaces, and physical health and stamina needed to carry out nursing procedures.	Move around in client's room, work spaces, and treatment areas, administer cardiopulmonary procedures. Lift move, position and transport clients without causing harm, undue pain, and discomfort to the client or one's self. Transport mobile equipment in a timely and cautious manner.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate, use, and manipulate equipment properly, position clients. Manipulate computers. Maintains sterility of equipment.
Sensory	Sufficient use of the senses of vision, hearing, touch, and smell to observe, assess, and evaluate effectively (both close at hand and at a distance) in the classroom , laboratory, and clinical setting	Hear monitor alarms, emergency signals, auscultatory sound, cries for help. Perform visual assessments of clients. Observe client responses. Perform functions of physical examination and/or those related to therapeutic intervention, e.g., insertion of catheters for therapy.
Behavioral	Sufficient motivation, responsibility, and flexibility to function in new, ever-changing and stressful environments. Adapts appropriately to ever-changing needs of clients and/or families.	Adapts to assignment change of client and/or clinical/lab area in a manner that allows student to meet objectives while providing safe, adequate client care. Accountable for clinical preparation and independent study and performs nursing functions in a safe responsible manner. Ability to recognize the need for further research and respond accordingly based on changes in client status since clinical assignment was made.

Adapted from SREB Council on Collegiate Education for Nursing Board October 1999

I. ADMISSION CRITERIA

A. Policies

Students must meet the following criteria for admission to the upper division nursing major:

1. Meet the requirements for general admission at Southern University-Baton Rouge.
2. Have ACT or SAT test scores on file on the Baton Rouge Campus.
3. Have a cumulative grade point average of 2.60 on all hours pursued (beginning with students enrolled in the University in Fall, 1997).
4. Have a minimum grade of "C" in all prerequisites.
5. Have successfully completed or received credit for all prerequisites courses listed for the first 3 semesters of the curriculum plan.
6. Have met all Louisiana State Board of Nursing requirements for approval to practice as student nurse.

NOTE:

1. Consistent with the guidelines of Southern University, no applicant is denied admission to the School of Nursing on the basis of race, creed, sex, national origin, or physical handicap.
2. The number of applicants to the upper division nursing major is dependent upon the availability of required resources.
3. If there are more qualified applicants than can be accepted at the time of request, admission will be granted to applicants who have met the criteria for admission and have given evidence of the most reasonable prospect of success in the nursing major.
4. The School of Nursing reserves the right to admit and retain only those students who demonstrate the cognitive, sensory, affective, and psychomotor skills necessary to perform safe acts of nursing care.

Procedure

1. Prospective candidates must submit a completed application, ACT or SAT scores and a copy of their current schedule.
2. All applications are reviewed by the Admissions/Progression Committee.
3. The School of Nursing reserves the right to interview candidates.
4. The Dean of the School of Nursing takes formal action on recommendations from the Admissions/Progression Committee and notifies applicants by written communication.

II. ADMISSION BY TRANSFER

A. Policies

1. A qualified student in good standing at any approved baccalaureate school of nursing may apply for admission by transfer.
2. Any student desiring to transfer must follow policies in the current Southern University catalog.
3. All transfer students must apply for admission and be accepted by Southern University prior to making application to the School of Nursing.
4. The amount of credits transferred and placement of the student is based on an evaluation of the courses the applicant presents in comparison with those required for the degree from the School of Nursing.
5. Southern University Admissions Office evaluates general education courses. They determine the courses and the amount of credit accepted from other universities. Students receive an analysis report from the Office of Admissions (Official *SUBR Transcript Analysis*). Transfer courses must be equivalent to those taught at Southern University Baton Rouge.
6. At the present time, evaluation and acceptance of nursing course credits from other schools/universities is done on an individual basis.

B. Procedure

1. Request an *Application for Admission to Southern University* form by contacting:

**Office of Admissions
Southern University-Baton Rouge Campus
Baton Rouge, Louisiana 70813**

2. Contact the School of Nursing and schedule an interview appointment with a faculty member.

III. READMISSION

A. Policy

1. A student in good standing in nursing and whose enrollment in nursing courses is interrupted for two or more consecutive semesters may re-apply for admission, and acceptance will be based on:
 - a. admission requirements for new catalog; and
 - b. space availability

B. Procedure

1. A student desiring readmission must submit a complete *Application for Admission* form.
2. The Admissions/Progressions Committee will
 - a. review the application and related data, and
 - b. make a recommendation to the Dean regarding the request.
3. The student will receive written notification from the Dean regarding the status of their application.

IV. HEALTH REQUIREMENTS

A. Policies

1. Following admission, all students must submit a completed health form prior to participating in clinical by a time designated by the School of Nursing. Health forms must contain physician documentation that is current (within the past 6 months). All areas on the form must be completed including laboratory and x-ray results.
2. Continuing students in the SON are required to have an annual TB Test and to submit a copy of the test results to the designated person by the first in-house clinical day, failure to do so will result in a clinical warning for each clinical day that documents are tardy (See clinical probation p. 3.7)
3. Students with positive TB tests, positive VDRL, positive Hepatitis B, or an identified illness/problem must see the SONs designated person before being allowed to participate in a clinical experience(s).
4. Students are encouraged to take the Hepatitis B Vaccine.
5. All students must have a positive varicella, rubella, rubeola, & mumps titer.
6. Negative drug test performed by a SAMSA approved lab
7. Those students declining immunizations, (Hepatitis or Varicella Vaccine), must sign a declination form.
8. Students are required to review Centers for Disease Control (CDC) guidelines for standard precautions annually.

B. Procedures

1. Health forms are distributed in an orientation packet along with instructions.
2. Completed forms must be returned by the designated date.
3. A designated person will monitor for students' compliance with health requirements.
4. Course Coordinators will be notified should a student(s) not meet health requirements.
5. A program for review of the Joint Accreditation Commission on Health Organization (JACHO) and the Occupational Health and Safety Agency (OHSA) guidelines for standard precautions will be conducted annually.
6. No student will be permitted to participate in clinical experiences until their health requirements are in compliance.

Rev. 08/02

Rev. 08/11

V. PROGRESSION

A. **Policies**

To progress in the nursing program, the student must:

1. Maintain at least a 2.0/4 semester GPA.
2. Achieve a grade of "C" in all nursing courses.
 - a. Students who fail to achieve a "C" in any nursing course are expected to repeat the course at the next available opportunity.
 - b. Students may only enroll in a nursing course twice.
 - c. In accordance with Southern University policy, payment of fees constitutes official enrollment; therefore, courses dropped prior to the 14th class day will not be considered as an enrollment for that course in the School of Nursing.
 - d. Students who fail any three upper division nursing courses (NURS 201 and above) will not be allowed to progress in the nursing program.
 - e. Students will be placed on probation after a second failure and will be followed by their academic advisor.
 - f. Students may not progress in nursing courses until the failed prerequisite course(s) have been successfully completed. NURS 304 is a prerequisite for NURS 310 and NURS 315; and NURS 410 and NURS 415 are prerequisites for NURS 417 and NURS 418.
 - g. Students who fail to achieve a "C" on the second attempt in the same nursing course will not be allowed to progress in the School of Nursing.
 - h. Non-clinical courses may be taken if they are within the same level and if nursing space permits.
3. Satisfy conditions, if conditionally accepted into the School of Nursing.
4. Maintain satisfactory physical and psychological health status for optimal theoretical and clinical performance.
5. Meet progression requirements of the University as stipulated under "*Scholastic Probation, Suspension, and Readmission Regulations*" (see current University Catalog for details).
6. To progress from one Level to the next Level, students must successfully complete all courses and requirements listed in Level I, Level II and Level III respectively.

B. **Procedures**

1. The Admissions/Progressions Committee will review level reports submitted at the end of each semester to ascertain the progression status of each student.
2. Recommendations for progression or retention are made to the Chair of the undergraduate program and the Dean.
3. Students who need to repeat a nursing course must submit a written request fourteen (14) days prior to the beginning of the semester, they are to return and indicate their intent to return to that course.
4. Students' placement in failed clinical courses will be dependent on availability of adequate clinical and faculty resources. **AVAILABILITY IS NOT GUARANTEED.**
5. **Students placed on probation are expected to:**
 - a. Utilize support resources/services provided by the University;
 - b. Document evidence of time management and study skills (e.g., study groups, study calendar, speed-reading course); and,
 - c. Meet with their advisor bi-monthly to analyze and document progress in nursing course(s).

VI. CLASS ATTENDANCE AND ABSENCE

A. Policy

1. All students are expected to attend classes regularly and punctually. This is regarded as a minimum academic obligation. Failure to observe this policy may seriously jeopardize a student's academic standing.
2. Students are responsible for reporting/discussing tardiness and absences with their instructors.
3. Students are expected to listen without distracting others; mobile phones are prohibited and pagers are to be set in the inaudible mode during lecture.
(See the current Southern University Catalog for additional information.)

B. Procedures

1. Students who are required to be absent from class because of illness or other unavoidable circumstances should promptly report the reason(s) to the instructor and, if required, present written documentation. (Excuses may explain absences but do not remove them.)
2. Absence from or tardiness in a clinical experience is to be avoided and could result in the student receiving a clinical warning. [See Notification of Clinical Absence, pg. 3.3a in this Handbook]
3. If the number of absences places a student's academic status in jeopardy, the student's dean and department head should be notified by the instructor, excuses notwithstanding.
4. All excuses or explanations must be submitted in writing to the student's department head and course coordinator within three (3) school days after the student returns to class.
5. Work that is of passing quality but, because of extenuating circumstances, is not complete, may be graded "I" – Incomplete. [See statement on Extenuating Circumstances Form, Appendix in this Handbook]
6. Students must initiate an incomplete grade request and must secure appropriate approval of the excuse by the instructor, department head, and dean of the college.
7. If an excuse is not received prior to issuing a final grade, the instructor is to consider the delinquent work to be of failing quality and an "I" grade should not be given.
8. Requests for consideration of extenuating circumstances that are submitted after the official completion of a course by means of the final examination or otherwise may not be used as a means of continuing the course and thus changing a previously submitted grade. [See Extenuating Circumstance Form, Appendix in this Handbook].

VII. DRUG DOSAGE CALCULATION EXAMINATION

All students enrolled in clinical nursing course requiring the administration of medications must demonstrate the ability to perform basic drug calculations procedures by obtaining a passing score on the drug calculation proficiency exam for the assigned clinical course. The passing score on the drug calculation exam will be 90%.

Students will be given at least two times to take the drug calculation proficiency exam prior to their first assigned clinical day. Students who do not pass the drug calculation proficiency exam prior to their first clinical day will be considered 'unsafe' and will not be allowed to attend clinical.

Students who are unsuccessful in passing the proficiency exam will receive an 'unsatisfactory' for the entire clinical day, and because it will be an 'unexcused' absence, students will not be allowed to make up the clinical day. It is important for students to understand that they must receive a minimum of 'satisfactory' in 78% of the designated critical clinical behaviors in order to pass clinical and each 'unexcused' clinical day will have an impact on their final clinical grade (Pass or Fail).

Students who fail their clinical, regardless of their grade in theory, will fail the course.

VIII. GRADING SCALE

A. Grading

The following is the grading scale utilized in the School of Nursing:

- A = 94 - 100
- B = 86 - 93
- C = 78 - 85
- D = 70 - 77
- F = 69 and below

B. Clinical Grades

1. The final grade in a clinical nursing course is a combination of lecture and clinical grades.
2. The passing grade for lecture is a "C" and above.
3. The clinical grade must be "Satisfactory".
4. If the clinical grade is unsatisfactory the student will receive an "F" for the course, regardless of the lecture grade.

IX. WITHDRAWAL FROM THE UNIVERSITY

A. Policy

The University requires the student to adhere to all University policies related to withdrawal from the University outlined in the current University catalog.

Failure to do so may jeopardize the student's progression in the School of Nursing.

B. Procedure

1. Follow procedure outlined in the current University catalog.
2. Contact the School of Nursing and the Office of the Registrar for information and forms.

X. GRADUATION REQUIREMENTS

1. The student must complete all requirements applicable to the bachelor's degree at Southern University as presented in the University catalog.
2. The student must satisfactorily complete a program of study that is approved by the nursing Dean and faculty and which meets the requirements outlined in the University catalog.
3. Demonstrate competency in professional nursing and successfully complete all required courses and the comprehensive examination. The student must successfully pass the departmental comprehensive examination. (See Appendix H)
4. See University Graduation Requirements (SU Catalog 2006-2008, p. 48)

XI. LICENSURE TO PRACTICE AS A REGISTERED NURSE

1. A graduate of the Bachelors of Science in Nursing program is eligible to apply to sit for the National Council Licensing Examination for registered nurses. (NCLEX-RN)
2. Completion of the BSN program does not guarantee passing the NCLEX-RN.

XII. ADVISEMENT

- A. Upon entering SUSON each student is assigned an Academic Advisor from among the faculty.
- B. The advisee or student has the following responsibilities in the academic advisement process:
 1. Meet with the advisor a minimum of once a semester prior to registration.
 2. Complete the telephone registration worksheet.
 3. Seek assistance from the advisor when indicated (e.g., goal setting, academic assistance, personal needs/concerns).
- C. The Academic Advisor will:
 1. Review the advisee's curriculum plan and determine the course(s) needed.
 2. Assist when indicated or requested with such matters as, e.g., goal setting, academic requisites, and personal needs/concerns.
- D. An advisee may change advisors by completing two (2) copies of *the Request for Advisor Change* form. The requested advisor must agree to the change and sign the form. (see Appendices Section for form)
- E. Advisement appointments are made by the student in the faculty appointment book located in the BSN office.

XII. STUDENT BODY ASSEMBLY

1. Policy

- a. Assemblies will be regularly conducted to facilitate communication between administration, faculty and students regarding issues, events, policies, and procedures relevant to the Baccalaureate Program.
- b. Assembly(ies) will be scheduled a minimum of one (1) time during the Fall semester and again in the Spring semester of each year.
- c. The Chair of the Undergraduate Program or her designee will coordinate the assemblies.

2. Procedures

- a. Assembly announcements will be posted throughout the School of Nursing and the date and time of the assembly will be announced in each of the nursing classes.
- b. Items for scheduled inclusion on the assembly agendas are to be submitted in writing to the Chair of the Undergraduate Program.

B. STUDENT NURSES' ASSOCIATION

PURPOSE: A Student Nurses' Association is intended to assist students in acclimating to the role of the professional nursing student and to the future role of a professional nurse. The School's SNA ascribes to the purpose of the National Student Nurses' Association (NSNA) which is. . . "to assume responsibility for contributing to Nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interest and concerns and aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life."

1. Policy

- a. The School of Nursing will sponsor an on-campus Student Nurses' Association (SNA).
- b. The SNA is a constituent association of the Louisiana Association of Student Nurses' (LASN) and LASN is a state constituency of the National Students Nurses' Association (NSNA).
- c. A faculty member will be designated to serve as an advisor to the School's Student Nurses' Association.
- d. All students are encouraged to become active members of their professional organization.

2. Procedure

- a. Membership drives are held at the beginning of each semester.
- b. Meeting announcements are posted and announced throughout the School.
- c. Interested students may obtain more information regarding the SNA and membership by asking any faculty member or the SNA advisor.

SECTION III.

CLINICAL EXPERIENCE REQUIREMENTS

PREAMBLE

Students enrolled in the Bachelor of Science in Nursing Program at Southern University School of Nursing are expected to conduct themselves at all times in a manner that reflects credit to self, the University and the health agency. This includes being well groomed and courteous and tactful when communicating with families, personnel and physicians. The following code of conduct has been developed for use as a guide by students and faculty. The student has a responsibility to implement this code. Failure to do so will result in corrective action being taken by the faculty and Dean.

CODE OF CONDUCT

The nature of a nurse's responsibilities to clients and others requires certain personal and behavioral characteristics suitable to the discharge of these responsibilities. When nursing students are engaged in clinical activities within hospital or community health agencies, they are expected to behave courteously and to conform to agency policies and procedures.

Should the student's behavior in the classroom or clinical laboratory area become disruptive or constitute a safety hazard to the client or others, the instructor will dismiss the student from the activity until evidence of improvement in the behavior is presented to the Dean of the School of Nursing.

Students may be denied to progress in the School of Nursing if their conduct constitutes a hazard to clients.

I. Student Responsibilities in a Clinical Setting

A. The student is expected to:

1. Familiarize self with the clinical units' policies, procedures and location of supplies.
2. Introduce self to the nurse in charge and state the purpose of the visit if indicated and, upon departure, report to the designated nurse(s).
3. Adhere to all aspects of client confidentiality, including discussion of client data outside of the clinical situation.
4. Implement safe, competent care upon arrival for clinical practice, by utilizing knowledge and skills from previous and concurrent courses.
5. Provide safe, competent care to assigned clients regardless of the client's sex, ethnicity, creed, sexual preference, or medical diagnosis(es).

B. The student is subject to disciplinary action that may include dismissal from the clinical practicum and/or placement on clinical probation should the student place a client(s) in jeopardy or pose a threat to such.

C. Revised Statutes Louisiana Nurse Practice Act 1996

1. The board may limit, restrict, delay or deny a student nurse from entering or continuing the clinical phase of education in accordance with R.S. 37:921-925.
2. Every individual subjected to disciplinary proceedings shall be afforded an opportunity for a hearing before the board or its duly appointed hearing officer or committee.
3. A complaint that an individual has engaged in, or is engaging in, any conduct proscribed by R.S. 37:921, may be made by any person or the board. Such complaints shall be in writing, and on a form prescribed by the board or affixed to the form prescribed by the board.
4. Grounds for disciplinary proceedings are specified in R.S. 37:921.

D. CPR Requirements

1. Policies

- a. A student is responsible for and required to present evidence of **current** CPR certification/re-certification **prior** to all clinical experiences in the Nursing major.
- b. Certification must be according to the standards of the American Heart Association.

2. Procedures

- a. Requirements are included in the orientation packet.
- b. Evidence of certification will be presented to the Course Coordinator (or designee) at the scheduled time.
- c. The Course Coordinators will ascertain that CPR certification is current for all students enrolled in clinical courses.

E. Health Guidelines

1. Submit a completed School of Nursing health form following admission to the School and, thereafter, when required or requested to do so.
2. Absences, whole or partial, from clinical activities or experiences for medical reasons may require submission of a physician's release in order to return to the clinical area.
3. Pregnancy, a suspected pregnancy, or a change in health status must be reported to the clinical instructor as soon as possible.

F. Emergency Room Treatment

1. Costs for referred treatment in a facility's emergency room, during a clinical experience, is the responsibility of the student.
2. Should the aforementioned occur with a full-time student, coverage for costs incurred may be provided under the University Student Health Plan.

G. Transportation

1. The student is responsible for:
 - a. transportation to and from a clinical experience.
 - b. costs incurred related to transportation on or off the campus.
2. Personal transportation liability insurance is required by LA law and must be on vehicles used to commute to and from clinical experiences.

H. Incident/Accident Reports

A. In the case of an accident

1. Student must complete the appropriate facility/agency incident/accident report form(s)
2. Student must obtain supervising clinical instructor's signature on the report
3. Student submits the report according to the facility/agency's policy and procedures

I. Campus Dress

1. The guiding standards for campus dress are neatness, cleanliness and good taste. Students are to be attired in appropriate street clothes at all times in the classrooms, college offices, and the skills laboratory setting. Dresses, walking shorts (to the knee), slacks, and neat jeans are acceptable. Short shorts, midriff tops are not to be worn by male and female students.

J. Uniform Regulations

1. Full uniform is required in clinical areas unless otherwise specified by the instructor.
2. Full uniform consists of:
 - a. official SUSON white uniform pant suit or dress;
 - b. students wear approved SUSON royal blue tops in the Pediatric Rotation
 - c. official SUSON emblem sewn on the upper left sleeve.
 - d. official School of Nursing name tag;
 - e. white hose or white socks (calf length)
 - f. approved all white enclosed, leather, clean, nursing or tennis shoe. (any emblem must be all white)
3. Meticulous personal hygiene is required for both aesthetic and safety reasons and includes but is not limited to:
 - a. clean white shoes; clean, pressed uniform and lab coat
 - b. clean and neatly groomed skin, hair, and nails. Extreme, eccentric, or trendy haircuts or hairstyles are not authorized. If student use dyes, tints, or bleaches, they must choose those that result in natural hair colors. Colors that detract from a professional appearance are prohibited. Students should avoid using colors that result in an extreme appearance. Applied hair colors that are prohibited include, but are not limited to purple, blue, pink, green, orange, bright (fire engine) red, and fluorescent or neon colors. It is the responsibility of faculty to use good judgment in determining if applied colors are acceptable, based upon the overall effect on the student's appearance. Natural nails (no artificial, acrylic, shellac, silk, gel, overlay or artificial color) are to be clean, neatly groomed, unpolished and relatively short.
 - c. all students' (male and female) hair length should not extend below the collar. Hair should not hang in the face or contaminate any area or interfere with the performance of safe nursing care.
 - d. men with mustaches or beards are expected to have facial hair neatly trimmed at all times.
 - e. no visible tattoos. No body, facial or tongue accessories permitted
 - f. body odors must be controlled therefore, use of deodorants and oral hygiene products/care are strongly encouraged;
 - g. the use of perfumes/colognes is prohibited;
 - h. jewelry is to be minimal; females are limited to a watch with a second hand, an engagement and wedding ring, and one pair of small stud type earrings to be worn in earlobe only (not cartilage area of ear); males are limited to a watch with a second hand and a wedding band, and no earrings or studs.
 - i. eating, drinking, and gum chewing is prohibited in clinical areas;
 - j. cellular phones usage must comply with facility cell phone policy and clinical instructors' guidelines for cell phone usage.
4. White, long-sleeved lab coats with the School of Nursing name pin or the complete, previously described uniform must be worn when going to clinical facilities/agencies to obtain client data and **SKILLS LAB**. Shorts are not permitted in skills lab (must wear pants, neat jeans, or skirts to the knee and pressed lab coat). Enclosed shoes must be worn.
5. Other items required: bandage scissors, stethoscope, penlight, goggles, and a mouth piece ventilation device.

K. Messages in the Clinical Area

1. Communications for a student in a clinical area will be routed through staff at the School of Nursing to the clinical instructor during regular office hours (8:00 AM - 5:00 PM).
2. After 5:00 PM communications will be directed to the clinical instructor who will relay the message to the student.
3. Only bonafide emergency calls will be permitted to interrupt students' clinical responsibilities.

L. Attendance

1. Clinical sessions are a vital component of the nursing curriculum and **punctual attendance is required.**
2. All scheduled clinical time missed by the student will be considered an absence; faculty will grant excused absences on an individual basis when serious illnesses and unexpected life events occur.
3. The student will present written documentation of missed clinical experiences to the course coordinator upon return to school.
4. Faculty reserves the right to require clinical absences to be made up to allow the student opportunity to achieve clinical objectives. The following guidelines apply to this policy:
 - a. Excused absences will be made up.
 - b. Unexcused absences will receive an unsatisfactory (U) on their Clinical Evaluation form and **will not** be made up.
5. All clinical absences and make-ups for clinical experiences will be documented on the student's Clinical Evaluation form.
6. A student who misses one-third (1/3) of their clinical sessions will be unable to meet the clinical objectives of a course due to time constraints and will fail clinical and consequently the nursing course.

M. Notification of Absence

1. This section concerns an important area of student's responsibility and accountability, therefore failure to notify the clinical area and the clinical instructor will automatically merit formal action.
2. The procedure for notification of absence must be followed if a student, for any reason, will be late in arriving to the clinical area on time or will be absent.
3. The student will:
 - a. notifies the assigned clinical unit one (1) hour prior to the beginning of the experience if unable to attend;
 - b. include in the verbal notification her/his name, a telephone number where she/he can be reached, and the client(s) to whom she/he is assigned (if known).
 - c. obtain the name of the individual at the clinical facility with whom they spoke;
 - d. notify clinical instructor one (1) hour prior to the beginning of experience;
 - e. notify BSN Office after 8 am
 - f. failure to follow the notification procedure as outlined will result in an **unsatisfactory (U) clinical evaluation** for the missed clinical session.

N. State Board of Nursing Regulations

1. Prior to entry into clinical courses the student will petition the Louisiana State Board of Nursing for the right to practice as a student of nursing in Louisiana.
2. The student should be aware that failure to respond honestly to the Board of Nursing concerning any of the above situations at any time during your tenure as a student nurse **MAY be grounds for denial to take the NCLEX-RN exam or denial of licensure as a registered nurse in Louisiana.**

O. Documentation in Clinical

1. Students should sign name and title when documenting as follows
Name & title (SUSN) - John Doe, SUSN or Jane Doe, SUSN

P. Simulation Lab Guidelines

The Simulation Lab will provide students with opportunities to practice cognitive, psychomotor and affective skills in a non-threatening setting. Students will be introduced to client care scenarios in the lab with the use of demonstrations, videos, manikins, and human patient simulation. Involvement in the scenarios will enhance critical thinking, clinical decision-making, and proficiency in the performance of psychomotor skills. Students will articulate their thinking and actions with direct faculty coaching and supervision.

The following guidelines are enforced so that the Simulation Lab is kept clean, secure, and maintained as a professional space:

1. Food and drink are not allowed in the Simulation Lab.
2. Ink pens are not allowed in the Simulation Lab.
3. Students are to always wash hands and apply gloves before working with the human patient simulators to avoid stains that potentially cannot be removed.
4. Students who have a known latex allergy must obtain a letter from their healthcare provider documenting their sensitivity/allergy, risks and prescribed treatment to keep on file. Students with a known sensitivity must keep emergency medications with them at all times and instructions if applicable. Latex-free gloves will be available for latex-sensitive students; however the lab environment is not latex-free.
5. If student is aware that he/she has an emotional sensitivity to certain healthcare situations (family member/friend with similar illness or end-of-life situation), it is the responsibility of that student to discuss these concerns with faculty early in the semester prior to being assigned to simulation activities.
6. Simulation activities may have one or more students involved in the simulation which may include other roles such as family member, collaborative healthcare providers, and observation roles. All students involved in each simulation will participate in the reflection process.
7. Students should arrive to the Simulation Lab on time and wearing full SUSON uniform. Students must bring their required clinical equipment (stethoscope, protective eye wear, scissors, second-hand watch, etc.) to the lab.
8. The simulation client and family should be approached, treated, and communicated with as if he/she/they are real clients and family. Thus, HIPAA guidelines should be followed, and **discussion of a client outside of the Simulation Lab is a breach of client confidentiality.**
9. Students will be instructed to “think out loud” during the simulation activities.
10. A nurse’s station with appropriate equipment, medications, and supplies will be available. Students will be expected to carry out appropriate nursing interventions. Interventions that are not physically possible should be verbalized.
11. Hospital documentation forms will be available, and students will be expected to document on the client’s chart in the Simulation Lab. Documentation should reflect an understanding of the nursing process. Documentation will be done in pencil only.
12. Universal precautions will be utilized at all times
13. Students are to leave rooms and the simulators in order. This includes returning supplies and furniture to their original positions, placing trash in the waste bin, and wiping up wet or soiled surfaces.
14. For some simulation activities, students will be given pre-simulation assignments that **must be completed and turned in for entry into the simulation activities.**

15. Attendance at the assigned simulations will be mandated by the course coordinator.
 - If the simulation activity is scheduled on a clinical day, and a student does not participate, whether due to absence or dismissal because of not being prepared (with written assignment), will result in all “U”s (unsatisfactoriness) for that day on the clinical evaluation tool.
16. Each student must key in their assigned code number upon entering and exiting the simulation lab.

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SOUTHERN UNIVERSITY SCHOOL OF NURSING
CLINICAL WARNING

DEFINITION: A clinical warning is an official written notice to the student given by the clinical instructor for unacceptable clinical behavior.

PROCEDURE: When an instructor determines that the behavior of a student merits a clinical warning, the following procedures will be implemented.

1. The clinical instructor:
 - a. notifies the student verbally that day and states the specific reason for the clinical warning.
 - b. schedules a conference to occur within two (2) working days, for discussion of the unacceptable behavior.
 - c. gives the student a written copy of the clinical warning which will include:
 - (1) a description of the unacceptable behavior;
 - (2) mutual assessment of the causative factor(s)
 - (3) mutually determined goal(s)/remedial action plan and expected time frame for achievement of same; and
 - (4) a section for evaluation of the action plan on the expected date of achievement (EDA).
2. Both the instructor and the student are required to sign the conference interaction indicating their participation in the above steps (*Clinical Warning* form).
3. A copy of the completed *Clinical Warning* form is given to the student, the student's academic advisor, the course coordinator and the BSN Chair.
4. The issuance and resolution of action associated with a clinical warning must be reflected on the student's clinical evaluation form.

SOUTHERN UNIVERSITY SCHOOL OF NURSING
CLINICAL WARNING

STUDENT: _____

COURSE/SEMESTER: _____ DATE: _____
(Incident)

DESCRIPTION OF INCIDENT/PROBLEM:

ASSESSMENT DATA:

GOAL(S)/REMEDIAL ACTION PLAN/EXPECTED DATE(S) OF ACHIEVEMENT:

EVALUATION OF ACTION PLAN:

Clinical Instructor's Signature Date

Student's Signature Date

XC: Student, Clinical Instructor identifying the unacceptable clinical behavior, Course Coordinator, Academic Advisor and the Chair of the Undergraduate Program.

CLINICAL PROBATION

DEFINITION: Clinical probation is an official School of Nursing administrative sanction which denotes that a student is in serious danger of being prohibited from progressing in the nursing curriculum should her/his unsafe behavior(s) fail to be corrected.

PROCEDURE:

1. After receiving three (3) Clinical Warnings in a given course per semester **OR** after a student commits an action(s) deemed to place a client in jeopardy, the Chair of the Undergraduate Program, within 14 working days of the issuance of the third Clinical Warning or the incident, will direct that a hearing be held.
2. The hearing will be held by an ad-hoc committee appointed by the Chair of the Undergraduate Program and shall be composed of a chair and an equal number of faculty and students, with at least three faculty members.
3. The purpose of the committee will be to:
 - a. provides an impartial review of issues raised through the documentation and presentations by both parties; the opposing parties can be present during presentations but should not participate unless recognized by the chair;
 - b. make written and confidential recommendations (using the designated form) to the Chair of the Undergraduate Program; recommendations shall be consistent with University and SON policies and shall be in the form of a motion that is voted on by the membership and be accompanied by a rationale(s).
4. The Chair of the Undergraduate Program reviews the written recommendations and notifies the student of her/his decision.
5. A copy of the Clinical Probation, if imposed, is placed in the student's permanent file within ten (10) days of the hearing.
6. A student must remain free of any additional Clinical Warnings for the remainder of the semester in which the Clinical Probation was issued and for the following semester before the clinical probation can be lifted.
7. A student receiving an additional Clinical Warning while on probation or, if is determined that they have again placed a client in actual or potential jeopardy, may be denied the privilege to progress in the School of Nursing for a period of one year. A formal recommendation by the Chair of the Undergraduate Program is made to the Dean.
8. If denied the privilege to progress in the School of Nursing, the student may petition the Admission/Progression Committee for readmission to the School of Nursing.
9. At the end of the probationary period, the student must submit a written request for a formal review to the Chair of the Undergraduate Program.
10. No student may graduate while on clinical probation; therefore, the hearing review committee must include this data in their recommendation(s).

**SOUTHERN UNIVERSITY
SCHOOL OF NURSING**

CLINICAL PROBATION

STUDENT: _____

COURSE/SEMESTER: _____ DATE: _____

SUMMATION OF INCIDENT/PROBLEMATIC BEHAVIOR(S):

HEARING REVIEW COMMITTEE CONCLUSION:

GOAL(S)/REMEDIAL ACTION PLAN/EXPECTED DATES OF ACHIEVEMENT:

EVALUATION/CONCLUSION OF PROBATIONARY STATUS REVIEW HEARING:

(See attachment)

man's Signature Date Chair

Clinical Instructor's Signature Date

Student's Signature Date

XC: Student, Clinical Instructor, Academic Advisor, Chair of the Undergraduate Program, Student's Permanent File

SECTION IV.

STUDENT RIGHTS AND RESPONSIBILITIES

I. BEHAVIORAL REQUIREMENTS

The following are expectations and responsibilities which are being cited for emphasis for Nursing students.

1. Be prompt/on time.
2. Remain in attendance until dismissed unless prior notice given to the instructor
3. Listen without distracting others. Cellular/portable phones are prohibited. Beepers are to be set in the inaudible mode.
4. Be prepared for class.
5. Request an appointment with the Course Coordinator at the earliest indication of difficulty or concern with the course material.
6. All students are responsible for reading and becoming familiar with the contents of the Southern University Student Handbook. As stated in the University Student Handbook, “failure to obtain a copy of this handbook and to become acquainted with its stated policies, procedures, rules, and regulations will not excuse you from observing these regulations.” Handbooks may be obtained from the Southern University Office of Student Life.

II. GRIEVANCE POLICY AND PROCEDURE-SCHOOL OF NURSING

A student has the right to appeal decisions regarding his/her status in the School of Nursing. If the matter is not resolved within the School of Nursing the student can seek redress following University guidelines in the Code of Student Conduct Manual. The steps below describe the appeal process. These steps must be followed cautiously by all involved. Each step will be handled with complete confidentiality.

A. Policy

1. A student must make every effort to resolve issues with the person(s) involved before resorting to a formal grievance process.
2. A student may grieve academic and non- academic matters.
3. The formal grievance process is initiated with the indicated Course Coordinator. If the resolution of the course coordinator is unsatisfactory to the student, the written grievance is then presented to the Chair of the Undergraduate Program.
4. If there is unsatisfactory resolution at this stage, the last appeal in the School of Nursing would then be the Dean.
5. The University Code of Conduct Manual outlines the grievance process beyond the School of Nursing level.

B. Procedure

1. When a student decides that a grievance is appropriate (see Appendix E), they should copy the Southern University School of Nursing Grievance form from this Handbook (Appendix F).
2. The student shall complete the first section which includes:
 - a. a concise statement of the problem, and
 - b. a clear statement of the desired outcome.
3. The form must be presented to the appropriate Course Coordinator within ten (10) calendar days of the incident.
4. The course coordinator shall respond in writing to the student's grievance within five (5) working days from receipt of the grievance.
5. If the student does not accept the course coordinator's decision, this process may be continued.
6. The form is then taken to the Chair of the Undergraduate Program
7. The Chair of the Undergraduate Program, upon receipt of the grievance, will appoint an ad-hoc Grievance Committee that shall be composed of a chair and an equal number of faculty and students, with at least three (3) faculty members; all faculty and students on the ad-hoc committee constitute the voting members, with the chair voting only to break a tie vote.
8. The purpose of the committee will be to:
 - a. provide an impartial review of issues raised through written and verbal presentations by both parties; the opposing parties can be present during presentations but should not participate unless recognized by the chair;
 - b. review/address only the written grievance submitted by the student;
 - c. make written and confidential recommendations (using the designated form) to the Chair of the Undergraduate Program; recommendations shall be consistent with University and SON policies and shall be in the form of a motion that is voted on by the membership and accompanied by a rationale(s).
9. The Chair of the Undergraduate Program will review the written recommendations and notify the student of her/his decision within eight (8) working days.
10. If not satisfied at this level, the student may continue the appeal process with the Dean.
11. If not satisfied with the Dean's decision, the student may then proceed with the grievance process at the University level. (Refer to current SU Code of Conduct Manual)

BILL OF RIGHTS AND RESPONSIBILITIES FOR STUDENTS OF NURSING

An NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The following updated version was adopted by the NSNA House of Delegates in San Antonio, Texas (1991).

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, color, national origin, handicap, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

AMERICAN HOSPITAL ASSOCIATION
Patient's Bill of Rights (1992)

1. The patient has the right to considerate and respectful care.
2. The patient has the right to and is encouraged to obtain from physicians and other direct caregivers relevant, current, and understandable information concerning diagnosis, treatment, and prognosis.

Except in emergencies when the patient lacks decision-making capacity and the need for treatment is urgent, the patient is entitled to the opportunity to discuss and request information related to the specific procedures and/or treatments, the risks involved, the possible length of recuperation, and the medically reasonable alternatives and their accompanying risks and benefits.

Patients have the right to know the identity of physicians, nurses, and others involved in their care, as well as when those involved are students, residents, or other trainees. The patient also has the right to know the immediate and long-term financial implications of treatment choices, insofar as they are known.

3. The patient has the right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law and hospital policy and to be informed of the medical consequences of this action. In case of such refusal, the patient is entitled to other appropriate care and services that the hospital provides or transfers to another hospital. The hospital should notify patients of any policy that affect patient choice within the institution.
4. The patient has the right to have an advance directive (such as a living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision maker with the expectation that the hospital will honor the intent of that directive to the extent permitted by law and hospital policy.

Health care institutions must advise patients of their rights under state law and hospital policy to make informed medical choices, ask if the patient has an advance directive, and include that information in patient records. The patient has the right to timely information about hospital policy that may limit its ability to implement fully a legally valid advance directive.

5. The patient has the right to every consideration of privacy. Case discussion, consultation, examination, and treatment should be conducted so as to protect each patient's privacy.
6. The patient has the right to expect that all communications and records pertaining to his/her care will be treated as confidential by the hospital, except in cases such as suspected abuse and public health hazards when reporting is permitted or required by law. The patient has the right to expect that the hospital will emphasize the confidentiality of this information when it releases it to any other parties entitled to review information in these records.
7. The patient has the right to review the records pertaining to his/her medical care and to have the information explained or interpreted as necessary, except when restricted by law.

8. The patient has the right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically appropriate and legally permissible, or when a patient has so requested, a patient may be transferred to another facility. The institution to which the patient is to be transferred must first have accepted the patient for transfer. The patient must also have the benefit of complete information and explanation concerning the need for, risks, benefits, and alternatives to such a transfer.
9. The patient has the right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient's treatment and care.
10. The patient has the right to consent to or decline to participate in proposed research studies or human experimentation affecting care and treatment or requiring direct patient involvement, and to have those studies fully explained prior to consent. A patient who declines to participate in research or experimentation is entitled to the most effective care that the hospital can otherwise provide.
11. The patient has the right to expect reasonable continuity of care when appropriate and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.
12. The patient has the right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities. The patient has the right to be informed of available resources for resolving disputes, grievances, and conflicts, such as ethics committees, patient representatives, or other mechanisms available in the institution. The patient has the right to be informed of the hospital's charges for services and available payment methods.

AMERICAN PSYCHOLOGICAL ASSOCIATION MENTAL HEALTH PATIENT'S BILL OF RIGHTS

Commitment

Our commitment must be to provide quality mental health and substance abuse services to all individuals without regard to race, color, religion, national origin, gender, age, sexual orientation, or disabilities.

The Right to Know Benefits

Individuals have the right to be provided information from the purchasing entity (such as employer or union or public purchaser) and the insurance/third party payer describing the nature and extent of their mental health and substance abuse treatment benefits. This information should include details on procedures to obtain access to services, on utilization management procedures, and on appeals rights. The information should be presented clearly in writing with language that the individual can understand.

Professional Expertise

Individuals have the right to receive full information from the potential treating professional about that professional's knowledge skills, preparation, experience, and credentials. Individuals have the right to be informed about the options available for treatment interventions and the effectiveness of the recommended treatment.

Contractual Limitations

Individuals have the right to be informed by the treating professional of any arrangements, restrictions, and/or covenants established between third party payer and the treating professional that could interfere with or influence treatment recommendations. Individuals have the right to be informed of the nature of information that may be disclosed for the purposes of paying benefits.

Appeals and Grievances

Individuals have the right to receive information about the method they can use to submit complaints or grievances regarding provision of care by the treating professional to that profession's regulatory board and to the professional organization.

Individuals have the right to be provided information about the procedures they can use to appeal benefit utilization decisions to the third party payer systems, to the employer or purchasing entity, and to external regulatory entities.

Confidentiality

Individuals have the right to be guaranteed the protection of the confidentiality of their relationship with their mental health and substance abuse professional, except when laws or ethics dictate otherwise. Any disclosure to another party will be time limited and made with the full written, informed consent of the individuals. Individuals shall not be required to disclose confidential, privileged or other information other than: diagnosis, prognosis, type of treatment, time and length of treatment, and cost.

Entities receiving information for the purposes of benefits determination, public agencies receiving information for health care planning or any other organization with legitimate right to information will maintain clinical information in confidence with the same rigor and be subject to the same penalties for violation as is the direct provider of care.

Information technology will be used for transmission, storage, or data management only with methodologies that remove individual identifying information and assure the protection of the individual's privacy. Information should not be transferred, sold or otherwise utilized.

Choice

Individuals have the right to choose any duly licensed/certified professional for mental health and substance abuse services. Individuals have the right to receive full information regarding the education and training of professionals, treatment options (including risks and benefits), and cost implications to make an informed choice regarding the selection of care deemed appropriate by individual and professional.

Determination of Treatment

Recommendations regarding mental health and substance abuse treatment shall be made only by a duly licensed/certified professional in conjunction with the individual and his other family as appropriate. Treatment decisions should not be made by third party payers. The individual has the right to make final decisions regarding treatment.

Nondiscrimination

Individuals who use mental health and substance abuse benefits shall not be penalized when seeking other health insurance of disability, life or any other insurance benefit.

Benefit of Usage

The individual is entitled to the entire scope of the benefits within the benefit plan that will address his or her clinical needs.

Benefit of Design

Whenever both federal and state law and/or regulations are applicable, the professional and all payers shall use whichever affords the individual the greatest level of protection and access.

Treatment Review

To assure that treatment review processes are fair and valid, individuals have the right to be guaranteed that any review of their mental health and substance abuse treatment shall involve a professional having the training, credentials and licensure required to provide the treatment in the jurisdiction in which it will be provided. The reviewer should have no financial interest in the decision and is subject to the section on confidentiality.

Accountability

Treating professionals may be held accountable and liable to individuals for any injury caused by gross incompetence or negligence on the part of the professional. The treating professional has the obligation to advocate for and document necessity of care and to advise the individual of options if payment authorization is denied.

Payers and other third parties may be held accountable and liable to individuals for any injury caused by gross incompetence or negligence or by their clinically unjustified decisions.

PEDIATRIC BILL OF RIGHTS
Based on United Nations Convention on Rights of the Child
And Various Hospitals

1. All children, regardless of creed or developmental level, have the right to be treated with dignity and respect, to achieve their full potential and to make informed decisions based on their level of understanding.

Patients have the right to:

2. Care that supports you and your family
3. Information you can understand
4. Quality health care
5. Emotional support
6. Care that respects your need to grow, play and learn
7. Make choices and decisions
8. Be told whatever is needed to understand why you are here.
9. Be told exactly what will be done and exactly what it will feel like.
10. Be given understandable answers to any questions or worries you have about treatment
11. Tell every one what you think and feel about your treatment and what is planned for you.
12. Know that when you are in pain people taking care of you will listen to you and help you feel better.
13. Be told by people who need to touch your body exactly what they will do and that they will do it in a gently and private way.
14. Have your family with you as much as you want, and whenever possible.
15. Have help to know how to take care of yourself when you go home
16. Get angry, cry or say what you don't like about what is happening to you.
17. Feel safe
18. Confidentiality
19. Have time to play, along with time to learn, rest and sleep.

Parents have the right to

1. Participate actively in decisions about your child's care.
2. Expect a reasonable response to any reasonable request for service
3. Know names of physician, nurses, and other healthcare providers who care for your child.
4. Be told by a physician, in words or a language you understand, about the illness, treatment and prospects of recovery.
5. Receive as much information as you may need in order to give or refuse consent for any proposed treatment
6. Complete an advance directive for our child as allowed by law and expect compliance by healthcare provider with any such directive.
7. Expect proper management of child's pain
8. Participate in ethical issues about your child's care
9. Have visitors and be able to use the telephone to make and receive calls
10. Receive care that is free from harassment or abuse from any one.
11. Have your child be free from physical or medical restraints that are not medically necessary. Have your child be free from restraints or seclusion for behavior management unless it is an emergency situation.
12. Receive care in a safe setting.
13. Be free to lodge a complaint and receive feedback.
14. Have help in contacting protective services when needed.

APPENDICES

Appendix A

SOUTHERN UNIVERSITY SCHOOL OF NURSING ANNUAL REQUIREMENTS

LEVEL I

- ◆ CPR certification
- ◆ Mantoux TB skin test and/or chest x-ray as directed or prescribed by physician
- ◆ Immunization History
- ◆ Hepatitis B vaccine or Declination form
- ◆ Rubella, Varicella, Rubeola, and RPR titers
- ◆ Completed *Application for Approval to Practice as a Student Nurse* form
- ◆ Completed *Personal Health History* form
- ◆ JACHO/OSHA clinical in-service
- ◆ Purchase school uniform and required accessories
- ◆ Successfully complete all Level I courses and requirements
- ◆ Writing Proficiency test
- ◆ Urine & Drug Screening

LEVEL II

- ◆ CPR certification
- ◆ Mantoux TB skin test and/or chest x-ray as directed or prescribed by physician
- ◆ JACHO/OSHA clinical in-service
- ◆ Successfully complete all Level II courses and requirements
- ◆ Urine & Drug Screening

LEVEL III

- ◆ CPR certification
- ◆ Mantoux TB skin test and/or chest x-ray as directed or prescribed by physician
- ◆ JACHO/OSHA clinical in-service
- ◆ Order cap and gown, school pin, lamp, pictures, uniform
- ◆ Successfully complete all Level III courses and requirements
- ◆ Complete and mail LSBN application packet
- ◆ Urine & Drug Screening

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04/01
01/07
09/08

Appendix B

STUDENT AWARD CRITERIA

Listed below are the criteria used in the selection of graduating senior awards. These awards are presented at the Awards Ceremony.

Faculty Award

1. Demonstrated self-initiative and responsibility towards learning.
2. Demonstrated excellent clinical skills inclusive of sound judgements derived from critical thinking.
3. Achieved terminal objectives of BSN Program.

Academic Award

1. Achieved a cumulative GPA of 3.0 or higher.
2. Demonstrated all of the criteria outlined under Faculty Award.

Class Award (selected by the graduating class)

1. Demonstrated a willing team spirit.
2. Demonstrated respect for self, peers, clients, and faculty.
3. Is recognized by students and faculty as a person who excels.

Dean's Award

1. Demonstrated leadership.
2. Exemplary achievement in academics.
3. Demonstrates characteristics of caring.
4. Held membership in and/or participated in professional activities (e.g., SNA, health fairs, committee assignments, etc.)

Appendix C

STUDENT NURSES' ASSOCIATION

The SUSON Student Nurses' Association (SNA), as well as the Faculty, strongly encourages all students to join and actively participate in their SNA. For further information or application please see the BSN Secretary, 2nd floor.

Student Nurses' Association Officers

President

Vice President

Secretary

Treasurer

Public Relations

Historian

Parliamentarian

Sponsors Mrs. Kymberly L. Vincent-McCoy

Appendix D

REQUEST FOR CHANGE OF ACADEMIC ADVISOR

Directions: Student will copy this form from the appendix section of her/his *SUSON Student Handbook*; print all requested names in the blanks provided; and complete the signatures' section. The student will submit the completed form to the Chair of the SUSON Student Affairs committee who will distribute copies to the faculty members involved and will note the change on the current advisement schedule.

I, _____, request a change in my advisor from
_____ to _____.

Student's Signature

Date

Requested Advisor's Signature

Date

REQUEST FOR CHANGE OF ACADEMIC ADVISOR

Directions: Student will copy this form from the appendix section of her/his *SUSON Student Handbook*; print all requested names in the blanks provided; and complete the signatures' section. The student will submit the completed form to the Chair of the SUSON Student Affairs committee who will distribute copies to the faculty members involved and will note the change on the current advisement schedule.

I, _____, request a change in my advisor from
_____ to _____.

Student's Signature

Date

Requested Advisor's Signature

Date

Appendix E

SOUTHERN UNIVERSITY SCHOOL OF NURSING

STATEMENT ON EXTENUATING CIRCUMSTANCES

Consistent with the SU Catalog, the School of Nursing is guided by the following:

1. "A student required to be absent from class because of illness or other unavoidable circumstances should promptly report the reasons to the instructor and, if required, present excuses. The instructor should make clear to the student that excuses explain absences, but do not remove them. If the number of absences places the student's academic status in jeopardy, the student's dean should be notified by the instructor, excuses notwithstanding." (SU Catalog 2004-2006, p.37) The department head should also be notified.
2. "All excuses or explanations must be submitted in writing to the student's department head within three school days after the student returns to class." (SU Catalog 2004-2006, p. 37) These excuses should also be presented to the course coordinator.
3. "Work which is of passing quality but because of extenuating circumstances is not complete, may be graded "I"-Incomplete. Students must initiate an incomplete grade request and must secure appropriate approval of the excuse by the instructor, department head, and dean of the college in which the course is taken. If an excuse is not received prior to issuing a final grade, the instructor is to consider the delinquent work to be of failing quality and an "I" grade should not be given." (SU Catalog 2004-2006, p. 44)
4. **Requests for consideration of extenuating circumstances "submitted after the official completion of a course by means of the final examination or otherwise may not be used as a means of continuing the course and thus changing a previously submitted grade."** (SU Catalog 2004-2006, p. 44)
5. "Appeals may be made only when a student has three or fewer suspensions and the student can provide written verification of having been seriously ill during the semester prior to the suspension, (a physician's affidavit is required) or that the death of a member of the immediate family (parent or guardian, sibling, or family member residing in the student's home) occurred. In the case of death of a family member, a certificate of death and an affidavit attesting to the relationship of the deceased to the student and the residence of the deceased must be provided." (SU Catalog 2004-2006, p. 38)

Student Name (Please print) _____

STEP 1

DECISION OF COURSE COORDINATOR

COURSE COORDINATOR'S SIGNATURE _____ DATE _____

STUDENT'S RESPONSE TO DECISION

STUDENT SIGNATURE _____ DATE _____

STEP 2

DECISION OF BSN CHAIR

BSN CHAIR'S SIGNATURE _____ DATE _____

STUDENT'S RESPONSE TO DECISION

STUDENT'S SIGNATURE _____ DATE _____

STEP 3

DECISION OF DEAN

DEAN'S SIGNATURE _____ DATE _____

If upon completion of Step 3, the student is still not satisfied, he/she may pursue their grievance at the University level. Please refer to the SOUTHERN UNIVERSITY CODE OF STUDENT CONDUCT MANUAL for guidance in this process.

Appendix G

SUSON LAB COMMUNICATION WITH CLINICAL INSTRUCTORS

Complete this form for students requiring a skills lab referral.

Student's Name _____ Date _____

Instructor's Name _____

Skill(s) student must practice in skills lab:

Problem identified by Instructor and specific instructions:

Completion date: _____

Date skills lab visits and times: _____

Comments by skills lab instructor:

Date returned to clinical instructor: _____

This form must be returned to the skills lab instructor for inclusion in the student's clinical folder.

Appendix H

SOUTHERN UNIVERSITY SCHOOL OF NURSING COMPREHENSIVE EXAM GUIDELINES

Southern University requires that a departmental comprehensive exam be taken and passed as part of the degree requirements for graduation. In accordance with this policy the School of Nursing (SON) requires that a comprehensive exam be taken and passed prior to graduation.

The School of Nursing's Comprehensive Exam must be taken in the semester of anticipated graduation. The Comprehensive Exam will be given 2 times each semester and students are required to take both exams. If the student does not pass the exam on the second attempt, that student will not be allowed to graduate that semester. The Comprehensive Exam may be taken again the following semester and repeated two times a semester until passed, up to one year following the last nursing course taken. At that time, if the student is still unsuccessful, all senior level nursing courses must be retaken.

The Exam will consist of 100-350 test questions. The testing format is a computerized test. Questions will cover minimal nursing competencies expected of Southern University School of Nursing graduates. A passing score of 78% will be used.

When taking the Comprehensive Exam, the following guidelines will be strictly enforced.

1. Exam dates will be posted at the beginning of each semester. Students are expected to be present on those dates.
2. The Exam must be taken as a whole. Students will not be allowed to take portions of the Exam.
3. The Exam will begin promptly at the posted time.
4. No books, papers, food, etc. will be allowed in the testing room.
5. The Examination materials belong to the SON and will not be given to the student after completion of the test.
6. As with all University activities, cheating is not permitted and would result in an automatic failure.
7. Scores will be given to the student in an individual report within one week of the exam.

I have read and understand the Comprehensive Exam Guidelines.

Student Name (print)

Student Signature

rsp101
rev605ma

Date _____