



**TAYLOR** | Nursing  
UNIVERSITY

# School of Nursing STUDENT HANDBOOK



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## Welcome Letter from the Dean

It is with great joy that I welcome you to the Taylor University School of Nursing. Here you join a community rooted in faith with a mission to serve others in Christ's name. Here we are committed to excellence through rigorous academic preparation combined with a decidedly Christian worldview. It is this integration that makes Taylor unique among nursing schools.



We believe nursing to be more than just a profession. It is a calling to be the hands and feet of Christ in service to a world in need. It is a calling to care for the whole person: body, mind, and spirit. Our faculty and staff are dedicated to supporting our students' growth not only professionally, but spiritually as well.

As a nursing student at Taylor, you will be challenged and stretched in ways most of you have never experienced. Know with certainty that you are not alone. We are a family united by our shared faith and purpose. Lean on one another. Lean on your instructors. Take advantage of all the resources available to you, including but not limited to campus ministries and clinical experiences. Engage deeply in your studies and participate in service opportunities. Most of all, seek to develop your faith and relationship with Jesus Christ as you prepare to become the compassionate and incredibly talented nurse that God has called you to be.

As you begin this new chapter of your life, remember the words of Colossians 3:23: "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters." May this verse guide you as you pursue excellence in your studies and in your service to others. I look forward to witnessing all that God will accomplish through you during your time at Taylor University and beyond.

Blessings,

A handwritten signature in cursive script that reads "Karen Elsea".

Karen Elsea, EdD, RN  
Dean of Nursing and Associate Professor

## Purpose of the SON Student Handbook

The School of Nursing Student Handbook is designed for use by students, faculty, and staff. It is revised and published electronically on an annual basis. The School of Nursing reserves the right to revise the SON Student Handbook at its discretion and to make reasonable changes in requirements to enhance the program or improve the quality of education. Any significant changes will be communicated electronically to students with updates noted in the SON Student Handbook. It is the student's responsibility to review the SON Student Handbook annually and when changes are made. For Taylor University related policies and procedures, the student should refer to the Taylor University Student Life Handbook, the Master Policy Manual, the University catalog, and University website.

## Statement of Acknowledgement

By signing below, I have read and understand the Taylor University School of Nursing Student Handbook, and I agree to abide by the terms and expectations therein. I understand that the school has the right to revise policies and practices, and I agree to abide by said revisions in these policies and practices. I further acknowledge that any violation of the policies and expectations within this handbook can result in disciplinary action including possible dismissal from the nursing program.

\_\_\_\_\_  
Student's Full Name (please print)

\_\_\_\_\_  
TU Student ID Number

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Our Mission, Vision, Values, and Philosophy

### Our Mission

#### Taylor University

The mission of Taylor University is to develop servant-leaders marked with a passion to minister Christ's redemptive love, grace, and truth to a world in need.

#### School of Nursing

The Taylor University Bachelor of Science in Nursing prepares entry-level graduates to become servant-leaders who minister with compassion to a world in need. Students are prepared to provide holistic nursing care for individuals, families, communities, and populations across the continuum of care in a variety of healthcare settings.

### Our Vision

Our vision is that Taylor University would be the leading Christ-centered, student-focused university, committed to carrying the light and faith of Christ to a world in need.

### Our Values

Our values align with Taylor University's organizational values of servant leadership, . Our shared belief in Christ is what unifies our community, and it remains the cornerstone of our workplace culture. The qualities defined here describe the Taylor workplace at its best. It is our prayer that these values characterize our institution every day.



#### Servant-Leadership

We always seek to serve others generously (Matt. 20:26-28; Jn. 13:14), and provide countless opportunities for servant-leadership development for our students, which includes training, mentoring, and accountability from faculty and staff (Heb. 13:7; Prov. 27:17).



#### Purpose

There is an intentionality behind everything we do (Prov. 21:5) as we seek to cultivate and amplify the God-given callings and purposes of everyone on campus (I Thess. 5:11). We are unwavering in our Christian commitments (I Cor. 15:58), and we inspire one another with our individual and institutional commitment to Christ (I Kings 8:61).



#### Joyful

The joy we find in Christ shines through our daily work (Ps. 92:4). We live life to the full, believe in living abundantly (Jn. 10), and seek to adopt Christ's focus in Hebrews 12:2, that "for the joy set before Him, He endured the suffering of the cross" (I Jn. 4:12; Eph. 4:2-3).



#### Hospitality

We are a close-knit community, and our workplace resembles an extended family (I Thess. 2:8). Our warm friendliness and Christian hospitality draw people to this place (Rom. 12:13), but more than that, we draw others into the Gospel of Jesus Christ, and we aspire to be a place that shows the love of Christ to others.



### Excellence

At Taylor, we strive for excellence, seeking to honor God by giving nothing short of our best in all we do (Col. 3:23-24). Our pursuit of excellence is a means of stewarding God-given gifts, talents, and resources (Matt. 25:21; Ps. 115:1).

### Our Philosophy

Taylor University School of Nursing believes that the foundation of nursing care rests upon an education that is whole-person focused, Biblically anchored, liberal arts grounded, Christ-centered, faith and learning integrated, world engaging, and servant-leader motivated. Our philosophy encompasses the integration of faith and professional practice, aiming to cultivate nurses who excel in clinical expertise and embody Christ-like virtues in their interactions with patients, families, communities, populations, and peers.

We believe that nursing care is **whole-person focused**. We emphasize a holistic approach to nursing that attends to the physical, emotional, spiritual, and social dimensions of each person. By acknowledging every individual's inherent dignity and worth, our students are equipped to provide care that addresses the multifaceted needs of individuals, families, communities, and populations.

We are a **Biblically anchored** learning community who are committed to the application of Scripture through compassionate service. We instill in students a deep sense of compassion, urging them to serve others with humility, empathy, and love. This commitment forms the cornerstone of our nursing education, encouraging students to approach their profession as a sacred vocation.

**Liberal arts** education prepares students with a foundation for knowledge acquisition, critical thinking skills, and an appreciation for life-long learning. Taylor University's Foundational Core strengthens and supplements the nursing curriculum by connecting competencies in aesthetic literacy, writing, speaking, mathematics, literature, computation, cross-cultural experiences, stewardship of the body, scripture engagement, and natural and social sciences.

Guided by a **Christ-centered** faith, we prioritize ethical integrity in all aspects of nursing practice. We emphasize the importance of moral discernment, human dignity, and advocacy for those most vulnerable in society. By grounding students with a strong ethical foundation, we prepare them to navigate the complex healthcare system with wisdom, integrity, and respect.

We believe in the continuous life-long **integration of faith and knowledge**. Our nursing curriculum fosters intellectual curiosity, critical thinking, and professional growth, encouraging students to explore the intersection of faith, science, and health care. Engaging in reflective practices, graduates are equipped to contribute to the advancement of nursing knowledge, obtain optimal health outcomes, and continuously improve the healthcare system while remaining steadfast in their Christian faith.

Rooted in a commitment to serve a world in need, we actively **engage with local and global communities** through service-learning experiences along with collaborative interprofessional teams. By immersing students in diverse cultural contexts and underserved populations, we prepare students to address health disparities through compassionate care and advocacy.

We model **servant leadership** within all relationships, acknowledging the unity and diversity of others in Christ as evidenced by a lifestyle of service and concern for others. Servant leadership permeates all experiences in the nursing curriculum to prompt students in the development of this mindset.

The Bachelor of Science in Nursing program is dedicated to preparing compassionate, competent, and ethically responsible future nurses. By integrating faith, service, and excellence, we strive to transform lives, strengthen communities, and serve others through the art and science of nursing.

### Student Learning Outcomes

1. Utilize **clinical judgment** based on a foundation rooted in the **liberal arts**, natural and social sciences, **evidence-based nursing**, and **intercultural** experiences to plan, implement, and evaluate nursing care.
2. Provide **comprehensive, compassionate, holistic, patient-centered care** to individuals, families, communities, and **diverse populations** in need.
3. **Communicate** collaboratively within **interprofessional** teams to prevent illness, achieve optimal healthcare **outcomes**, and continuously improve the **safety** and **quality** of the healthcare system.
4. Inform decisions with responsible **stewardship, servant leadership**, and **information technologies** with a **system-based** perspective when addressing complex healthcare issues across the continuum of care.
5. Employ Christian Biblical principles, **ethical** standards, and **legal** constructs to guide personal and professional **conduct**.
6. Cultivate lifelong practices to enhance **spiritual maturity**, resilience, and **professional growth**.

### Alignment with the Institution

The philosophy, mission, and objectives of the School of Nursing align with those of Taylor University. The mission and purposes of Taylor University are implemented within a Christ-centered community of scholarship and Biblical faith through the application of seven Achor Points:

- *Whole Person Focused* – We involve students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- *Biblically Anchored* – We believe that all truth has its source in God and His Word. We are committed individually and collectively to the prayerful study and application of Scripture.
- *Liberal Arts Grounded* – We prepare students to adapt to a fast-changing world, equipped with critical thinking skills, a lifelong love of learning, and an appreciation for God's creation.
- *Christ-Centered* – Our Christian faith should permeate all learning—leading to a consistent life of worship, servant-leadership, stewardship, and world outreach.
- *Faith and Learning Integrated* – We strive to create specific experiences where the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- *World Engaging* – We contribute to the advancement of human knowledge and understanding, serving the evangelical Christian church and the larger, public community for the glory of God.
- *Servant-Leader Motivated* – We foster a biblical model of relationships acknowledging both unity and diversity of the followers of Christ within a covenant community, which can be evidenced in a continuing lifestyle of service to and concern for others.



## Directory of School of Nursing Faculty & Staff

### Faculty

Name, Credentials, and Title	Education	Clinical & Teaching Expertise
<b>Karen Elsea, EdD, MSN, RN</b> Dean of Nursing	EdD in Higher Education Ball State University (Muncie, IN)  MSN in Nursing Administration Indiana University (Indianapolis, IN)  Bachelor of Science in Nursing Ball State University (Muncie, IN)	Medical-Surgical Leadership Capstone Community Health Pathophysiology Fundamentals
<b>Renee Lehrian, MSN, RN</b> Faculty	MSN in Nursing Education Indiana Wesleyan University (Marion, IN)  Bachelor of Science in Nursing Indiana Wesleyan University (Marion, IN)	Transcultural Nursing & Community Health Labor & Delivery Assessment Fundamentals Pharmacology Emergency Room
<b>Wanda Lewis, MSN, RN</b> Faculty	MSN in Nursing Education Indiana Wesleyan University (Marion, IN)  Bachelor of Science in Nursing Indiana Wesleyan University (Marion, IN)	Fundamentals Community Health Medical-Surgical Geriatrics Leadership Mental Health Orthopedics Oncology
<b>Mandi Smith, DNP, RN</b> Faculty	Doctorate of Nursing Practice Indiana Wesleyan University (Marion, IN)  MSN in Nursing Education Indiana Wesleyan University (Marion, IN)  Bachelor of Science in Nursing Indiana Wesleyan University (Marion, IN)	ICU Medical-Surgical Pathology/ Pharmacology

## Support Staff

Name, Credentials, and Title	Education	Clinical & Teaching Expertise
<b>Hannah Haines, MSN, BSN</b> Simulation and Lab Coordinator	MSN in Nursing Administration Ball State University (Muncie, IN)  Bachelor of Science in Nursing Emory University (Atlanta, GA)  Bachelor of Arts in Biology, Minor in Psychology Taylor University (Upland, IN)	Orthopedics Triage/Primary Care Neurology Neurosurgery Trauma Medical-Surgical
<b>Anne Reed</b> Clinical Placement Coordinator	Bachelor of Science in Elementary Education Ohio State University (Columbus, OH)	Elementary Education Pre-K Education Title One Math Tutor ELL Tutor

## Educational Facilities and Resources

With a newly renovated space in Nussbaum, the School of Nursing occupies most of the first floor and all of the second floor. The space is designed specifically for the nursing program with integrated skills lab and simulation space in the classroom and a multi-room simulation lab. The latest technology equips the space, and even virtual simulation will be used within the nursing program.

### Nursing Classrooms

Students may reserve classroom space at the permission of the clinical placement coordinator. No simulation or skills lab supplies or equipment may be used by students without supervision by faculty or staff.

### Simulation Lab

The simulation lab can only be utilized by students under the supervision of faculty or staff.

### Advisors

The Registrar's Office assigns academic advisors to all students in their area of academic interest. Advisors are provided to assist students in planning their academic programs. Students are expected to assume responsibility for obtaining academic advising after enrolling at Taylor; to keep informed about foundational core and major requirements by consulting the catalog and their degree audit (My Taylor University Degree,); to initiate and be prepared for conferences with assigned advisors and to be aware of published academic deadlines and regulations as stated in the schedule of classes, the published calendar and the catalog. While Taylor University publishes program information and materials and assigns advisors, the student is solely responsible for assuring his or her academic program complies with the policies of the University. Any advice that is at variance with established policy must be confirmed by the Registrar's Office.

### Registration

With a very structured program curriculum, the student's advisor will help guide the student for which classes to register for the coming semester. Please refer to the Taylor University Student Handbook and Course Catalogue for more information about registration.

## Program Acceptance & Maintenance Requirements

All requirements must be uploaded to the Typhon website the Friday before the first day of class in Semester II of each academic year. Further information and due dates for annual completion and expectations will be provided to students.

### Immunizations

Students are expected to be up to date on their vaccines prior to enrolling in the program. Immunizations are necessary to maintain the safety of faculty, students, and patients. A student must discuss any potential for exemptions with the clinical placement coordinator or SON Dean prior to enrolling in the program.

- *MMR immunization or immunity* – Documentation of two MMR vaccines or a positive antibody titer for all three diseases.
- *Tetanus/diphtheria/pertussis* – Documentation of one Tdap (tetanus, diphtheria, pertussis) vaccine. (Td (tetanus/diphtheria) vaccination is required at least every 10 years.)
- *TB (tuberculin) blood test* – An annual 2-step TB skin test or blood test for tuberculosis called IGRA (interferon Gamma Release Assay – Quantiferon Gold or T-Spot) is required prior to the spring semester. For both new incoming and returning nursing students, the TB test must be completed between December 15<sup>th</sup> and the Friday before Spring Semester. The 2-step TB skin test takes 3-4 weeks to complete, so students are responsible for timing and planning accordingly. For students that have a history of a positive Mantoux TB test, a recent (within past 3 months) chest x-ray must be submitted. Any additional requirements within the program will be communicated to the student by the clinical placement coordinator well in advance for the upcoming semester.
- *Hepatitis B vaccine series and titer* – If antibody titer is negative, the vaccine series will need to be repeated.
- *Varicella (chicken pox) immunization or immunity* – Documentation of two varicella vaccines or a positive antibody titer for varicella. If the titer is negative, the two shot varicella series is required.
- *Annual influenza vaccine* – Documentation of an annual influenza vaccine is required while enrolled in the program. This vaccine is due November 1 of the current school year.
- *COVID-19 vaccine* – Taylor University School of Nursing is contractually bound to our health care partners. Because some of our health care partners have implemented system-wide mandates for COVID-19 vaccinations for all employees, physicians and volunteers, this requirement extends to all SON students who will be completing clinical rotations within these organizations. Because clinical experiences are the foundation of your educational program, receiving a COVID-19 vaccination is the only way to successfully meet partners' compliance requirements. If a nursing student prefers to opt out of COVID-19 vaccination, he/she must complete the COVID-19 Vaccination Waiver and understand that his/her clinical placement opportunities may be limited.

*Student Health Center* – Vaccinations and TB testing are available at the Student Health Center located across Main Street from the University campus at: 1809 S Main Street, Suite 100, Upland, IN 46989. 2-step TB testing is available at the Student Health Center at no cost for students. Other immunizations are available at a cost to the student, which can be expensive if not covered by insurance. Appointments are required for all testing, lab work, and vaccinations at the Student Health Center, and may be made by calling 765-770-0660. Appointments are typically available Monday through Friday 9:00 am to 5:00 pm.

*Local Health Department* – The Grant County Health Department in Marion offers low-cost adult immunizations for Tdap, Pneumonia, Flu, Hepatitis A (series of 2), Hepatitis B (Series of 3), and Twinrix (series of 3). Pricing for immunizations is available by calling The Health Department at (765) 662-0377 ext. 3112. TB Testing and reading is available for \$10.00 per test. The Health Department can be contacted for more information and to schedule an appointment at (765) 662-0377 ext. 3112. Appointments are available from 8:15 am until 3:45 pm, excluding lunch hour. A valid form of identification (e.g., valid driver's license or I.D. card with a photo and date of birth) and insurance card are required. The Health Department accepts Anthem Blue Cross-Blue Shield, Traditional Medicare Part B, Medicaid, United Health Care, Encore, Cigna, Tricare, and Sagamore. If the student's insurance is not listed, the student should call the Health

Department for other options. The Health Department is located on the first floor of the Grant County Office Complex at 401 S Adams Street, Marion, IN 46952.

### Drug Screening

An annual drug screening is required for all nursing students. Some facilities require drug screening within a certain timeframe prior to a clinical experience, and this information will be provided to students prior to a course/clinical experience. The cost of any testing is the responsibility of the student.

Drug screening may be completed at LabCorp at Walgreens located at 1323 N Baldwin Avenue, Marion, IN 46952. The student should use Taylor University School of Nursing's account in order for the drug screen information to be valid and directly accessible by the School of Nursing for the student's records. The School of Nursing will also receive the invoice for the student's screening, and the full cost will be charged to the student through his/her Taylor student account. The cost is currently about \$30. Appointments can be made at LabCorp in Marion Monday through Friday 8:00 am to 4:30 pm, excluding lunch hour, by calling (765) 481-3424 or going online to <https://locations.labcorp.com/in/marion/36523/>.

### Health Clearance

A self-reported health history form will be completed for admission to the program. That form does not need to be completed by a health professional, but if there are any conditions or issues the clinical placement coordinator or SON dean deems more information or health clearance from a health professional prior to participation in clinical experiences, the student will be notified. The clinical placement coordinator will work with students that need any additional health clearance prior to their clinical placement. The cost of any additional exams or testing would be the responsibility of the student.

### Health Insurance Coverage

All SON students must obtain and maintain health insurance coverage for the duration of the program. Students are required to provide annual verification that they currently hold health insurance. The student is responsible for all costs related to his/her health, including costs associated with any type of clinical exposure while enrolled in the program.

For domestic students without health insurance, some options include:

- *Blue Cross Blue Shield* – Individual insurance plans can be purchased by visiting <https://www.anthem.com/individual-and-family/health-insurance/indiana/>.
- *Hartfield Insurance Services, LLC* – Individual insurance plans are available from this Fort Wayne-based insurance company. For more information, contact their office at (260) 432-5406.
- *Wells Fargo* – For college students, individual insurance plans can be purchased. For more information, contact them by calling 1 (800) 228-6768.
- *Healthy Indiana Plan (HIP)* – For those with low annual incomes, inexpensive coverage may be available. The student must provide pay stubs for the past 30 days (2 paychecks) to be considered for eligibility. For more information, visit <https://www.in.gov/fssa/hip/>.
- *Family and Social Services Administration (FSSA)* – This service is located in Marion, IN. For more information, visit <https://www.in.gov/fssa/dfr/3169.htm> or call (800) 403-0864.

For international students (only), medical insurance can be purchased through PCI by visiting <https://www.psiservice.com/taylor>.

### Professional Liability Insurance

Professional liability insurance covers error, negligence, or omission that may occur during the practice of nursing. It pays for court costs and legal fees whether or not individuals are liable for the charges made against them. The SON

purchases professional liability insurance for all nursing students in clinical courses. A fee for coverage by this professional liability insurance is included in student tuition.

### **Criminal Background Check**

Prior to the start of the nursing program all students must order a criminal background check and abuse registry checks through Typhon. The student is responsible for reporting any changes that may arise once admitted to the nursing program. Any changes or pending issues must be reported to the Dean of Nursing within 7 days of the infraction. Failure to comply may result in dismissal from clinicals and/or from the nursing program.

### **CPR/BLS Certification**

All students are required to be certified in CPR at the start of the nursing program. Certification must be for the professional rescuer, and must include one person and two person CPR for both adult and infant/child. Students must use the American Heart Association (BLS for the Healthcare Provider) classes to fulfill the CPR requirement. Class opportunities for AHA's BLS for the Healthcare Provider can be found at <https://atlas.heart.org/home>. Students without current CPR certification are not permitted to participate in clinical experiences or activities in the simulation learning center.

### **Technology Requirements**

Students will be required to have technology that is compatible with computerized testing platform software and program requirements of the nursing program.

- *Laptop Requirements* – Each nursing student is required to have a laptop computer or portable computer device that can access the University's wireless network for course notes, exams, and the online course platform.
  - Minimum recommended computer specifications are: RAM: 16GB+  
Processor: i5+, M1+, or Ryzen 5+      Drive: 500GB+
  - Windows and Mac computers can access all of Taylor's key academic resources. Android, iOS, Chromebook, and Linux devices will have some limitations when connecting to academic resources on campus due to their design.
  - Microsoft Office is the preferred office suite. Students can access Microsoft Office Online apps and Microsoft OneDrive using their Taylor email login. Students can quickly create and save new Office documents when signed into Office 365.
  - Students must be sure the computer has reliable antivirus software installed.
- *Mobile Device Recommendation* – A smartphone mobile device is highly recommended for nursing students. Any type of smartphone may be used (iPhone, Android, etc.) as long as the nursing resources, programs, and applications can be downloaded.

### **Record Keeping**

The clinical placement coordinator works with Typhon to keep records for nursing students, but students should also keep copies of their records in order to maintain proof of compliance with the SON requirements.

### **HESI© Resources**

HESI© resources are required for participation in the nursing program. Utilization of HESI© is paid through student fees.

## Essential Functions of a Nursing Student

When considering nursing studies, the student must evaluate his/her abilities and skills. To practice nursing, a person must possess a variety of cognitive, sensory, affective, and psychomotor skills. These functions are essential not only to successful progression and completion of the nursing program requirements but also in the care of patients as a professional nurse. If a student cannot meet these standards, the student must communicate this to the SON Dean in writing prior to applying for the nursing program to explore options for reasonable accommodations or modifications in order to meet program requirements. (The representative activities listed below provide examples but are not all-inclusive.)

### Cognitive Abilities

A student must possess good judgment, the ability to incorporate new information, comprehension of complex relationships, and retention and recall of pertinent information in a timely manner. The intellectual and cognitive abilities include conceptual, integrative, and quantitative thinking.

- *Critical Thinking* – The ability to exercise sound nursing judgment. Representative activities include: ascertaining and sequencing information from multiple sources, identifying cause and effect, planning and controlling activities for others, using deductive and inductive reasoning, applying independent decision-making skills, and prioritizing and differentiating nursing care.
- *Knowledge* – The ability to retain, recall, and utilize information in a timely manner. Representative activities include: retaining large volumes of complex information, applying class information to real world clinical situations, exhibiting an inquisitive mind conducive to the learning environment, and utilizing available resources when necessary.

### Psychomotor Skills

Fine and gross muscular movements and mobility are required for a student to perform within the scope of nursing practice.

- *Mobility* – The ability to move from place to place, to maneuver, to perform nursing activities in small spaces, and to stand and walk for extended periods of time. Representative activities include: sitting and maintaining upright posture, bending, twisting, stooping, moving around in rooms, administering CPR, pushing and pulling 25 pounds, moving quickly, climbing stairs, reaching and extending arm(s) over and under individuals and equipment, and standing and walking for long periods of time (such as a 12-hour clinical day).
- *Motor Skills* – The ability to provide safe, effective nursing care through sufficient gross and fine motor skills. Representative activities include: performing physical assessments independently, positioning patients, calibrating and using equipment, using technology such as computers and phones, squeezing and pinching with fingers, grasping small objects with hands and fingers, manually performing diagnostic procedures, maintain balance, and treating patients rapidly in emergencies.

### Sensory Abilities

Observational or sensory skills are required to assess and treat patients accurately from a distance and close at hand. Adequate sensory modalities are essential, such as vision, hearing, tactile sensation, and smell.

- *Visual Acuity* – The visual ability enough for accurate assessment and monitoring of patient needs. Representative activities include: seeing objects up to 20 inches or 20 feet away, using peripheral vision, perceiving non-verbal communication, legibly recording assessments and documenting notes and referrals manually and electronically, identifying small markings and inscriptions (such as on syringes, IV bags, and medication labels), performing precise movements, and identifying color changes in assessments and distinguishing color in coding systems.

- *Hearing* – The auditory ability enough for accurate assessment and monitoring of patient needs. Representative activities include: hearing normal speaking level sound, perceiving faint body sounds, responding to auditory alarms, performing manual sphygmomanometry, and responding to verbal requests even in noisy environments.
- *Tactile Sensation* – The ability to touch and feel enough for accurate assessment and monitoring of patient needs. Representative activities include: detecting temperature, feeling vibrations, feeling differences in size and texture
- *Smell* – The olfactory ability enough for accurate assessment and monitoring of patient needs. Representative activities include: assessing smells and scents in physical assessments to note changes and abnormalities and responding to situations with olfactory warnings (such as chemical spills, medical condition changes, and soiled linens).

### Affective Learning Skills

A student must demonstrate composure of affective behaviors (verbal, physical, and emotional) while ensuring the emotional, physical, mental, and behavioral safety of patients in compliance with the ANA Code of Ethics. The ability to tolerate physically and intellectually demanding academic and clinical workloads in nursing within set time constraints is an essential ability. Essential nursing functions must be shown by the student, such as adapting to constantly changing environments, displaying flexibility, and functioning in situations of uncertainty. The student must possess the physical and emotional health required to apply his/her intellectual abilities and use of sound judgment in the appropriate manner.

- *Interpersonal Skills* – The abilities sufficient to interact appropriately with diverse individuals, families, and groups. Representative activities include: establishing therapeutic relationships with patients, establishing rapport with healthcare team members, exhibiting professional behavior, negotiating interpersonal conflict, and developing skills in deescalating and resolving conflicts in various complex settings.
- *Communication Skills* – The ability to communicate effectively in English in verbal and written form. Representative activities include: explaining treatment procedures in both clinical and layman terms, initiating health teaching, giving oral reports, speaking clearly and concisely on the telephone, accurately documenting in electronic medical records, demonstrating active listening skills, and monitoring one's non-verbal cues and facial expressions.
- *Emotional Stability* – The ability to assume responsibility and accountability for one's actions. Representative activities include: providing emotional support for clients, adapting to stressful situations, monitoring one's own emotions, performing multiple responsibilities concurrently, maintaining professional integrity, and displaying compassion, sensitivity, and concern for others.
- *Self-care Ability* – The ability to maintain one's general health and wellbeing in order to foster the health and safety of others with whom one interacts in academic and clinical settings. Representative activities include: maintained good physical health, seeking physical and emotional support through appropriate resources, and awareness in addressing self-care needs in a timely manner.



## Academic Expectations, Standards, and Policies

The academic standards and policies of the Taylor University School of Nursing reflect the level of intellectual rigor required by both the University and the profession of Nursing. As a professional school, the SON must maintain the highest standards to ensure that the graduates of the nursing program exhibit the level of knowledge, clinical skill, and integrity expected by the public and the profession.

### Academic Program Objectives

Taylor University's academic programs, including the nursing program:

- Require students to demonstrate depth of learning in an academic major
- Structure the foundational core experience for the dissemination of the liberal arts heritage
- Foster the capacity for making sensitive, value-oriented judgments
- Engage students and faculty in and encourage research
- Prepare students for conscientious and creative leadership in a technological world
- Establish foundations for graduate study
- Share intellectual expertise with the larger geographical, scholarly, and faith communities
- Anchor specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives
- Prepare students to meet external certification and licensing requirements
- Provide pre-professional preparation

### Academic Integrity

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community. The SON adheres to the University's Academic Integrity Policy per the Taylor University Academic Catalog.

### Learning Management System

Brightspace serves as the primary learning management tool for all courses in the School of Nursing. Faculty use this platform to provide the syllabus, instructional materials, student resources, assignments, and the course calendar. Additionally, course grades and instructor feedback are posted on Brightspace.

### Course Syllabi

Each course syllabus located in Brightspace contains specific objectives, expectations, directions, and other information for the course. Students must comply with course-specific information per the course syllabus and verbal instructions from the faculty. Each course faculty will communicate due dates and consequences of late assignments in the syllabus.

### Attendance Policy

Students are expected to attend all sessions of classes for which they are registered. When a student is absent from a class, it is the student's responsibility to communicate with the faculty member about missed work, and a potential excused absence when applicable. Submit for excused absence approval via the online form ([www.taylor.edu/excusedabsence](http://www.taylor.edu/excusedabsence)). The faculty will take attendance in order to comply with financial aid regulations. If the student misses any classroom, lab, clinical or other learning activity time, the content of the class and any announcements or learning activities are the student's responsibility. Instructors will not arrange times to make-up the content missed. Connecting remotely to class is reserved for students in quarantine or isolation with excused documentation.

**No unexcused absences are acceptable in nursing (NUR) courses.** Any and all absences must be excused. If a student has an unexcused absence in a nursing (NUR) course, a meeting with the Dean of Nursing will be required to be able to continue in the course.

*Clinical and Simulation Attendance* – See the policies for attendance, tardiness, and illness for practicum and simulation experiences in under Clinical Expectations in this SON Student Handbook.

*Non-nursing Course Attendance* – Courses outside of the SON follow Taylor University’s Class Attendance Policy, unless otherwise established by the course faculty or department. Please refer to the university attendance policy in your Student Handbook.

## Graduation

The School of Nursing adheres to Taylor University’s policies and procedures for Graduation. Please see the Taylor University Student Handbook for more information regarding applying to graduate, commencement and diplomas, honors, etc.

Graduation with a Bachelor of Science degree in Nursing does not guarantee licensure as a Registered Nurse. Successful passing of the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in the student’s preferred state of residence is required, and Taylor University School of Nursing recommends that graduating nursing students take the NCLEX exam within 60 days after graduation.

## NUR Course Grading Scale

Numerical Grade	Letter Grade	Quality Points
<b>Passing</b>		
100	A+	4.00
93-99	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
<b>Non-Passing</b>		
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
59 and below	F	0.00

Grades will NOT be rounded at the end of the semester. Grades are reported to the Registrar at the end of each semester. Students may view final grades through TOWER (Taylor Online Web Enabled Records). (Visit <https://www.taylor.edu/offices/registrar/tower> for additional information on accessing TOWER.) Questions regarding the grade must be directed to the instructor within two weeks of being posted to the student’s transcript, per University policy.

## Calculating the Grade Point Average (GPA)

Your GPA is calculated by multiplying the number of course credit hours for each course by the numerical equivalent for the grade received in the course, adding the total number, and dividing by the total number of credit hours taken. Averages are tabulated for each semester and on a cumulative basis.

- Course GPA = Credit Hours X Grade Numerical Equivalent
- Semester GPA = (Course 1 GPA + Course 2 GPA + Course 3 GPA) / Total Semester Credit Hours
- Cumulative GPA = Total Quality Points / Total Credit Hours

## Course Evaluation and Grading

A minimal passing grade for nursing courses is determined by achieving at least 77% on the exams and quizzes. This is calculated by adding all points from exams and quizzes, divided by the total number of possible points for exams and quizzes. When a 77% is achieved on exams and quizzes, points for additional course work will be added to achieve a final grade. If a 77% average on exams and quizzes is NOT achieved, a grade of C or the achieved lower grade will be recorded. It is possible to obtain a 77% on exams and quizzes and still fail the course. This happens when the scores added in from the papers or other assignments are such that the overall score is less than 77%. Grades will not be rounded.

The classroom grade and the practicum evaluation of satisfactory or unsatisfactory will then determine the final course grade. A passing course grade is not possible unless a satisfactory practicum evaluation is obtained.

## Clinical Evaluation and Grading

*Satisfactory (S)* – The required passing grade. The student meets the performance expectations for undergraduate level outcomes and core clinical competencies by demonstrating the ability to apply theories and concepts to clinical practice situations with minimal guidance and demonstrating safe, competent nursing practice. The student will receive a clinical grade of Satisfactory (S) when criteria listed in every competency are met.

*Unsatisfactory (U)* – The failing grade. The student has not demonstrated the ability to apply theories and concepts to clinical practice commensurate with the expected level of function and clinical outcome objectives of the undergraduate nursing program and/or core clinical competencies. Clinical failure occurs when the student fails to demonstrate safe, competent nursing practice.

- If a competency remains unmet at the end of the rotation, the student earns an Unsatisfactory (U), and a Goal Setting Plan for Student Improvement will be mandatory to address gaps and steps to stay in the nursing program.
- An automatic Unsatisfactory (U) grade may be earned for clinical behaviors that compromise the quality and safety of patients or violates professionalism regardless of whether level objectives and/or clinical competencies have been met.
- A failure in any one clinical competency earns an Unsatisfactory (U) grade and warrants a failure for the course regardless of other course scores.

A student who earns an Unsatisfactory (U) on the final clinical evaluation:

- Is not eligible for a grade of "I" incomplete.
- Is eligible to repeat the failed course. (Only one NUR course can be repeated.)
- Must complete a Goal Setting Plan for Student Improvement per policy.

*For courses with a clinical and/or lab component* – The earned grade in the didactic section will be entered for the practicum/lab section of the course when a satisfactory practicum/lab evaluation is obtained. When an unsatisfactory is earned in a practicum/lab of the course, a grade of C or the achieved lower grade will be recorded in all sections of the course. A passing course grade is not possible unless a satisfactory practicum/lab evaluation is obtained.

## Exam Grading Procedure

It is important within the School of Nursing that exams are reliable and valid. To assist in meeting this goal, a statistical test analysis will be completed following each exam. After the faculty members review the exam scores and exam statistics, grades will be posted via the university learning management system.

All teacher-made exams have the potential for measurement error. The amount of measurement error may be calculated from test statistics for each exam using the formula for Standard Error of Measurement (SEM). The SEM is a numerical representation of the difference between the students' received score and their real score (absent measurement error). The specific number of SEM points for any given exam cannot be determined until the exam statistics are calculated. Thus, SEM points may be added to student scores due to unclear or statistically poor exam items. For example, A student received a calculated score of 44 on a 50-point exam. The SEM for the exam is 3.0 points. A grade of 47 ( $44+3=47$ ) is recorded. SEM points will be added only up to the maximum points possible for the exam. No SEM points will be given on make-up exams because a statistical analysis would not be valid.

## Examination Guidelines and Testing General Policy

Students are expected to prepare for and to be present for examinations on the scheduled dates. Students who will be absent must contact the course instructor before exam time.

- For excused absences make-up tests may be offered. Documentation of excused absences must be submitted according to Taylor's attendance policy guidelines.
- Unexcused absences: If a student does not have an excused absence, they may not be permitted to make up the exam.
- Make-up exams will comprise the same material and of equal rigor. Exams missed prior to mid-semester must be made up the week before the mid-semester grading period on the specified SON make-up exam date. Exams missed after mid-semester must be made up the week prior to finals week on the specified SON make-up day. If the make-up exam time is missed and the student has not made prior arrangements with the appropriate faculty member, the student will receive a score of zero.

All in-class exams will be conducted in the following manner:

1. Allow appropriate seating space (as determined by faculty) between each student.
2. All student possessions (backpacks, cell phones, wearable technology, water bottles, hats, etc.) must be left at the front of the room. Only see-through water bottles are allowed in the testing area.
3. Turn OFF all cell phones.
4. Students will be permitted to leave the classroom during testing at the discretion of the instructor.
5. Only questions related to editorial issues are allowed during the exam, i.e. an obvious typographical error.
6. In the event of suspected cheating, after the exam is completed, the student will be advised that the incident will be referred for further investigation. Disciplinary action may be taken in accordance with the Taylor University Academic Dishonesty Policy.
7. During an emergency, i.e. fire drill, if students are taking an exam in ExamSoft they will power down their laptops. Once the emergency is resolved, students will be provided an ExamSoft Resume Code and resume testing.
8. Calculators will not be allowed for computerized exams. For drug dosage quizzes a calculator may be allowed at the discretion of the instructor. Cell phone calculators and scientific calculators are prohibited.
9. A review of the correct answers after the exam may be given. Students who wish to review the examination should make an appointment with faculty within the first week after exam scores are posted. Students may review their exam within a two-week period.

### Drug Dosage Proficiency Quiz

Students must be safe practitioners in the clinical setting in areas of drug dosage calculation. The following courses will have a mandatory drug dosage calculation quiz: NUR 340, NUR 385, and NUR 400. Satisfactory passing of the Drug Dosage Proficiency Quiz in each course is required before students may pass medications in the correlating clinical experience. The Drug Dosage Proficiency Quiz(zes) will be administered at designated times with set deadlines in each course. Time limits will be given for each test. The following policies will apply:

- A passing score is 90%. The student will have three (3) opportunities to achieve a passing score.
- Once you pass the test at 90%, you can no longer repeat the quiz.
- If you do not achieve 90% by the third attempt, a score of zero will be recorded.
- If more than one attempt is needed, your score will be an average of all the quizzes.
- Basic-function, non-graphing calculators will be provided through the quiz platform.

### HESI Integrated Testing Policy

Taylor University has chosen to utilize HESI© for our testing assessment solution. The testing program plays an important role in your education and in your ultimate success in school and beyond. HESI exams, textbooks, and learning resources are tools to help you succeed throughout your nursing program. The cost of the resources is divided across the five clinical semesters of the program and paid through a program fee.

All students enrolled will take the nationally normed HESI specialty exams in each clinical nursing course. Exams will be proctored and may be scheduled outside of the normal class schedule. Additionally, each student will take two versions of the Exit (E2) RN exam in the final semester of the program.

The purpose of HESI specialty exams and the Exit exams are to help prepare students to be successful on NCLEX-RN®. Specialty exams are evidence-based tools that provide students with information pertaining to their individual strengths and areas needing greater attention. These exams also provide faculty with an evidence-based tool to gauge student progress and to provide developmental support.

Students should aim to achieve a score of 900 or higher on each exam. Research demonstrates that scores in this range on the E2 exam are highly predictive of NCLEX-RN® success. To prepare for the final comprehensive E2 exam, students will remediate according to the prescribed plan of study that accompanies HESI feedback via specialty exams. Students should aim to complete the HESI exam and all remediation requirements prior to sitting for the respective course final exam.

The purpose of remediation is to improve student's critical thinking, reasoning skills, and test-taking strategies to achieve NCLEX-RN® success. Remediation is vital to student knowledge, skill, and attitude development.

*Specialty Exam & Remediation Procedures* – After completing each HESI Specialty Exam, students will receive a score and an online remediation plan. Each course that administers a HESI Specialty Exam will adhere to the following guidelines:

1. 20 assignment points will be available to be earned related to the HESI Specialty Exam and required remediation.
2. Essential packets, when available, should always be completed first before any other packets.
3. Study recommendations pre- and post-HESI Exam include but are not limited to:
  - Completing the HESI Practice Test when available
  - Completing EAQs related to relevant topic areas
  - Completing case studies and patient reviews as assigned throughout a course

### HESI Specialty Exam Remediation Requirements

Specialty Exam Score	Remediation Packet Requirements	Remediation Time Requirements	Total Points Possible
≥ 850 GOAL	At least 2 essential packets	1-2 hours	20
750-849	At least 4 essential packets	1-2 hours	19
650-749	At least 6 essential packets	3-4 hours	18
550-649	At least 8 essential packets	3-4 hours	17
< 550	At least 10 essential packets	5-6 hours	16

\*Points will be earned when all remediation requirements are met post-exam. If remediation requirements are not completed by the due date, then no points will be earned (0/20).

### Elsevier Adaptive Quizzing

The purpose of Elsevier Adaptive Quizzing (EAQ) RN Content Area and Specialty Exam assignments is to supplement learning, prepare students for the program exit exam, and prepare students for the NCLEX using a stepwise approach across the curriculum. Mastery levels are set at novice, intermediate, and proficient depending on the course level. These assignments will make-up approximately 5-10% of total course points and are classified as assignments, not exams or quizzes. All points will be earned if the student achieves the predetermined mastery level by the assigned due date and time. If these criteria are not met, then no points (zero [0]) will be earned.

### Skills Competency Assessment

Validation of skill competencies is a graded skills performance experience for key skills during courses NUR 210: Health Assessment in Nursing and NUR 300: Fundamentals in Nursing II. Some skill competencies will have 5-point assignment grades in the course. Higher stake essential skills will have graded competencies. Competency validation for these high-stake skills will occur in lab under assessment from clinical faculty. Passing the skill on the first attempt will result in full marks. Passing the skill competency on the second attempt will result in 50% of the points possible. Any subsequent attempts will result in zero points. For example, if there are a total of 20 possible points, success on the first attempt earns 20 points. If not successful on the first attempt, success on the second attempt earns 10 points, and success on the third attempt, or more, earns 0 points. Further expectations and grading information can be found in your course syllabi for NUR 210 and NUR 300. Successful validation of a competency is required prior to being allowed to perform the skill in the clinical setting. If unable to perform the skill after two re-validation attempts, the student will be withdrawn from the course, resulting in a failure for the course.

Clinical Skills Validation Checklists will be provided to students at the beginning of the semester.

- Validation time requirements will be included on all checklists.
- Clinical instructor validators will observe and grade student performance with minimal dialogue or informal teaching.
- In order to successfully pass the validation, it is the expectation that the student will independently demonstrate beginning competency in the assigned skill.
- If the student is unable to satisfactorily perform the skill, he/she will be given two additional attempts as described above.

## Academic Grievance Process

### *Preamble*

Taylor University is committed to preserving a climate of openness and justice in all areas of academic life. To that end, procedures have been established to provide fair treatment of both any student who registers an academic complaint and any faculty member who has been accused of unfairness toward a student. These procedural guidelines are not contractually binding on the University.

### *Definition of an Academic Grievance*

Whenever a student has a basis for believing that he or she has been unfairly treated in such matters as grades, course policies or expectations, false accusations of cheating, or inappropriate penalties, he or she may be said to have an academic grievance.

### *Procedure*

The following steps, based upon the biblical standard of caring confrontation which should be the first step in any dispute, have been identified as necessary for consistency in the grievance process. Any student who feels that unfair treatment may be taking place in his or her academic experiences should follow the established process in sequential steps until there is a satisfactory resolution of the program or until the procedures have been exhausted.

### *Informal Process*

The informal process should be completed within one month of the alleged unfair treatment. Prior to the first appointment with the faculty member involved, the student should have the unfair treatment clearly focused in his or her mind by writing out a concise statement of the problem and the desired resolution. Faculty and administrators who are contacted may ask to see the written statement. By appointment, the student should discuss the issue with the faculty member involved. The student and faculty member may each invite another person to be present. If necessary, the student should discuss, by appointment, the Dean of Nursing.

### *Formal Grievance Process*

If a formal grievance is deemed necessary, the steps outlined below should be followed:

1. Within one month of the alleged unfair treatment, the student should submit a written statement of the grievance and the desired resolution to the School of Nursing Enrollment and Progression Council. If an involved faculty is a member of the Enrollment and Progression Council, another faculty member will replace them for review of the appeal. The council will attempt to resolve the grievance by reviewing the written grievance statement and any other submitted materials. Review may also include conferences with the parties involved when deemed necessary.
2. The School of Nursing Enrollment and Progression Council will vote according to the council's bylaws to grant or deny the appeal. All parties will be notified in writing of the council's decision within one week.
3. If the student is still dissatisfied with the outcome, a written grievance statement may be submitted to the Dean of Nursing for review within one week of the council's decision. The Dean will review all submitted materials from the involved parties and the Enrollment and Progression Council decision. The Dean will respond in writing within one week of the complaint with a decision to all involved

### *Appeal Procedure*

Either party has an opportunity to appeal the grievance decision to the president of the University within one week of receiving the appeal decision by the Dean of Nursing. Within another week, the president should review the case and render a decision to be transmitted to all parties.

## Academic and Program Progression

### SON Admission Requirements

The following criteria must be met for admission to the nursing major:

1. Completion of all prerequisite credits.
2. Minimum cumulative GPA of 3.0 on a 4.0 scale
3. Minimum grade of C in all required nursing prerequisite courses. (\*Only one Math or Science course can be repeated.)

Required Prerequisites:

- BIO 244 Anatomy and Physiology I
  - BIO 245 Anatomy and Physiology II
  - CHE 203 Chemistry
  - MAT 210 Statistics
  - PSY 100 Introduction to Psychology
  - ENG 110 English Composition
  - SOC 100 Introduction to Sociology
  - BIO 210 Medical Terminology
  - NUR 100 Introduction to the Nursing Profession (Minimum grade of C+ (77%) is required for NUR 100 as it is a nursing (NUR) course. See full Progression Policy in next section for more information.)
4. Completion of the Pre-nursing Assessment Exam (HESI Assessment Entrance Exam)
  5. Completion of a certified criminal background check.

Satisfactory completion of the nursing prerequisites and fulfillment of minimum requirements does not guarantee admission to the baccalaureate nursing major. If student applications exceed space, students will be ranked by:

- Cumulative grade-point average based on all undergraduate coursework (30%)
- Pre-nursing grade-point average based on the following course grades or grades in course equivalents: Anatomy & Physiology I & II, Chemistry, and Mathematics. (35%)
- Pre-nursing Assessment Exam (35%)

*Pre-license Nursing Entrance Requirements* – Upon admission to Taylor University, students may declare a pre-nursing major. A strong high school foundation in biology, chemistry, English, and mathematics is recommended. Students will apply for admission to the School of Nursing after completion of nursing pre-requisite requirements.

*Direct Admission Requirements* – Direct admission to the undergraduate nursing program may occur prior to entrance to the University for high school students with outstanding high school achievement and high SAT/ACT scores. A limited number of direct admissions will be granted.

To qualify for direct admission, students must have both:

- high school GPA of 3.5 or above on a 4.0 scale.
- minimum ACT of 26 or an SAT of 1200 (math and reading only) with a minimum score of 600 in math and reading.

To maintain direct admission status students must:

- maintain a Taylor cumulative GPA of 3.2 on a 4.0 scale.
- meet all other regular admission requirements below.

If a cumulative GPA of 3.2 is not maintained, the direct admission status will be changed to a regular status and the student will be considered in the regular admission applicant pool.



## Progression Policy

*Semester and Program GPA Requirements* – Students may continue to progress according to the curriculum if they:

- Complete all prerequisite courses prior to nursing program admission
- Achieve a grade of C+ (77%) or above in all NUR courses; Only one NUR course can be repeated. A course withdrawal is considered a course failure
- Achieve a grade of C (2.000) or above in all required Math and Science courses (Only one Math or Science course can be repeated)
- Maintain a minimum accumulated scholastic index of C (2.000)
- Maintain satisfactory clinical performance during each nursing course

*Microbiology* – Students must pass Microbiology on the first or second attempt. Withdrawals are considered course failures and are included in the two attempts to pass. Microbiology must be taken before entering NUR 340. Students will not be able to take additional NUR courses until Microbiology is successfully completed. Students who fail Microbiology two times will be dismissed from the nursing program.

## Transfer Policy

Transfer students must meet all admission criteria to be considered for transfer.

- Students who have been dismissed from another nursing program for academic, safety, or professional conduct reasons will not be considered for admission to Taylor University. A letter confirming that a student was eligible to progress in a previous nursing program will be required in the admission process.
- Official transcripts of all previous coursework must be submitted to the Registrar's Office. Transcripts will be evaluated by the Registrar and the School of Nursing to determine eligibility.
- Previous nursing coursework will not be considered if older than 5 years. At least 30 hours of nursing coursework must be from Taylor University.
- Previous Math and Science coursework will not be considered if older than 10 years.
- Grade point averages from college-level transfer courses will be calculated according to Taylor's admission criteria.
- Students with more than one nursing course below a C+ or more than one withdrawal will not be eligible for transfer.
- Students with more than one Math or Science course below a grade of C will not be considered eligible for transfer.

## Goal Setting Plan for Student Improvement

Taylor University School of Nursing is committed to supporting students through academic coaching and instructional resources to guide preparation for clinical practice and the National Council Licensure Examination (NCLEX).

The success plan will be individualized based on each student's predictive assets and liabilities, exam results, and course performance.

Three levels of academic support are part of the Academic Success plan. All students will initiate interventions for their assessed success indicators. The level will be assessed at the beginning and mid-term of each semester. See the Academic Success Intervention Plan.

If there is a change in level at the beginning of a semester, the student must meet with their assigned academic advisor by the end of the second week of the semester to readjust the Academic Success plan as needed. All mid-term assessments and adjustments will occur during the mid-semester registration meetings with faculty advisors.

## Withdrawal Policy

The withdrawal process is initiated by contacting the Coordinator of Academic Success in the Academic Enrichment Center. If a student completely withdraws from all courses in a semester, refunds of student charges for tuition, food, and housing are based on the refund schedule. Mandatory student fees and course fees are non-refundable. No refund of tuition will be given for withdrawal after the end of the sixth week. Refunds of charges are based on the total term bill and on the date the official withdrawal form is completed. The matriculation and housing deposits are forfeited for students who complete registration but must withdraw before May 1. Any deviations from the refund policy are at the discretion of the Accounts Receivable Manager, Dean, and Vice President for Student Development. If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University Return of Financial Aid Funds policy.

## Academic Dismissal

A student may be dismissed for student misconduct, nursing course failure, or a cumulative GPA below 2.00.

- Students may be dismissed for reasons of academic or professional misconduct. See the University Student Handbook and the School of Nursing Handbook. Examples may include but are not limited to plagiarism, cheating, criminal behavior, or patient safety concerns.
- Only one nursing course can be repeated for grade improvement. If a student earns below a C+(77%) in any nursing course for a second time, the student will be dismissed from the nursing major and retain good standing status with the university.
- Failure of more than one Math and/or Science course.
- A cumulative GPA of 2.00 or below will result in dismissal from the nursing major.

In the event of dismissal, the student will work with the assigned academic advisor to consider other majors and strategies to improve academic performance.

## Reinstatement

*Student Withdrawal* – A withdrawal from a NUR course after the university's full refund date will be considered the same as a course failure. When a documented medical event requires the withdrawal of all courses in a semester, approval may be granted to count this as one NUR failure. A formal request for this consideration must be made in writing to the Dean of Nursing. Medical documentation must be provided with the request letter.

*NUR Single Course Failure or Extended Delay* – Students delaying return more than one semester after a withdrawal or requesting to return after one NUR course failure and have a minimum GPA of 2.0 will submit a written petition explaining the original reasons for dismissal and a success plan to the SON Enrollment and Progression Council for consideration. The students will be readmitted based on admission policies and pending available space in a class, lab, and clinical.

*Program Dismissal Related to Academic Performance or Student Conduct* – A student dismissed from Taylor University's School of Nursing can reapply for admission after five years have elapsed. Previous nursing courses must have been taken within five (5) years of acceptance into the clinical phase of the BSN program. A written petition explaining the original reasons for dismissal and a success plan to the SON Enrollment and Progression Council for consideration. The students will be readmitted based on admission policies and pending available space in a class, lab, and clinical.

Students entering the course for the first time will receive admission priority. Next priority is given in the following order: students who have withdrawn in good standing, students petitioning to repeat a course, and students returning after a program dismissal. Placement will be awarded based on GPA; highest GPA will be placed first. If there is no space in the class, lab, and clinical, the student will need to petition to return for the next academic semester.

## Technology and Social Media Policies

### Recording of Lectures

The recording of lectures video and/or audio is strictly prohibited without written permission from the clinical faculty presenting the lecture. Any permitted recordings may only be used to assist the individual student in the course. The publishing, distribution, or use of class recordings in violation of these restrictions is a violation of the student conduct and may be a violation of federal copyright laws.

The university faculty or staff may record, utilize, and keep recordings of lectures, simulations, and/or other activities for later use.

### Social Media Policy

Social media includes any public forum (e.g. Facebook, Twitter/X, Instagram, TikTok, etc.) regardless of privacy settings. The use of social media for any SON activities is strictly prohibited due to the confidential nature of nursing care. Clinical experiences, clinical concerns, clinical sites, faculty or staff, or coursework or simulation information may be shared on any social media sites. Direct violation of this policy may result in disciplinary action up to dismissal from the nursing program.

### Electronic Mail

Email is the official communication of Taylor University. Students are accountable for all information delivered to their taylor.edu accounts.

## Clinical Expectations

All clinical activity is conducted under the supervision of the Taylor University School of Nursing faculty or clinical instructors. Adherence to all expectations and policies is the responsibility of the student and will be overseen by the faculty, clinical instructors, and clinical placement coordinator.

### Minimum Requirements

*Age Requirement* – Students must be 18 years old prior to the start date of the clinical experience in their first clinical course.

*Program Acceptance Requirements* – All program acceptance requirements must be met per program deadlines and expectations including background check, current CPR/BLS certification, immunizations, health clearance, proof of health insurance coverage, etc. (See “Program Acceptance & Maintenance Requirements” for more information.)

### Placement and Locations

Clinical placement sites are assigned to students based on the faculty’s selection of clinical sites specific to the learning objectives of each course, site characteristics, and availability. Clinical locations require travel and may be up to 60 miles away from campus. Clinical schedules may vary, including evenings, nights, and weekends.

### Transportation and Parking

Students are responsible for their own transportation to clinical sites. Most clinical sites are a distance away from campus, and the student may require a car. Students may carpool together to clinical sites, but each student is responsible for organizing his/her ride, financial contributions, and timing to ensure carpooling to the clinical site is timely and meets expectations as delineated in the clinical attendance policy.

Students living and/or parking on Taylor's campus must follow all policies and procedures pertaining to "Motor Vehicles" per the Taylor University Student Handbook, including registration, parking, tickets, etc.

Parking is available at each clinical site, but parking policies vary depending on location. The parking policy and expectations will be discussed prior to the start of the clinical experience.

### Preparation

The preparation for each clinical is unique, and the course syllabus will define the expectations for clinical preparation for the course. Preparation may involve reading, completing assignments, reviewing patient materials, etc. prior to arriving at the clinical site. Post-experience documents and other forms or evaluations may also be required. All expectations will be discussed prior to the start of the clinical experience.

### Attendance

Students are required to attend all practice-based learning sessions, including but not limited to clinical, lab, observation, and simulation. All practice-based absences must be made up by the end of the course. Students are allowed one practice-based absence per NUR course. It is the student's responsibility to notify course faculty (and clinical site instructors) prior to being absent.

- In cases of extenuating circumstances, an additional documented absence may be permitted with approval of the Dean of Nursing. Extenuating circumstances may include an extended medical absence or death of an immediate family member. All extenuating circumstances require official documentation (i.e., medical note, obituary) to be submitted to the Dean of Nursing within 72 hours of the absence.
- More than one excused practice-based absence or failure to provide appropriate documentation within 72 hours of an extenuating circumstance for a second absence will result in immediate course withdrawal and count as a course failure.
- A student arriving more than 10 minutes tardy, unprepared, or not compliant with dress code to a practice-based learning session may be sent home at the discretion of faculty. In such an event, the student will receive an unsatisfactory rating for the day, resulting in an absence that requires make-up.

Make-up activities and schedules will be determined by the course faculty. Students may be required to make-up sessions outside of normal hours i.e., weekend, nightshift, during finals week, extended shift, simulation, etc.

### Tardiness

Tardiness is defined as arriving to the designated clinical unit or meeting place after the time designated at the start of the clinical experience. If a student anticipates he/she will be tardy, the student must notify the faculty and/or clinical instructor at the beginning of the clinical day. Tardiness without prior notification as noted may result in a required make-up. Two or more tardy incidences may result in a full clinical make-up day and the initiation of a goal setting plan for student improvement.

### Illness

In the event of illness, the student under the care of a health professional should bring a signed statement from the health professional to the clinical placement coordinator within 72 hours of the absence. The statement should indicate whether or not the student is able to return to clinical and in what capacity. The student is responsible for consulting his/her faculty and/or clinical instructor for further direction regarding make-up clinical day(s) for an excused clinical illness.

### Other Commitments and Schedule Conflicts

Every attempt will be made to avoid scheduled clinical and lab hours during chapel and common times for non-nursing, program-required courses on Mondays, Wednesdays, and Fridays. However, students may have other employment,

athletic, academic, or personal commitments that conflict with clinical hours. It is the responsibility of each student to disclose and discuss any potential conflicts with the faculty and clinical placement coordinator as soon as possible and prior to the start of the upcoming semester's classes and clinical experiences to allow time to explore possible accommodations. The faculty and clinical placement coordinator will attempt to resolve conflicts, but concessions may not be available. Resolutions of conflicts and accommodations are not guaranteed, and any such conflicts are not a valid cause for a student to be excused from class or clinical.

### Guidelines for Professional Appearance and Attire

Professional appearance in the clinical setting is essential in inspiring clients' and patients' confidence in the nursing profession. Unkemptness, eccentric personal appearances, conduct, or dress that is too casual may provoke unease, lack of confidence, or even a negative image of nurses. The guidelines for professional appearance for all SON students are meant to maintain professional conduct and appearance of the nursing profession.

Students are to dress appropriately, be well groomed, and behave in a manner that is consistent with creating a positive impression of Taylor University and the nursing profession. This level of professionalism encompasses a student's personal appearance, dress, conduct, and speech. Further guidance will be provided by the faculty depending on the clinical site and setting. Students should also be aware that faculty decisions about appropriateness of appearance and attire will prevail.

### Uniform Requirements

The SON student uniform policy pertains to all clinical and simulation/lab settings. SON student uniform scrubs should only be worn during clinical experiences and in the simulation learning center.

Criteria	Requirements
Scrubs	Students may choose between 4 Taylor-purple pullover scrub top and 4 black scrub pants. The uniform should fit properly with no skin exposed at the waist or chest when the student bends at the waist. Uniform must be kept clean and wrinkle free. Scrub top should have Taylor University SON logo embroidered on the left upper chest.
Clothing Other than Scrubs	A lab coat with the Taylor University SON logo embroidered on the left upper chest should be worn with business casual attire when such attire is permitted by the faculty and facility. Facility policies and SON faculty will provide guidance regarding appropriate business casual attire when appropriate. A plain white long-sleeved shirt may be worn under the uniform top. This shirt may not have any visible commercialized symbols or printing visible.
Shoes & Socks	Shoes should be all white or black leather or vinyl shoes with flat rubber or other quiet soles. Shoes should be water impermeable, closed heel, and solid colored. Shoes should not be worn as "daily wear" outside the clinical areas to prevent contamination. Solid white, gray, or black socks must be worn with shoes at all times.
Badge	Student photo identification badges are to be worn at all times while in clinical experiences and in the simulation learning center. If a student's original badge is lost or a name change is required, a replacement fee will be charged for a new badge. Only a Taylor University sanctioned badge reel may be used. No personal badge reels or badge buddies may be used.
Appearance, Hygiene & Grooming	Cleanliness and personal hygiene should be maintained.

Hair	Hair must be kept neat and neutral in color. Hair should be styled off of face and out of the eyes. Longer hair should be secured to avoid interference with patients or other clinical work tasks. Beards and mustaches must be short and trimmed neatly.
Make-up	Simple, neutral make-up may be worn.
Fingernails	Fingernails must be kept short enough to not be seen over the tips of the fingers. No nail polish of any color is permitted. No false fingernails of any type are permitted.
Jewelry	Only plain band rings are permitted. No rings with stones are permitted due to the potential harm to patients, teach through gloves, or harbor pathogens. No bracelets are permitted. Wristwatches may be worn. Wristwatches are recommended to have a second hand. A single, simple necklace may be worn. Necklace chain should be short enough to prevent necklace from interfering with patients or other clinical work tasks.
Piercings	Only two ear piercings are permitted. Only two small, non-dangling earrings in each ear lobe are permitted. No other body piercings may be visible. Only clear retainers may be used to maintain the piercing.
Tattoos	Tattoos should be covered whenever possible. Depending on the clinical setting, there may be stricter rules regarding tattoo coverage.
Fragrances	Perfumes and colognes should be avoided as they may cause discomfort, offense, or allergic reaction in patients and others.
Cellphones	Students may be expected to bring smart phones to clinical for access to references only. Students may not use email, text messaging, call, or gaming features in the clinical setting for personal use. The exception is that students may use their cellphones to communicate with members of the healthcare team, their clinical group, clinical instructor, preceptor, and faculty.
Prohibited Items	Chewing gum is not permitted in the clinical setting.

Some clinical sites may have more stringent attire requirements that supersede the SON policy. These requirements will be discussed by the clinical faculty prior to beginning the clinical rotation.

### Professional Behavior

The nursing profession requires that its members be responsible, accountable, self-directed, and professional in his/her behavior. Nursing students represent Taylor University, the School of Nursing, and the profession of nursing, when they are interacting with patients, healthcare professionals, and other members of society. Nursing has earned the public's trust by upholding these behaviors. The process of becoming a professional begins when the student enters Taylor University's nursing program, and as such, these behaviors should be upheld.

Student integrity, trustworthiness, and honesty are essential qualities that are linked to positive patient outcomes and patient safety. If a student's character does not reflect the professional tenets of nursing, this may result in a review of conduct, removal from the course, and/or dismissal from the program. Such unprofessional behavior includes lying or falsifying patient information.

Any behavior inconsistent with those articulated within this student handbook will be documented and such documentation will remain a part of the student's record throughout the nursing program. Any occurrence that potentially places the patient, the student, or others in immediate danger will result in a full review of the student's record. A faculty may request a review for a seeing unsafe or unsatisfactory occurrence that does not create imminent danger if the faculty member believes that the behavior is significant enough to warrant a review.

Nursing students demonstrate professional behaviors through:

- *Nondiscrimination* – Nursing students shall provide care to patients/clients without discriminating based on race, creed, color, sex, age, national origin, sexual orientation, or disability. Nursing students shall demonstrate respectfulness of patients'/clients' values, culture, and religion. Becoming culturally competent in delivering health care means that students need to understand their own worldviews and those of the patients/clients they encounter. Adapting to different cultural beliefs and practices and communicating respect for others' viewpoints is part of being culturally competent. Students are expected to obtain cultural information and apply it to their practice.
- *Confidentiality* – Nursing students shall be educated about and adhere to HIPAA policies. Health records may not be removed from a health care institution. Students may extract information from the record to direct care and will be instructed by faculty how to handle de-identified information. Students must follow organizational policy about copying parts of the medical record.
- *Relationship Building* – Students should always strive to establish a therapeutic and caring relationship with patients/clients. This professional relationship is based on a trust that must not be violated. Failing to be prepared for clinical, failing to assess and evaluate a patient's/client's status, and failing to institute a nursing intervention for which the student has taken responsibility is a violation of this trust.
- *Representation* – Nursing students shall accurately represent themselves as being a student to others including, but not limited to, colleagues, faculty members, representatives of the University and their affiliates, partner institutions, community partners, patients/clients, nurses, and other members of the health care team. Proper representation is important for any student work regardless of how it is communicated (in writing, orally, or posted on any media).
- *Assessment of Personal Competence* – Nursing students shall seek consultation and supervision whenever their ability to carry out patient/client care is inadequate because of lack of knowledge or experience. Failing to obtain instruction or supervision when implementing nursing procedures or practices for which one lacks the educational preparation, ability, knowledge or experience is unethical.
- *Personal Responsibility* – Nursing students must take responsibility for their own actions and set a high standard of self-expectations and work to achieve one's goals. Misrepresentation of physical presence or participation in clinical experiences is unethical. One must also take responsibility for using sound judgment in not coming to clinical when ill if doing so would put others at exposure risk. This is particularly important when working with individuals with compromised immune systems, pregnant women, and newly delivered newborns and families. If a student has reason to believe that they have been exposed to a contagious illness, have active symptoms or were diagnosed with an infectious disease, the student should notify the clinical faculty member to determine the best action, which may be staying home and arranging to make up the clinical experience.
- *Professional Demeanor* – Nursing students are representatives of Taylor University School of Nursing and must realize that their behavior may positively or negatively affect the judgment of others about the School. Nursing students are expected to be thoughtful and professional when interacting with faculty and staff, patients/clients and their families, other students, the public, and all members of the health care team. When acting as a Taylor University nursing student, professional behavior is required both on and off campus and in "virtual" sites. While wearing the student uniform, the student is a representative of Taylor University and the School of Nursing and must adhere to all University and School of Nursing policies pertaining to on-campus conduct.
- *Academic Incivility* – Incivility is an affront to the dignity of coworkers, classmates, faculty and staff and violates professional standards of respect.

Other expectations for professional behavior of nursing students includes, but are not limited to:

- Demonstrating critical thinking skills in determining one's actions within the clinical setting
- Exhibiting empathy in the care of and communication with others
- Accepting responsibility for one's actions, including sufficient preparation for class and clinical
- Adhering to professional appearance and dress code

- Attending all classes, simulations, clinicals, and events as scheduled
- Completing assignments on time and taking exams as scheduled
- Responding promptly and appropriately to communications, feedback, and constructive criticism from faculty, clinical site staff, and peers
- Being respectful of facilities, equipment, and the property and personal belongings of other people
- Upholding professional boundaries with healthcare professionals, staff, and peers
- Demonstrating teamwork and collaboration with colleagues and peers
- Maintaining dignity and respect for patients and their families

### Code of Ethics

The American Nurses Association (ANA) Code of Ethics is a foundational document to guide nurses in carrying out their nursing responsibilities with consideration to quality nursing care and ethical obligations to the profession. This information can be found in the *ANA Code of Ethics* and at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>. Nursing students must practice nursing within the legal and ethical framework of the profession. Any breaches of professionally ethical behavior (regardless of setting or circumstance) may result in failure of the course and/or dismissal from the program.

### Clinical Instructors & Capstone Preceptors

For most clinical experiences, students are with clinical instructors. In capstone experiences, students are often assigned preceptors. These preceptors agree to work in close collaboration with both the student and clinical instructor/faculty. Students are to maintain professional relationships with all clinical instructors and preceptors, and to maintain close communication with faculty regarding the instructor/preceptor experience.

### Removal from Clinical Site/Experience

A student may be removed from the clinical site/experience for any of the following infractions, including but not limited to:

- Failure to come to clinical prepared, including inadequate knowledge of treatment, medications, or plan of care
- Tardiness or unexcused absence
- Unprofessional communication behaviors (examples: personal texting, use of social media, using profane language with patients, visitors, staff, or faculty)
- Failure to treat others with respect, honesty, and dignity
- Inappropriate professional dress and appearance (includes not being appropriately dressed and ready to go on time)
- Inability to implement empathetic care
- Inattentiveness to clinical work as exhibited by being unavailable for patient/client care, engaging in personal discussions, texting, etc.
- Failure to implement appropriate action to ensure safety of patients/clients
- Additional behavior(s) deemed unprofessional by faculty, including being disruptive and or refusing to follow faculty directions
- Arriving at the clinical setting under the influence of alcohol or other substance that can impair judgment
- Misrepresentation of physical presence or participation in clinical experience
- HIPAA violation or any breach in patient confidentiality
- Misuse or unauthorized use of computer resources or information
- Purposefully destroying property at the clinical site
- Stealing supplies or drugs
- Demonstrating unsafe clinical practice that places patient/client/family/staff/faculty in physical or emotional jeopardy, including neglect, abuse, or purposely injuring others



- Physical jeopardy is the risk of causing physical harm
- Emotional jeopardy means that the student creates an environment of anxiety or distress which puts the patient/client/family at risk for emotional or psychological harm
- Failure to comply with course or clinical site policies and protocols

### Simulation Learning Center

The simulation learning center is considered a clinical setting. Clinical expectations should be followed within simulation experiences including preparation, attendance, professional appearance, clinical attire, etc. Universal Precautions and safety guidelines that apply in the clinical setting are to be followed in the simulation environment, including disposing of sharps and syringes in the appropriate containers. Failure to comply with clinical expectations in the simulation setting may result in dismissal from the simulation learning center until clinical expectations are met.

Students may be digitally recorded during scenarios. Viewing of videos recorded during training is only permitted with staff or faculty members. The videos are the property of the school of nursing and students may not possess simulation lab videos or recordings. Use of cameras and/or recording functions on any electronic device is strictly prohibited in the simulation environment.

Students are not to discuss events or scenarios occurring in the simulation lab except in debriefing sessions. This is considered a clinical environment, and confidentiality regarding all aspects of scenarios is required and expected. There is zero tolerance for academic dishonesty and/or HIPAA violations.

Equipment may not be removed from the simulation lab or skills areas for practice, and unsupervised use of the simulation lab is prohibited. The simulation environment is supervised by faculty members and/or staff.

Coats, backpacks, and other personal belongings are not to be brought into the simulation area. Electronic devices are permitted if utilized within the scenario for access to resources or documentation as permitted by faculty or staff. Personal belongings (e.g. papers, pencils, stethoscopes, penlights, etc.) should not be left in the simulation environment after the scenario. Food and drink are not permitted in the simulation lab or skills areas.

### Latex Allergy

Students with a latex allergy must notify the clinical placement coordinator by submitting a Latex Allergy Form. This form serves as written documentation of the latex allergy and any related requirements. This written documentation is provided to nurse managers for clinical rotations, clinical faculty for classes, and the simulation and lab coordinator for simulation experiences. Students are responsible for remaining vigilant of equipment and supplies during their classes, simulations, labs, and clinical experience that may contain latex. If any latex allergy is suspected but unverified, any allergy testing expenses will be incurred by the student.

### Health and Compliance Requirements for Clinicals and Service Learning

All students accepted into the Taylor University School of Nursing are required to fulfill health requirements for clinical agency placement, including completion of any site-specific orientation requirements. See Program Acceptance & Maintenance Requirements for more information about health requirements for nursing students. Students are responsible for updating the clinical placement coordinator immediately of any changes to their health status, to update certifications, and to report any situations that would adversely affect the student's background information and/or ability to continue his/her participation in the clinical experience.

### Impaired Student Policy

Students in the clinical, simulation/laboratory, or classroom setting suspected of being under the influence of alcohol or another chemical substance that may impair the student's judgement and/or behavior will be immediately removed from the area and required to take a drug screen. Refusal to submit to a drug screen will be considered a positive drug screen.

If the drug screen is negative, the student may return to the clinical, simulation/laboratory, or classroom setting. Missed time and/or work will be required to be made up per SON policy.

If a drug screen is positive, the student will be banned from the clinical and simulation/lab experiences and referred per Taylor University's Conduct and Accountability Procedure in the Student Handbook, including the Conduct and Accountability Process, potential Disciplinary Responses, additional sanctions, and the Drug Screen Protocol. Student Development will communicate progress with the Dean of Nursing once the potential for returning to the clinical and simulation/lab experiences is possible. Missed time and/or work may be required to be made up per SON policy. A second occurrence of impairment with a positive drug screen will result in dismissal from the nursing program, and other penalties per the University's Conduct and Accountability Policy.

### **Bloodborne Pathogens and Universal Precaution Training**

Universal precautions are necessary infection-control measures that reduce the risk of transmission of bloodborne pathogens through the exposure to blood or body fluids among patients and healthcare workers. All nursing students are required to complete training annually regarding the occupational risks and the universal precautions to prevent exposure to bloodborne pathogens with all patients in all clinical settings. This training is compliant with the Occupational Safety and Health Administration's (OSHA) regulation {Bloodborne Pathogens 29 Code of Federal Regulations (CFR) 1910.1030.} to help protect workers from the transmission of bloodborne diseases in higher risk workplace occupations, such as healthcare.

### **Protocol for Illness Related to Events during Clinical**

If a student becomes ill during a clinical experience, the SON clinical instructor will escort the student to the onsite emergency department. If the student refuses to go to the emergency department, the student must call his/her emergency contact to pick them up from the clinical site. Neither the clinical instructor nor peers are allowed to leave the clinical location to drive the student to a secondary location for assessment and/or treatment. Any refusal to seek treatment in the emergency department will be noted by the clinical instructor in an *Incident and Injury Report*, which the student must sign.

Following any clinical-related illness event, the student will be dismissed from the clinical and must follow up with the clinical instructor to arrange make-up hours as needed. The student is responsible for all medical costs associated with the event.

For all illnesses related to events during a clinical experience, the clinical instructor will submit an *Incident and Injury Report* to the clinical placement coordinator within 24 hours of the event for tracking and recordkeeping.

### **Protocol for Exposure to Blood/Body Fluids or Related to a Needlestick**

Students are responsible for completing universal precaution training, complying with SON immunization requirements, and adhering to proper precautions in situations where exposure to blood and/or body fluids may occur. This includes always wearing appropriate Personal Protective Equipment (PPE) (e.g. gloves, gowns, laboratory coats, face shields, face masks, eye protection) when performing duties that could cause occupational exposure.

*Immediate Response for Emergency Treatment after Exposure to Blood/Body Fluids* – The following actions should immediately be taken for each type of exposure.

- Eye splashes – Remove contact lenses if present. Immediately flush eyes with cold water for 15 minutes.
- Splashes to oral and nasal mucosa – Flush vigorously with cold water for 15 minutes.
- Skin exposure and/or needlestick – Immediately wash skin thoroughly with soap and water.

#### *Steps to Follow for an Exposure*

1. Immediately notify your on-site preceptor or charge nurse or clinical instructor, if onsite.
2. Go to the emergency department (at the nearest hospital, if in a non-hospital clinical setting) or to onsite employee/occupational health.
3. Obtain the name of the follow-up contact at the site (e.g. Practice Administrator, Employee Health personnel, community site supervisor, or the name of the person who is coordinating assessment of the source patient).
4. Identify yourself as a Taylor University nursing student who has received a needlestick or exposure to blood/body fluids.
5. Notify emergency department staff of Taylor University SON requirements:
  - Rapid HIV test and labs within 2 hours of exposure
  - Baseline labs: HIV antibody, hepatitis B surface antibody, hepatitis C antibody, and pregnancy test (for women)
  - Baseline labs for source patient: rapid HIV screen, HIV antibody, hepatitis panel (HCV antibody, hepatitis B surface antigen, hepatitis B core IgM antibody, SGPT (ALT) serum, GGTP serum, and SGOT (AST). The student should never obtain consent from the source patient for HIV testing; the site should.
  - If the emergency department has any questions regarding procedure, they should contact the clinical placement coordinator or clinical faculty.
6. Stop before you leave the emergency department:
  - Obtain a copy of Facility Incident Report from the preceptor or charge nurse
  - Obtain a copy of lab results
  - Obtain a copy of emergency department discharge paperwork
  - Notify your Taylor University clinical faculty and inform him/her of the incident
  - If the clinical instructor and/or clinical faculty is not available within one (1) hour of the exposure, the student should contact the clinical placement coordinator or SON dean.
7. Follow Up as directed with repeat laboratory procedures, post-exposure prophylaxis if prescribed, or primary care follow up appointments. If written health clearance is required after the exposure incident, the student must receive written health clearance from a healthcare provider prior to returning to the clinical setting.
8. Report the incident as directed by the facility (i.e. if a formal incident report by the facility is required) and by submitting the SON incident report to the clinical placement coordinator and SON dean.
9. Document and maintain all information relating to the exposure incident in a confidential manner.
10. Review standard precautions with student by clinical faculty prior to returning to the clinical experience. This review should include a debrief of the exposure incident and how to prevent future exposure.

#### **Health Insurance Portability and Accountability Act (HIPAA)**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) includes requirements for ensuring the security and privacy of individuals' medical information. HIPAA regulations protect medical records and other "individually identifiable health information," which includes demographic information and any information that identifies an individual or could be reasonably believed to identify an individual. The records and personal information about patients and clients are strictly confidential. Care must be taken as to when and where it is appropriate to discuss patients within the clinical setting. If questioned about the treatment or condition of a patient, the student should not answer but rather direct the person to request the information from the patient's physician or hospital personnel. Discussion of patient status and care will be limited to conferences, reports, and case presentations assigned. Failure to follow these guidelines may result in disciplinary action, up to potential dismissal from the nursing program. Clinical requirements for

HIPAA training will be identified during orientation to clinical sites. In the event that the clinical site does not have HIPAA specific training, students will complete the Taylor University SON HIPAA Confidentiality Agreement.

## Taylor University School of Nursing – COVID-19 Vaccination Waiver

To Be Completed by Student *(Please Print Legibly)*

<b>Last Name</b>	<b>First</b>	<b>MI</b>	<b>Circle One:</b> Male    Female	<b>Date of Birth</b> / /	<b>Mobile Phone</b> (    ) -
<b>Home Address</b> (include street address, city, state, zip code)			<b>Campus Address</b> (dorm, floor, & room)		

I am completing this form for *(select one)*  medical /  religious exemption from the COVID-19 vaccine requirement. I hereby authorize Taylor University to maintain records with information about my religious beliefs and/or medical details as it pertains to the waiver of my COVID-19 vaccination requirement.

**Medical Exemption**

- I am requesting a medical exception to the requirement for COVID-19 vaccination because of a temporary medical condition or ongoing medical circumstance.
  - Please provide a brief description of the medical condition that contraindicates immunization with a COVID-19 vaccine or might increase the risk for a serious adverse reaction to the COVID-19 vaccine. \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - The condition described above is:  Permanent     Temporary *(select one)*
  - If the condition or medical circumstances is temporary, when is it expected to end or expire to allow for COVID-19 vaccination to begin after the date provided? \_\_\_\_ / \_\_\_\_ / \_\_\_\_     N/A
  - Medical Provider Name \_\_\_\_\_ Provider Phone (\_\_\_\_) \_\_\_\_ - \_\_\_\_\_

**Religious Exemption**

- I am requesting a religious exception to the requirement for COVID-19 vaccination because of a religious belief.
  - Please describe the nature of your objection to the COVID-19 vaccination requirement. How would complying with this requirement substantially burden your religious exercise? \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - Please describe if you have religious objection to use of other vaccines, medicines, or medical products. \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

I attest that the information provided above is true and accurate to the best of my knowledge.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Taylor University School of Nursing – Self-Reported Health History Form

To Be Completed by Student *(Please Print Legibly)*

<b>Last Name</b>	<b>First</b>	<b>MI</b>	<b>Circle One:</b> Male    Female	<b>Date of Birth</b> /   /	<b>Mobile Phone</b> (   )   -
<b>Home Address</b> (include street address, city, state, zip code)				<b>Campus Address</b> (dorm, floor, & room)	

Do you currently have or have you ever had:

	No	Yes		No	Yes
Allergies / Asthma			Gastrointestinal Disorder		
Autoimmune Disorder			Hepatitis / Jaundice / Gallbladder Issues		
Cancer			High Blood Pressure		
Cardiovascular Disease			Kidney / Urinary Disorder		
Diabetes			Musculoskeletal Disorder		
Drug/Alcohol Abuse			Psychiatric / Mental Health / Behavior Disorder		
Eye/Ear/Nose/Throat Disorder			Pulmonary / Lung Disease		
Endocrine Disorder			Skin Problems / Disease		
Epilepsy / Seizures			Other		

If you answered “yes” to any of the above, please elaborate: \_\_\_\_\_

Previous Surgeries (with dates): \_\_\_\_\_

Previous hospitalizations (with dates): \_\_\_\_\_

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

Do you have an allergy to latex?  No     Yes – If yes, complete and submit Latex Allergy Form.

I attest that the information provided above is true and accurate to the best of my knowledge and that I am in general good health.

\_\_\_\_\_  
Student’s Full Name (please print)

\_\_\_\_\_  
TU Student ID Number

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

## Taylor University School of Nursing – Latex Allergy Form

To Be Completed by Student *(Please Print Legibly)*

An allergic reaction to latex occurs through direct contact with products containing latex rubber or by inhaling powder from latex gloves. Many medical products such as gloves, blood pressure cuffs, tourniquets, vial stoppers, bandages, etc. may contain latex rubber. Responses may range in severity from a rash to asthma attacks to anaphylaxis and death. As such, a latex allergy is considered a serious healthcare risk.

The student is responsible for disclosing their latex allergy to the Taylor University School of Nursing at the beginning of his/her program, to his/her clinical faculty and/or clinical instructor at the start of the semester, and to the simulation and lab coordinator prior to the first simulation of the semester, and to his/her preceptor or charge nurse in each clinical setting. The student is encouraged to wear a Med-Alert bracelet indicating a latex allergy. The student is responsible for being vigilant of potential latex exposure and to report any contact with latex as an incident report.

There currently is no standardized, validated latex allergy testing, but documentation of a latex allergy from a healthcare provider is highly recommended for students to disclose to the Taylor University School of Nursing.

Please include signed documentation from a healthcare provider indicating a latex allergy along with this form, if available.

I, \_\_\_\_\_, have a latex allergy. I understand that this form completed, signed, and submitted to the clinical placement coordinator serves as my notification to Taylor University School of Nursing that I have a latex allergy. I am fully aware of the dangers arising out of exposure to latex, and I agree to exercise appropriate caution. I hereby release Taylor University, its Board of Trustees, officers and administrators and employees from any claim or liability arising out of my exposure to latex either on the campus of Taylor University or in any clinical setting.

\_\_\_\_\_  
Student's Full Name (please print)

\_\_\_\_\_  
TU Student ID Number

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Taylor University School of Nursing – HIPAA Confidentiality Agreement

For Students, Faculty, and Staff

Confidential information includes protected health information (PHI) as defined by the federal Health Insurance Portability and Accountability Act (HIPAA). Protected health information (PHI) under HIPAA is defined as any information that is transmitted, maintained, or received relating to a patient's or student's past, present, or future mental or physical condition; or past, present, or future provision of healthcare; or past, present, or future payment for provision of healthcare. PHI includes any information that is transmitted through written, electronic, or oral communication. Medical records, student records, and financial or billing information pertaining to that care are included when they contain any of the following identifiers:

- |  |  |
|--|--|
| ▪ Names  | date, discharge date, date of death, and all ages over 89)                         |
| ▪ Geographic subdivisions smaller than a state                                     | ▪ Certificate/license numbers  |
| ▪ Telephone/fax numbers  | ▪ Vehicle identifies, serial numbers, and license numbers                          |
| ▪ E-mail addresses   | ▪ Device identifiers/serial numbers  |
| ▪ Social security numbers  | ▪ Web Universal Resource Locators (URLs) or Internet Protocol (IP address numbers) |
| ▪ Medical record numbers   | ▪ Biometric identifiers (finger/voice prints)                                      |
| ▪ Health plan beneficiary numbers  | ▪ Full face photo image  |
| ▪ Account numbers  | ▪ Any other unique identifying number, characteristic, or code                     |
| ▪ All elements of dates related to the individual (including birth date, admission |  |

I understand that Taylor University and its affiliated health care organizations have a legal and ethical responsibility to maintain patient privacy, including to protect the confidentiality of protected health information (PHI) and to safeguard the privacy of patient, student, Taylor University, and affiliated health care organizations' information. In addition, I understand that during the course of my affiliation as a student/faculty/staff with Taylor University and its affiliated health care organizations, I may see or hear other Confidential Information such as financial data and operational information that Taylor University and its affiliated health care organizations are obligated to maintain as confidential.

The term of this Confidentiality Agreement is the length of my affiliation with and during clinical rotations at Taylor University. As a condition of my affiliation as a student, staff, and/or faculty member with Taylor University and its affiliated healthcare organizations, I understand that I must sign and comply with this Agreement.

I agree that my obligation under this Agreement regarding PHI and Confidential Information will continue after the termination of my affiliation with Taylor University. I understand that violation of this Agreement may result in disciplinary action up to and including termination of my affiliation with Taylor University and/or suspension, restriction, or loss of privileges in accordance with Taylor University's Policies and Procedures, as well as potential personal civil and criminal legal penalties.

I understand that any PHI or Confidential Information that I access or view at Taylor University and its affiliated health care organizations does not belong to me. I understand that any access to PHI for research purposes requires proper documentation and approval according to HIPAA policies. I agree that I will only use and disclose PHI and/or Confidential Information if such use or disclosure (1) complies with the Policies and Procedures of Taylor University and its affiliated health care organizations and (2) is required for the performance of my responsibilities as a student, staff, or faculty member in the care and treatment of patients. The use and discussion of PHI and/or Confidential Information for the purpose of



care and treatment of patients does not include the use or disclosure of PHI and/or Confidential Information for educational endeavors such as writing educational reports for my course of study, engaging in seminars and presentations in the educational setting, or conducting unauthorized research.

I am aware that Taylor University and its affiliated health care organizations reserve the right and intend to exercise the right to review, audit, intercept, access, and act upon inappropriate use of computer systems at any time, with or without user notice, and that such access by Taylor University and its affiliated health care organizations may occur during or after working hours.

Since the use of PHI and Confidential Information includes access, I will not access or view any PHI or Confidential Information other than what is required to perform my responsibilities as student, staff, and/or faculty in the care and treatment of patients or service to students. I will not make any unauthorized transmissions, copies, disclosures, inquiries, or modifications of PHI or Confidential Information. Such unauthorized transmissions include, but are not limited to, removing and/or transferring PHI or Confidential Information from Taylor University and its affiliated health care organizations' computer systems to unauthorized locations (for instance, my home or school computer). My personal access code(s), user ID(s), access key(s), and password(s) used to access Taylor University and its affiliated health care organizations' computer systems or other equipment are to be kept confidential and secure at all times. If I have any questions, I will immediately ask my precepting faculty or the Privacy Officer of the affiliated health care organization for clarification.

I will not discuss any information pertaining to patient PHI or the health care organization in an area where unauthorized individuals may hear such information (e.g., in hallways, on elevators, in the cafeteria, on public transportation, in restaurants, or at social events). I understand that it is not acceptable to discuss any PHI or Confidential Information in public areas even if specifics such as patient's name are not used.

Upon termination of my affiliation with Taylor University and its affiliated health care organizations, I will immediately return all property (e.g., keys, documents, ID badges, etc.) to my precepting faculty and the affiliated health care organization. I understand that it is my obligation to return all patient PHI to my perception faculty and the affiliated health care organization upon completion of my clinical rotation at the health care organization. The faculty and/or the affiliated health care organization are responsible for the destruction of PHI, whether hard copy or electronic.

The intent of this Agreement is to ensure that students, staff, and faculty comply with HIPAA Regulations and Privacy Policies and Procedures at Taylor University and its affiliated health care organizations. By signing below, I acknowledge that I have read the above Agreement and agree to comply with all its terms as a condition of my continuing affiliation with Taylor University.

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Student's Full Name (please print)

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TU Student ID Number

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Student's Signature

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Date

## Academic Success Intervention Plan

Assessment Level		
Green	Yellow	Red
Indicators		
<ul style="list-style-type: none"> <li>▪ Math/Science course grades C or above HESI Admission Score &gt;75</li> <li>▪ Mid-term grades passing or above</li> <li>▪ Course grades B- or above</li> <li>▪ HESI Course Specialty/Exit exam scores &gt;800</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mid-term grades below passing</li> <li>▪ Completion of NUR class with grade of C+ or previous - MAT/Science grade below C</li> <li>▪ HESI Score 65-75</li> <li>▪ HESI Course Specialty/Exit exam scores 600-800</li> </ul>	<ul style="list-style-type: none"> <li>▪ HESI Admission Score &lt;65</li> <li>▪ NUR course grade below C</li> <li>▪ HESI Course Specialty or Exit exam below 600</li> </ul>
Interventions		
<ul style="list-style-type: none"> <li>▪ Completion of the Nursing Readiness Self-Assessment in NUR 100 course</li> <li>▪ Completion of Academic Success Plan in NUR 100 course.</li> <li>▪ Student and faculty advisor will review the Self-Assessment and the Academic Success Plan and adjust goals and strategies during every advising meeting.</li> <li>▪ Tools for academic success will be reviewed at the start of each semester. (Examples: Academic Success Center, HESI resources, Faculty office hours, etc.)</li> </ul>	<p>All measures in the Green status AND:</p> <ul style="list-style-type: none"> <li>▪ Meet with faculty advisor at the beginning and mid semester to review progress</li> <li>▪ Meet with faculty of each current NUR course for exam reviews</li> <li>▪ Complete remediation exercises as assigned by course faculty and/or advisor</li> </ul>	<p>All measures in the Green and Yellow status AND:</p> <ul style="list-style-type: none"> <li>▪ After an NUR course failure, a formal request for readmittance to the nursing program and updated Academic Success Plan must be submitted to the Enrollment and Progression Council. (Approval to retake an NUR course must be granted by the council.)</li> <li>▪ Remedial Math/Science exercise submitted before clinical admission. (Admission contingent upon completion.)</li> <li>▪ For HESI Course Specialty scores below 600, additional EAQ exercises will be assigned and must be achieved at an intermediate level before beginning the next semester of NUR courses.</li> <li>▪ For HESI Exit exam scores less than 800, an incomplete grade will be entered for NUR 475 until all EAQ categories are achieved at a mastery level.</li> </ul>

## Taylor University School of Nursing – Incident and Injury Report

To Be Completed by Student *(Please Print Legibly)*

<b>Last Name</b>	<b>First</b>	<b>MI</b>	<b>Circle One:</b> Male    Female	<b>Date of Birth</b> /   /	<b>Mobile Phone</b> (   )   -
<b>Home Address</b> (include street address, city, state, zip code)				<b>Campus Address</b> (include dorm, floor & room)	
<b>Facility / Location of Incident/Injury</b> (include location, department, room number, etc.)				<b>Facility Address</b> (include street address, city, state, zip code)	
<b>Date of Injury</b> /   /		<b>Time of Injury</b> :    AM   PM		<b>Item or Equipment Involved</b>	
<b>Witness Name(s) to Incident/Injury</b>					
<b>Body Part Injured</b> ___ Finger    ___ Hand    ___ Arm ___ Head    ___ Torso    ___ Leg    ___ Foot ___ Other: _____				<b>Has body part been injured/ exposed before?</b> ___ Yes    ___ No <b>If yes, please explain:</b>	
<b>Laterality of Injury (Circle One)</b> Right    Left					
<b>Was the incident/injury reported on date it occurred?</b> ___ Yes    ___ No <b>Please explain:</b>					
<b>To Whom was the incident/injury reported?</b>					
<b>What was the date/time reported?</b>					
<b>Did you seek medical attention for this injury prior to reporting it?</b> ___ Yes    ___ No <b>Please provide details of medical provider and evaluation completed:</b>					
<b>If you declined medical attention, please explain why:</b>					
<b>Did incident/injury result in missed class/clinical?</b> ___ Yes    ___ No <b>Describe how and what happened to cause this injury. Use back of this form if needed.</b>					
<p>By signing this report, I understand that I am giving my authorization to Taylor University School of Nursing designated medical records custodians to use and /or disclose my protected health information for the purpose of reviewing the incident/injury reported on this form.</p>					
<b>Student Signature</b>				<b>Date</b> /   /	
<i>Please submit lab results, emergency department discharge summary, and any other pertinent records along with this signed form to the clinical placement coordinator.</i>					