

SOUTHERN ADVENTIST UNIVERSITY

SCHOOL OF NURSING

**MSN**

GRADUATE HANDBOOK  
2009-2010

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# *I*

## *INTRODUCTION*

Welcome to Southern Adventist University School of Nursing (SON). We are committed to the education of nurses in a Christian setting. Thank you for choosing SAU SON to help you achieve the next step in your professional development and career goals.

This handbook will serve as a guide for many aspects of the graduate program. Students are expected to be familiar with the material covered in this handbook and to maintain compliance with the procedures & policies specified herein. Policies may be updated at any time by the SON. Students will be provided this information both verbally and in writing.

Best Wishes for Your Success

**SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
2009-2010 DIRECTORY**

FACULTY					
NAME	OFFICE PHONE	RM #	HOME PHONE	E-MAIL	POSITION
Ahlfeld, Pam	2948	206	499-9994	pahlfeld	Undergraduate Coordinator; <i>Family and Community Systems</i>
Batson, Desi	2967	216		drbatson	<i>Adv. Pathophysiology, Adv. Pharmacology, Adv. Assessment</i>
Dedeker, Judy	2945	210	236-4109	dedekerj	Childbearing Family, AS practicum
Freeland, Bonnie	2968	215	396-2387	freeland	Informatics, <i>Primary Care of Children, FNP Practicum</i>
Gadd, Holly	2961	208	396-3193	hgadd	<i>Graduate Coordinator, Primary Care, FNP Practicum</i>
Gammenthaler, Pam	2939	205	396-2315	pgammenthaler	Child Health, Leadership and Management
Howard, Lorella	2951	203	344-6221	lhoward	Fundamentals I & II
Hunt, Bonnie	2956	231	396-2772	bhunt	ASAP Coordinator
Huse, Jaclynn	2987	209	855-1073	jhuse	Adult Health II
James, Barbara	2942	201	728-4900	bjames	<i>Dean, Preparing to Meet the Firms, Health Promotion, Graduate Nurse Educator courses</i>
Johnson, Cynthia	2953	218	396-3218	cindyj	Pathophysiology, Pharmacology, BS Senior Practicum
Johnson, Frances	2946	221	344-4373	francesj	<i>Graduate Research, Theory &amp; Health Policy; Family &amp; Community Systems</i>
Krause, Dana	2964	214	396-9960	drkrause	Massage & Hydrotherapy, Skills Lab (ph: 2969)
Liedke, Mike	2958	215	227-3303	maliedke	<i>Acute Care NP</i>
Marlowe, Linda	2941	202	236-4452	lmarlowe	Admissions & Progressions, Preparing to Meet the Firms
Mayer, Sylvia	2943	222	396-4411	smayer	BS Consortium Coordinator, Community Health
Moniyung, Chris	2954	204	396-2689	cmoniyung	Adult Health III, Seminar
Showalter, Christy	2966	214	553-1927	cshowalter	Adult Health I, Applied Statistics for Health Professions
Snyder, Beth	2950	207	396-9639	snyder	Nutrition
Valenca, Maria	2952	219	956-467-6286	valencam	Mental Health; <i>Family &amp; Community Systems</i>
Wills, Jillian	2959	217	256-682-5599	jwills	Assessment, Research, Transcultural Nursing

STAFF					
NAME	OFFICE PHONE	RM #	HOME PHONE	E-MAIL	POSITION
Allen, Kerry	2949	220	802-0730	kcallen	Clinical Coordinator, RN Refresher, AS Practicum
Cash, Conni	2940	200	396-4039	clcash	Secretary/Office Manager
Eaton, Victoria	2970	LRC	396-1762	vpeaton	LRC Assistant
Lechler, Linda	2970	LRC	236-4241	llechler	LRC Assistant
Proffitt, Diane	2957	221	238-9364	dproffit	Secretary/ <i>MSN Enrollment Counselor</i>
Saunders, Ruth	2974	LRC	476-9466	saunders	LRC Coordinator
Nursing Fax: 236-1940					

## *II*

### *SAU NURSING PROGRAM*

#### *MISSION STATEMENT*

The mission of the School of Nursing is to provide a Christian learning environment that values academic excellence and fosters personal and professional growth to meet the diverse needs of individuals, families, and communities.

#### *PHILOSOPHY*

God created each person with physical, psychological, developmental, sociocultural and spiritual components integrated into perfect health and wholeness.

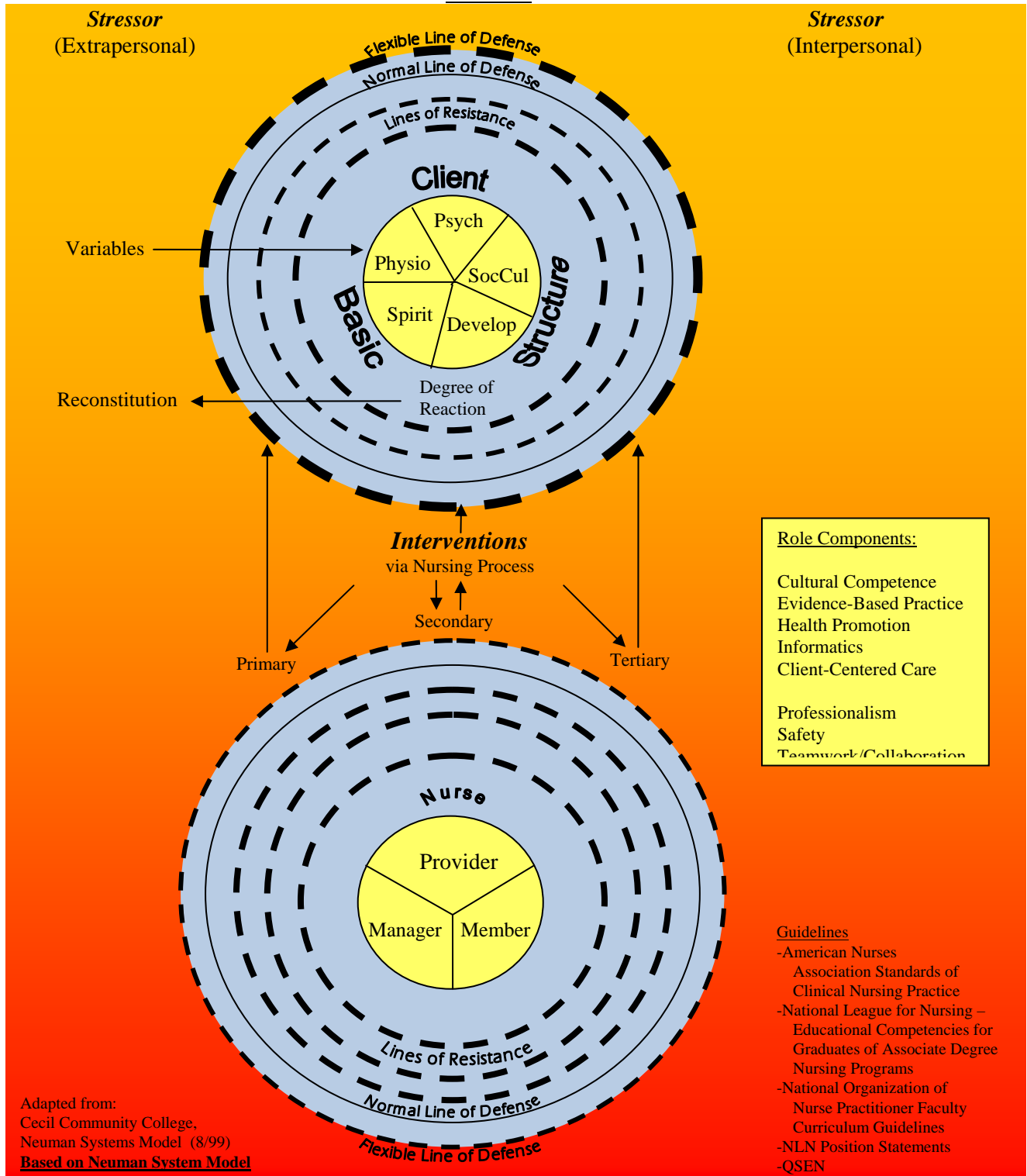
Health is a dynamic state of well-being throughout the life cycle that reflects adaptation to internal and external stressors in the environment.

Sin resulted in changes which adversely affect each individual's health and environment.

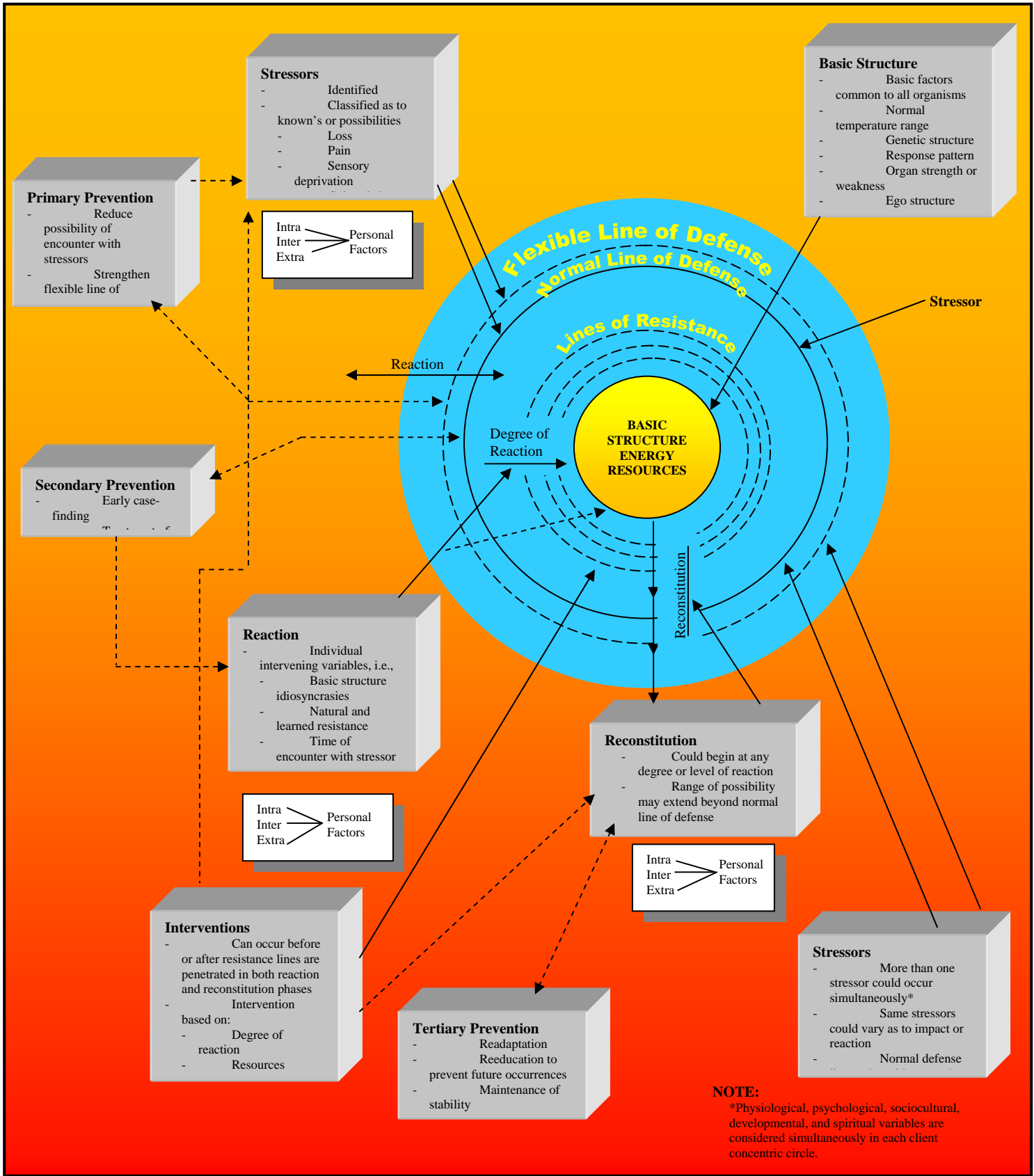
Nursing involves interaction with client systems and their environment(s) to assist in retaining, attaining and maintaining their highest level of wellness.

Nursing education empowers the student to provide wholistic caring service, following the example of Christ.

SAU CLIENT CARE  
MODEL



The Neuman Systems Model. Original diagram copyright © 1970 by Betty Neuman.



**Stressors**

- Identified
- Classified as to known's or possibilities
- Loss
- Pain
- Sensory deprivation

**Basic Structure**

- Basic factors
- common to all organisms
- Normal temperature range
- Genetic structure
- Response pattern
- Organ strength or weakness
- Ego structure

**Primary Prevention**

- Reduce possibility of encounter with stressors
- Strengthen flexible line of

**Secondary Prevention**

- Early case-finding

**Reaction**

- Individual intervening variables, i.e.,
- Basic structure idiosyncrasies
- Natural and learned resistance
- Time of encounter with stressor

**Reconstitution**

- Could begin at any degree or level of reaction
- Range of possibility may extend beyond normal line of defense

**Interventions**

- Can occur before or after resistance lines are penetrated in both reaction and reconstitution phases
- Intervention based on:
- Degree of reaction
- Resources

**Tertiary Prevention**

- Readaptation
- Reeducation to prevent future occurrences
- Maintenance of stability

**Stressors**

- More than one stressor could occur simultaneously\*
- Same stressors could vary as to impact or reaction
- Normal defense

**NOTE:**  
\*Physiological, psychological, sociocultural, developmental, and spiritual variables are considered simultaneously in each client concentric circle.

## DEFINITIONS

- God:  
The Supreme Being, the Higher Power, Creator and Sustainer of all life.
- Humankind:  
Individuals created in the image of God as a composite of physiological, psychological, developmental, sociocultural, and spiritual components with the capacity to reason and to act.
- Physiological:  
Bodily structure and function.
- Psychological:  
Mental processes and relationships.
- Developmental:  
Growth and maturation processes.
- Sociocultural:  
Combined social and cultural functions.
- Spiritual:  
A belief system and/or personal relationship with a higher power.
- Wholeness:  
The dynamic, interdependent interaction of physiological, psychological, developmental, sociocultural, and spiritual components that promotes optimal wellness.
- Health:  
A manifestation of energy available to preserve and enhance client system integrity. A dynamic state of well-being throughout the life cycle.
- Environment:  
All internal and external factors or influences surrounding the identified client or client systems.
- Nursing:  
A profession in which the nurse creates linkages among client, health, and environment to retain, attain, and maintain optimal wellness.
- Patient:  
One who is dependent on the health care systems to cope with their stressors.
- Client:  
Individual capable of independent decision making with regard to their own health care.
- Client Systems:  
An individual, group, or community requiring or seeking nursing intervention.

Wellness:

Optimal health.

### *NURSING ROLE COMPONENTS*

#### Cultural Competence

A sensitivity to the difference in culture in clients and acting in a way that respects traditions and values while performing activities and procedures necessary for the client's well-being.

#### Evidence-Based Practice

Complex, conscientious consideration of client physiologic, psychological, developmental, sociocultural and spiritual variables and current data regarding health, illness, treatment benefit vs. harm, the strength of research evidence for a given practice, and the degree of certainty regarding research findings in an effort to provide high-quality, effective, individualized care in a rapidly changing healthcare environment.

#### Health Promotion

Health promotion is educating and empowering individuals, families, and communities to make lifestyle choices that prevent disease, improve well-being, and actualize health potential. Nurses serve as advocates of health when they engage in building healthy public policy.

#### Informatics

Nursing informatics is a specialty that integrates nursing science, computer science, and information science to manage and communicate data, information, knowledge, and wisdom in nursing practice. ANA, 2008

#### Client Centered Care

Client centered care is specialized care for the individual, family, or community that uses the nursing process, based on the unique (developmental, psychological, physiological, sociocultural, and spiritual) variables that make up the basic client structure.

Intrapersonal, interpersonal, and extrapersonal stressors are considered and applied through primary, secondary, and tertiary care.

#### Professionalism

A set of roles and behaviors that includes integrity, accountability, critical thinking, collaborative relationships, clear communication, advocacy, legal and ethical practice, community and professional involvement, and life-long learning adopted by the nurse for the purposes of effectively providing service and accomplishing nursing goals.

### Safety

Care that minimizes risk of harm to clients and providers through both system effectiveness and individual performance.

### Teamwork And Collaboration

Teamwork and collaboration is the shared planning, decision-making, problem solving, goal setting and assumption of responsibilities by those who work together cooperatively with open communication. The nurse practices as an active member of the professional healthcare team to provide safe and effective client centered care.

*PROGRAM OUTCOMES*

The graduate will:

1. provide care for the client, using the nursing process in collaboration with clients, families, and health team members to diagnose and treat the client's response to actual or potential stressors.
2. manage the nursing care of individuals and groups of individuals with actual or potential stressors to system functioning, within a variety of practice settings.
3. consistently fulfill the role of member of the discipline of nursing as evidenced by life-long learning, care, integrity, accountability and professional conduct and involvement.

Program outcomes specific to the various MSN program emphases are found in the Graduate Catalog.

*NURSING EDUCATION UNIT OUTCOMES,*  
*NURSING ROLE COMPONENTS, &*  
*CURRICULUM LEVEL OUTCOMES*

Nursing Education Unit Outcomes

The graduate will:

- 1. provide care for the client, using the nursing process in collaboration with clients, families and health team members, to diagnose and treat the client's response to actual or potential stressors.**

Role components\*

\*role components may apply to other outcomes

**a. Cultural competence**

Curriculum level outcomes

Level VI (MSN)

1. Practice Christian caring in a culturally diverse society

**b. Evidence-based practice**

Curriculum level outcomes

Level VI (MSN)

1. Develop outcomes measurements to assess continuity, comprehensiveness, and efficiency of care, active management, accountability, satisfaction, health status, costs, and management of interactions
2. Participate in research planning, data gathering and analysis, and dissemination of research evidence
3. Model evidence-based, clinically competent healthcare practices in clinical, educational, and administrative settings and roles

**c. Health promotion**

Curriculum level outcomes

Level VI (MSN)

1. Advocate for preventive health in the practice setting and public policy arena

**d. Patient-centered care**

Curriculum level outcomes

Level VI (MSN)

1. Interpret the unique variables of clients, families, and communities as the basis for specialized patient care
2. Practices therapeutic relationship-centered care with clients, families and communities

3.

**e. Safety**

Curriculum level outcomes

Level VI (MSN)

1. Apply national patient safety resources, professional initiatives, and regulations to a safe practice culture

2. **manage the nursing care of individuals and groups of individuals with actual or potential stressors to system functioning, within a variety of practice settings.**

Role components\*

\*role components may apply to other outcomes

**a. Informatics**

Curriculum level outcomes

Level VI (MSN)

1. Manage a variety of communication, nursing, and information systems and technologies to effectively deliver education and healthcare

**b. Teamwork and collaboration**

Curriculum level outcomes

Level VI (MSN)

1. Facilitate balanced consideration of individual, professional, system, and societal needs in healthcare decision making
2. Improve health care system operations and accountability

3. **consistently fulfill the role of member of the discipline of nursing as evidenced by lifelong learning, care, integrity, accountability, and professional conduct and involvement.**

Role components\*

\*role components may apply to other outcomes

**a. Professionalism**

Curriculum level outcomes

Level VI (MSN)

1. Integrate ethical and legal behaviors in all professional activities
2. Value professional development
3. Promote accountability with the policies and procedures of affiliating practice settings
4. Model a caring attitude and professional behavior
5. Expand access to healthcare services through effective advocacy
6. Participate in activities of professional organizations related to areas of specialty
7. Utilize professional skills in community outreach and service

### *III*

#### *MSN EMPHASES*

The SON offers a traditional MSN program for the RN with a baccalaureate degree in nursing. In addition, the SON offers an accelerated RN to MSN program for the RN with an associate degree or diploma in nursing. This accelerated program expedites achievement of advanced practice career goals by combining the BS & MSN curricula, eliminating course repetition, and bypassing the awarding of the BS degree. Post-masters certificate options are also available. The post-masters certificate options allows the nurse with a previous masters degree in nursing to add a different specialty or emphasis by completing specified courses for the desired emphasis, without having to complete the entire MSN curriculum.

The SON offers five different emphases of graduate study for the traditional MSN and the accelerated RN to MSN programs:

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Masters in Nursing & Masters of Business Administration (MSN/MBA dual degree)

The post-masters certificate is available for:

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator

Complete information regarding admission requirements and course offerings is found in the *Graduate Catalog*. Students are responsible for meeting requirements listed in the *Graduate Catalog* for the emphasis to which they have been accepted.

#### PROGRAM SEQUENCES

Course sequencing information and check sheets for each track, which will facilitate both understanding of the program and personal planning for completion of the program, follow in this handbook. The suggested course sequences represent a typical program for the full time student. Part time students will typically enroll in fewer courses each semester, and will therefore have a sequence/schedule that looks different from those in this handbook. Modifications to the course sequence should be made in consultation with an advisor. Additionally, modification may be required based on course offerings. Students should visit the university website for academic schedules containing this information.

Students enrolled in the Nurse Educator track must specify the area of clinical emphasis which they plan to pursue as a part of their MSN curriculum. (See forms in appendix). This area of emphasis, once approved, will be the basis for practicum experiences and will be specified on the student transcript upon graduation.

**MSN Program**  
**Acute Care Nurse Practitioner Emphasis**  
**Suggested Course Sequence – Fall Start ( 2 year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSNG 515		Theoretical Concepts of Nursing		2
NRSNG 520		Health Promotion Across the Lifespan		3
NRSNG 550		Advanced Pathophysiology		3
NRSNG 555		Advanced Physical Assessment	60	4
Winter 1				
NRSNG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSNG 541		Health Care Policy		2
NRSNG 552		Advanced Pharmacology		3
NRSNG 556		Family and Community Systems		3
Fall 2				
NRSNG 531		Research Seminar		1
NRSNG 561		Primary Care of Adults		3
NRSNG 567		Acute Care Concepts and Skills	60	4
NRSNG 562		Practicum: Primary Care of Adults I	240	4
Winter 2				
NRSNG 5xx		Acute Care Role Development		3
NRSNG 5xx		Practicum: Acute Care of Adults	300	5
NRSNG 596	or	Nursing Project		3
NRSNG 598		Thesis		4

**MSN Program  
Acute Care Nurse Practitioner Emphasis  
Suggested Course Sequence – Winter Start (2 ½ year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Winter 1				
NRSNG 550		Advanced Pathophysiology		3
NRSNG 541		Health Care Policy		2
NRSNG 556		Family and Community Systems		3
Fall 1				
NRSNG 515		Theoretical Concepts of Nursing		2
NRSNG 520		Health Promotion Across the Lifespan		3
NRSNG 555		Advanced Physical Assessment	60	4
Winter 2				
NRSNG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSNG 541		Health Care Policy		2
NRSNG 552		Advanced Pharmacology		3
Fall 2				
NRSNG 531		Research Seminar		1
NRSNG 561		Primary Care of Adults		3
NRSNG 567		Acute Care Concepts and Skills	60	4
NRSNG 562		Practicum: Primary Care of Adults I	240	4
Winter 3				
NRSNG 568		Acute Care Role Development		3
NRSNG 574		Practicum: Acute Care of Adults	300	5
NRSNG 596	or	Nursing Project		3
NRSNG 598		Thesis		4

**MSN Program**  
**Adult Nurse Practitioner Emphasis**  
**Suggested Course Sequence – Fall start (2 year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
NRSG 550		Advanced Pathophysiology		3
NRSG 55x		Advanced Physical Assessment	60	4
Winter 1				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSG 541		Health Care Policy		2
NRSG 552		Advanced Pharmacology		3
NRSG 556		Family and Community Systems		3
Fall 2				
NRSG 531		Research Seminar		1
NRSG 561		Primary Care of Adults		3
NRSG 562		Practicum: Primary Care of Adults I	240	4
Winter 2				
NRSG 563		Primary Care Role Development		3
NRSG 566		Practicum: Primary Care of Adults II	240	4
NRSG 596	or	Nursing Project		3
NRSG 598		Thesis		4

**MSN Program  
Adult Nurse Practitioner Emphasis  
Suggested Course Sequence – Winter Start (2 ½ year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Winter 1				
NRSG 550		Advanced Pathophysiology		3
NRSG 541		Health Care Policy		2
NRSG 556		Family and Community Systems		3
Fall 1				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
NRSG 555		Advanced Physical Assessment	60	4
Winter 2				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSG 541		Health Care Policy		2
NRSG 552		Advanced Pharmacology		3
Fall 2				
NRSG 531		Research Seminar		1
NRSG 561		Primary Care of Adults		3
NRSG 562		Practicum: Primary Care of Adults I	240	4
Winter 3				
NRSG 563		Primary Care Role Development		3
NRSG 566		Practicum: Primary Care of Adults II	240	4
NRSG 596	or	Nursing Project		3
NRSG 598		Thesis		4

**MSN Program**  
**Family Nurse Practitioner Emphasis**  
**Suggested Course Sequence – Fall start (2 year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
NRSG 550		Advanced Pathophysiology		3
NRSG 555		Advanced Physical Assessment	60	4
Winter 1				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSG 541		Health Care Policy		2
NRSG 552		Advanced Pharmacology		3
NRSG 556		Family and Community Systems		3
Fall 2				
NRSG 531		Research Seminar		1
NRSG 561		Primary Care of Adults		3
NRSG 570		Primary Care of Children		3
NRSG 571		Practicum: Primary Care of Families I	300	5
Winter 2				
NRSG 563		Primary Care Role Development		3
NRSG 573		Practicum: Primary Care of Families II	300	5
NRSG 596	or	Nursing Project		3
NRSG 598		Thesis		4

**Note:** The combination of NRSG 562 Practicum: Primary Care of Adults I (4 sem hrs/240 clock hrs), NRSG 566 Practicum: Primary Care of Adults II (4 sem hrs/240 clock hrs), and NRSG 572 Practicum Primary Care of Children (2 sem hrs/120 clock hrs) may be substituted for NRSG 571 and NRSG 573

**MSN Program  
Family Nurse Practitioner Emphasis  
Suggested Course Sequence – Winter Start (2 ½ year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Winter 1				
NRSNG 550		Advanced Pathophysiology		3
NRSNG 541		Health Care Policy		2
NRSNG 556		Family and Community Systems		3
Fall 1				
NRSNG 515		Theoretical Concepts of Nursing		2
NRSNG 520		Health Promotion Across the Lifespan		3
NRSNG 555		Advanced Physical Assessment	60	4
Winter 2				
NRSNG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSNG 541		Health Care Policy		2
NRSNG 552		Advanced Pharmacology		3
Fall 2				
NRSNG 531		Research Seminar		1
NRSNG 561		Primary Care of Adults		3
NRSNG 570		Primary Care of Children		3
NRSNG 571		Practicum: Primary Care of Families I	300	5
Winter 3				
NRSNG 563		Primary Care Role Development		3
NRSNG 573		Practicum: Primary Care of Families II	300	5
NRSNG 596	or	Nursing Project		3
NRSNG 598		Thesis		4

**Note:** The combination of NRSNG 562 Practicum: Primary Care of Adults I (4 sem hrs/240 clock hrs), NRSNG 566 Practicum: Primary Care of Adults II (4 sem hrs/240 clock hrs), and NRSNG 572 Practicum Primary Care of Children (2 sem hrs/120 clock hrs) may be substituted for NRSNG 571 and NRSNG 573

**MSN Program  
Nurse Educator Emphasis  
Suggested Course Sequence – Fall start (2 year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
NRSG 550		Advanced Pathophysiology		3
Winter 1				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSG 541		Health Care Policy		2
NRSG 556		Family and Community Systems		3
EDUC 520		Theories of Learning		2
Summer 1				
NRSG 591		Practicum: Area of Clinical Emphasis	90	2
EDUC 531		Technology & the Educator		3
Fall 2				
NRSG 531		Research Seminar		1
NRSG 576		Assessment for Advanced Practice		2
NRSG 581		Nursing Curriculum Design		3
Winter 2				
NRSG 583		Classroom Instruction and Evaluation		3
NRSG 585		Educator Role Practicum: Area of Emphasis	135	3
NRSG 596 or		Nursing Project		3
NRSG 598		Thesis		4

**MSN Program  
Nurse Educator Emphasis  
Suggested Course Sequence – Winter Start (2 ½ year program)**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Winter 1				
NRSG 550		Advanced Pathophysiology		3
NRSG 556		Family and Community Systems		3
Summer 1				
EDUC 531		Technology & the Educator		3
EDUC 520		Theories of Learning		2
Fall 1				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
NRSG 576		Assessment for Advanced Practice		2
Winter 2				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSG 541		Health Care Policy		2
Fall 2				
NRSG 531		Research Seminar		1
NRSG 591		Practicum: Area of Clinical Emphasis	90	2
NRSG 581		Nursing Curriculum Design		3
Winter 3				
NRSG 583		Classroom Instruction and Evaluation		3
NRSG 585		Educator Role Practicum: Area of Emphasis	135	3
NRSG 596 or		Nursing Project		3
NRSG 598		Thesis		4

**MSN Program  
MSN/MBA Emphasis  
Suggested Course Sequence**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSNG 515		Theoretical Concepts of Nursing		2
NRSNG 520		Health Promotion Across the Lifespan		3
ACCT 505*		Financial Accounting		3
FNCE 505*		Principles of Finance		3
Winter 1				
NRSNG 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRSNG 541		Health Care Policy		2
BUAD 510		Accounting for Control and Decision Making		3
BUAD 520		Financial Management		3
Summer 1				
BUAD 562		Integrating Faith & Business		3
HADM		Healthcare Administration Elective		3
Fall 2				
BUAD 505		Management in a Changing World		3
BUAD 530		Organizational Behavior		3
BUAD 540		Marketing Management		3
BUAD 555		Leadership and Change		3
Winter 2				
NRSNG 578		Advanced Nursing Leadership and Role Dev		3
NRSNG 531		Research Seminar		1
BEXM 505		Legal Frameworks of Decisions		3
BHRM 510		Human Resource Management		3
Summer 2				
NRSNG 596	or	Nursing Project	or	3
NRSNG 598		Thesis		4
BUAD 570		Strategic Decision Making		3

\*Required for students who have not taken undergraduate equivalents.

## Accelerated RN-MSN Baccalaureate Level Requirements General Education & Cognates

The following requirements apply to ALL of the Accelerated RN-MSN emphases:

- Acute Care Nurse Practitioner
- Adult Nurse Practitioner
- Family Nurse Practitioner
- Nurse Educator
- Dual degree MSN/MBA

### **General education:**

Math course or Math ACT > 22

English Composition I & II	6 hr	
Computers	3 hr	
Public Speaking	3 hr	
Fitness for Life	1 hr	
PE Activity Elective	1 hr	
History	(World History, if not taken in HS)	3 hr
Area C/D – History/Fine Arts	3 hr	
Religion (taken at SAU or SDA institution)	3 hr	

### **Cognates:**

Chemistry I & II	6 hr
Aging and Society	3 hr
Christian Ethics	3 hr

The RN-MSN student should schedule an appointment with an advisor to determine which of the above courses may be transferred in and which courses must be completed as part of the RN to MSN program. It is generally expected that these courses will be completed prior to registering for MSN level courses. Students may petition to take courses off campus to meet some of the above requirements.

**Accelerated RN to MSN Program – Acute Care Nurse Practitioner Emphasis  
Suggested Course Sequence**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRS 316		Applied Statistics for Health Professionals		3
NRS 322		Transitions in Professional Nursing		3
NRS 340		Community Health Nursing (W)	90	5
Winter 1				
NRS 485		Nursing Leadership & Mgmt		3
NRS 550		Advanced Pathophysiology		3
NRS 555		Advanced Physical Assessment	60	4
Fall 2				
NRS 515		Theoretical Concepts of Nursing		2
NRS 520		Health Promotion Across the Lifespan		3
NRS 527		Nrsng Research: Fdn of Evidence-based Prac		4
Winter 2				
NRS 531		Research Seminar		1
NRS 541		Health Care Policy		2
NRS 552		Advanced Pharmacology		3
NRS 556		Family and Community Systems		3
Fall 3				
NRS 561		Primary Care of Adults	240	3
NRS 562		Practicum: PCA I	60	4
NRS 567		Acute Care Concepts and Skills		4
Winter 3				
NRS 568		Acute Care Role Development		3
NRS 574		Practicum: Acute Care of Adults	300	5
NRS 596	or	Nursing Project		3
NRS 598		Thesis		4

\*All baccalaureate level generals/cognates completed prior to entry. See page 24 of this Handbook.

**Accelerated RN to MSN Program – Adult Nurse Practitioner Emphasis  
Suggested Course Sequence**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRS 316		Applied Statistics for Health Professionals		3
NRS 322		Transitions in Professional Nursing		3
NRS 340		Community Health Nursing (W)	90	5
NRS 515		Theoretical Concepts of Nursing		2
Winter 1				
NRS 485		Nursing Leadership & Mgmt		3
NRS 550		Advanced Pathophysiology		3
NRS 555		Advanced Physical Assessment	60	4
NRS 556		Family and Community Systems		3
Fall 2				
NRS 520		Health Promotion Across the Lifespan		3
NRS 527		Nrsg Research: Fdn of Evidence-based Prac		4
NRS 552		Advanced Pharmacology		3
NRS 561		Primary Care of Adults		3
Winter 2				
NRS 531		Research Seminar		1
NRS 541		Health Care Policy		2
NRS 563		Primary Care Role Development		3
NRS 562		Practicum: Primary Care of Adults I	240	4
Fall 3				
NRS 566		Practicum: Primary Care of Adults II	240	4
NRS 596 or		Nursing Project		3 or
NRS 598		Thesis		4

\*All baccalaureate level generals/cognates completed prior to entry. See page 24 of this Handbook.

**Accelerated RN to MSN Program – Family Nurse Practitioner Emphasis  
Suggested Course Sequence**

\*\*FNP Track

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRS 316		Applied Statistics for Health Professionals		3
NRS 322		Transitions in Professional Nursing		3
NRS 340		Community Health Nursing (W)	90	5
NRS 515		Theoretical Concepts of Nursing		2
Winter 1				
NRS 485		Nursing Leadership & Mgmt		3
NRS 550		Advanced Pathophysiology		3
NRS 555		Advanced Physical Assessment	60	4
NRS 556		Family and Community Systems		3
Fall 2				
NRS 520		Health Promotion Across the Lifespan		3
NRS 527		Nrsng Research: Fdn of Evidence-based Prac		4
NRS 552		Advanced Pharmacology		3
NRS 561		Primary Care of Adults		3
Winter 2				
NRS 531		Research Seminar		1
NRS 541		Health Care Policy		2
NRS 563		Primary Care Role Development		3
NRS 570		Primary Care of Children		3
NRS 571		Practicum: Primary Care of Families I	300	5
Fall 3				
NRS 573		Practicum: Primary Care of Families II	300	5
NRS 596 or NRS 598		Nursing Project or Thesis		3 or 4

\*All baccalaureate level generals/cognates completed prior to entry. See page 24 of this Handbook.

**Accelerated RN to MSN Program - Nurse Educator Emphasis  
Suggested Course Sequence**

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRS 316		Applied Statistics for Health Prof		3
NRS 322		Transitions in Professional Nursing		3
NRS 340		Community Health Nursing (W)	90	5
NRS 515		Theoretical Concepts of Nursing		2
Winter 1				
NRS 389		Pharmacology		3
NRS 485		Nursing Leadership & Mgmt		3
NRS 550		Advanced Pathophysiology		3
NRS 556		Family and Community Systems		3
Summer 1				
NRS 591		Practicum: Area of Clinical Emphasis	90	2
EDUC 531		Technology & the Educator		3
Fall 2				
NRS 520		Health Promotion Across the Lifespan		3
NRS 527		Nrsng Research: Fdn of Evidence-based Prac.		4
NRS 576		Assessment for Advanced Practice		2
NRS 581		Nursing Curriculum Design		3
Winter 2				
NRS 531		Research Seminar		1
NRS 541		Health Care Policy		2
NRS 583		Classroom Instruction and Evaluation		3
NRS 585		Educator Role Practicum: Area of Emphasis	135	3
EDUC 520		Theories of Learning		2
Fall 3				
NRS 596 or NRS 598		Nursing Project Thesis	240 300	3 4

\*All baccalaureate level generals/cognates completed prior to entry. See page 24 of this Handbook.

**RN - MSN Accelerated Program - MSN/MBA Emphasis\*\***

COURSE #	✓	COURSE TITLE	CLINICAL CLOCK HRS	SEM HRS
Fall 1				
NRSG 316		Applied Statistics for Health Professionals		3
NRSG 322		Transitions in Professional Nursing		3
NRSG 328		Nursing Assessment		3
NRSG 340		Community Health Nursing (W)	90	5
Winter 1				
NRSG 389		Pharmacology		3
NRSG 434		Pathophysiology		3
NRSG 541		Health Care Policy		2
FNCE 505*		Principles of Finance		3
Fall 2				
NRSG 515		Theoretical Concepts of Nursing		2
NRSG 520		Health Promotion Across the Lifespan		3
ACCT 505*		Financial Accounting		3
BUAD 505		Management in a Changing World		3
Winter 2				
NRSG 527		Nrsg Research: Fdn of Evidence-based Prac		4
BHRM 510		Human Resource Management		3
BUAD 510		Accounting for Control and Decision Making		3
BUAD 530		Organizational Behavior		3
Fall 3				
NRSG 531		Research Seminar		1
NRSG 596	or	Nursing Project	or	3
NRSG 598		Thesis		4
BUAD 520		Financial Management		3
BUAD 540		Marketing Management		3
Winter 3				
BEXM 505		Legal Frameworks of Decisions		3
BUAD 555		Leadership and Change		3
BUAD 562		Integrating Faith & Business		3
NRSG 578		Advanced Nursing Leadership and Role Dev		3
Summer 3				
BUAD 570		Strategic Decision Making		3
HADM		Healthcare Administration Elective		3

\*Required for students who have not taken undergraduate equivalents.

\*\*All baccalaureate level generals/cognates completed prior to entry. See page 24 of this Handbook.

## *IV*

### ***MSN PROGRAM POLICIES AND PROCEDURES***

#### *SCHOOL OF NURSING RESPONSIBILITY TO THE STUDENT*

- A. The student will be provided:
1. the course outline, class schedule, and miscellaneous materials related to the course.
  2. learning resources including diagnostic equipment, computer-assisted instruction and audiovisual material.
  3. guidance in planning clinical experiences supervised by qualified preceptors in appropriate community facilities.
  4. academic counseling and other referrals as needed.
  5. a skills lab for practice and return demonstration of advanced nursing assessment skills and advanced practice procedures.
  6. an individual student mailbox that is utilized for returning papers and other important communications.
  7. bulletin boards that are designated for schedules and course-related announcements.
  8. SON newsletter (Vital Signs).
- B. The faculty will:
1. provide an orientation to the University, SON, and graduate nursing program policies and expectations.
  2. provide well-planned learning experiences in an organized manner.
  3. keep appointments with the student or make alternate arrangements.
  4. keep student informed of progress and performance.
  5. encourage student professional development.
  6. listen to grievances and suggestions, and seek constructive solutions with the student.
  7. assist the student in examining alternatives when making decisions and analyzing consequences of such decisions.
  8. communicate program and schedule changes to the student.

9. follow sound educational practice as outlined by the National League for Nursing Accrediting Commission, the Board of Higher Education, General Conference of Seventh-day Adventists, and the Tennessee Board of Nursing.
10. assist in meeting the needs of the local community and Seventh-day Adventist institutions in the southern region for competent nurses at masters level.
11. prepare graduates for continued formal study in nursing and other health-related fields.
12. participate in:
  - a. service-oriented clinical practice.
  - b. political activism related to health care issues.
  - c. committees and boards within the university and in the community.
13. provide an SDA Christian role model that reflects professional excellence and a Christ-centered approach to the teaching/learning process.

## STUDENT ORGANIZATIONS

### **STUDENT GOVERNMENT:**

#### Forum

MSN student forum is held once per academic semester. Forums are open to all students enrolled in the MSN program. Students are given important information regarding the program and are also encouraged to bring questions and comments for discussion with the faculty.

#### Committees

SON committees are open to attendance by students. Committees are as follows:

Admissions/Progressions; Evaluation; Faculty Development; Faculty Search; Missions; Recruitment; Student Events; Student/Faculty Forum; Associate Program; Baccalaureate Program; Graduate Program; and Research.

Students may obtain a schedule of meeting times as well as the name of the committee chair from the SON secretary. If a student desires to attend a particular committee, he/she should notify the committee chair. If individual student names or confidential issues are discussed, the visiting student will be asked to leave for that portion of the meeting.

### **SON NURSING CLUB:**

The SON encourages and supports a formal student organization. The SON Club sponsors activities of both a spiritual and social nature to enrich the lives of busy nursing students.

### **SIGMA THETA TAU INTERNATIONAL, RHO IOTA CHAPTER, HONOR SOCIETY:**

The nursing honor society was established in 1999 under the auspices of Sigma Theta Tau International. Its purpose is to promote research, scholarship, and leadership in the profession. Membership is open to baccalaureate and graduate nursing students, faculty, alumni and nurses in the community who hold a baccalaureate degree or higher. Baccalaureate students must be in the upper 35% of their graduating class to be invited into membership; graduate students must be half way through their program and have a GPA of  $\geq 3.5$ . The society sponsors educational offerings and Research Day annually. Full charter into Sigma Theta Tau was approved November 2001. In 2002, the nursing honor society was established as the Rho Iota Chapter of Sigma Theta Tau International.

### **PROFESSIONAL ORGANIZATIONS:**

Numerous professional organizations are available for MSN students (American Nurses Association, National League for Nursing, American Academy of Nurse Practitioners, American College of Nurse Practitioners, Chattanooga Area Nurses in Advanced Practice, etc.). Many of these organizations have discounted membership fees for students, as well as discounted continuing education offerings. Some have professional journals associated with membership. Academic and research scholarships are also available from most organizations. It is recommended that MSN students choose at least one professional organization for membership that supports their professional goals during their enrollment as an MSN student.

## GENERAL POLICIES

### **HEALTH INSURANCE:**

Students must have health insurance and are responsible for having their own individual or family insurance policies.

### **SPECIAL FEES:**

Nursing is an intensive program which requires a high faculty-student ratio, special supplies and extensive equipment for on-campus experience, clinical liability insurance, and student and program evaluation.

Regular tuition charges and fees cannot cover the cost of professional nursing education. Lab fees are charged for each clinical course to help defray these additional expenses. MSN practicum courses have fees that are assigned according to the Graduate Catalog.

### **LIABILITY COVERAGE:**

Students are protected with malpractice insurance provided through Risk Management of the General Conference of Seventh-day Adventists. This coverage applies only to school-related assignments. Students must also be actively enrolled and registered for classes in order to be covered by malpractice insurance. Students gainfully employed are not protected with this coverage for non-school-related employment activities.

### **TRANSPORTATION:**

Students provide their own transportation to clinical practicum sites unless otherwise arranged. Occasionally, a bus or van will be provided, at SON expense, for a school-sponsored event.

#### **A. Tickets and Fines**

1. Tickets and/or fines received are the driver's responsibility.
2. Tennessee law requires that seatbelts be worn by drivers and passengers.

B. All students owning/driving autos for clinical experiences must have automobile liability insurance. Refer to SAU insurance policy.

## PROFESSIONAL STANDARDS

The School of Nursing (SON) wishes to portray to our clients and the public an attitude and sense of professional appropriateness, dignity, and respect.

### **ACCOUNTABILITY:**

Accountability is key to professional nursing. Students must be accountable for their attitudes and behaviors. A high level of professionalism is expected by faculty, peers, and clients.

Professional conduct includes, but is not limited to, (1) punctuality in attendance, (2) respect for other people, their property and right to learn. This also includes a teachable attitude and appropriate respect for those in authority.

As a SON graduate student, we expect you to conduct your life in a manner that will not bring criticism to yourself, the MSN program, or to the University. The clients, families and public we serve have a right to expect professional behavior during clinical sessions. In any public setting you may have contact with your client's relatives and/or friends. Your conversation and the attitudes you display have an effect on those around you. We request you to observe the following:

1. Hold in strict confidence any information found in a medical record or given to you by a client or family member. The discussion of a client's diagnosis and/or treatment, or other clinically related topics must be very carefully guarded. Use of PDAs for storage of identifiable client information is prohibited except for use of the MSN program approved NP clinical tracking program.
2. Treat all clients with respect and dignity. Do not approach treatment with a frivolous attitude which may be disturbing to the client as well as to family members and/or significant others.
3. Graciously refuse any gifts from clients, families and/or significant others
4. Reflect a willingness to learn and accept instruction in a manner that is consistent with Christian principles.
5. Assume responsibility for learning (i.e., preparing for classes and clinical assignments). Assume initiative to meet deadlines in completing class and clinical assignments.
6. Assume initiative to provide the SON with required documentation of immunizations, CPR, criminal background check, drug screening, and regional orientation in a timely manner.
7. Stay current on information posted on bulletin boards, student boxes, SON newsletter (Vital Signs), Eclass, and e-mail.
8. Demonstrate responsibility for medical equipment and LRC holdings. Students who check out the equipment are required to return it by the specified deadline and will be levied a fee as appropriate for lost or damaged equipment. Equipment not returned and or charges not paid will result in the student not being allowed to take final exams.
9. Inform the professor or preceptor if taking any prescribed or OTC medication that may impair their

judgment during clinical time and jointly determine whether or not it is appropriate for clinical practice under such circumstances.

#### **APPEARANCE:**

Students are expected to dress professionally in the clinical environment. SAU student identification should be worn during practice in student roles. In keeping with the University dress code, students should limit jewelry worn during clinical practice to a wedding band or medically necessary identification. It is requested that students remove ear rings, other rings, necklaces, bracelets while representing the SON in the clinical & classroom environment.

#### **ATTENDANCE:**

Socialization into advance practice nursing is best accomplished by class and clinical attendance. It is expected that students will be present and on time to all required classes and clinical experiences. Course outlines will define the specific policy for each course. Communicate any unforeseen changes in scheduling or program to persons affected by the change (i.e., client, classmate, teacher, parent, guardian, advisor).

#### **INTEGRITY:**

Honesty and integrity are expected in all classroom and clinical activities. See policy that follows in separate section of this Handbook. School of Nursing and University standards are adhered to in this area. Students who violate these important standards of professional conduct are subject to advisory actions, potential dismissal from the program and from the University.

#### **CELL PHONE, BEEPER, AND PERSONAL DATA ASSISTANT (PDA) POLICY:**

Cell phone use policies promote a positive learning environment and demonstrate respect for others. All cell phones/beepers/mp3 players must be silenced or off during classes, skills lab, LRC, clinical experiences, and required meetings such as FOA. Text messaging during these appointments is also inappropriate. During quizzes or tests, use of any electronic devices not approved by the professor is considered cheating.

#### **CPR CERTIFICATION POLICY:**

Students must maintain **current** American Heart Association Healthcare Provider CPR certification throughout the MSN program. Proof of certification must be provided to the SON office. Students who fail to meet deadlines for providing the SON office with proof of CPR certification cannot attend class or clinical practicum & may be dropped from the class or program.

#### **CRIMINAL BACKGROUND CHECK POLICY:**

All students are required to have a criminal background check which includes the following:

1. Seven-year multi-county/multi-state criminal background
2. Social Security verification
3. HHS/OIG GSA report
4. Sexual Offender Registry

5. Patriot Act

Students will submit signed release forms authorizing the SAU Human Resource Department to complete the background check.

**DRUG & ALCOHOL SCREENING:**

SAU maintains a drug, alcohol, and tobacco-free campus. It is the expectation of the graduate program that students will comply with University policies. Additionally it is expected that students will consult with the program coordinator or appropriate faculty member if use of prescription or non-prescription drugs that could impair judgment, academic, and professional activities is necessary. At no time is it appropriate for a student to practice when not at normal capacity to do so.

Drug and alcohol screening are required at some clinical sites preliminary to clinical placement at the site. Routine urine drug screen is required prior to any clinical placement. Random screening may be done in these settings or as deemed necessary by faculty.

**IMMUNIZATIONS:**

Upon admission to the nursing program students are required to have a history and physical examination. Immunizations must be current, following Centers for Disease Control and Occupational Health and Safety (OSHA) requirements. These are:

1. Measles, Mumps, Rubella Vaccine: Two doses of combined vaccine, the last being after 1980, or proof of immunity to each by titer.
2. Diphtheria, Tetanus, Pertussis Vaccine: Childhood series of 4 doses, and Tetanus Diphtheria booster within the past ten years.
3. Hepatitis B Vaccine: 3 doses *or* 2-dose series of Recombivax® HB (licensed for children aged 11-15 years).
4. TB skin test (PPD) done within last calendar year. If TB skin test is positive, chest x-ray is required. If chest x-ray is positive, proof of a full course of treatment is required. Follow up chest x-rays are required every 5 years.
5. Chicken pox vaccine or other evidence of immunity.

Proof of immunizations, verified by his/her health care provider must be submitted by registration each semester, on a form furnished by the School of Nursing. It is the responsibility of the student to obtain this information. Any exceptions to the requirements must be approved by the School of Nursing.

Failure to provide proof of immunizations to the SON by stated deadlines will prevent the student from attending classes or clinical practicum and may require that the student be dropped from the course or the MSN program.

## **JOINT COMMISSION REQUIREMENTS:**

Agencies utilized for clinical labs require that all nursing students receive yearly Joint Commission (JCAHO) inservices. This orientation may be completed through the SON via the Tennessee Clinical Placement System (TCPS) or at the student's workplace. Students who complete the requirement at their workplace must provide the SON with proof of orientation. Date of completion and appropriate agency signature must be included. Failure to provide proof of orientation by the stated deadlines will prevent the student from attending classes or clinical practicum and may require that the student be dropped from the course or the MSN program.

## **SABBATH POLICY:**

SAU and the SON share the belief in honoring the Sabbath as a day of rest, worship, and freedom from academic pursuits. The Sabbath, as it is celebrated on the SAU campus, begins at sundown on Friday and ends at sundown on Saturday.

The SON respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. It is the policy of the SON, however, regardless of personal belief, that the student uphold the values of SAU and the SON in this respect and **not** schedule course-related clinical practice during the Sabbath hours.

## **PROFESSIONAL EVENTS:**

Professional nursing events are scheduled throughout the academic year to which the public is invited for professional development and continuing education credit. Students also have the opportunity to attend these meetings.

The Florence Oliver Anderson (FOA) Seminar Series is dedicated to excellence in nursing and is made possible by the generosity of the late Florence Oliver Anderson. Each year the SON invites nationally recognized nursing experts to address the professional community.

Other professional events include the Tennessee Legislative Summit and the Campus Research Symposium. The following are guidelines regarding these events.

1. All students are required to attend FOA meetings as scheduled by each class/faculty.
2. Attire at FOA meetings shall be professional at all times. T-shirts, tight-fitting tops, bare midriffs and shoulders, cleavage, mini-skirts, stilettos, jewelry, hoodies, jeans, shorts, caps, and flipflops are not professional attire and are not acceptable.
3. Backpacks, books, magazines, or other reading material are not to be taken into the meeting area. Cell phones, beepers, and PDAs should be off.
4. Breaks are to be taken only during the regularly scheduled seminar breaks. Students who habitually leave the meeting room will be counted as absent and may be required to make up the FOA meeting by attending another approved professional growth seminar at the student's own expense.

5. Professional meeting etiquette prohibits talking and other activities which are disruptive to others and that are disrespectful to the presenter.

### EVALUATION

To help ensure and maintain a quality nursing program, students are required to complete a number of evaluations during their programs of study.

EVALUATION	SCHEDULE
Teacher	Course completion (online)
Preceptor	Completion of time with preceptor
Clinical Agency	Completion of time at the agency
End of Program	Program completion

It is an advantage to be recognized as a graduate of a school that has an excellent reputation for the education of nurses to meet the realities of nursing practice. To assist the SON to maintain and improve this reputation, graduates will be asked to complete an alumni survey at nine months after completion of the graduate program.

### GRADING POLICIES

Grades for graduate courses in the SON are determined by the professor in charge of the course and are based on guidelines printed within the syllabus for the course.

Letter grades are assigned according to the SON grading scale:

A	94 - 100	C	75 - 78
A-	91 - 93	C-	72 - 74
B+	88 - 90	D+	69 - 71
B	85 - 87	D	65 - 68
B-	82 - 84	D-	63 - 64
C+	79 - 81	F	00 - 62

Incomplete (I) or in progress (IP) grades may be assigned by a professor when a student needs more time to complete course requirements. Circumstances for which such grades may be recorded include unforeseen health or family emergencies; courses such as thesis or project; or practica with large numbers of hours, where provision is specifically made for such grades (primarily for part-time students). Students should communicate with faculty and not assume that I or IP grades will be recorded. At the time an I or IP grade is recorded, a plan, approved by the course professor, must be in place for completion of the course requirements. I or IP grades that are not completed the next regular semester by the deadline set by the records office will automatically receive an F grade unless the student petitions for an I or IP extension. Such extensions must be approved by the course professor.

Students having more than one I or IP grade must satisfactorily complete those courses prior to registering for additional course work. At no time in the program should a student have more than two IP grades.

### INTEGRITY POLICY

Honesty and integrity are expected at all times. Purposeful breaches of integrity with respect to academic or clinical issues will result in the student being subject to formal review and action by the SON and/or SAU (see SAU Catalog, Academic Honesty and SON Student Handbook).

The guidelines below safeguard honesty and integrity. They include, but are not limited to, the following:

- A. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- B. Tests (may also apply to classroom quizzes)
  - 1. The instructor(s) controls the options of seating arrangements, moving, leaving the room, and stopping an exam for evidence of dishonesty.
  - 2. All books, papers, notebooks, electronic devices and personal belongings (including caps) will be placed in a designated site away from the testing area.
  - 3. Any information found on or in the immediate vicinity of the individual will be grounds for termination of the testing and formal action.
  - 4. Any verbal or nonverbal communication between students during a testing situation will be grounds for termination of the testing and formal action.
  - 5. Any activity that violates test security, including discussion or copying of questions and/or answers, bookmarking of tests to avoid a random test, or printing tests, will be considered an infraction of the integrity policy and grounds for formal action.
- C. Written Assignments
  - 1. Students are expected to do their own work. Any act of plagiarism (i.e. false documentation of sources, failure to document a source, or copying the work of another person/source) to meet course requirements will be considered a violation of this policy.
  - 2. The University subscribes to *Turnitin* as a helpful resource for clarifying honest scholarship. Faculty may require that students send papers to *Turnitin* prior to submitting them in class.
  - 3. Assignments must be submitted by the requested due date/time.
- D. Clinical Activities
  - Expectations include, but are not limited to:
    - 1. Punctual attendance at practicum sites as arranged with clinical preceptor.
    - 2. Preparation for clinical practicum. Lack of preparation may jeopardize the student’s placement at a clinical site & their standing within the MSN program.
    - 3. Accurate recording of clinical hours that reflect only the time spent with clients or the clinical preceptor on patient care related activities. Driving time and lunch hours when patient care is not occurring are not considered part of the clinical time.
    - 4. Complete & accurate recording of clinical activities via the web-based NP clinical tracking system or other log, as specified by the course faculty.
    - 5. Punctuality in submitting written materials related to clinical lab. Failure to comply will result in clinical failure.
    - 6. Safe nursing care and safe performance of psychomotor and/or interpersonal skills. Depending upon the incident, a breach in safe care and performance may subject the student to immediate dismissal

from the program.

7. Client confidentiality per current Health Insurance Portability and Accountability Act (HIPAA) guidelines.

#### GRIEVANCE PROCEDURE

1. Students are encouraged to openly discuss issues and problems related to their program of study with their instructors, advisor, and/or program coordinator. If students believe they have been unfairly or unjustly dealt with by a faculty member and cannot satisfactorily resolve the situation, they may use the "Academic Grievance Procedure" of the *University Catalog* or the Discipline section of the *SAU Student Handbook*.
2. There must be adequate documentation from the student and faculty member that initiation of the grievance procedure is justified.
3. A formal request must be initiated by the student that identifies the problem and provides a rationale for initiating the grievance procedure.
4. If the problem relates to a course grade, a clinical experience, or assignment, then the grievance procedure will be handled by the respective faculty teaching at that level as well as the graduate program coordinator.
5. If the problem relates to enforcement of a SON policy, the grievance procedure will be handled by the SON Faculty Council.
6. If the problem cannot be resolved within the SON, the final step in the grievance procedure is to appeal to the Vice President for Academic Administration, or in the case of non-academic problems, the Vice President for Student Affairs.

### STUDENT IMPROVEMENT PLAN

The Student Improvement Plan (SIP) is intended to help the student identify and correct areas of concern and to promote a higher standard of professionalism. The process is initiated following an infraction of one or more policies contained in the *SON Student Handbook*. A student may be dismissed from the SON without going through all steps of the SIP if faculty deem the infraction serious enough. There are three steps in the SIP which may be applied at any time and remain in effect throughout the associate and baccalaureate programs.

Step I: Written documentation (SIP form) and includes a conference with faculty

Step II: Step I and includes a letter of probation

Step III: Dismissal from the School of Nursing

When a faculty member deems it necessary for a student to enter the SIP, the appropriate form (attached) must be completed and signed as indicated. The student will be invited to a conference to review and discuss the SIP.

If a student enters the SIP, documentation shall be retained in the records. A letter describing the SIP may be sent to the parents according to SAU policy.

#### Procedures for Appeal

A student who believes that his/her rights have been infringed upon or that he/she has been treated unjustly with respect to his/her academic program or any portion thereof shall be entitled to a fair and impartial consideration of his/her case (See SON "Grievance Procedure").



SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING

**STUDENT IMPROVEMENT PLAN FOLLOW-UP**

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Faculty Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Student Comments: \_\_\_\_\_

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LEARNING RESOURCE CENTER POLICIES

The student will:

1. Check out and return LRC equipment and learning resources. Repair and replacement fees will apply to damaged equipment and resources.
2. Sign up for an e-mail account with Information Services at registration and activate the account at <http://theplace.southern.edu>.
3. Not bring food or drink, other than water, into the LRC. Water bottles are allowed on the floor only, never on the desktop.
4. Make appointments for taking tests in the LRC unless the test is done as a class.
5. Maintain an atmosphere conducive to learning and testing.
6. Place book bags and other belongings on the shelves provided to keep aisles clear and safe.
7. Recognize that the LRC may be closed to all except those testing during test administration.
8. Not change the desktop or adjust computer features.
9. Log off and leave area neat and clean when through with computer or video player usage.
10. Pay 10 cents cash per copy for printing or 50 cents cash per copy for color. Charge is 5 cents (copy) or 29 cents (color copy) if using personal I. D. cards charged at Information Services. Printouts required for LRC assignments are free.
11. Display honesty and integrity during testing, assignments, and equipment usage.
12. Place cell phones and beepers in off, silence, or manner mode during testing. PDAs are not to be used during testing unless specifically authorized, and should be set so that alarms are inaudible.
13. Not bring children into the LRC.

SKILLS LAB POLICIES

Student will:

1. Make appointments for use during normal Skills Lab hours.
2. Leave lab in proper order (including beds -- only change linen when necessary, but leave bed neatly made).
3. Meet labs punctually or arrange ahead of time for alternate appointment.
4. Check out and in materials borrowed from lab. Late fees/replacement fees will apply.
5. Apply CDC Guidelines in the event of exposure (forms are available).

## ***INFECTION CONTROL POLICY***

Concern for the safety of SON students who serve the public has led to the development of this Infection Control Policy. The delivery of nursing care is not without safety hazards. It is the belief of the faculty that with proper education, skills training, and immunizations, faculty and students can be reasonably protected from risk of infections contracted in the course of nursing practice. Further, we wish to prevent discrimination against faculty, students, and staff who may have certain infectious diseases by setting forth some specific protections which the school will provide its constituents.

The information in this policy is based on currently available information and will be updated as new information is forthcoming from the Centers for Disease Control (CDC) and OSHA. In the absence of new CDC and/or OSHA directives, the policy will be reviewed annually by the nursing faculty. It is the responsibility of students to familiarize themselves with this policy.

### Consistency

This policy is consistent with the HIV/AIDS information and prevention policy in place at Southern Adventist University. A summary of this policy is in the SAU Student Handbook. A copy of the full policy is available by request at the Student Services Office. Due to the nature of nursing practice, the SON policy is more specific and detailed.

### Admissions and Hiring

No qualified student will be denied admission solely because of a positive reading on diagnostic tests for infectious disease. Further, no HIV screening of potential candidates will be required for either admission. Specifically, candidates will not be asked for their HIV antibody status, if known, and will not be required to submit to HIV testing if their antibody status is not known. Persons desiring to be tested voluntarily will be referred to the Chattanooga-Hamilton County Health Department or the SAU Health Service.

Once admitted, persons known to be HIV positive will not be discriminated against in terms of access to usual and normal student activities and privileges over which the SON has control. Reasonable accommodation will be made by the department to allow continuation of education. Health records pertaining to HIV status will be confidential and separate.

### Clinical Guidelines for Faculty and Students

The Code for Nurses states, "The nurse provides services with respect for human dignity and their uniqueness of the client unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems." In accordance with the Code, the SON believes nursing professionals including faculty and students have a fundamental responsibility to provide care to all clients assigned to them and that refusal to care for clients with infectious diseases including HIV, HBV, HCV, or AIDS is contrary to the ethics of the nursing profession.

Reasonable precautions will be exercised in order to protect faculty and students as they provide client care.

Beginning with the first clinical course, all students will be provided with:

1. current information on the modes of acquiring and transmitting infectious diseases in the clinical setting;

2. isolation techniques related to the prevention of specific infectious diseases;
3. thorough instruction in standard precautions and body substance isolation to minimize transmission of infections;
4. supervised practice in the nursing skills lab prior to clinical experience; and
5. close supervision and monitoring of initial clinical experiences.

Students must demonstrate mastery of standard precautions and body substance isolation principles prior to clinical practice. As students are assigned to clinical agencies, they will be required to follow that agency's infectious disease policies and procedures.

Since needle-stick injuries are the most common form of accidental exposure to blood borne infectious diseases, immediate disposal of sharps into an appropriate sharps container, without recapping, will be taught and practiced in all settings.

Faculty are responsible to give reasonable help for ensuring that:

1. students utilize procedures for handling accidental exposure to violations of safety guidelines in the care of clients with infectious diseases;
2. equipment and supplies are available to the students to minimize the risk of infection; and
3. disinfectant and disposal procedures of the agency are followed (i.e., infection control manuals, Material Safety Data Sheets).

It is essential that faculty address students' fears, misinformation, or prejudices in regard to caring for clients with infectious diseases. In those instances where students are apprehensive or refuse to participate in caring for those clients, faculty will provide additional education and counseling. If refusal persists, career counseling should be pursued to determine whether the student should continue to pursue a career in nursing.

Students who have open lesions or weeping dermatitis or who are immuno-suppressed will refrain from all direct client care. Pregnant students will not be assigned to HIV positive clients due to the risk of infection with cytomegalovirus. Students with any transmissible infection will not be assigned to clients. Decisions regarding the client care responsibilities of HIV positive students and faculty will be made on a case-by-case basis.

### Personal Protective Equipment

The SON contracts with health care facilities to provide safe learning experiences. It is the obligation of each faculty member to assure that students have the appropriate and necessary equipment needed for the safe practice of nursing in all settings and to remove students from unsafe practice settings.

### Continuation

If a student should become infected and symptomatic so that he or she is unable to fulfill the expectations of the course of study and "reasonable accommodations" would cause "undue hardship," a case-by-case decision will be made concerning that individual's continuation as a student. In the case of a student, the Admissions and Progression Committee will make a recommendation to the Dean.

### Standard Precautions and Body Substance Isolation

Standard precautions apply to **all** body fluids. The following recommendations apply:

1. **All** blood and body fluids from **all** clients are considered potentially infectious regardless of the client's diagnosis.
2. Wash hands and other skin surfaces before and after client contact even when gloves are used.
3. Personal protective equipment appropriate for the procedure being performed must be worn when anticipating exposure (i.e., gowns, gloves, face shields or masks, eye protection, and resuscitation

- equipment).
4. Personal protective equipment will be available for use in the clinical settings.
  5. **DO NOT** recap or manipulate needles or sharps in any way!!! Place immediately in puncture resistant container after use.
  6. Health care workers with exudative lesions should refrain from direct client care.

### Exposure

If a student has an actual exposure to blood or other high risk body fluid or tissues, specific post-exposure monitoring, treatment, counseling will be provided. If exposure occurs on the SAU campus, the exposed individual must report to Student Health Service. If exposure occurs in the clinical setting, the student should be provided with the same immediate services as employees of the facility. Long-term follow-up may be jointly shared by the facility and SAU Student Health Service. The student should expect to use their personal health insurance to cover expenses incurred.

If an accidental exposure occurs, students should follow the CDC guidelines for occupational exposure (guidelines & forms are available in Skills Lab and Student Health Services): if needle stick, test for HIV to establish seronegativity first, then retest at six weeks, three months, six months, one year.

A significant occupational exposure is defined as:

1. a needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
2. a mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids.
3. 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.

### Follow-up Testing Fees

The student should expect to use their personal health insurance to cover expenses incurred. The UHC does not submit claims to personal health insurance companies.

### Follow-up Notification

The UHC will be responsible for notifying the student when follow-up lab work is recommended. If the individual has left the area prior to completing follow-up recommendations, a certified letter will be mailed to the individual with follow-up recommendations. It will be left up to the individual to complete the recommendations.

## **VI**

### **WRITING GUIDELINES**

The SON uses American Psychological Association (APA) guidelines for formal written papers. Students should follow the guidelines of the most recent APA manual.

An APA reader is employed to assist faculty and staff with APA conformance. Students may schedule and appointment or by arrangement have the APA reader review written work for APA formatting. The reader will work with students on a time-available basis. Sufficient time should be allowed for feedback prior to turning in an assignment. A minimum of a week is necessary for review of any paper.

## **VII**

### **THESIS AND PROJECT**

Graduate level education requires that students demonstrate ability to apply research concepts in practical ways to advanced nursing practice. Students demonstrate this ability through completion of a nursing project or a thesis. The following gives some general information to assist students in planning their program; specific course information is provided in course syllabi.

#### **Project**

A project is a scholarly production that requires an evidence-based problem, purpose, and methodology (see course description in the Graduate Catalog). The project follows the steps of identifying a problem, searching for best evidence, critical appraisal of evidence, and the translation/application of the evidence to the student's identified setting, population, etc. The project allows a wider range of options than does the thesis. The project is based on prior research and, in essence, is a form of applied research. The project involves use of research studies to address a practice problem or need. For example, a student may produce an in-service training module, organize a support group for a specific group, prepare a course outline and materials for a formal academic course, prepare and submit a manuscript for a professional peer-reviewed journal, participate in some aspect of an on-going research project, or institute an educational program for a specific group of individuals. A project does not have production of new knowledge or data analysis as a central operation and the results of a project do not necessarily generalize beyond the situation.

#### **Thesis**

A thesis is a scholarly production that follows the steps of the research process for either a quantitative or qualitative study. The thesis always involves the gathering and analysis of data and results in a formal research report (see course description in the Graduate Catalog). The thesis should be seriously considered by students interested in post master's study. This option equips the graduate to add to the body of scholarly knowledge.

### **Project and Thesis Guidelines**

#### **Project & Thesis Advisement**

A doctorally prepared faculty member will serve as the project or thesis advisor. This individual is assigned by the SON research committee based on student preference, and faculty interest, expertise, and work load. The project or thesis advisor is the student's primary contact during planning, implementation, and completion of the project or thesis.

Additional project and thesis advisement and assistance is provided by project and thesis committee members: one additional individual for project; two for thesis. These individuals are selected by the student, in consultation with the SON research committee, based on interest and expertise and may be chosen from other nursing faculty, or qualified faculty or professionals from other departments, schools, or institutions.

### Changing a project or thesis advisor or committee member.

A project or thesis advisor or committee member may be changed during the process of the project or thesis for one of the following reasons:

1. The advisor/committee member leaves employment at SAU
2. An unexpected change in responsibilities makes it difficult for the advisor/committee member to continue with the assignment.
3. The topic of the project or thesis is changed and the advisor/committee member is not an expert in the area of the new topic.
4. There is an irresolvable personality conflict between the advisor/committee member and the student.

A request to change a project or thesis advisor/committee member may be initiated by the advisor, committee member, the student, or the graduate program coordinator. The request should be made in writing to the research committee.

### Role of a project or thesis advisor

The role of the project or thesis advisor is to supervise the student in the completion of the formal proposal, to guide the student through securing necessary permissions (if any) for conducting the project or thesis, to determine with the student the time frame in which the project or thesis will be complete, and to insure that the project or thesis meets the guidelines for excellence set up for a project or thesis. Final approval and submission of the final grade for the project or thesis, will also be done by the project or thesis advisor, in consultation with committee members.

### Role of the student

The student should schedule **regular meetings** with the project or thesis advisor. The project or thesis advisor will determine the frequency of meetings to be scheduled with other committee members and will assist the student and keeping the committee apprised of project or thesis project.

### Project and thesis presentations

Communication of research activities is important. Therefore, each student makes a formal verbal presentation of the project or thesis on the date set by the Graduate Coordinator for thesis and project presentations. Presentation dates are set two to four weeks prior to graduation each semester and may be found on the University calendar.

### Project and thesis documents

All major university assignments must be documented. A final paper written in *APA* style must be submitted for both project and thesis. The student is responsible for insuring adequate editing of the final paper. Revisions and edits should be made in consultation with the project or thesis advisor and other committee members and should be complete at the time of verbal presentation of the thesis or project. At this time project or thesis advisors and committee members will sign a *Final Acceptance Form* that should accompany the final document for printing and binding. Format for project and thesis submission is as follows:

Project: 1 (one) hard and 1 (one) electronic copy (CD); written copy will be housed in the Learning

Resource Center (LRC).

Thesis: 2 (two) hard and 1 (one) electronic copy (CD); written copies will be housed in the LRC and McKee Library.

### IP grades for project or thesis

Some research activities take more than one semester to complete. In the instance that a student is making steady progress on the project or thesis and needs more time, the student may request to receive an IP (In Progress) grade for the semester and register for the project/thesis continuation course. This allows the student to have most of the next regular semester to complete the project or thesis. After this time, the student must either have completed the project or thesis satisfactorily, must request an additional extension of time for IP status and again register for the project/thesis continuation course, or accept an F grade. Requests for additional extension should be made to the SON research committee and SAU Records Office. Completion dates for IP work are approximately one month prior to the end of a semester. Students planning to graduate in a semester where they are carrying an IP grade must be sure to complete all requirements for the IP course prior to this early deadline or will not be able to participate in graduation activities.

# Appendix A

## Forms

**WAIVER OF LIABILITY  
(INVASIVE PROCEDURES)**

I understand that part of the MSN Program practice at Southern Adventist University includes performing invasive, advanced practice procedures in practice situations on other students or clients, under the supervision of qualified nursing faculty or preceptor.

I understand that nursing students and their clients are at risk for acquiring infections during invasive procedures. These include, but are not limited to, hepatitis, tuberculosis, and HIV. While the Southern Adventist University School of Nursing teaches infection control practices that control or eliminate sources of infection and help protect clients and health care workers from disease, there remains a risk.

I further understand that the known major risks of common invasive procedures include exposure, invasion of privacy, pain, tissue trauma, bleeding, and infection.

Understanding the foregoing, I hereby agree to release Southern Adventist University its employees and instructors, and to hold the same harmless against any injury or damage I may suffer as a result of student performance of advanced practice invasive procedure(s).

**MY SIGNATURE SIGNIFIES I HAVE READ AND UNDERSTAND THE ABOVE LIABILITIES AND RISKS AND AGREE TO PARTICIPATE IN ADVANCED PRACTICE PROCEDURES:**

NAME (please print): \_\_\_\_\_

Circle one:      Client                  Student                  (ID # if student \_\_\_\_\_)

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_  
(required if client/student is under the age of 18)

**SOUTHERN ADVENTIST UNIVERSITY  
STUDENT INFORMED CONSENT**

1. 1. Unless noted below, I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with my parents/legal guardians as well as such additional information from my records that the faculty and staff deem appropriate.  
\_\_\_\_ **NO**, I *do not* authorize the SON faculty/staff to share information with my parents/legal guardians.
2. 2. Unless noted below, I authorize the faculty and staff of the School of Nursing to return papers to my student mailbox located in Herin Hall.  
\_\_\_\_ **NO**, I *do not* authorize the SON faculty/staff to return papers to my student mailbox.
2. 3. I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with the Learning Success Services, as well as such additional information from my records that the faculty and staff deem appropriate. I understand and have been advised that any special accommodations for testing by the School of Nursing must be approved by the Learning Success Services.
3. 4. I authorize the faculty and staff of the School of Nursing to share and discuss my academic progress with any prospective employer requesting a reference.

NAME (please print): \_\_\_\_\_ ID # \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_  
(required if student is under the age of 18)

**REGION WIDE STUDENT ORIENTATION**  
**PROTECTED HEALTH INFORMATION, CONFIDENTIALITY, AND SECURITY AGREEMENT**

**Background**

- Protected health information (PHI) includes patient information based on examination, test results, diagnoses, response to treatment, observation, or conversation with the patient. This information is protected and the patient has a right to the confidentiality of his or her patient care information whether this information is in written, electronic, or verbal format. PHI is individually-identifiable information that includes, but is not limited to patient's name, account number, birthdate, admission and discharge dates, photographs, and health plan beneficiary number.
- Medical records, case histories, medical reports, images, raw test results, and medical dictations from healthcare facilities are used for student learning activities. Although patient identification is removed, all healthcare information must be protected and treated as confidential.
- Students enrolled in school programs or courses and responsible faculty are given access to patient information. Students are exposed to protected health information during the clinical rotations in healthcare facilities.
- Students and responsible faculty may be issued computer identifications (IDs) and passwords to access protected health information.

**Policies**

*Initial each individual policy upon review.*

- \_\_\_\_\_ 1. It is the policy of the school/institution to keep protected health information confidential and secure.
- \_\_\_\_\_ 2. Any or all protected health information, regardless of medium (paper, verbal, electronic, image, or any other,) is not to be disclosed or discussed with anyone outside those supervising, sponsoring, or directly related to the learning activity.
- \_\_\_\_\_ 3. Whether at the school or at a clinical site, students are not to discuss protected health information, in general or in detail, in public areas under any circumstances. This would include places such as hallways, cafeterias, elevators, or any other area where unauthorized people or those who do not have a need-to-know may overhear.
- \_\_\_\_\_ 4. Unauthorized removal of any part of original medical records is prohibited. Student and faculty may not release or display copies of protected health information. Case presentation material will be used in accordance with healthcare facility policies.
- \_\_\_\_\_ 5. Students and faculty shall not access data on patients for whom they have no responsibilities or a "need-to-know" the content of protected health information concerning those patients.
- \_\_\_\_\_ 6. A computer ID and password are assigned to individual students and faculty. Student and faculty are responsible and accountable for all work done under the associated access.
- \_\_\_\_\_ 7. Computer IDs or passwords may not be disclosed to anyone. Students and faculty are prohibited from attempting to learn or use another person's computer ID or password.
- \_\_\_\_\_ 8. Students agree to follow each healthcare facility's privacy policies.
- \_\_\_\_\_ 9. Breach of patient confidentiality by disregarding the policies governing protected health information is grounds for dismissal from school and/or institution.

**BY MY SIGNATURE BELOW:**

- **I AGREE TO ABIDE BY THE ABOVE POLICIES AND OTHER COMMUNICATED POLICIES AT CLINICAL SITES; I AGREE TO KEEP PROTECTED HEALTH INFORMATION CONFIDENTIAL.**
- **I UNDERSTAND THAT FAILURE TO COMPLY WITH THESE POLICIES WILL RESULT IN DISCIPLINARY ACTION.**
- **I UNDERSTAND THAT THE CONFIDENTIALITY AND SECURITY OF PROTECTED HEALTH INFORMATION IS PROTECTED THROUGH STATE AND FEDERAL LAWS, SO UNWARRANTED DISCLOSURE OF PATIENT INFORMATION IS IN VIOLATION OF LEGAL AUTHORITY, AND MAY RESULT IN CIVIL AND CRIMINAL PENALTIES.**

\_\_\_\_\_  
PRINT NAME

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
PARENT/LEGAL GUARDIAN IF STUDENT IS UNDER 18



## Release, Indemnity & Assumption of Risk Agreement 2009-10 School Year

As a student of Southern Adventist University (“the University”), I desire to be allowed to accompany and participate in all activities sponsored by Southern Adventist University from August 28, 2009-May 1, 2010. Although one or more employees of the University will be in charge of the activity, the exposure for risks and harm will be greater than and different from those which may be anticipated during activities on the campus of the University. I also recognize that it is not possible to closely supervise and control the conduct of those participating in these activities. In consideration of the University permitting me to participate in these sponsored activities, I hereby assume the risk of injuries to my person and property while engaged in these activities and release and discharge the University, its respective officers, directors, employees and agents from any claims, causes of action, costs, obligations or financial responsibility resulting from or arising out of any incident, injury or accident occurring while I’m traveling to or attending or participating in any such activities.

If the University is held financially responsible to the undersigned for any such incident, injury, or accident, I hereby agree to indemnify and hold the University harmless from any such responsibility, including costs, damages, and attorneys fees incurred by the University.

Notwithstanding the foregoing, nothing contained herein shall absolve the University from liability for injury arising out of the gross negligence or intentional misconduct of University employees or agents.

I will cooperate with those in charge of the activity at all times and will follow the guidelines, if any set forth for the activity.

I agree to maintain health insurance coverage for myself during the period referenced above. I agree to notify a University representative supervising any such activity of any physical or medical limitations or conditions that will require special assistance or attention. I further authorize supervising University personnel to consent to emergency medical treatment on my behalf, and I hereby release the University and its representatives from liability for any such treatment, its result, or its cost.

Printed Name \_\_\_\_\_ Student id# \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**For Student Under 18 Years of Age:**

I have read the above Release, Indemnity & Assumption of Risk Agreement signed by my child and join in and agree to be bound by this agreement, and further agree not to participate in any lawsuit against the University, its officers, directors, employees or agents as a result of any injury, damage or claim which might arise on my behalf or on behalf of my child as a result of my child’s participation in any such activity.

Date: \_\_\_\_\_  
Parent or Legal Guardian \_\_\_\_\_

Parent Contact Information: Email Address \_\_\_\_\_

Fax # \_\_\_\_\_

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
Graduate Program

NURSE EDUCATOR TRACK – DECLARATION OF CLINICAL AREA

Student name:

ID number:

\_\_\_\_\_

The clinical area which is specified below is the clinical area that will be recorded on the transcript for:

NRSG 585 Nurse Educator Role Practicum: Area of Clinical Emphasis

NRSG 591 Practicum: Clinical Area of Emphasis

Clinical Area: \_\_\_\_\_

(eg. adult health, child health, maternal-infant health, mental health, community health)

Student signature:

Date:

\_\_\_\_\_

SON Graduate Program Coordinator signature:

Date:

\_\_\_\_\_

**Submit completed form to Records Office**

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
Graduate Program

TOPIC PROPOSAL FORM FOR THESIS OR PROJECT

Student Name \_\_\_\_\_

Student Address \_\_\_\_\_

\_\_\_\_\_

Student phone number(s) \_\_\_\_\_

Thesis/Project option: (circle one)

Thesis

Project

Topic \_\_\_\_\_

\_\_\_\_\_

Brief description of Project or Thesis (please attach) – purpose, methods

Proposed Project Advisor or Thesis Committee Chair \_\_\_\_\_

Proposed Associate Advisor or other Committee Members \_\_\_\_\_

\_\_\_\_\_

Anticipated proposal presentation date \_\_\_\_\_

Target project/thesis completion date \_\_\_\_\_

---

**Office Use Only**

Research Committee Action: Approval / Denial

Comments:

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING

Document Acceptance Form

NAME OF STUDENT(S): \_\_\_\_\_

NATURE OF DOCUMENT (circle one): Project      Thesis

TITLE OF DOCUMENT: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE OF COMPLETION: \_\_\_\_\_

I attest that I have read this document and find that the document fully meets the standards set for ethics, content, organization, form, and style as set by Southern Adventist University and by the School of Nursing for this type of document.

Thesis/Project Chairperson \_\_\_\_\_ Date \_\_\_\_\_

Thesis/Project Committee member \_\_\_\_\_ Date \_\_\_\_\_

Thesis/Project Committee member \_\_\_\_\_ Date \_\_\_\_\_

Approved by Dean of the School of Nursing:

\_\_\_\_\_ Date \_\_\_\_\_

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
Graduate Program

GRADUATION CHECKLIST

<b>Requirement:</b>	<b>Completed:</b>
Completion of all masters-level core courses	
Completion of all emphasis courses	
Cumulative graduate program GPA of at least 3.0 with no more than 1 C grade	
Application for graduation filed at records office (2 mo prior to expected graduation)	
Order graduation regalia from Jostens (see graduate calendar for order dates & deadlines)	
Completion of thesis or project (minimum of 2 weeks prior to graduation)	
Presentation of thesis or project (date specified by graduate program)	
Submission of final electronic and hard copy(ies) of project or thesis (1 hard copy – project; 2 hard copies – thesis)	
Completion of end of program evaluation	
Final financial clearance (required for transcript release)	

SOUTHERN ADVENTIST UNIVERSITY  
SCHOOL OF NURSING  
Graduate Program

**POLICIES AGREEMENT**

I agree to be responsible for and comply with the policies in the *SAU School of Nursing Graduate Student Handbook* found at [www.nursing.southern.edu](http://www.nursing.southern.edu)

Signature \_\_\_\_\_ Date \_\_\_\_\_