

# **Augustana College Department of Nursing**

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**Bachelor of Arts In Nursing**

**STUDENT HANDBOOK  
2011-2012**



**AUGUSTANA  
COLLEGE**

## **AUGUSTANA COLLEGE - DEPARTMENT OF NURSING**

### **FOREWORD**

This handbook is designed to assist you to understand the opportunities, rights and responsibilities which are yours as a nursing major at Augustana College. It contains a compilation of information relating to policies and procedures of the Nursing Department. If you have questions about the major which are not addressed in this handbook, feel free to contact a member of the Nursing Department faculty.

The Department reserves the right to make such changes in policies and procedures as it may find necessary and desirable.

Please refer to the Augustana College Student Handbook and college catalog for information about services, policies, and regulations which relate to all students of the Augustana community.

## TABLE OF CONTENTS

Mission of the College.....	1
Mission of the Department of Nursing .....	1
Philosophy of the Department of Nursing.....	1
Program Outcomes.....	3
Policies and Procedures .....	5
Requirements for Completion of a B.A. with a Major in Nursing.....	5
Elective Courses in Nursing.....	6
Internship guidelines .....	6
Admission of Students to the Major .....	6
Nursing application form .....	6
Early admission .....	6
Standard admission .....	7
Part-time students.....	7
Other considerations.....	8
Essential functional abilities .....	8
Progression of Students in the Major .....	8
Academic Advising .....	9
Student Records.....	9
Testing and Grading .....	9
ATI standardized testing .....	9
Examination policy .....	13
Grading policy.....	13
Assurance of confidentiality and/or anonymity .....	13
Academic dishonesty .....	14
Honor pledge .....	14
Student Rights and Representation .....	14
Student Requirements and Policies Related to Safety and Health.....	15
Criminal background checks .....	15
Liability insurance .....	15
Health requirements.....	16
Policy & guidelines for prevention and management of HIV/HBV.....	17
Alcoholic beverages.....	17
Drugs.....	17

Student Responsibilities in Nursing Courses .....	18
Attendance.....	18
Course preparation .....	18
Professional ethics.....	18
Dress code.....	18
Special fees for nursing.....	19
Clinical laboratory experiences .....	19
Student Organizations Which Relate to Nursing .....	21
ANSA.....	21
Zeta Zeta .....	21

### **Appendices**

A. History of the Nursing Program at Augustana College.....	23-24
B. Department of Nursing: Definition of Nursing Scholarship .....	25
C. Plan of Study: Undergraduate Curriculum .....	26-27
D. Application for Admission to the Augustana College Nursing Program .....	28-29
E. Statement Addressing Essential Functional Abilities for Admission/Progression in the Nursing Program .....	30-31
F. Nursing Student Health Form .....	32
G. Policy & Guidelines for Prevention and Management of Human Immunodeficiency Virus (HIV) & Hepatitis B Virus (HBV) Infection.....	33-35
H. Documentation of Body Substance Exposure .....	36
I. Social Networking Policy .....	37

## **MISSION OF AUGUSTANA COLLEGE**

Inspired by Lutheran scholarly tradition and the liberal arts, Augustana provides an education of enduring worth that challenges the intellect, fosters integrity and integrates faith with learning and service in a diverse world. The mission of Augustana is reflected by the following five core values: Christian – Liberal Arts – Excellence – Community – Service.

## **MISSION OF THE DEPARTMENT OF NURSING**

**Revised 12/10**

The mission of the professional nursing program is to prepare students in clinical judgment and reasoning, nurturing a sense of salience. Christian and moral values guide students in the understanding and fostering of health, wholeness and human potential in a changing world.

The curriculum is holistic; grounded in nursing, biological, and social sciences as well as the humanities. The guiding values of the program are congruent with the mission of Augustana: teaching/learning from a liberal arts perspective, living in community, cultivating excellence, developing transformational leadership and living faith in vocation. Graduates are prepared to address complex issues in health through experiences that cultivate their personal, intellectual, and professional growth.

The nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates are eligible to take the National Council Licensing Examination (NCLEX) for licensure as registered nurses. They are prepared for entry level positions anywhere in the health care system and have a strong foundation for graduate study.

## **PHILOSOPHY OF THE DEPARTMENT OF NURSING**

**Adopted May 2003; Revised Dec. 2010**

The purpose of Augustana College is to provide a Christian liberal arts education for women and men. Within this framework, the nursing curriculum serves to integrate liberal arts with preparation for professional nursing, to provide a sense of community, and to serve the region and the larger society. Within this structure the Department of Nursing philosophy, program purposes and outcomes have been developed.

The faculty are committed to a liberal arts education, which promotes both personal and professional growth. The focus of the nursing curriculum is upon lived experiences of health in a continuously changing world. The nursing curriculum is grounded in nursing science as well as the biological and social sciences and the humanities.

The faculty views nursing as an art and science. We embrace the breadth and depth of the historical and theoretical perspectives in nursing\*, as we actively participate in ongoing scholarly dialogue. Within this context the following philosophy has been developed to reflect the diversity we bring to nursing education at Augustana College.

Persons are viewed as unique beings, with freedom to choose within situations. Health is the way one lives his or her life, reflecting values in the search for meaning and manifesting pattern of the whole. Quality of life is the meaning one gives lived experiences.

The human community and universe are interconnected. Past, present and future are integral, as we live in relationship with persons and all that surrounds us. Nursing is being, knowing and acting with compassion and caring in evolving relationships. Nursing fosters the health, wholeness and

human potential of persons, families, groups and communities. Living the art and science of nursing involves presence and honoring the perspective of another.

Teaching-learning is a mutual process, requiring intentionality and shared responsibility, fostering a spirit of inquiry. The search for truth requires living with ambiguity, as values and beliefs are challenged and scholarly endeavors explored.

VALUES: The College's five shared fundamental values provide the basis for articulation of the foundational values guiding the nursing programs.

Teaching/ learning from a liberal arts perspective:

- developing ethical comportment
- hearing the voice of others through relationship and presence
- synthesizing the arts and sciences in practice
- becoming a change agent

Living in community:

- respecting human freedom, diversity, and uniqueness
- collaborating with others
- living in relationship
- valuing the voices of community
- responding to health issues

Cultivating excellence:

- coaching creative thinking and innovative practice
- fostering inquisitive exploration and reflective practice
- building competence through active learning and involvement
- wrestling with the unknown
- committing to lifelong learning

Developing transformational leadership:

- working together to promote health and wellness
- leading and practicing with integrity
- engaging in social justice  
advocating for responsive health policies and systems

Living faith in vocation:

- respecting all beliefs
- caring in the human health experience
- honoring the search for meaning
- responding with compassion
- caring for creation

\*The Augustana College Nursing Program is informed particularly by the following nurse theorists: Nightingale, Peplau, Rogers, Leininger, Newman, Parse, Watson.

**AUGUSTANA COLLEGE – DEPARTMENT OF NURSING  
PROGRAM OUTCOMES**

Revised 8/08

- 1. Practices nursing consistent with the foundational values of the discipline and a belief in human wholeness.**
  - a. Clarifies personal and professional values and recognizes their impact on decision-making and professional behavior.
  - b. Demonstrates personal and professional initiative and accountability.
  - c. Demonstrates receptivity and openness to differing values and worldviews, honoring the perspective of individuals, families, groups, and communities.
  - d. Applies moral and ethical reasoning toward understanding and responding to issues in nursing practice.
  - e. Demonstrates commitment to continued personal and professional growth.
  
- 2. Integrates theories, concepts and research from the sciences, humanities and nursing as a foundation for nursing practice.**
  - a. Demonstrates a basic understanding of nursing theory and its influence in guiding nursing practice and research.
  - b. Applies understanding of health patterns to nursing practice in promoting health and enhancing quality of life for individuals, families, groups, and communities.
  - c. Uses information and technology to communicate, manage knowledge, mitigate error, and support decision making.
  - d. Incorporates principles of teaching-learning into appropriate health educational interactions.
  - e. Applies current evidence-based practice into clinical experiences, incorporating patient/family preferences and values for delivery of optimal health care.
  - f. Demonstrates a basic understanding of research methods and systematic inquiry and their relationship to nursing practice and theory.
  - g. Integrates concepts of nursing and public health science in addressing health issues of individuals, families, groups, communities, and populations.
  
- 3. Develops partnerships in addressing the human health concerns of individuals, families, groups and communities.**
  - a. Develops competent communication skills, using a variety of modalities.
  - b. Develops caring relationships through presence.
  - c. Demonstrates sensitivity to the diversity and uniqueness of human health experiences across cultures.
  - d. Engages individuals, families, groups and communities as full partners in identifying and responding to health care needs.
  - e. Recognizes that human behavior is affected by culture, race, religion, gender, lifestyle, age and environment.
  - f. Contributes the unique nursing perspective to interprofessional teams to optimize patient outcomes.

- 4. Demonstrates critical thinking, creativity, and sound clinical judgment in professional practice across settings.**
  - a. Demonstrates initiative.
  - b. Applies competent psychomotor skills in the delivery of safe, efficient, and compassionate care.
  - c. Establishes priorities in the provision of care.
  - d. Uses creativity and aesthetics in addressing health concerns of individuals, families, groups and communities.
  - e. Responds to changing situations in practice to assure safe, effective care.
  - f. Evaluates outcomes, modifying care in partnership with individuals, families, groups, and communities.
  - g. Evaluates the contribution of system factors to the quality and safety of health care.
  
- 5. Displays leadership in professional nursing practice to address the health concerns of individuals, families, groups and communities.**
  - a. Incorporates professional nursing standards into nursing practice.
  - b. Influences nursing and interdisciplinary colleagues through role modeling and mentoring.
  - c. Advocates for health care that is sensitive to the needs of individuals, families, groups, and communities.
  - d. Coordinates and manages care, through delegation and supervision.
  - e. Incorporates consideration of cost, quality, and access issues into nursing practice.
  - f. Demonstrates basic understanding of the organization and financing of health care delivery systems.
  - g. Applies appropriate quality and safety indicators in nursing practice.
  - h. Explains the process and relevance of continuous quality improvement in health care systems.
  - i. Incorporates knowledge of social, political, economic, and historical issues to the analysis of societal and professional problems.
  - j. Displays an understanding of the scope of baccalaureate-level nursing practice and regulatory requirements for professional practice.

## **POLICIES AND PROCEDURES**

Revised 9/2011

### **I. REQUIREMENTS FOR COMPLETION OF A BACHELOR OF ARTS WITH A MAJOR IN NURSING**

#### **A. Graduation requirements**

1. A total of 130 credits is required for graduation, including 60 credits in the core of liberal studies, 22 credits in prerequisite and elective courses, and 48 credits in the nursing major. (See Augustana College catalog.)
2. All nursing students are given a plan of study for completion of the bachelor of arts degree with a major in nursing. (See Appendix C).

#### **B. General education requirements**

1. The practice of nursing focuses on providing a service to individuals, families, groups and communities based on their health. Thus, each aspect of the person studied in the liberal arts core facilitates the student's understanding of self in relation to specific dimensions of humanity. This helps to increase breadth of understanding of self and clients who are the recipients of nursing care. Students must satisfy the same general education requirements as any other student at Augustana College. (See Augustana College catalog.)
2. Nursing majors admitted to the college in the fall of 2009 or later will not be allowed to wild card (general education exemption) Area 2.3.

#### **C. Prerequisite course requirements for upper division (300 level and higher) nursing major courses**

1. Required biological, physical and social science courses have been identified as prerequisite to nursing theory content and are prerequisite to enrollment in upper division nursing courses. Some of these courses also fill general education requirements.
2. Required prerequisite courses include: Biology 150, Biology 225, Biology 250, Chemistry 120, Chemistry 145, Math 150 or higher, Sociology 110, and Psychology 125.
3. Nurs 230 Pharmacotherapeutics is required for progression to 300 level nursing courses.
4. Nurs 200 Introduction to Nursing is taken prior to 300 level nursing courses; with permission of the course faculty member this course may be taken concurrent with fall semester 300 level nursing courses.
5. All prerequisite courses must be taken for an A-F grade.
6. A grade of C or higher is required for Nurs 200 and Nurs 230.

#### **D. Transfer of credits from other institutions**

1. All chemistry and biology support courses must be lab courses.
2. The lifespan human development course (Augustana's Psychology 125) must span content from birth to death.
3. Transfer of nursing courses is based on review of syllabi by nursing faculty for equivalence to Augustana courses.

#### **E. Upper division nursing courses**

1. Required nursing courses include: Nursing 324, 326, 328, 340, 352, 354, 410, 420, 425, 430, 435, 441, 450W, 451.

2. A general orientation to the upper division major courses will be scheduled in the spring of the sophomore year prior to beginning nursing courses in the fall of the junior year.
3. The upper division major is a full-time program of study. Students are encouraged to balance employment with course and clinical responsibilities by working no more than 20 hours per week.
4. Typically, successful completion of nursing major courses in a given term is required for progression into the major courses for the following term. As an example, Nurs 324, Nurs 326, and Nurs 328 are prerequisite courses to Nurs 340 and Nurs 352.
5. Clinical nursing courses must be taken concurrently according to each semester's schedule (e.g. Nurs 352 and Nurs 340).

## **II. ELECTIVE COURSES IN NURSING**

### **A. Suggested elective courses in nursing**

- Nurs 395, 495 – Internships (2-4 credits)
- Nurs 468 – NCLEX Review (1 credit)
- Gero 289 – Medical Terminology (1 credit)
- Psyc/Econ 270 – Statistics (4 credits)

### **B. Other elective courses**

- Nurs 197, 297, 397 – Special Topics in Nursing (2-4 credits)
- Nurs 299, 399 – Independent Study (2-4 credits)

### **C. Internships: Student guidelines**

1. Participate in a nursing internship orientation meeting.
2. Arrange an appointment with your faculty internship supervisor to review the Internship Learning Experience Course Proposal
3. Internship requirements:
  - a. 40 practicum hours per credit plus a minimum of four (4) hours is expected for preparation, reading and writing.
  - b. Completion of the required information for the Registrar's Office and faculty supervisor.
  - c. Legal/ethical considerations involved in the internship experience.
  - d. Communication with the internship faculty supervisor.
  - e. Written assignments as defined in the course syllabus.
  - f. Internship evaluation and conferences as defined in the course syllabus.

## **III. POLICIES AND PROCEDURES FOR ADMISSION OF STUDENTS TO THE NURSING MAJOR**

### **A. Nursing application form**

All students desiring to pursue a major in nursing must complete an application form specifically for admission to the nursing program (see Appendix D). The application can be obtained from the Office of Admission or the Department of Nursing office. All nursing applications will be reviewed by the Department of Nursing Admission/Progression Committee.

**B. Early admission to the upper division nursing major**

1. Criteria for early admission – Incoming freshmen
  - a. a composite ACT score of 22 or above with no subscores less than 20
  - b. a high school GPA of 3.50 or above
  - c. satisfactory faculty evaluation of responses to essay questions on the admission form
  - d. acceptable references
2. Criteria for early admission – Augustana students who did not apply as incoming freshmen
  - a. a cumulative GPA of 3.00 or above
  - b. three (3) prerequisite science courses successfully completed at Augustana
3. Criteria for early admission – transfer students
  - a. accepted to the college
  - b. a cumulative GPA of 3.20 or above
  - c. three (3) prerequisite science courses successfully completed
  - d. have a plan of study in academic file for completing remaining prerequisite courses at Augustana
4. Students must meet the same criteria as listed in C.2 in order to maintain early admission status.

**C. Standard admission to the upper division nursing major – students not previously admitted under early admission criteria**

1. Nursing applications are due no later than February 15 of the calendar year in which the student desires to begin upper division nursing courses
2. Criteria for admission
  - a. Achieve a cumulative GPA of 2.70 or higher
  - b. Earn at least 65 cumulative credits
  - c. Successfully complete all required prerequisite courses with a grade of non-nursing prerequisite courses with C- or higher
    - 1) Prerequisite courses are: Biology 150, Biology 225, Biology 250, Chemistry 120, Chemistry 145, Math 150, Sociology 110 and Psychology 125
    - 2) A student is allowed to repeat a maximum of two required prerequisite courses one time.
    - 3) The Admission/Progression Committee will give particular consideration to grades in Biology 225, Biology 250 and Psychology 125.
  - d. Successfully complete Nurs 200 Introduction to Nursing and Nurs 230 Pharmacotherapeutics with a grade of C or higher.

**D. Part-time students who wish to pursue a nursing major**

1. Students are assigned a nursing academic advisor.
2. Students meet with their advisor to develop a proposed plan of study.
3. Students make an application to the nursing program, indicating the planned year of admission into upper division nursing courses.

**E. Other considerations**

1. An alternate list for admission to the upper division nursing major will be prioritized by the Admission/Progression Committee.
2. Registered Nurses seeking a Bachelor of Arts degree with a major in nursing will be considered on an individual basis.

**F. Essential functional abilities**

1. Certain sensory, psychomotor, cognitive, communication and behavioral/social abilities are essential for generalists to competently and safely practice nursing. For admission to and progression in the nursing program, a student must meet and maintain satisfactory demonstration of standards in these functional areas. (See Appendix E.)
2. Course syllabi include the following statement: *Any students with disabilities who need reasonable accommodation in this course are encouraged to speak with the instructor as soon as possible.* The role of the faculty member will be to refer the student to the Student Services Office.

**IV. POLICIES AND PROCEDURES FOR PROGRESSION OF STUDENTS IN THE NURSING MAJOR**

- A. Progression into subsequent nursing courses or to graduation is contingent upon attaining a C or better (minimum of 74%) in both the theory and clinical portion of all preceding nursing courses and maintain at least a 2.70 cumulative GPA. Failure to maintain a cumulative GPA of 2.70 will result in departmental academic probation with evaluation at the end of the semester. Only one semester of departmental academic probation is allowed. Failure to increase the GPA to 2.70 during the probationary semester will result in delay of progression in the major.
- B. Any student who receives a final grade of less than C or unsatisfactory in either the theory or clinical portion of a nursing course will not be allowed to enroll in subsequent required nursing courses.
- C. A student is allowed to repeat a maximum of one required nursing course one time.
- D. Unsatisfactory completion of a nursing course will necessitate the following actions:
  1. The student will meet with his/her advisor to develop a plan of study.
  2. The student will write a letter to the Nursing Admission/Progression Committee to request readmission to the nursing major and permission to re-enroll in the failed course the next time the course is offered.
  3. The Nursing Admission/Progression Committee will consult with the course professor and the student's advisor about the student's request. Readmission will be contingent on space availability, recommendations from the student's advisor and course professor of the failed course and professional judgment of the Nursing Admission/Progression Committee.
  4. A nursing internship in the clinical area of the failed course will be strongly recommended prior to repeating the course.
  5. The Nursing Admission/Progression Committee reserves the right to call/convene a Professional Committee in Nursing meeting.

## **V. ACADEMIC ADVISING**

Each student enrolled at Augustana is assigned a faculty advisor by the nursing office coordinator. Advisors help students with academic and career planning and with other concerns related to students' college experience. Students at Augustana are encouraged to take advantage of the opportunity to develop a relationship with their advisor. A student must make an appointment with his/her academic advisor before registering for each term. Faculty members post hours when they will be available in their offices.

Nursing students may change advisors to another nursing faculty member at any time. If a student wishes to change advisors, he or she should contact the Nursing Department office staff to be reassigned to a new advisor.

## **VI. STUDENT RECORDS**

Student records maintained in the Nursing Department include such documents as ACT and SAT profiles, copies of transcripts of academic course work taken at other colleges or universities, academic plan, grade reports for courses taken at Augustana, clinical evaluations, and standardized test scores. Students may inspect and review their educational records as provided by the Family Educational Rights and Privacy Act of 1974 and related amendments.

Items of Public or Directory Information are contained in academic and student records and may be released at the discretion of Augustana College officials. This public information includes: name, place and date of birth, names of parents and home address, college address, verification of degree including honors, previous schools attended, participation in recognized activities, etc. A student may choose to refuse disclosure of any or all designated information without prior consent by contacting the chairperson of the Nursing Department. Documents which are maintained as a part of the permanent record following graduation include a description of the nursing curriculum in place during the student's years in the nursing major at Augustana and a final evaluation based on the program objectives. This information will be released only upon written request of the alumnus and may be picked up by the alumnus or mailed to whomever is designated in the request. Official transcripts are available from the Registrar's Office, following the same protocol.

## **VII. TESTING AND GRADING**

### **A. Assessment Technologies Institute (ATI) Standardized Testing**

All students are required to take specific standardized tests as a part of the nursing curriculum. Proctored content examinations are required throughout the program and constitute 10% of the final theory grade for the courses in which they are administered. Students are required to take a non-proctored version of an exam by the date established by the course instructor to be eligible to sit for the proctored exam. ATI resources and course materials are used to facilitate student learning and assure success through individualized and systematic feedback of student progress.

In order for the results of the ATI exam to provide useful information to students and faculty, students are expected to study for each exam and strive to do their best. Faculty use exam results to evaluate overall student mastery of content areas

and to evaluate the nursing program as a whole, frequently modifying courses based on student performance on the exams.

<b>ATI Proctored Exam</b>	<b>Associated Course</b>
Fundamentals of Nursing	Nurs 326 Nursing Therapeutics
Nutrition	Nurs 324 Health Pattern Recognition/Nutrition
Pharmacology	Nurs 340 Adult Health Nursing I
Nursing Care of Children	Nurs 352 Child Health Nursing
Medical Surgical Nursing	Nurs 441 Adult Health Nursing II
Maternal Newborn	Nurs 410 Maternity & Reproductive Health Nursing
Mental Health	Nurs 420 Behavioral Health Nursing
Community Health	Nurs 430 Community Health Nursing
Nursing Leadership	Nurs 451 Leadership in Professional Nursing
Comprehensive Predictor	Spring of Senior Year

The total number of points for the ATI exam will vary from course to course based on the total number of theory points in a course; the ATI exam will always be weighted at 10% of total theory points. To determine the total number of points awarded to the ATI exam for a course, the student may use the following formula:

Formula: Total theory points in course x 0.10 = ATI points possible

Example: The course has 450 possible theory points.  
 $450 \times 0.10 = 45$  possible points for ATI exam

The ATI exam results provide students with a Proficiency Level ranking based on national normative data that predicts the student's likelihood of passing the NLCEX exam in the content areas covered by each exam. Proficiency Levels are defined as follows:

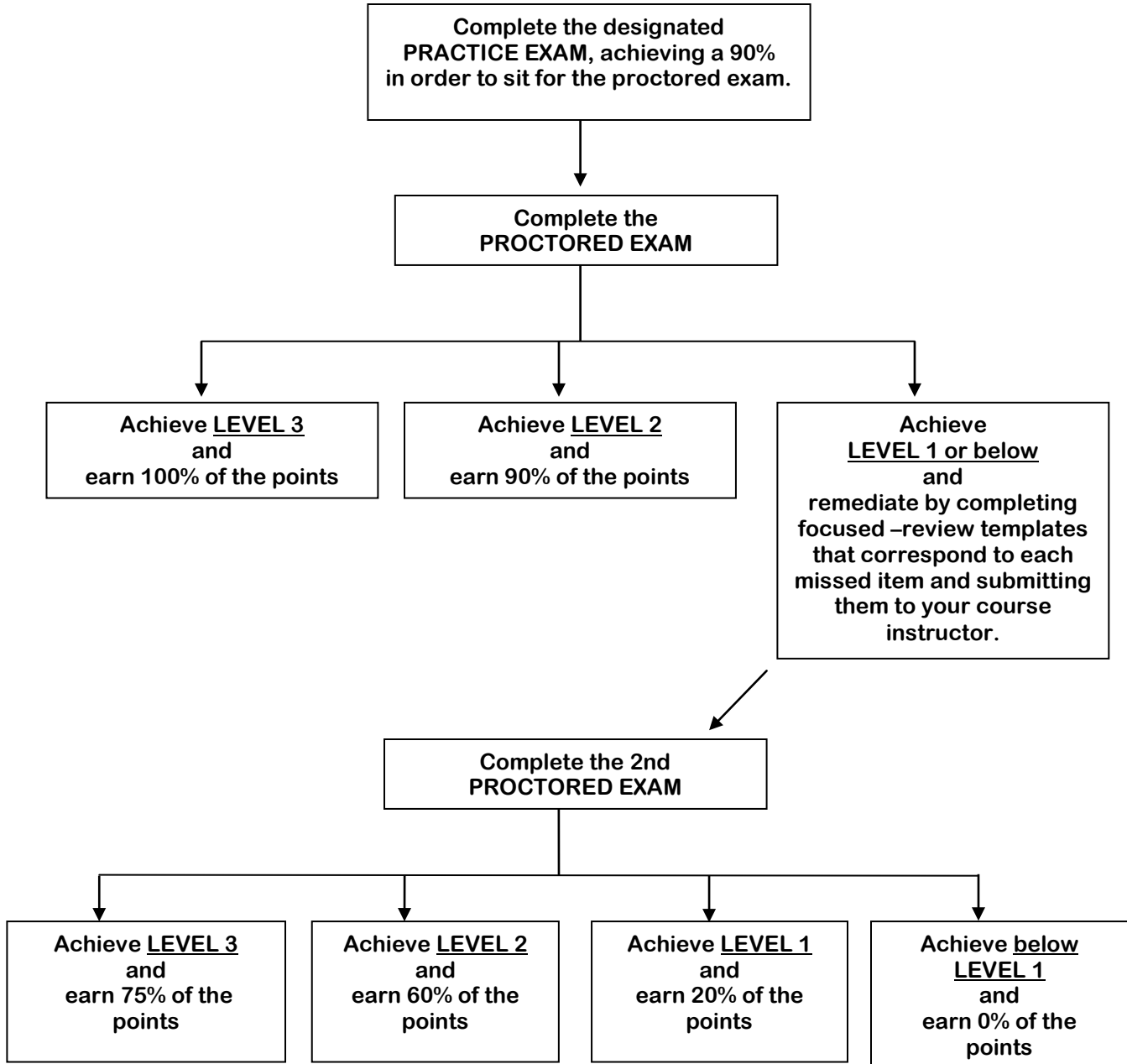
Level 3: Student is very likely to exceed NCLEX standards in this content area

Level 2: Student is fairly certain to meet NCLEX standards in this content area

Level 1: Student is likely to just meet NLCEX standards in this content area

Below Level 1: Student did not meet criterion established for the Proficiency 1 Level cut score

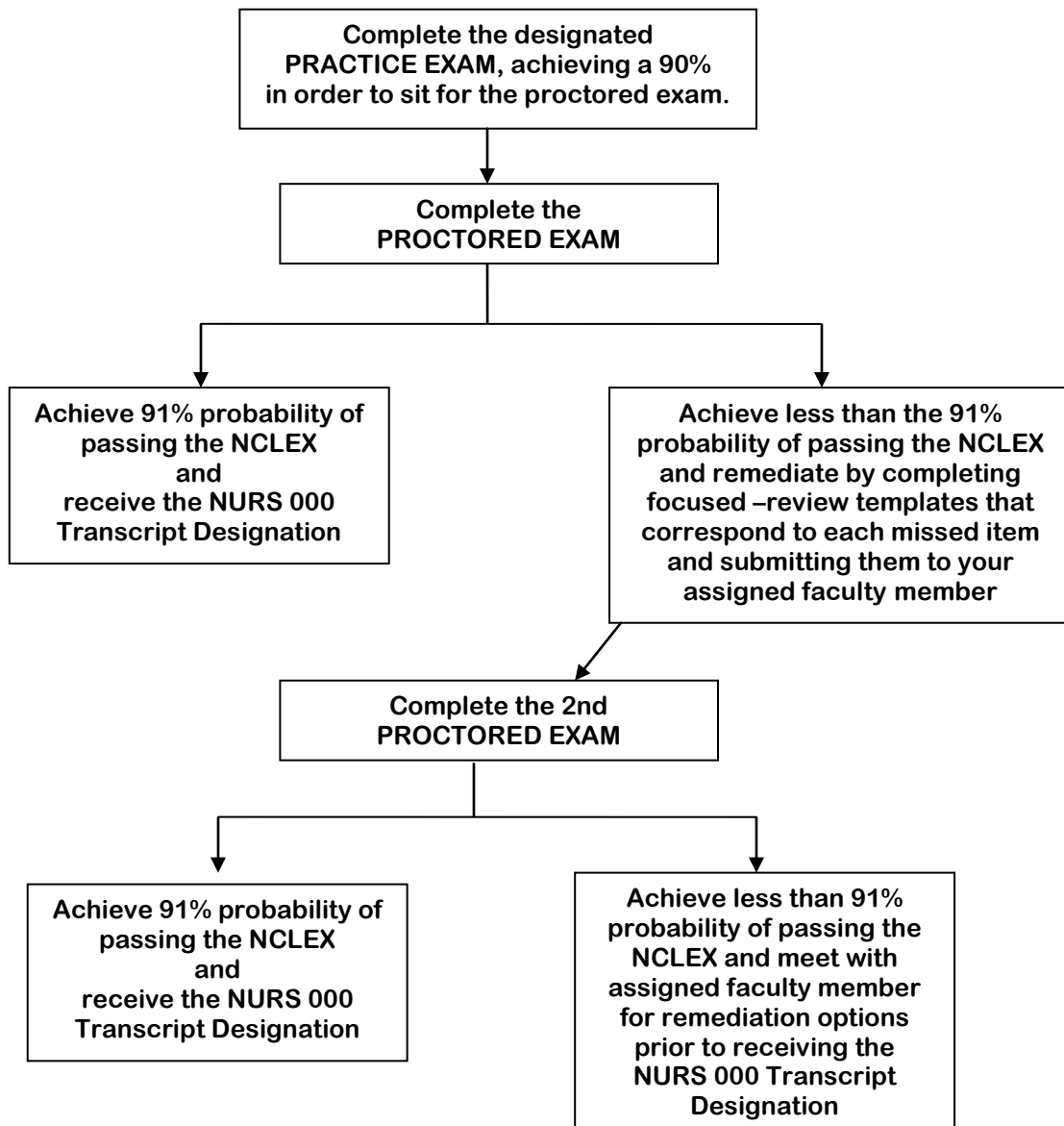
**CONTENT ATI EXAM: Nursing Courses with an ATI Exam Assigned**  
**ATI Exam = 10% of Course Grade**



Students are required to take the ATI Comprehensive Predictor exam during the spring semester of the senior year. They must score at least a 91% to have their degree completion validated on their transcripts. The dates for the non-proctored and proctored versions of the exam are scheduled at the beginning of the spring semester. Successful completion of the Comprehensive Predictor exam appears on student transcripts as NURS 000.

If a student does not receive at least a 91% on the ATI Comprehensive Predictor exam, he/she is required to complete an individualized prescribed remediation plan. Following successful completion of the remediation plan, the student receives the transcript designation (NURS 000).

### **COMPREHENSIVE ATI EXAM NURS 000 Transcript Designation**



**B. Examination Policy**

Examinations are given at the designated times only. Circumstances such as illness or serious family emergencies will be considered on an individual basis. Students are not allowed to have access to books and notebooks during examinations. Special seating arrangements may be carried out for examinations.

Violation of any of the above raises concerns about accountability and sense of professional responsibility. Evaluations and letters of reference will reflect these concerns. Failure to comply with these expectations may result in action on the part of the Professional Education for Nursing Committee.

**C. Grading Policy**

The following grades are typically used in the evaluation of academic achievement:

A+	100 - 98%	4.0 grade points
A	97 -94%	4.0 grade points
A-	93 – 90%	3.7 grade points
B+	89 -87%	3.3 grade points
B	86 – 84%	3.0 grade points
B-	83 – 80%	2.7 grade points
C+	79 – 77%	2.3 grade points
C	76 – 74%	2.0 grade points

S - U Satisfactory - Unsatisfactory; no grade points (not used in the calculation of GPA)

I Incomplete

IP Course in progress

V Indicated on the transcript for a successfully completed audit.

NOTE: Grade “I” is converted to “F” if not removed by the middle of the following semester. “IP” grades are given only for courses taken under the Independent Learning Program or special project courses requiring more than one semester to complete.

**D. Assurance of Confidentiality and/or Anonymity in Papers, Projects and Reports**

1. Augustana nursing students are expected to respect all persons’ rights to privacy, anonymity and confidentiality by:
  - Using only an initial for persons and places in papers and reports.
  - Listing qualifications or credentials to describe professional persons rather than names, unless specific permission has been granted to use the individual’s name or the focus of the report is biographical.
  - Describing community agencies and institutions rather than referring to them by name unless doing a report specifically on the services offered by an institution or an agency.
  - Determining agency/institutional policies related to obtaining information from persons served by the agency/institution, or from employees of the agency/institution, and following these policies.
  - Providing all persons who share information related to a topic of study with verbal (and in some cases written) explanation of the purpose of the project/paper, how information they share will be used, and how confidentiality will be maintained.

2. The student must seek advisement from faculty as to how to report information that is personal or sensitive in nature to preserve anonymity.
3. Students who fail to adhere to the confidentiality policy will be required to meet with the appropriate course professor, advisor and/or Professional Nursing Committee regarding their progression in the nursing program.

**E. Academic Dishonesty**

Academic dishonesty is defined as any instance in which a student violates the rules of conduct issued by a nursing faculty member related to the taking of examinations and the submitting of written assignments and oral presentations. Plagiarism is defined as the presentation of someone else's words or ideas without giving credit to the creator. Students should refer to the Augustana College Student Handbook for specific policies relating to academic dishonesty.

**F. Honor Pledge**

Prior to exams, students are asked to read and sign the Honor Pledge (as follows):

*On my honor, I pledge that I have upheld the Honor Code,  
and that the work I have done on this exam has been honest,  
and that the work of others in this class has, to the best of my  
knowledge, been honest as well.*

The professor is responsible to have a follow-up discussion with any student who does not sign the Honor Pledge for the exam or who brings forward an academic integrity concern. The professor also acknowledges responsibility to further investigate any academic integrity policy complaint and proceed as deemed appropriate.

**VIII. STUDENT RIGHTS AND REPRESENTATION**

- A. In keeping with the 1974 Family Educational Rights and Privacy Act, faculty are not allowed to share with persons who have no academic responsibility for students any data in a student's file without the student's permission. (See Augustana College Student Handbook.) This Act also obliges faculty to protect the confidentiality of student work, grades, and evaluations.
- B. A student has the right to be heard by the Professional Education for Nursing committee and to be represented by his/her academic advisor or appropriate designee in the event that questions or recommendations regarding that student's progression in the major are brought to the Committee.
- C. Student representatives shall participate in nursing department faculty meetings and junior and senior level planning sessions.
  1. Department faculty meetings
    - a. Junior and senior classes each elect representatives for attendance at departmental faculty meetings (one representative and one alternate from each class). These representatives are elected during the first week of the semester.
    - b. Faculty advisors are considered representatives for their assigned freshman and sophomore advisees. Freshman and sophomore students may be invited to attend planning sessions or departmental faculty meetings when deemed appropriate by faculty and/or students.
    - c. Student representatives participate in decision making concerning departmental policies and procedures.

- d. Closed “executive sessions” for the faculty are held when discussions involve specific students or at the discretion of the department chairperson.
- 2. Planning meetings of teaching teams
  - a. Two junior level students (one representative and one alternate) are elected during the first week of the semester to serve as representatives to junior level planning meetings.
  - b. Two senior level students (one representative and one alternate) are elected during the first week of the semester to serve as representatives to senior level planning meetings.

## **IX. STUDENT REQUIREMENTS AND POLICIES RELATED TO SAFETY AND HEALTH**

### **A. Criminal Background Checks**

- 1. South Dakota law provides that any individual who has been convicted of a felony may be denied licensure to practice nursing in the state of South Dakota. A state and federal criminal background check is required of every student prior to beginning the nursing major.
- 2. The purposes of the criminal background clearance policy are:
  - a. To protect the public/client safety.
  - b. To identify elements in prospective students’ background that could cause them to be ineligible for licensure as a Registered Nurse.
  - c. To meet the requirements of clinical agencies with whom the college contracts for student clinical experiences.
- 3. Policy provisions
  - a. Students beginning the nursing major at Augustana College are required to complete criminal background check clearance prior to their first clinical course.
  - b. Students with a criminal record will be counseled regarding the implications of their records as they relate to clinical experience opportunities, potential barriers to licensure, and the possibility of being unable to continue in the nursing program.
  - c. Students with a criminal record will typically be referred to the State Board of Nursing Disciplinary Representative to validate eligibility for licensure as a Registered Nurse in the state of South Dakota. The ultimate determination of a student’s eligibility to progress in the nursing program at Augustana College will, however, rest with the Department of Nursing.
  - d. Any student who has questions or concerns about the law or criminal background check should contact the department chair or the South Dakota Board of Nursing, 4305 S. Louise Ave., Suite 201, Sioux Falls, SD 57106.

### **B. Liability Insurance**

Liability insurance is a requirement for each student in all clinical practice areas and in all clinical facilities. Liability insurance is covered by the college insurance policy.

## C. Requirements and Policies Related to Nursing Students' Health

### 1. Health requirements

#### a. Physical exam

- 1) All students must have a complete physical exam prior to beginning junior level clinical nursing courses or within the three months prior to this date. A special form will be distributed to nursing majors in the spring semester of the sophomore year; this form must be completed by a physician, nurse practitioner or physician's assistant at the time of the physical exam.(See Appendix F.)

#### b. Immunizations

- 1) Immunizations must be up to date prior to entrance into the junior level clinical nursing courses. These immunizations include:
  - Tetanus and diphtheria booster (within last 10 years)
  - Polio (oral vaccine x 4)
  - Hepatitis B (vaccine x 3). If a student does not wish to receive the hepatitis B vaccine, a declination statement must be signed by the student.
  - Measles, Mumps, Rubella (MMR). At least two doses or titer of immunity.
  - Bacterial meningitis (meningococcal vaccine)
  - Varicella (chicken pox). Must have documented history of having had the disease. If no history, need a varicella titer or 2 doses of varicella vaccine.
  - A TB skin test must be obtained and results reported on the physical exam form six months prior to the beginning of clinical courses. Current requirements include a yearly verification of TB status with a skin test.

- c. Healthcare workers are at risk for developing latex sensitivity or latex allergy which may be life threatening. Dry, itchy, irritated areas on the hands from wearing latex gloves or exposure to the powders on the gloves may be symptoms of a contact dermatitis rather than a latex allergy. The symptoms of latex allergy include skin rash, hives, flushing, itching, and nasal, eye or sinus symptoms and asthma.

Students who have a latex allergy or sensitivity need to be aware that there is an increased risk of exposure to products that contain natural rubber latex in healthcare settings. There is also a higher risk for developing a latex sensitivity or allergy due to frequent exposure to latex-containing products. Once one becomes allergic to latex, special precautions should be taken to prevent further exposure to latex. If students develop symptoms of latex allergy, they need to take the following actions:

- 1) Avoid further contact with latex-containing products,
- 2) Notify faculty and/or skills/simulation lab staff,

- 3) See their health care provider for follow-up testing and care at the student's expense.

A medical clearance letter from the student's health care provider is required for continued participation in clinical and campus lab experiences.

- d. **Nursing students have an obligation to inform nursing faculty of any acute or chronic health conditions experienced by students which may affect clinical assignments.**
  - e. Students who do not meet all requirements and policies related to safety and health by August 15<sup>th</sup> will not be allowed to begin clinical courses. Students are responsible for maintaining currency and providing documentation of requirements in order to progress in clinical courses.
  - f. Incidents which may result in the injury of a student while providing client care include, but are not limited to: needle puncture wounds, accidental falls or injuries while assisting a patient with mobility activities, cut or abrasions from hospital equipment, and exposure to body fluids. The student shall inform the faculty member in the clinical area immediately following such an occurrence and follow established procedures for dealing with such accidents. **The student assumes responsibility for expenses resulting from the need for medical care for such incidents.** Health and accident insurance is available for purchase through the college. Details regarding coverage and claim procedures are available from the Augustana College Business Office and the Student Health & Counseling Center.
2. Policy and Guidelines for Prevention and Management of HIV and HBV Infection. (See Appendix G.)
  3. Alcoholic Beverages  
Students should consult the Augustana College Student Handbook and the college catalog for policies relating to possession of alcoholic beverages. Behaviors which suggest use of alcohol will result in dismissal from clinical laboratory and disciplinary action in accordance with college policies.
  4. Drugs  
Students should consult the Augustana College Student Handbook and the college catalog for policies related to use of illegal drugs. The possession, use or distribution of illegal drugs on the Augustana College campus is absolutely forbidden. For nursing majors, use of illegal drugs during any off-campus activities related to nursing, such as clinical experiences, is strictly forbidden. Detection of drug possession or behaviors suggesting drug use will result in dismissal from clinical laboratory experience and disciplinary action in accordance with college policies.

## X. STUDENT RESPONSIBILITIES IN NURSING COURSES

### A. Attendance

1. Attendance is mandatory at all lectures and clinical laboratories.
  - a. Special assignments may be required for any unexcused absence and will be discussed with the course instructor.
  - b. Absenteeism will be reflected in the grade received for the course.
  - c. All absences from clinical laboratories will be made up before completion of the course.
  - d. Repeated absenteeism from class or clinical laboratories will be reason for referral to the Professional Education for Nursing Committee for consideration of status in the nursing major.

### B. Course Preparation

1. Assignments must be submitted on time in a legible, neat format. It is expected that written assignments will reflect individual effort and understanding.
2. If attendance in class, clinical laboratory, or any scheduled experience is impossible, the student must notify the appropriate instructor(s) in advance.
3. Students are expected to share learning experiences with others by contributing effectively to discussions in class and clinical conferences.

### C. Professional Ethics

1. Information which has implications for patient (or staff or family) safety, including illegal, unsafe, or unethical behavior must be reported to the appropriate faculty immediately.
2. The Augustana College student is expected to demonstrate honesty and integrity at all times.
3. In collaboration with others, nursing care will be provided with respect and dignity.
4. Confidentiality must be maintained at all times in accordance with the *ANA Code of Ethics and Standards of Professional Nursing Practice*. A breach of confidentiality will warrant referral to the Professional Education for Nursing Committee. Disclosure of confidential information in social media venues is a violation of professional ethics. See Appendix I for specific expectations regarding use of social media.

### D. Dress Code

1. Students must adhere to the dress code of the Department of Nursing and agencies utilized for clinical and simulation experiences. **THE DRESS CODE WILL BE STRICTLY ENFORCED. FAILURE TO COMPLY WILL RESULT IN DISMISSAL FROM CLINICAL EXPERIENCE.**
2. Personal hygiene
  - a. Moderate use of make-up, with eye make-up kept to a minimum, is permissible.
  - b. Hair should be clean, neatly styled and away from the face. Bright or colored ribbons or fasteners are not appropriate. Men should be clean shaven; and if applicable, beards should be kept neat, clean and trimmed.
  - c. Fingernails should be kept clean and trimmed short. Artificial nails are not allowed for patient/ client safety reasons.

- d. Avoid use of cologne as even pleasant odors are sometimes offensive to an ill person.
  - e. Jewelry should be kept to a minimum (e.g. no piercing decoration other than small earrings in ear lobes only. Maximum of 2 earrings/ear.)  
Acceptable jewelry: Small inconspicuous white, silver or gold earrings, watch, engagement and wedding rings.
3. Uniform
- a. Name badges must be worn in all clinical settings.
  - b. Acute care settings (e.g. hospitals)
    - 1) Nursing students wear designated student uniform.
    - 2) The nursing uniform should be worn only for nursing-related events on campus and in the community.
  - c. Community Health
    - 1) Lab coats must be worn over tailored street clothing during clinical experiences in home health clinic settings. In the schools and other community sites, students may wear tailored street clothing which is professional in appearance -- no blue jeans, t-shirts/sweatshirts.
  - d. Behavioral Health
    - 1) Street clothes are authorized for all mental health employees/students.
    - 2) Clothes should be tailored and professional in appearance. Neatness, cleanliness and modesty are of prime importance. Clothing styles should be chosen to tactfully conceal unit keys.
    - 3) Nylons must be worn with skirts or dresses.
    - 4) Shoes with low or moderate heels, with enclosed heel or ankle strap are to be worn. No clogs, spike heels or tennis shoes.
4. **Other**
- a. Gum chewing is not allowed in the clinical area.
  - b. Cell phone calls and texting are prohibited in both the classroom and clinical settings.
  - c. No blue jeans, belly shirts, low-cut or see-through blouses, shirts or dresses are to be worn under any circumstances.

**E. Special Fees for Nursing**

- 1. A special fee for nursing students is assessed for both junior and senior level nursing courses. Fees may include the cost of course materials, name badges, pre-professional organization membership fee (NSNA, NSASD), standardized tests, clinical lab skill packs, and nursing pin.
- 2. Fees will be established on a yearly basis by the Chair and Office Coordinator of the Department of Nursing.
- 3. In addition, nursing students will be required to pay for a criminal background check and health-related program requirements.

**F. Clinical Laboratory Experiences**

- 1. Functional Relationships
  - a. College: Provides quality education and instruction for students.
    - 1) Selects faculty for classroom and laboratory experiences.

- 2) Provides for clinical supervision for students in the clinical area.
  - 3) Initiates contracts with agencies for clinical experiences.
- b. Agency: Provides quality health facilities and service for the community.
- 1) Provides opportunities for staff-instructor interaction in reference to current standards and procedures for quality care.
  - 2) Provides clinical laboratory experiences for students.
- c. Faculty: Assume direct responsibility for clinical laboratory experiences.
- 1) Select patients for nursing students' clinical assignments.
  - 2) Keep agency personnel informed of patient needs and progress.
  - 3) Assure safe care of patients by students.
  - 4) Maintain good working relationships with agency personnel.
  - 5) When the faculty member is not available to supervise students during a clinical, the clinical experience will be cancelled. The faculty member and students will reschedule the experience.
- d. Students: Assume responsibility for all aspects of clinical experience in cooperation with the clinical instructor.
- 1) Complete preparation and patient care in a timely manner.
  - 2) Keep faculty member informed of own and patient needs and progress.
  - 3) Notify faculty member when unable to attend clinical laboratory and makes up for any missed laboratories.
  - 4) Comply with professional ethics standards.
2. Transportation
- a. Each student is responsible for his/her own transportation for clinical laboratory experiences.
  - b. Transporting patients in the student's vehicle is not permitted.
  - c. Augustana insurance does NOT cover student experiences in helicopter transport services.
3. Skills Laboratory
- a. Services available to students
    - 1) Scheduled labs for junior and senior nursing majors for development of cognitive and motor skills related to nursing practice.
    - 2) Availability of materials and assistance from student mentors for review of skills as arranged.
    - 3) Supervision of skills competency tests.
    - 4) Organization of learning materials to assist with preparation for selected clinical experiences.
  - b. Policies regarding use of campus lab materials and resources
    - 1) All materials/supplies are organized and maintained by the skills lab coordinator.

- 2) To request lab materials/supplies, students must follow the procedure established by the skills lab coordinator.

## **XI. STUDENT ORGANIZATIONS WHICH RELATE TO NURSING**

- A. Nursing majors are encouraged to become involved in pre-professional organizations. Such involvement fosters the development of leadership abilities in the individual and strengthens commitment to ideals consistent with the philosophy and mission of Augustana College.
- B. **ANSA**  
Membership in the Augustana Nursing Students' Association is comprised of students who have chosen nursing as a major. It serves as a chapter of the state (NSASD) and national (NSNA) organizations. The purpose of ANSA is to stimulate professional interest and also to provide experience in professional organizational work.
- C. **Zeta Zeta Chapter of Sigma Theta Tau**  
Zeta Zeta is the local chapter of Sigma Theta Tau, international honor society for nursing. Eligible seniors are invited to join. The purposes of the honor society are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work and strengthen commitment to the ideals and purposes of the profession.

# APPENDICES

## APPENDIX A

### HISTORY OF THE NURSING PROGRAM AT AUGUSTANA COLLEGE

The College has offered a program of study for nursing since 1941. Initially, the program was five years in length, with three years spent in the diploma nursing program at Sioux Valley Hospital. The first and last year of this program were devoted to liberal studies at Augustana College. A degree in education or biology from Augustana was awarded to those who completed the program in addition to a diploma in nursing from Sioux Valley Hospital.

From 1952 until 1968, Augustana College contracted with South Dakota State University for clinical courses for nursing majors. Augustana nursing majors took courses in liberal studies and courses foundational to nursing on the Augustana campus. Under a contractual arrangement with South Dakota State University, nursing students from Augustana took clinical nursing courses through South Dakota State University. A bachelor of science degree in nursing was conferred upon completion of this program.

In 1964, at the recommendation of the National League for Nursing, Augustana College began a program of study for nursing in which both the theoretical and clinical components of the program were taught by Augustana College Department of Nursing faculty. The program was approved by the South Dakota Board of Nursing the same year. The first students graduated from this program in May 1968. Following completion of a departmental self-study, the program was initially accredited by the National League for Nursing (NLN) in 1969. The NLN remained the accrediting body until the first accreditation of the undergraduate program by the Commission on Collegiate Nursing Education (CCNE) in 2001.

In 1969, the blocked organization of ten separate courses was changed to an integrated curriculum in which courses were team taught. Curricular revision initiated in 1973 resulted in moving nursing courses from the freshman and sophomore academic years to the summer session following the sophomore year. This was the first step towards an upper division major, which was implemented in the fall of 1977. Since 1971, Augustana College has offered a single degree, the Bachelor of Arts. Hence, graduates of the nursing program receive a Bachelor of Arts Degree with a major in nursing.

The late 1960s and early 1970s were a golden era for nursing, as federal funds were available to assist colleges to develop both curricula and facilities for nursing. The Department of Nursing at Augustana College was the recipient of several federal grants during that period of time. Curriculum development was enhanced through several project grants awarded to the Department of Nursing by the Division of Nursing of the U.S. Public Health Service. In 1967, a Public Health Growth Advancement project and a Mental Health Growth Advancement project were implemented to improve the integration of public health and mental health concepts in the nursing curriculum. In 1971-72, a federally-funded study was conducted, and the increased enrollment project, supported by Federal capitation grants, was implemented from 1974-1981. In 1974, the nursing program graduated 46; by 1981, graduates numbered 63. From 1972-1982 capitation funds provided monies to acquire hard- and software for campus nursing laboratories. From 1978-1981 a federally funded three-year project designed to improve the care of elders was implemented.

Since the mid-1970s an upward mobility option for registered nurses has been in place at Augustana. Registered nurses were initially granted advanced placement through departmental challenge exams. In 1985-86, significant curricular revisions were initiated which made it possible for RNs to complete the nursing major while working full- or part-time. The two integrated senior level courses of 10 credits each were restructured into three separate clinical courses and one non-clinical course. A four-credit bridge course, Change: A Professional Challenge, was initiated to provide a transition for associate degree and diploma program graduates to baccalaureate nursing. Upward mobility students are currently integrated into the program on an individual basis.

In 1982, Zeta Zeta, Augustana's chapter of Sigma Theta Tau, was chartered. Local nursing alumni have provided leadership for the chapter under the guidance of faculty counselors. Each spring Zeta Zeta chapter jointly sponsors a Research Day for students, faculty, and the larger nursing community.

In 1985-86, the college required each academic department to design and implement a computer (C) and a writing (W) course for their majors. Related nursing curricular changes initiated in 1985-86 were the incorporation of computer assisted instruction and the development of computer skills (use of word processing and data bases) into nursing courses.

In 1989, the Nursing Departments at Augustana College, The University of South Dakota (USD), and Sioux Valley Hospital formed a partnership called the Healing Web. As a result of this partnership, a pilot project was implemented in which nursing students from the baccalaureate program at Augustana and from the associate degree program at USD had a shared clinical experience at Sioux Valley Hospital which was based on differentiation of roles, shared values, and mutual respect. In 1993 the Healing Web was presented the Lucile Petry Leone Award by the National League for Nursing in recognition of a significant contribution to nursing education.

In 1997, a new undergraduate nursing curriculum was implemented. The major foci of the revisions were: nursing theory-based curriculum; community and community-based nursing practice; and health-systems perspective focusing on emerging nursing care delivery models.

In 1989, the strategic planning process at Augustana College incorporated a survey of the Sioux Falls community and employers to determine what additional programs were needed. Findings of the study revealed a need for a graduate program in nursing targeted to working nontraditional students (Report of the Academic Strategic Planning Task Force, Augustana College, December 1990). With the support of college administrators, the Department of Nursing developed a proposal for a Master's program in Nursing which included a core of liberal studies, a core of nursing courses, and a track in Advanced Nursing Practice in Emerging Health Care Systems. In 1992, the proposal for a Master's program in Nursing was approved. An Advanced Nurse Education Training Grant application, submitted October 1, 1994, to the Bureau of Health Professions, U.S. Department of Health and Human Services, was approved and funded. Grant funds supported development and implementation of the master's program over a three-year period from July 1, 1995 - June 30, 1998 with continuation funding until June 30, 2000. The program was fully accredited by CCNE (the Commission on Collegiate Nursing Education) in March 2000. A new track was added to the Master's in Nursing program in 2005 to prepare Clinical Nurse Leaders (CNL track). The first graduates completed the CNL program in the summer of 2009.

Revision and refinement of the undergraduate nursing curriculum is a continuous process. In 2007, two courses were moved to the sophomore level (Nurs 200: Introduction to Professional Nursing and Nurs 230: Pharmacotherapeutics). Following receipt of funding to participate in a national project in 2007, *Quality and Safety Education for Nursing (QSEN)*, the six competencies emphasized by QSEN were integrated in the curriculum: Safety, Patient-Centered Care, Evidence-Based Practice, Teamwork and Collaboration, Quality Improvement, and Nursing Informatics. Through generous gifts to the department, a simulation lab was constructed in 2007 and teaching/learning strategies using high fidelity human patient simulation were developed and integrated into the curriculum. The plan of study for the most current undergraduate curriculum is included as Appendix C.

*Augustana College Department of Nursing*

# Scholarship

**Definition of Scholarship:** Professional endeavors which advance the art & science of nursing.

## Qualities of a Scholar

**Integrity**

**Creativity**

**Perseverance**

**Vitality**

**Courage**

## Dimensions of Scholarship<sup>1</sup>

### Scholarship of Discovery

- \* Scientific Inquiry (Empirical-Interpretive-Human Science)
- \* Methodological Development

### Scholarship of Integration

- \* Creative Conceptualization
- \* Model Building
- \* Intra/Interdisciplinary & International Collaboration

### Scholarship of Application

- \* Reflective Clinical Practice-Inquiry
- \* Education-Community Partnership
- \* Clinical Consultation

### Scholarship of Teaching

- \* Curriculum Development & Evaluation
- \* Pedagogical Innovation & Inquiry

## Criteria for Evaluation

**Rigor**

**Knowledge development**

**Reflective Critique**

**Transformative potential**

**Enhancement of student scholarship**

**Artistic Expression**

<sup>1</sup>Boyer, E.L. (1990). *Scholarship Reconsidered*. Carnegie Foundation.

## APPENDIX C



### Overview of Curriculum Requirements for Nursing Major

General Requirements	Cr. Hr.	Supportive Requirements	Cr. Hr.	Nursing Major	Cr. Hr.
Area 1.1 Gen 97/98	1	*Bio 110+ Bio & Human Con.	4	N200 Intro to Professional Nurs	3
Area 1.2 Psyc 125	3	Or		N230 Pharmacotherapeutics	3
Area 1.3 _____	1	*Bio 120+ Bio. Principles I		N324 Health Pattern Recognition/Nutrition	3
Area 1.3 _____	1			N326 Nurs Therapeutics	4
Area 2.1 Eng 110	4	<u>Required</u>		N328 Pathophysiology	3
Area 2.1 "W" course	0	Bio 150 Human Anatomy	4	N340 Adult Health Nursing I	4
Area 2.1 "W" course	0	Bio 225 Human Physiology	4	N352 Child Health Nursing	3
Area 2.2 _____	3	Bio 250 Intro. Microbiology	4	N354 Public Health Science	2
Area 2.3 _____	3	*Chem 120 Intro to Chem	4	N410 Maternal & Reproductive Health Nurs	3
Area 3.1 _____	3	Chem 145 Intro to Organic &	4	N420 Behavioral Health Nurs	3
Area 3.1 _____	3	Biochem		N425 Behavioral Health Nurs - Lab	2
Area 3.2 Bio 120	4	*Soc 110 Contemporary	3	N430 Community Health Nurs	3
Area 3.2 Chem 120	4	Society	4	N435 Community Health Nurs - Lab	2
Area 3.3 Soc 110	3	*Math 150++ Pre-Calculus	3	N441 Adult Health Nursing II	4
Area 3.3 _____	3	*Psyc 125 Life Span Human		N450W Perspectives in Professional Nurs	3
Area 3.4 _____	3	Development		N451 Leadership in Professional Nurs	3
Area 3.4 _____	3				
Area 3.5 _____	3	Total Credits	34	Total	48
Area 3.5 _____	3	* Counted in Gen req.	18		
Area 3.6 _____	3			<u>Electives</u>	
Area 4.1 _____	3	Adj. total support cr.	16	N468 NCLEX Review	1
Area 4.2 _____	3			N495 Internship +++	2-4
Area 4.3 Capstone	3	<u>Recommended</u>		N399 Independent Study	1-4
		Gero 289 Medical Terminology	1		
Total	60	Psyc/Econ 270 Statistics	4		

#### SUMMARY

General requirements	60
Supportive adjusted requirements	16
Major requirements	48
Electives	<u>6</u>
Graduation Total	130

BIO 110/120 IS A PRE-REQUISITE COURSE FOR BIO 150 AND BIO 225.

++ EFFECTIVE FALL 2011, MATH 150 OR HIGHER IS A PRE-REQUISITE FOR ALL AUGUSTANA STUDENTS ENTERING THE NURSING MAJOR.

+++ INTERNSHIPS ARE HIGHLY RECOMMENDED AND MAY BE TAKEN EITHER THE SUMMER FOLLOWING THE JUNIOR YEAR OR SPRING SEMESTER OF THE SENIOR YEAR.

**AUGUSTANA COLLEGE – DEPARTMENT OF NURSING  
SAMPLE PLAN OF STUDY**

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
<b>Semester I</b> Bio 110/120 (Area 3.2)+ 4 cr. Chem 120 (Area 3.2)+ 4 cr. Rel 110 (Area 4.1) 3 cr. or Eng 110 (Area 2.1) 4 cr. _____ 3 cr.  TOTAL _____ cr.	<b>Semester I</b> Bio 225+ 4 cr. Nurs 200+ 3 cr. _____ 3 cr. _____ 3 cr. P.E. ____ (Area 1.3) 1 cr.  TOTAL _____ cr.	<b>Semester I</b> Nurs 324+ 3 cr. Nurs 326+ 4 cr. Nurs 328+ 3 cr. _____ 3 cr.  TOTAL _____ cr.	<b>Semester I</b> Nurs 420/425+ (3 + 2) 5 cr. <b>OR</b> Nurs 430/435+ (3 + 2) 5 cr. Nurs 441+ 4 cr. Nurs 450 W+ 3 cr. _____ 3 cr.  TOTAL _____ cr.
<b>Interim</b> _____ 3 cr.	<b>Interim</b> _____ 3 cr.	<b>Interim</b> _____	<b>Interim</b> Nurs 451+ 3 cr.
<b>Semester II</b> Bio 150+ 4 cr. Chem 145+ 4 cr. Eng 110 (Area 2.1) 4 cr. or Rel 110 (Area 4.1) 3 cr. _____ 3 cr.	<b>Semester II</b> Bio 250+ 4 cr. Nurs 230+ 3 cr. _____ 3 cr. _____ 3 cr. P.E. ____ (Area 1.3) 1 cr. Gero 289◆ 1 cr.	<b>Semester II</b> Nurs 340+ 4 cr. Nurs 352+ 3 cr. Nurs 354+ 2 cr. _____ 2-3 cr.	<b>Semester II</b> Nurs 420/425+ (3 + 2) 5 cr. <b>OR</b> Nurs 430/435+ (3 + 2) 5 cr. Nurs 410+ 3 cr. Nurs 468◆ 1 cr. Nurs 495◆ 2-4 cr. _____ 3 cr.
TOTAL _____ cr.	TOTAL _____ cr.	TOTAL _____ cr.	TOTAL _____ cr.

All supportive requirements must be completed prior to first nursing course.  
 + Must be taken in designated semester to complete program in 4 years.  
 ◆ Recommended course

Revised April 2011

## APPENDIX D

### APPLICATION FOR ADMISSION TO THE AUGUSTANA COLLEGE NURSING PROGRAM

*Please complete the information below, and return this form and attachments to:*

The Office of Admission  
AUGUSTANA COLLEGE  
2001 S. Summit Ave.  
Sioux Falls, SD 57197

Name \_\_\_\_\_ Date \_\_\_\_\_

Home address \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Email \_\_\_\_\_

Expected year of graduation from Augustana College \_\_\_\_\_

*Please answer the essay questions below on a separate sheet of paper. Answers should be typewritten, double-spaced, and not exceed 300 words for each question.*

- a. Describe what led you to your decision to pursue a major in nursing.
  
- b. What would you identify as your greatest strengths and needs for growth as you pursue a college education?

*Because the practice of nursing is regulated by law (the South Dakota Nurse Practice Act) to protect the public safety, it is necessary for nursing education programs to ask prospective students about any previous legal violations. Please respond to the checklist on the back of this page and sign and date this document.*



**QUESTIONS RELATED TO THE SOUTH DAKOTA NURSE PRACTICE ACT**

1. Have you ever been convicted, pled guilty or no contest/nolo contendere, pled guilty \_\_\_\_\_ yes \_\_\_\_\_ no  
to, or have been granted a deferred judgment or sentence with respect to a felony,  
misdemeanor, or petty offense other than minor traffic violations? (If yes, please  
provide a signed and dated explanation.)
2. Is there any pending criminal prosecution against you which would constitute a \_\_\_\_\_ yes \_\_\_\_\_ no  
felony?
3. Are you currently being investigated or is disciplinary action pending against any \_\_\_\_\_ yes \_\_\_\_\_ no  
professional license(s) or certificate(s) held by you?
4. Has any nursing license or certificate ever held by you in any state or country been \_\_\_\_\_ yes \_\_\_\_\_ no  
denied, revoked, suspended, stipulated, placed on probation, or otherwise subjected  
to any type of disciplinary action?
5. Have you ever had privileges revoked, reduced, or otherwise restricted at any \_\_\_\_\_ yes \_\_\_\_\_ no  
hospital or other healthcare provider entity?
6. Have you ever been subject to proceedings by a professional society to revoke, \_\_\_\_\_ yes \_\_\_\_\_ no  
reduce, or restrict membership?
7. Have you ever been treated for abuse or misuse of any alcohol or chemical \_\_\_\_\_ yes \_\_\_\_\_ no  
substance?
8. Have you ever experienced a physical, emotional, or mental condition that has \_\_\_\_\_ yes \_\_\_\_\_ no  
endangered the health or safety of persons entrusted in your care?
9. Do you currently owe child support arrearages in the amount of \$1,000 or more? \_\_\_\_\_ yes \_\_\_\_\_ no

If you have questions or concerns regarding this provision, please contact the Office of the South Dakota Board of Nursing in Sioux Falls: (605) 362-2760.

Signed \_\_\_\_\_ Date: \_\_\_\_\_



1001 SOUTH STREET, SIOUX FALLS, SD 57105  
SIOUX FALLS, SIOUX FALLS, SD 57105

## APPENDIX E

### AUGUSTANA COLLEGE Department of Nursing

#### Statement Addressing Essential Functional Requirements for Admission/Progression in the Nursing Program

The Augustana College Nursing Program prepares students to work as generalists in professional nursing. Certain sensory, psychomotor, cognitive, communication and behavioral/social abilities are essential for generalists to competently and safely practice nursing. For admission to and progression in the nursing program, a student must meet and maintain satisfactory demonstration of standards in these functional areas.

Augustana College is committed to providing equal opportunities for access to and participation in its programs and services, without regard to sex, sexual orientation, race, color, religion, creed, national origin, ancestry, age, or disability. The college complies with the Americans with Disabilities Act, the Rehabilitation Act, and other applicable laws providing for nondiscrimination against individuals with disabilities. The college will provide reasonable accommodations for students with known disabilities to the extent required by law. Students seeking reasonable accommodations should contact Susan Bies, Director of Student Academic Support Services, for more information.

Any applicant or student who believes that he or she cannot meet one or more of the standards without accommodation should notify the nursing program at the earliest possible time. The student should be prepared to present a letter of disability verification. The nursing program, in consultation with the College administration, will determine, on an individual basis, whether or not the necessary accommodations or modifications can be reasonably made.

#### Explanation:

The Americans with Disabilities Act (1993) prohibits discrimination against qualified individuals with disabilities. Disability is defined in the Act as a person with (a) physical or mental impairment that substantially limits one or more of the major life activities of such individual; (b) a record of such impairment; or (c) being regarded as having such an impairment.<sup>1</sup>

For the purposes of nursing program compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the program.<sup>2</sup> Thus, students may not be denied admission or progression solely on the standards. The standards are to be used to determine whether accommodations or modifications are necessary for the individual student. The program and/or College must determine whether the accommodations or modifications can be made reasonably as defined by the Americans with Disabilities Act.

<sup>1</sup> Southern Council on Collegiate Education in Nursing (SCCEN) (1993). Red Alert: The Americans with Disabilities Act - Implications for Nursing Education.

<sup>2</sup> Ibid.

Approved by Dept. faculty 12/15/95

Approved by College administration 1/30/96

Reviewed and Approved by Director of Student Academic Support Services 10/09

**Augustana College Department of Nursing  
Essential Functional Requirements for Admission and Progression in the Nursing Program**

<b><u>Functional Areas</u></b>	<b><u>Standards/Expectations</u></b>	<b><u>Some Examples of Necessary Activities (not all inclusive)</u></b>
Observation	Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarms, emergency signals, auscultatory sounds through a stethoscope, cries for help, soft vocalizations.
	Visual ability sufficient for observation and assessment necessary in nursing care. Ability to accurately read written communication in English.	Observes patient/client responses; reads written orders; observes changes in physical condition such as subtle changes in color; reads print on labels.
	Tactile ability sufficient for physical assessment.	Performs functions of physical examination, including palpation and percussion.
Mobility/ Motor Skills	Gross and fine motor abilities, stamina and strength sufficient to provide safe and effective nursing care. Coordination in motor activities.	Moves around in patients' rooms, work spaces, and treatment areas; responds quickly in emergency situations; performs CPR; calibrates and uses equipment; accurately measures medications, (e.g. draws up medication in a syringe); positions, lifts (up to 40 lb.), transfers (up to 25 lb of force), &/or moves children and adults. Performs therapeutic interventions (e.g. insertion of intravenous catheter).
Intelligence/ Cognition	Critical thinking ability sufficient for clinical judgment and problem solving.	Identifies cause-effect relationships in clinical situations; analyzes, synthesizes, and prioritizes data; develops appropriate nursing care plans.
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explains procedures, initiates health teaching; documents assessments, intervention, and client responses.
Behavioral/Social	Personal integrity, emotional stability and interpersonal abilities sufficient for establishing professional relationships with individuals, families, and groups from a variety of social, cultural, and intellectual backgrounds.	Establishes rapport with clients/families, colleagues; maintains composure under stress; interacts effectively with patients, families, others who are in crisis; exerts self-control; displays personal integrity/honesty.

# APPENDIX F

## AUGUSTANA COLLEGE - DEPARTMENT OF NURSING HEALTH RECORD FOR NURSING MAJORS

Name \_\_\_\_\_ (Last) \_\_\_\_\_ (First) \_\_\_\_\_ (M.I.)      DOB \_\_\_\_\_  
 Name of Emergency Contact: \_\_\_\_\_ Phone \_\_\_\_\_

IMMUNIZATIONS	ORIGINAL SERIES (DATES)	LAST BOOSTER (DATE)
Diphtheria/Pertussis/Tetanus (DPT) or Tetanus Toxoid or Diphtheria Tetanus (DT) ( booster must be within the past 10 years)		
MMR (measles/mumps/rubella)	#1 _____ #2 _____	
Polio Sabin (oral) or IPV	#1 _____ #2 _____ #3 _____	#4 _____
Hepatitis B vaccine (need #1 & #2 by 7/1)	#1 _____ #2 _____ #3 _____	
Meningitis vaccine	#1 _____	
Varicella (Chicken Pox)	Date of disease _____ or Date of Titer _____ or Date of Vaccine #1 _____ Vaccine #2 _____	
TB TEST (Required) (must be within 6 months of September 1 <sup>st</sup> )	Date _____ Results _____	

**PHYSICAL EXAMINATION**

Date of Exam \_\_\_\_\_  
 Height (without shoes) \_\_\_\_\_  
 Weight \_\_\_\_\_  
 Pulse \_\_\_\_\_  
 Blood Pressure \_\_\_\_\_  
 Any known chronic medical conditions (i.e. diabetes, auto-immune disease, etc.) \_\_\_\_\_

**Optional: LABORATORY REPORTS**

Hemoglobin \_\_\_\_\_  
 Rubella Titer \_\_\_\_\_

LATEX ALLERGY \_\_\_\_\_  
 ANY KNOWN ALLERGIES \_\_\_\_\_

CLINICAL EVALUATION (Please check in appropriate column)	Normal	Abnormal	Comments/Recommendations
Skull, Scalp, Face, Neck, Thyroid			
Ears			
Nose and Sinuses			
Mouth, Throat, Tonsils			
Teeth ( ) Fillings, ( ) Dentures			
Eyes R-20/____, L-20/____ Correction			
Lungs			
Heart (rhythm, sounds, murmurs)			
Abdomen			
Spine, other musculoskeletal			
Extremities			
Skin			
Neurologic			
Psychiatric (personality deviations)			

Signature: \_\_\_\_\_ (MD, NP or PA)      Clinic Name & Address: \_\_\_\_\_

## APPENDIX G

### AUGUSTANA COLLEGE DEPARTMENT OF NURSING POLICY AND GUIDELINES FOR PREVENTION AND MANAGEMENT OF HUMAN IMMUNODEFICIENCY VIRUS (HIV) AND HEPATITIS B VIRUS (HBV) INFECTION

#### **Background:**

A risk inherent in health care is the transmission of HIV and HBV from clients to students as well as from students to clients through exposure to infected body substances. The purpose of this document is to outline prevention considerations and immediate and follow-up procedures related to reducing the risk of transmission when potential exposures occur. This procedure is based upon concerns for the well being of both students and clients. This policy recognizes the emotional and social impact of HIV/AIDS as well as the life-threatening nature of infection with either of these organisms.

#### **1. Prevention:**

- 1.1 All students in the nursing major must receive Hepatitis B vaccine before entering the clinical courses in nursing. If a student does not wish to receive the vaccine, a declination statement must be signed by the student.
- 1.2 All students receive instruction in the use of barrier techniques and universal precautions prior to clinical assignments which involve care of clients.
- 1.3 Students are oriented to the body substance policies and procedures and assured of access to protective materials in each clinical area to which they are assigned.
- 1.4 Students aware that they may have been exposed to HIV infection are encouraged to be tested.
- 1.5 Students are responsible for using this information to protect themselves, co-workers, and clients.
- 1.6 Signed documentation of understanding of #1.2-1.5 will be placed on file in the Dept of Nursing.

#### **2. Procedure for responding to body substance exposure:**

These are the basic assumptions of the defined procedures.

- All health-related incidents which occur to students in the clinical setting and which require medical attention should be referred to the college-contracted physicians.
  - When the injuries are of an acute, serious nature, consultation from the emergency room physician should be sought by the student and the clinical instructor to determine if the incident should be treated in the emergency room.
  - **Payment for all of the above is the student's responsibility.**
- 2.1 Significant body substance exposure is defined as:
    - 2.1.a. A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids;
    - 2.1.b. A mucous membrane exposure to blood or body fluids; or
    - 2.1.c. A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
  - 2.2 The following actions should be taken when a body substance exposure occurs:
    - 2.2.a. Immediately following exposure, clean the wound or exposed skin thoroughly with soap and water or flush exposed mucous membrane with water.

- 2.2.b. It is the responsibility of the student to report a suspected exposure to body fluids to the clinical instructor prior to the end of clinical shift.
  - 2.2.c. The student and faculty member will record the patient medical number, room number, date, and time of exposure.
  - 2.2.d. The incident will be reported to employee health or infection control in the institution and in accordance with the institutional policy where the exposure occurred.
  - 2.2.e. The clinical instructor will send the student to the Employee Health Service at Sanford, Emergency Department at Avera McKennan Hospital, or to the college-contracted physicians if the exposure occurs in another setting. The physician or Employee Health Service professional who sees the student must order the source testing (of the body substance to which the student has been exposed).
  - 2.2.f. The clinical instructor and the student will write and sign an incident report which will be placed in the student's academic folder in the Department of Nursing. This form will include documentation that 2.2.a-2.2.c were addressed. (See attached form.)
3. **HIV follow-up:**
- 3.1. Blood testing of the student will be done at the following times: time of the incident, six weeks, twelve weeks, and six months following the exposure. **The student is responsible to pay for the HIV follow-up.**
  - 3.2. Pre- and post-test counseling will be provided by the testing site.
  - 3.3. Employee Health Service at Avera McKennan Hospital or Sanford Hospital, or the appropriate agency representative if exposure occurred elsewhere, will inform the clinical instructor of source testing results. Student test results will be mailed to the Medical Director of Augustana's Student Health Program.
  - 3.4. The clinical instructor will notify the student of source testing results.
4. **Hepatitis B follow-up<sup>1</sup>:**
- 4.1. If the source testing is HBs AG (Hepatitis B surface antigen)-positive
    - 4.1.a. If the student has not been immunized the student should receive a dose of HBIG as soon as possible after exposure (within 24 hours if possible) and the first dose of Hep B vaccine
    - 4.1.b. If the student is known to have an adequate anti-HBs (antibody) response in the past, anti-HBs levels should be tested.
    - 4.1.c. If the student is known not to have responded to primary vaccine series, he/she should receive a single dose of HBIG and HBV as soon as possible after exposure.
    - 4.1.d. If the student has been immunized for HBV and anti-HBs response is unknown, the student should be tested for anti-HBs. If adequate anti-HBs level (10 mIU/ml), no treatment. If inadequate, a booster dose of HBV vaccine is administered
  - 4.2. If the source exposure is known and HBs AG-neg
    - 4.2.a. If the student has not been immunized, the first dose of HBV should be administered within seven days.
    - 4.2.b. If the student has been immunized no treatment

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<sup>1</sup> Adapted from CDC Protection Against Viral Hepatitis Recommendations of Immunization Practices Advisory Committee (ACIP), November 22, 1991. Per CDC 9/92.

- 4.3. If the source exposure is unknown
- 4.3.a. If the student has not been immunized, the first dose of HBV should be administered within seven days
  - 4.3.b. If the student has been immunized and anti-HBs response known
    - If adequate response, no treatment
    - If the student is known not to have responded to primary vaccine series, a single dose of HBIG and HBV vaccine should be administered as soon as possible after exposure
  - 4.3.c. If the student has been immunized and anti-HBs unknown, test for anti-HBs
    - If adequate anti-HBs, no treatment
    - If inadequate anti-HBs, standard booster dose of vaccine

**5. Policy for Students who are HIV-positive**

- Students diagnosed with HIV/AIDS are encouraged to share this information with their academic advisor so that appropriate planning for clinical assignments (with concern for protection of the student, co-workers, and clients) can occur.
- Information about a student's HIV antibody status will be treated in a confidential manner.

Adopted 12/15/95

Reviewed 4/10

**APPENDIX H**

**AUGUSTANA COLLEGE DEPARTMENT OF NURSING  
DOCUMENTATION OF BODY SUBSTANCE EXPOSURE**

Date \_\_\_\_\_

Name of Individual Exposed \_\_\_\_\_

Location of Exposure \_\_\_\_\_

Date of Exposure \_\_\_\_\_

Description of the occurrence:

Immediately following exposure, was the wound or exposed skin thoroughly cleansed with soap and water or mucous membranes flushed with water? Yes \_\_\_\_ No \_\_\_\_

The exposure was reported to the clinical instructor on the day of the clinical experience. Yes \_\_\_\_ No \_\_\_\_

The incident was reported to Employee Health or Infection Control in the agency where the exposure occurred. Yes \_\_\_\_ No \_\_\_\_

To whom was the incident reported? \_\_\_\_\_

The student was seen by a health professional in Employee Health Service, the Emergency Department, or Family Practice Physicians. Yes \_\_\_\_ No \_\_\_\_

Where was the student seen? \_\_\_\_\_

By whom? \_\_\_\_\_

Date on which source testing was ordered \_\_\_\_\_

Date and results of source testing \_\_\_\_\_

Date student was informed of source testing results \_\_\_\_\_

Procedure for HIV and HBV testing and post-exposure management was followed. Describe below.

Student signature \_\_\_\_\_

Faculty signature \_\_\_\_\_

## APPENDIX I

### AUGUSTANA COLLEGE, DEPARTMENT OF NURSING SOCIAL NETWORKING POLICY

#### Background

Social networking sites can be an effective way to communicate with colleagues and educate the public. These sites include but are not limited to Facebook, MySpace, Twitter, YouTube, LinkedIn, Wikipedia, Google Plus, Flickr, Shutterfly, Moodle, and Evolve. While social media can be beneficial, it can create vulnerabilities for individuals and institutions (including students, health care providers, staff, faculty, and patients). Privacy is of key concern because anyone with access to the internet can view profiles, photos, and posted opinions, and then may share these publicly.

The Augustana Department of Nursing supports the use of social media but must set guidelines and consequences to protect the confidentiality of patients, students, and faculty.

#### Purpose

Augustana provides nursing students with a variety of electronic tools which are complementary to their learning experience. Faculty and staff understand that students utilize additional forms of social media. Nursing students have the responsibility to use the above mentioned resources, and other forms of social media in a professional and ethical manner. This policy will also serve to protect the credibility of the Augustana College Department of Nursing and the college and its relationship with contracted facilities.

The purpose of the policy is to provide Augustana nursing students with expectations regarding the use of social media.

#### Expectations

- Act responsibly and ethically.
  - For further reference see:
    - American Nurses Association (ANA) Code of Ethics for Nurses: <http://nursingworld.org/codeofethics>
    - Department of Nursing Student Handbook- "Student Responsibilities in Nursing Courses": <http://www.augie.edu/academics/nursing/course-descriptions-and-requirements>
- Honor differences and others' rights through courteous and professional conduct.
- Be conscious when mixing personal and professional lives, realizing that privacy does not exist in the world of social media.
- Keep clinical and didactic information confidential.
  - Uphold each agency's privacy policy.
- Consider the professional image you would like to portray.
- Do not "friend" patients, family members or others involved in patients' decision making.
- Do not "friend" nursing faculty while a student in the program.
- If you are unsure if it is appropriate, consult with a faculty member or do not post it.

#### Consequences

The faculty member involved will review each individual case, determining the necessity of convening a Professional Education for Nursing Committee. Resolution may come from the

faculty member or the Professional Education for Nursing Committee to level the severity of punishment for the violation of the social media policy. Each individual in violation of the policy will be required to write a formal apology to the parties involved. Other consequences may include but are not limited to the following:

- Research the importance of HIPAA.
- Suspension from clinical pending completion of remediation.
- Failing grade for the experience or the course.
- Suspension/expulsion from the nursing program.

If the student(s) involved disagree with the resolution, the student(s) may refer to the Augustana College appeal system.

Adopted 2/3/2012