As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin. I acknowledge that I am responsible for this material.

Student’s Name (please print): ________________________________

Student’s Signature: ________________________________

Date: ________________________________

This page is the property of the Andrews University School of Nursing and shall remain in the school files online.
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Introduction/Welcome

Welcome to the Andrews University School of Nursing. The Andrews University nursing program is approved by the Michigan Board of Nursing and holds accreditation from the Accreditation Commission for Education in Nursing (ACEN).

This handbook is designed to orient you to policies used throughout the nursing courses.

Vision

To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence and cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation’s report on the future of nursing (October 5, 2010):

- Nurses should practice to the full extent of their education and training.
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression.
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States.
- Effective workforce planning and policy making require better data collection and information infrastructure.

Mission Statement

The Andrews University School of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the School of Nursing encourages students to Seek Knowledge, Affirm Faith and provide Changes that impact the World of healthcare:

<table>
<thead>
<tr>
<th>SEEK KNOWLEDGE</th>
<th>AFFIRM FAITH</th>
<th>CHANGE THE WORLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prepare nurses that provide culturally competent, high quality, evidenced-based, patient-centered care</td>
<td>• Prepare nurses to practice within the Christian context of “Restoration to the Image of God”</td>
<td>• Teach with service/mission focus; medical evangelism</td>
</tr>
<tr>
<td>• Prepare nurses for first-time licensing and certification success</td>
<td>• Promote personal spiritual growth</td>
<td>• Teach current whole-person nursing care across the life span which addresses wellness and illness</td>
</tr>
<tr>
<td>• Encourage lifelong learning</td>
<td>• Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy</td>
<td>• Prepare nurse leaders with a mindset for professional and ethical practice which incorporates communication (all venues), teamwork and collaboration</td>
</tr>
</tbody>
</table>
Philosophy

The School of Nursing believes in the Great Controversy between good and evil. We believe that in the beginning, God created the heavens and the earth; the crowning act of creation was man and woman in His Image. When Adam and Eve sinned, they began a process of total degeneration in spiritual, mental, physical, social and emotional health that continues today. In order to interrupt this degeneration, Jesus came to this earth to live a perfect life and die for the sins of humanity, thus providing for perfect Restoration to the Image of God and consequent eternal life which will be actualized at the second coming of Jesus. For the individual, this is possible only through accepting Jesus Christ as Savior and maintaining an ongoing relationship with Him.

The student who enters this nursing program accepts the educational environment in which they will be prepared to deliver nursing care that demonstrates the goodness, grace and forgiveness of God. They will also be able to express how the presence and saving power of Jesus Christ has positively affected their personal and professional life.

This philosophy will influence education and learning, curricular development, and teaching strategies. In addition, it is anticipated that this philosophy will influence the personal health, character, professional performance, ethical judgments and moral integrity of faculty, staff and students.

Conceptual Framework

Key Concept: Restoration

Restoration to the Image of God is the ultimate goal of Christian nursing practice. Christian nurses believe that any improvement in spiritual, mental, physical, social or emotional health is a part of restoration to the Image of God. Christian nurses acknowledge that, in spite of effort, perfect restoration will not be complete on this earth, and illness and degeneration will continue to occur until the second coming of Jesus. Despite this, God has given a biblically based formula for health and a degree of restoration as allowed on earth. The goal of Christian nursing is to utilize this formula in all nursing activities to promote and maintain health, prevent disease, and treat acute and chronic illness.

This formula is based on the original eight natural remedies/laws of health (White, 1905): pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water, and trust in Divine Power. This formula has been a springboard for other representations such as NEWSTART (Weimar, 1978):

- Nutrition
- Exercise
- Water
- Sunshine
- Temperance
- Air
- Rest
- Trust in Divine Power
and C.R.E.A.T.I.O.N. Health (Reed, 2007) which includes:

- Choice
- Rest
- Environment
- Activity
- Trust in Divine Power
- Interpersonal relationships
- Outlook
- Nutrition

**Conceptual Definitions**

**Restoration**

- Returning to an ideal state.
- Returning to a previous state of wellbeing, or achieving a state better than what is currently experienced.

**Image of God**

- A multi-dimensional concept related to all aspects of human existence.
- The ultimate goal is enhancing the divine image in persons, families, communities, institutions and systems in ways that promote health and prevent disease.
- Restoration may be related to physical, mental, social or spiritual health. While ideally nurses strive to restore clients in all dimensions, improvement in any area helps move a client toward restoration. Therefore, even an individual with a terminal illness may be “restored” toward the image of God through other dimensions of health. The same holds true with any deficit that is keeping an individual from being in complete health.

**Disease**


**Illness**

- Illness is a state in which a person’s physical, emotional, intellectual, social, developmental, or spiritual functioning is diminished or impaired compared with previous experience. Source: Potter, P.A. & Perry, A.G., *Fundamentals of Nursing*, 9th ed. (2016). St. Louis, MO: Mosby, Inc.

**Degeneration**

- Deterioration; passing from a higher to a lower level or type.
- A worsening of mental, physical or moral qualities.
A retrogressive pathologic change in cells or tissues, in consequence of which their functions are often impaired or destroyed, sometimes reversible, in the early stages, necrosis results.


Promote and Maintain Health

- Involves individuals or aggregates in a process of self-determination of practices and choices enhancing global wellness.
- Health promotion is based on knowledge and understanding of laws of health and the active choice of improvement of personal health habits.
- Resources and skills must be developed so that current health is maintained or a higher level of health can be achieved.

Prevent Disease

- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of or complications related to specific conditions.
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person’s resistance to specific illness.
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present.

Treat Acute and Chronic Illness

- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of or complications related to specific conditions.
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person’s resistance to specific illness.
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present.

Program and Student Learning Outcomes

The purpose of the School of Nursing is to prepare nurses to serve the global community. The curriculum of the school is based on the framework of Seventh-day Adventist precepts and the concept of Restoration to the Image of God.

The school also supports the American Nurses Association (ANA) Standards of Care; the American Association of Colleges of Nursing (AACN) Essentials of Bachelor Education for Professional Nursing Practice; Nurse Practice Acts; Institute of Medicine (IOM) Report; Quality and Safety Education for Nurses (QSEN); as a basis for preparing nurses to meet societies evolving healthcare needs.
Program Outcomes
Andrews University School of Nursing program outcomes are as follows:

1. At least 80 percent for all first-time test-takers during the same 12-month period.
2. At least 57 percent of students will complete the program within three–four years after beginning NRSG216 Fundamentals in Nursing course.
3. At least 85 percent of graduates will be employed in a position for which the nursing program prepared them within 6–12 months of graduation.

Student Learning Outcomes for Bachelor’s Degree
Students who successfully complete the bachelor’s program will:

1. Reflect in their nursing care the application of Christian values and formula for health for the purpose of “Restoring humans to the image of God.”
2. Demonstrate cultural sensitivity using verbal, non-verbal and written methods.
3. Foster open and effective communication using verbal, non-verbal, written and technological methods.
4. Utilize critical thinking, clinical reasoning, judgment, evidence-based practice and research in implementation of the nursing process, while delivering patient-centered care.
5. Apply leadership concepts, principles of advocacy and decision making in the provision of quality patient care.
6. Demonstrate knowledge, skills and attitude necessary for managing whole person, patient-centered care according to standards outlined by the American Nurses Association, AACN Essentials of Nursing, QSEN and IOM report.
7. Function effectively as part of intra and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
8. Demonstrate personal spiritual growth.
9. Be prepared to successfully pass the NCLEX examination at the first sitting.

Policy Statements

Notice Regarding Policies and Procedures
All nursing majors are expected to be familiar with and observe the policies and procedures of Andrews University and the school. These policies and procedures can be found in:

1. Andrews University Bulletin
2. Andrews University School of Nursing Student Handbook
3. Andrews University Student Handbook
The Andrews University School of Nursing Student Handbook is available at the beginning of each school year online and in hard copy. Policies and procedures may be reviewed at town hall meetings or classroom meetings. Students are responsible for attending these meetings and for the information discussed there. In addition, new policies and procedures implemented during the school year will be communicated via Andrews University email, course management system (LearningHub) or classroom announcements.

*Additional note: policy changes yearly.

**Unrestrictive Policies**

Unrestrictive policies (those that do not disadvantage students) take effect upon approval, after being communicated to nursing students by announcement in classrooms and/or emails.

**Restrictive Policies**

Policies that may have a restrictive impact upon students’ progress into and through the nursing programs shall be implemented according to the following schedule:

Approved policies shall take effect at the beginning of the academic year of the bulletin in which they are published unless it has to do with curriculum/program changes that affect the integrity of the program. Policies will be communicated via Andrews University email, bulletin board, course management system (LearningHub) or classroom announcements following approval by the appropriate council, with the expected date of implementation.

**Academic Integrity**

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. It requires all members of the academic community to behave honestly—speaking truthfully to colleagues, co-learners and teachers, and completing all homework, tests, papers and projects with integrity. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. Much as the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Ephesians 4:23–24, NRSV). As scholars and as Christ’s servants, we build His living body through our honesty in all things, both small and great. To that end, Andrews University’s students pledge to learn and grow together, committing to the following standards and affirming honesty as a core component of an Andrews University education.

**Integrity Standards**

Students promise to:

- Present assignments, lab reports and research findings that are not falsified in any way.
- Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased) by citing print or electronic sources as appropriate.
• Follow the source citation guidelines outlined by the course professor.
• Submit work that is solely created by the person to whom it is assigned.
• Contribute equitably when participating in group work.
• Prepare for quizzes and examinations by study and review without stealing, accepting or using unauthorized quizzes or examination materials.
• Follow the professor's instructions regarding allowable aids during a quiz or examination.
• Complete quizzes and tests without seeking answers from or sharing answers with other students or unauthorized sources.
• Encourage others to high standards of integrity by refusing to assist in acts of academic dishonesty.

Integrity Pledge

Because academic honesty is central to who we are and what we do at Andrews University, the following pledge is required of every student scholar that agrees to join this community:

I promise on my honor as a member of the learning community at Andrews University that I will faithfully adhere to these Integrity Standards in the completion of all coursework requirements and scholarly projects.

More information regarding academic integrity and the integrity pledge can be found on the Andrews University website.

Nursing Student Code of Conduct—Disciplinary Procedure

Why a Nursing Student Code of Conduct

It is important to understand that the standards of conduct to which students are called apply not only to the classroom and online environments, but also to all student interactions including those with teachers, with other students in the School of Nursing (both online and on-campus) and with the community at large. In all of these interactions, nursing students represent Christ, the School of Nursing, College of Health & Human Services (CHHS) and Andrews University (AU). Therefore, students are expected to live according to the standards and ideals set forth in the Holy Scriptures and policies of the aforementioned entities.

The School of Nursing is being intentional about contacting other schools, departments, offices and entities on campus so that regular channels of communication are established related to matters of nursing student conduct. We want to know from others how our students are functioning elsewhere so that they know that the school of nursing is serious about the conduct of its students, and that action will be taken when problems occur.

The policies to which nursing students are held include those that apply to all students of Andrews University as identified in the Andrews University Student Handbook and the American Nursing Association Code of Ethics.

Andrews University Student Handbook—see current Andrews University bulletin for Student Handbook

American Nursing Association Code of Ethics
When incidents of substance abuse, discrimination, harassment, bullying, sexual harassment, stalking, sexual assault, domestic/relationship violence or other incidents of criminal behavior are reported, they will be handled first by the University’s Division of Campus & Student Life. This Office will notify the CHHS Dean's Office who will refer the matter to the School of Nursing Student Conduct Committee (SNSCC). This committee, working in conjunction with Campus & Student Life, will consider each report, and may impose penalties in addition to those imposed by the University. Disciplinary actions may include but are not limited to the following:

- A requirement to participate in counseling sessions.
- Reparation/restitution being made to the offended party.
- Suspension from the School of Nursing’s program of study for a period.
- Dismissal from the nursing program.

If referred for counseling, a student will be required to sign a release of information giving the counselor/therapist permission to disclose to the School of Nursing Student Conduct Committee a clinical summary of the student’s progress and of any recommendations that are made. In making the referral to the counselor/therapist, the Committee will give the counselor/therapist the specifics of the Committee’s concerns and supporting documentation. The student will be asked to sign a release of information giving the Committee permission to disclose this information. A refusal to sign these release of information forms will result in indefinite suspension or dismissal from the School of Nursing depending upon the seriousness of the offense.

Likewise, when another entity on campus (e.g. Campus & Student Life) is involved in the disciplinary process, a full report of their investigation and actions taken will be required by the School of Nursing Student Conduct Committee. If they make recommendations in addition to those made by the Committee, a report of the outcome of their recommendations will be required by the Committee before any recommendation for student reinstatement will be made.

This policy is intended to convey to the University and larger communities that the School of Nursing does not condone nor support any type of behavior in which our students are perpetrators of violence of any type, bullying, predatory behavior, sexual misconduct or threats to harm another. The objectives of this policy are: 1) that the School of Nursing will be a safe place for its students, faculty and staff—both male and female—to pursue their studies and work, and 2) that nursing students will safely relate to others and faculty on the online or face-to-face learning environments of Andrews University’s campus.
School of Nursing Student Conduct Committee

The School of Nursing Student Conduct Committee (SNSCC) is composed of five members including the School of Nursing chair, program director, student advisor, Student Life representative, and one other individual, considering diversity. This Committee will be empowered by the dean’s office to act on its behalf in all matters of student misconduct and discipline.

The SNSCC is tasked with reviewing complaints related to nursing student conduct, gathering data from as many sources as possible to assess the truth of the complaint, evaluating the egregiousness of the conduct violation, and making a decision about the disciplinary action that will be taken. When a disciplinary action is taken, the SNSCC will assign one or more individuals from the School of Nursing to maintain contact with the student for purposes of redemptive mentoring, encouragement and support. When the student is involved in counseling or other forms of remedial action, a report will be sent to the SNSCC and evaluated by the Committee. Students undergoing any type of disciplinary action cannot be returned to active student status without a positive recommendation from the SNSCC.

Appeals to the decisions of the SNSCC must be made to the dean of the School of Health Professions.
All students except early-admit students may enter the University as declared nursing majors, but the first year is typically spent taking general education requirements, cognate courses and NRSG 215 Introduction to Nursing Concepts. Students are encouraged to apply for admission into the nursing program prior to completion of the spring semester of their freshman year to be prepared to enter NRSG 216 Fundamentals of Nursing Practice the following fall semester.

Step One: Declare nursing as a major

Step Two: Meet with nursing advisor and become familiar with classes required for admission into Nursing.

Step Three: Take your course work seriously. Strive to obtain at least a GPA of 3.0.

Step Four: Apply for acceptance into the Bachelor of Science in Nursing (BSN) program in the spring of your first year or after completion of your cognates if you are a transfer student. Applications and all supporting materials must be in by May 15.

Applications received after May 15 are not guaranteed acceptance for entry in the following fall semester.

Early Admission Track
The Early Admission track is available to incoming freshman students who have not attended college or university as a full-time student who meet the criteria below and complete the additional School of Nursing requirements for acceptance into this track (medical requirements, background check and drug screen). This track ensures direct admission into the professional nursing program when progression criteria are met. Early admits must maintain a 3.0 cumulative and cognate GPA to progress into their sophomore year. Students on this track will lose early admission status if requirements are not met and maintained.

High School Cumulative GPA: 3.5

ACT Math, Science, and English & Reading Score: Individual scores of 22 or higher in each subject
<table>
<thead>
<tr>
<th>Fall—Freshmen</th>
<th>Spring—Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 101</td>
<td>INTRODUCTION TO PSYCHOLOGY</td>
</tr>
<tr>
<td>BIOL 221</td>
<td>ANATOMY &amp; PHYSIOLOGY</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>CHEMISTRY</td>
</tr>
<tr>
<td>NRSG 215</td>
<td>INTRO PROFESSIONAL NURSING CONCEPTS</td>
</tr>
<tr>
<td>FTES</td>
<td>FITNESS &amp; EXERCISE STUDIES</td>
</tr>
<tr>
<td>ENGL 115</td>
<td>COLLEGE WRITING I</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<table>
<thead>
<tr>
<th>Fall—Sophomore</th>
<th>Spring—Sophomore</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 211</td>
<td>PHARMACOLOGY I</td>
</tr>
<tr>
<td>ENGL 215</td>
<td>COLLEGE WRITING II</td>
</tr>
<tr>
<td>COMM 104</td>
<td>COMMUNICATION SKILLS</td>
</tr>
<tr>
<td>NRSG 216</td>
<td>FUNDAMENTALS OF NRSG THEORY &amp; PRACTICE</td>
</tr>
<tr>
<td>NRSG 305</td>
<td>HEALTH ASSESSMENT</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<table>
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<tr>
<th>Fall—Junior</th>
<th>Spring—Junior</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 117</td>
<td>CIVILIZATION &amp; IDEAS</td>
</tr>
<tr>
<td></td>
<td>FINE ARTS/HUMANITIES</td>
</tr>
<tr>
<td>NRSG 331</td>
<td>MEDICAL-SURGICAL I</td>
</tr>
<tr>
<td>NRSG 212</td>
<td>PHARMACOLOGY II</td>
</tr>
<tr>
<td>NRSG 408</td>
<td>FAMILIES IN STRESS/CRISIS</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall—Senior</th>
<th>Spring—Senior</th>
</tr>
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<tbody>
<tr>
<td>NRSG 440</td>
<td>DEVELOPING CHILD NURSING</td>
</tr>
<tr>
<td>NRSG 430</td>
<td>CHILDBEARING FAMILY</td>
</tr>
<tr>
<td>NRSG 418</td>
<td>LEADERSHIP IN NURSING</td>
</tr>
<tr>
<td>NRSG 466</td>
<td>COMP WELLNESS AND RESTORATION II</td>
</tr>
<tr>
<td>PBHIL 440</td>
<td>FUNDAMENTALS OF SPIRITUALITY AND ETHICS IN HEALTHCARE</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

General Education credits: 32
Cognates required for Nursing: 28
Nursing credits: 65
Total credits for bachelor’s degree in Nursing: 125
Admission Requirements—Pre-licensure (Regular admission)

Admission requirements are as follows:

1. Minimal overall GPA of 3.00.
2. BIOL 221, 222, PSYC 301, PSYC 101, CHEM 110.
3. Minimal combined GPA for cognates (excluding nutrition) of 3.00 needed for admission. A grade of C or higher is acceptable for any cognate course. Nutrition course while a required cognate for completing the nursing program is not a pre-requisite for admission and therefore not included in the calculation of cognate GPA.
4. Completion of ATI TEAS (Test of Essential Academic Skills) with ATI approved competency score of proficiency (58.7%). Outside of the United States where the ATI TEAS is not available, SAT 540/ACT 20 scores in Math, English, and Reading will be considered.
5. An acceptable criminal background check from company recommended by School of Nursing—https://portal.castlebranch.com/NS39 and yearly thereafter.
6. A urine drug screen is required before admission and yearly after. Some clinical sites may require different drug screen times. Drug screens are completed at https://portal.castlebranch.com/NS39.
7. Physical examination report that must include:
   a. Acceptable negative testing for tuberculosis:
      ▪ Two-step TB Skin Test (1-3 weeks apart). If positive a chest x-ray is required, will be evaluated individually and student must provide a physician clearance documented on letterhead OR
      ▪ QuantiFERON Gold Blood Test OR
      ▪ T-SPOT.TB Blood Test
   b. Proof of immunization or serum immunity for MMR1 and MMR2 (Measles, Mumps and Rubella), T-dap (Tetanus, Diphtheria, Pertussis), and Hepatitis B.
   c. Proof of immunization or serum immunity for varicella-zoster.
8. All students are required to have BLS Healthcare Provider Cardio-Pulmonary Resuscitation (CPR) certification from the American Heart Association (AHA) only.
9. Depending upon the situation, a student may be required to have an interview.
10. Meeting the minimal requirements does not guarantee admission.
11. All nursing students must be accepted into the nursing program by the Andrews University School of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee before entering into any nursing class. Students must apply for admission to the nursing program by May 15. Typically, this process is begun while taking NRSG 215: Introduction to Professional Nursing Concepts. If an early admission student’s GPA drops below 3.00, the early admission status will be removed. The student will need to reapply for regular admission. Early admission students maintaining overall and cognate GPA of at least 3.00 or higher will automatically progress to sophomore year of the nursing program without additional application processes.
12. All students must complete the following cognate courses prior to entering the nursing program:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 221</td>
<td>A&amp;P I</td>
</tr>
<tr>
<td>BIOL 222</td>
<td>A&amp;P II</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Human Development</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>CHEM 110</td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

13. Cognates (Anatomy & Physiology, Microbiology, Chemistry, Human Development, Nutrition, Psychology and Statistics) older than five (5) years at time of admission to the program will not be accepted as credit and will need to be retaken as a class for credit or take a standardized challenge exam, such as the CLEP as approved by the School of Nursing.

14. ADA Accommodations: Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.

   If you feel that you have a learning, psychological or emotional disability it is mandatory that it be formally documented by the Andrews University Counseling & Testing Center, Berrien Regional Education Service Agency or other source recommended by the above two agencies. This document is required for accommodation to be granted. Less obvious physical disability requires documentation by University Medical Specialties.

   If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

Admission Requirements—Nursing as 2nd Degree

For those students who have earned a previous bachelor’s degree, the admission requirements to the nursing program are the same as outlined above in regular admission. Second degree students are not required to complete general education courses.

Transfer Students

Students may transfer to Andrews University BSN program to begin in the fall sophomore year beginning with NRSG 216 Fundamentals in Nursing. Transfer students must meet all admission requirements outlined in the regular admission process as well as general admission to Andrews University.

Any student that is transferring from another United States accredited bachelor's degree nursing program into the Andrews University bachelor’s degree nursing program may request to have their Fundamentals, Pathophysiology and/or Health Assessment course credits transferred if they are not older than two years from the anticipated program start date. Students requesting transfer of these nursing courses must first undergo an evaluation of this class work to determine if the requested transfer of credits is adequate and/or appropriate. Transfer students may be required to take standardized testing to prove competency in nursing courses. The primary nursing instructor for each
class will make an evaluation of theoretical and clinical knowledge of the transfer course(s) and make a recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee that will then make the final decision.

Methods of evaluation may include:

- NLN, Kaplan or other valid and reliable standardized tests
- Final grade for the nursing class (minimum score of 80 percent required)
- Course syllabus
- Clinical skill assessment (if determined by course content)

Irrespective of transfer situations, students must complete at least 30 credits of nursing courses at Andrews University.

**Progression**

1. A GPA of at least 3.00 in three parts, overall GPA, cognate course GPA and nursing course GPA must be maintained throughout the nursing program.

a. Students whose GPA falls below 3.0, but not less than 2.75, in any of the three parts (overall, cognate and nursing) will be placed on School of Nursing academic probation by the Andrews University School of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee. Students with a GPA less than 2.75 in any of the three parts (overall, cognate and nursing) will be dismissed from the School of Nursing and may not be allowed to progress based upon a decision by the Andrews University School of Nursing Admissions, Progressions, Retention and Grievance (APRG) Committee.

b. A student is automatically placed on nursing academic probation by:
   - Engaging in unethical, unprofessional or other behavior(s) that are unacceptable in either the classroom or the clinical setting
   - Demonstrating evidence of behavior patterns that are unsafe to patients, faculty or peers; and
   - Indicating to faculty and/or staff other signs of maladaptive behavior(s).

c. If probationary status is granted by the committee, student will continue to progress. The probationary status is valid for only one time for one academic year (consecutive two semesters) and not renewable in the entire nursing program. Probationary status at the time of sophomore admission to the program is not included in the progression probation policy. Probationary admission status will be decided on an individual basis only by the APRG Committee.

d. Students not meeting the 3.00 GPA requirement in any of the three parts after the one-year (consecutive two semesters) probationary status will be dismissed. Students who are dismissed after the one-year probationary period are not eligible for readmission to the nursing major.

e. Probationary status will not be granted for students going into the senior year

f. In summary, probationary status is permitted only one time during the progression period (sophomore or junior year) for a maximum of two consecutive semesters without renewal or a total of three semesters in the entire nursing program (program admission [one semester] and program progression [two consecutive semesters]). Students who fail to meet the GPA requirement in any of the three parts (overall GPA, cognate GPA and nursing course GPA) are
dismissed and are not eligible for readmission to the nursing major after the probationary status mentioned above.

2. Before progressing to senior year, all courses on the curriculum guide through junior year must be completed. The only general education course permitted in the senior year is PBHL 440 (Fundamentals of Spirituality & Ethics in Healthcare).

3. NRSG 215: Introduction to Professional Nursing Concepts—needs to be completed during the freshman year at Andrews University or during the first year of residency as a transfer or second-degree student.

4. Only a grade of C+ or higher is accepted in all nursing courses. For cognate courses, only a grade of C or higher is accepted.

5. To better enable all nursing students in the continual pursuit of excellence in nursing, all students must:
   a. Pass each nursing class with a grade of 77 percent, equivalent to a C+ or higher. The grading system for each class in the nursing course is:

      | Grade | Percentage |
      |-------|------------|
      | A     | 100–93     |
      | A-    | 90–92      |
      | B+    | 87–89      |
      | B     | 83–86      |
      | B-    | 80–82      |
      | C+    | 77–79      |
      | C     | 73–76      |
      | C-    | 70–72      |
      | D     | 60–69      |
      | F     | Below 60   |

   b. Nursing courses with a practicum component will require the student to successfully pass both the theory and practicum sections. Students need to receive a “pass” in all clinical evaluations and a grade of C+ (77%) or higher in the theory section in order to receive a passing grade for the course.
   c. If a student fails the clinical portion of a course despite a passing grade in the theory section, the student does not pass the course. The final course grade defaults to a grade no higher than a C.
   d. If a student fails the theory portion of a course despite a passing grade in the clinical section, the student does not pass the course.
   e. If a student withdraws from a nursing course, or changes from credit to audit due to potential failure, the student must understand that withdrawal (W) or audit (AU) is considered failure of the course.

6. If a student has demonstrated unsafe and/or unprofessional behavior, the student and the clinical instructor will develop an action plan outlining the unsatisfactory behavior and specific steps for improvement. Failure to demonstrate improvement based on the clinical action plan may result in failure of clinicals and the course.

7. Students must maintain continuous enrollment in nursing courses and progression through the program following the nursing curriculum guide once admitted to the nursing major. Students need to complete the program in 4 years after beginning NRSG 216 Nursing Fundamentals.

8. Repeating courses:
   a. Required cognates may be repeated only once. Further repeats may be reviewed on a case-by-case basis.
   b. Nursing courses:
      i. Only C+ grades or higher in all nursing courses are permitted in the program. Students who have one nursing course with a grade below C+, a grade of W or AU will result in dismissal from the program. Students have the option to reapply only one (1) time to the
program to take the same nursing course in the following year. Nursing courses cannot be taken more than twice. Reapplication does not guarantee readmission.

ii. Readmission is considered on an individual basis only by the APRG Committee. Please see the readmission policy statements in item 9.

iii. Students who fail the same course two times (one time before and after readmission) in the program with a grade below C+ or a grade of W or AU are not eligible for readmission to the nursing program. If a student fails one course and is readmitted and passes the previously failed course after readmission, but fails another separate nursing course, then the student will be dismissed and is not eligible for readmission to the nursing program. The APRG committee will decide exceptional cases on an individual basis.

9. Readmission is considered on an individual basis by the APRG Committee. The process is outlined below.

   a. Letter of reapplication indicating the following
      1. Reason for withdrawal/dismissal
      2. Reason for seeking readmission into the Program
      3. Anticipated semester of return
      4. Plan for progression through the program
      5. Evidence of professional growth (submit supporting documents) such as
         a. Nurse tech/CNA work
         b. Mission work
         c. Cognate course work
         d. Remedial study skill programs

The student will be notified of the decision by the School of Nursing. Reapplication does not guarantee readmission to the nursing program. Readmission is allowed only once during the entire nursing program.

10. A medication dosage calculation test is required at the beginning of each clinical course beginning with NRSG216 Fundamentals of Nursing Theory and Practice. All medication calculation and remedial tests must be completed within the first two weeks of course start date (except NRSG 216 in which students must complete prior to the first clinical). The passing score is 90 percent. Students are not permitted to attend clinicals until a test is passed. Students will have three opportunities to pass a medication dosage calculation test. If two failures occur, the student must demonstrate evidence of remedial training before attempting a third test. If the medication dosage calculation test is not passed by the third attempt, the student will not be permitted to attend clinicals and will not progress in the course.

11. For NCLEX success the recommended “time frame” for completing the undergraduate nursing degree is 3–4.5 years, beginning with the sophomore year. To this end students are provided a curriculum guide to follow as advised.

12. Students who are enrolled must complete the nursing program in three (3) consecutive years from the start of NRSG 216 (Fundamentals in Nursing). Voluntary breaks are not allowed while enrolled in the program. However, if a student is obligated to take a break due to extenuating circumstances such as death in the family, major illness, significant mental health problems, military service, or pregnancy related health conditions, a letter of intent with supporting documentation must be submitted to the School of Nursing prior to the intended break. No more than one (1) academic year will be allowed for breaks. The guidelines for students returning to the program must be followed and approved by the APRG Committee.
13. Any student returning to the program that has been absent for more than two full consecutive academic semesters must show competency theoretically and/or clinically with a standardized test passing score as determined by the School of Nursing in order to progress in the program. The primary nursing instructor for each class will make an evaluation for prerequisite nursing classes and recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee, who will then make the final decision. Please be aware of the following:

a. The evaluation should be completed prior to the start of the returning semester.
b. This will require a minimum of at least six weeks processing time.
c. If a student does not pass the evaluation, they are required to retake the class(es) before progressing in the program.
d. Competency may be evaluated only once.
e. Students will be responsible for the testing fees.

14. Any student that is transferring from another accredited bachelor’s degree nursing program into the Andrews University bachelor’s degree nursing program, may have their Fundamentals, Pathophysiology and/or Health Assessment transferred. However, they must first undergo an evaluation of this class work to determine if the requested transfer of credits is adequate and/or appropriate. The primary nursing instructor for each class will make an evaluation of theoretical and clinical knowledge of the transfer course(s) and make a recommendation to the Admissions, Progressions, Retention and Grievance (APRG) Committee that will then make the final decision.

Methods of evaluation may include:
- NLN, Kaplan or other valid and reliable standardized tests
- Final grade for the nursing class (minimum score of 80 percent required)
- Course syllabus
- Clinical skill assessment (if determined by course content)

15. Petitions may be submitted to the Admissions, Progressions, Retention and Grievance (APRG) Committee.

- A student may petition credit transfer to the APRG Committee through their advisor.
- Petitions are normally submitted for the purpose of accepting comparable credits earned previously or at another location.
- Petitions for exemption from prerequisites and specific School of Nursing policies are not normally considered.
- Students should petition for unusual or uncontrollable circumstances, upon the advice and with the consent of their advisor.
- Petitions must include the student’s signature and their advisor’s signature, and then be submitted to the chairperson of the APRG Committee. Petitions are placed in the student’s permanent file following the final decision.

16. Students are allowed to pre-register for nursing courses pending admission into the program. Adding or dropping courses on time is the student’s responsibility.

17. In order to progress in clinical courses, students must renew the following requirements:

a. Tuberculin skin test (if positive a chest x-ray is required, will be evaluated individually) yearly
b. Annual flu shots taken October–December
c. Annual background check and drug screen  
d. American Heart Association Healthcare Provider CPR Certification (every two years)

**Policies for the Undergraduate Programs**

**Annual Validations**

Each year nursing students are required to attend and pass competency tests or to show evidence of the following items, as required by OSHA standards:

1. Sophomore year in the Fundamentals of Nursing class: blood borne pathogens, fire safety, HIPAA (Health Insurance Portability and Accountability Act) regulations, safety mechanics.

2. Castle Branch yearly validations: background check, urine drug screen, physical exam, TB, CPR (every two years), flu vaccine, electronic medical validation, confidentiality. All Castlebranch requirements for returning students are to be fulfilled for the entire school year by August 1 prior to the start of the upcoming school year. Failure to complete Castlebranch requirements will prevent participation in clinical activities. Missed clinicals due to incomplete Castlebranch requirements may not be able to be made up.

The hospital OSHA Safety Validation exams are an acceptable substitute for annual validations. Sophomore students will need to do the initial safety validation listed above as part of the Fundamental of Nursing class at the beginning of the semester

**Attendance**

**Classes**

- Formal class and clinical hours have been arranged to provide time in which students are given the opportunity to demonstrate satisfactory academic and clinical achievement. It is expected that students will be on time. Students should not make any outside commitments during hours that they are required to be in class or practicum.

- The School of Nursing upholds the Andrews University policy regarding absences and tardiness, which is in the “Andrews University Bulletin.” The syllabus for individual courses states the policy for that particular course. In case of absence or tardiness, quizzes or tests are (or are not) made up according to the class policies written in the relevant syllabus, or by permission of the instructor.

- The student is responsible for announcements or material missed as a result of class absence/tardiness.

**Cell Phones, Personal Laptops, Recording Devices and Other Electronic Devices**

- Except by course instructor's approval, all cell phones and other mobile devices must be powered off before entering the classroom, nursing skills lab, simulation lab, healthcare facility for clinical experiences, and School of Nursing meetings. No phone calls or text messaging are allowed during the sessions listed above. In addition, no cell phones are to be used during exams or quizzes.
• Calculators will be provided by the instructor during exams or quizzes for which math calculation is required. Any cell phones found on a student during an exam or quiz will be considered cheating and the student will receive a zero for the exam or quiz. This includes any form of electronic devices that have not been pre-approved by instructor for use during an exam or quiz.

• Picture-taking during class or clinical is not allowed (only if pre-approved for special presentations or activities). Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website. Failure to abide by this policy will result in the device being confiscated and content erased.

• Laptops should not be used for surfing the Web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class. Failure to abide by this policy will result in the student not being allowed to use the laptop in class.

Clinical

• Students are expected to demonstrate professionally responsible behavior in their practicum experiences. Attendance at all practicum sessions, whether on- or off-campus, is mandatory. Any deviation from the schedule must be arranged with the instructor in advance of the scheduled experience.

• In the event of an unexpected delay or absence, notify the instructor at the earliest opportunity, and at least 30 minutes prior to clinicals.

• If the instructor cannot be reached, notify the appropriate person at the agency. Make-up labs for excused absences are arranged directly with the instructor and normally completed prior to the end of the semester. There may be a charge to the student nurse for makeup days.

• Unexcused absences are not permitted. Should such an incident occur, the student might be required to withdraw from the course or accept a failing grade.

• Tardiness for clinical practicum is not acceptable and unprofessional. If the student encounters extenuating or urgent circumstances, the student should contact the clinical instructor as soon as possible to discuss the situation and a possible plan for clinical attendance. Furthermore, if more than 10 minutes late to clinical, the student may be dismissed and forfeit the clinical day. Missed clinicals may not be able to be made up. Unexcused tardiness will be reflected in clinical grading. All students are required to provide their own transportation for their clinical practicum. Carpooling is not an acceptable excuse for tardiness or absence.

• Depending on the class, students are required to go to the healthcare facility and get information to prepare for clinical. This may occur the day before or a few hours before the actual clinical begins. Be aware that time spent getting patient information and preparing for clinical DOES NOT count as actual clinical time (time spent providing patient care).

Skills and Simulation Laboratory

Students are responsible and required to learn specific nursing skills throughout their matriculation in the program. To that end, the following must be adhered to:

• Formal skills lab hours are required as stated in the clinical course syllabus.

• The time and attendance policy for clinicals governs these activities. Timely attendance at skills and simulation exercises are expected. Unexcused absences or tardiness are not acceptable.
- **Latex Warning:** Students with a latex sensitivity/allergy should contact the Course Faculty and Skills Lab instructor as some products in the lab contain latex.

- **Physical Safety:** Use of proper body mechanics is encouraged at all times. All accidents or injuries should be reported to the instructor immediately.

- **The completion of the skills lab sessions and skills checklists are required to pass clinical courses as indicated in the course syllabus.**

- **Students are required to be prepared before coming to be checked off.** This preparation includes having watched assigned videos. If videos are not completed prior to the assigned week, the student may not be checked off until the video has been viewed. In the event that a student was not successfully checked off as scheduled, it is the student’s responsibility to arrange repeat demonstrations with the skills instructor within one week of the first performance. Three failures of any one skill evaluation will result in a report to the course faculty and clinical instructor and development of a remediation plan.

Simulation will be part of each clinical course. Students are required to participate in simulation to pass the clinical course. Simulation time and date will be determined by the simulation coordinator and the course instructor.

- **The goal of the simulation exercises are to provide opportunities for students to practice critical thinking and clinical skills in a safe and non-judgmental environment.**

- **Simulation activities can be used as a means for student evaluation.**

- **Expectations of simulation are as follows:**
  - Performance of classmates should be kept confidential
  - Students wear the School of Nursing uniform
  - Attendance in accordance with clinical policy outlined in the Student Handbook and course syllabus.

**Cardio-Pulmonary Resuscitation (CPR)**

It is the student’s responsibility to update their BLS Healthcare Provider CPR course, through an American Heart Association (AHA) Program, every two years or as indicated by their certificate.

**Criminal Background Checks**

All students are required to have a criminal background check performed prior to entry into the Nursing Program at Andrews University and before the beginning of each new academic year until graduation. Expense for this background check is the student’s responsibility. Please login to the following website to complete the check: https://portal.castlebranch.com/NS39. Background checks for returning students should be completed by August 1 prior to the start of the new academic year.

**Drug Screening**

Healthcare facilities now require drug testing of all nursing students before allowing them to provide care for patients. A urine drug screen must be completed by August 1, prior to the beginning of each new academic year, and any time as required by the healthcare facility. Students will be responsible for any fees. At the beginning of the semester, please log into the following website to complete the check: https://portal.castlebranch.com/NS39.
Dedication and Senior Pinning Policies

- Dedication service will be held in the fall semester for students newly admitted into the program. Family and friends are invited.
- Pinning is to be scheduled for Sabbath afternoon of the May commencement weekend for graduating students.
- Students will be chosen, from the class either being dedicated or pinned, to work with the faculty planning team. These students are to present the preferences of the class members to the committee.
- Who is eligible to pin students? Anyone who has an RN license, i.e. faculty, family, preceptors, coworkers, etc.
- All students will wear white nursing uniforms for the pinning ceremony.
- Students with six (6) credits outstanding to completion of requirements may participate in pinning.

Dress Code

Andrews University’s philosophy of dress is grounded in biblical ideals and the professional standards expected of a university. As members of a Christian community, we aspire to glorify our Creator and to show respect for self and others in our dress.

The specifics of the “Andrews Look” illustrate the fundamental principles of modesty, simplicity and appropriateness.

- Modesty—Appropriately covering the body, avoiding styles that are revealing or suggestive
- Simplicity—Accentuating God-given grace and natural beauty rather than the ostentation encouraged by the fashion industry.
- Appropriateness—Wearing clothing that is clean, neat and suitable to occasion, activity and place.

As a Seventh-day Adventist university, we interpret these principles in accordance with our faith tradition. While respecting individuals who may view them differently, we ask all who study, work or play on our campus to abide by our dress code while here.

Specifics of the Andrews Look

- Men’s Attire—Pants or jeans with shirts or sweaters are the most appropriate dress for everyday campus wear. Examples of inappropriate attire are tank tops, bare midriffs and unbuttoned shirts. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.
- Women’s Attire—Dresses, skirts, pants or jeans with shirts, blouses, sweaters and/or jackets are appropriate for most occasions. Examples of inappropriate attire are sheer blouses, tube tops, low necklines, bare midriffs, spaghetti straps or no straps, tank tops, short skirts and two-piece bathing suits. Modest shorts are acceptable; however, athletic shorts are appropriate only for sporting activities.
- **Accessories—**These should be minimal and carefully chosen after considering the principle of simplicity above. Examples of jewelry and accessories that are not appropriate at Andrews University are ornamental rings and bracelets, necklaces and chains, and earrings and piercings of all kinds. Modest symbols of a marital commitment, such as wedding and engagement rings, are acceptable.

Students not conforming to these standards of dress should anticipate being asked to come into compliance. This is especially true in the workplace, in leadership positions and when taking a role in activities representing Andrews University.

**Uniform Policy**

Bachelor of Science students are required to wear full uniform at clinical and other identified School of Nursing events. Uniforms are made available for students to purchase for themselves at the School of Nursing during student orientation.

Andrews University Nursing Uniform Attire includes:

- a. For female students, complete uniform consists of a clean navy uniform; clean, all white closed shoes; white hosiery/socks that cover the ankles and AU Nursing ID badge and facility ID badge as appropriate.
- b. For male students, complete uniform consists of clean navy uniform; white socks that cover the ankles; clean, all white closed shoes; and AU Nursing ID badge and facility ID badge as appropriate.

When the student is in uniform, the uniform is to be complete, clean, neat, in good repair and of modest fit. A plain wedding ring without stones may be worn with the uniform.

- Required accessories: a watch with a second hand, a pen with black ink, scissors, penlight, ID badge and stethoscope.
- Unacceptable: Rings with stones, necklaces, earrings or bracelets; visible body piercings, uncovered tattoos.
- Underclothing that shows through outer clothing is inappropriate.
- Make-up: Avoid excessive make-up that does not reflect natural tones.
- Hair: Hair must be well groomed, neatly arranged, and off the collar. Facial hair should be well groomed and neatly trimmed. Hairstyles that obstruct eye contact and/or extreme colors or styles (including but not limited to long spiked or Mohawk haircuts) are unacceptable. Unnatural hair colors are not acceptable.
- Perfume: Please refrain from use of cologne, perfume, and body fragrances.
- Gum: Please refrain from chewing gum.
- Hands and Nails: Hands and fingernails must be clean, well groomed, and fingernails no longer than ¼ inch in length beyond fingertips. Nail polish, decorations, nail jewelry, artificial nails or nail enhancements are not acceptable.
- Tattoos and Piercings: Visible tattoos and body piercings are not allowed.
- A plain white or navy cardigan sweater, or a white or black shirt worn under the scrub top, or a navy lab coat with name pin, is acceptable when additional warmth is necessary. For students wearing the navy-blue uniform, a navy blue jacket must be worn if additional warmth is desired.
- For pre-clinical assignment preparation, such as obtaining clinical assignment or chart reviews, full uniform including ID badge should be worn. A professional appearance is to be maintained at all times.

Appropriate dress for other specific School of Nursing events will be communicated by the instructor. Addendums may be added to this policy as indicated by clinical partners. Failure to adhere to the dress policy may result in being asked to make changes to comply with the policy or may be asked to leave the clinical site, resulting in lost clinical time.

**Employment While in Nursing School**

Student employment must not conflict with class or laboratory requirements, or with study time. See the Andrews University Bulletin for the maximum workload according to number of credit hours for which students have registered. Work requirements are not accepted as excuses for absences, tardiness, missed or late assignments.

All Bachelor of Science nursing students accepted into the nursing program are encouraged to work in healthcare settings as a nursing assistant, nursing technician or the equivalent. This could be done over the summer.

**Externship**

Students are encouraged to attend annual health career fairs to seek appropriate externship positions. Students may go online and search for “Formal Externship” programs for which to apply.

Externship during the summer is highly encouraged following the junior year and before entering the senior year.

**Fees**

Students will be charged a professional fee each semester.

**General Health Policies**

Students who become injured at a healthcare agency are to receive emergency care per agency policy and complete an incident report at the agency. The student may be required to make the payments in connection with this injury. Immediately upon returning to the University, the student should go to Employee Services in the Office of Human Resources (located in the Administration Building) and fill out a Personal Accident Report Form.

If you are injured while practicing at an Andrews University off-campus clinical assignment, please follow the following procedure:
Seek medical treatment right away if:

a. You have had contact with blood or body fluids to an open wound or to mucous membranes.
b. You have been injured, for example, a fall, sprain, over-stretch, fracture, etc.
c. Your on-site supervisor or Andrews University instructor/coordinator asks you to seek medi-
cal evaluation/treatment.
d. You personally feel that medical evaluation/treatment is needed.

1. Report the incident to your on-site supervisor. Also, fill out the Incident report form required by
the clinical site and the Andrews University incident report.
2. Report the incident to your Andrews University instructor/coordinator. Send her/him copies of
each completed incident report form listed above.
3. Follow all instructions given by your on-site supervisor, your Andrews University instructor and
your medical care providers.
4. The student may be responsible for the fees incurred for the medical treatment.
5. The faculty reserves the right to require a student to seek professional advice when there is a
question of the student’s psychological, behavioral, emotional or physical fitness to participate in
class or clinical.
6. Students with prolonged illness or health maintenance problems should make periodic progress
reports to the class instructor. However, if the illness or problems interfere with meeting class
requirements, students may be asked to take a medical leave.
7. Students with a cough, fever or a feeling of general illness should not attend class and/or clinical
until consulting with the instructor.
8. Students who miss classes/and or clinical for health reasons such as an illness, accident, surgery,
pregnancy or delivery, etc. must show proof from a healthcare provider who confirms the health
problem, visit or fitness for returning to class/and or clinical.

Grievance Policy

Students shall have access to a process by which he/she may formally discuss a problem.

In order to initiate the process, the student/group representative must describe the problem and the
rationale for seeking a resolution, and follow the process outlined below.

Procedure

1. Students are encouraged to type their petition(s). Any petition that is not neat or in correct gram-
matical format will be returned to the student for re-submission without action being taken on it.
2. If a student has a problem which he/she feels should be resolved, the individual must first meet
with the faculty member with whom there is a disagreement.
3. If the matter is not resolved at this point, the student will request an appointment with their advi-
sor to guide the student’s grievance process.
4. If still unresolved, the student will request an appointment with the chair of the School of Nursing and provide a written statement of the problem, documentation of process followed and proposed solutions within seven working days of having seen the involved faculty and advisor. The chair may ask all involved parties to be present.

5. If the matter is not resolved at this point, the student may formally petition in writing that the situation be presented to the Admissions, Progressions, Retention and Grievance (APRG) Committee of the School of Nursing. The student must submit to the APRG Committee chair a copy of the original written statement.

a. The APRG chair will notify all involved parties of date and time.

b. If a student requests an advocate to be present at the meeting, he/she must indicate in writing the name of the person and the relationship in the request to the APRG Committee chair.

6. If the final School of Nursing faculty decision is not to the student’s satisfaction, he/she may request that the matter be presented to the dean of the School of Health Professions. If the grievance remains unsatisfied, the matter would then be presented to the Office of the Provost using their grievance policy. If the matter is still unresolved, then it is presented to the president.

7. The student has a right to be present when his or her petition is heard, or the APRG Committee may request the student to be present.

8. When the chair of the APRG Committee receives a petition, it is examined as to its completeness and appropriateness. The chair then places the student’s appeal on the agenda of the next scheduled confidential meeting of the APRG Committee.

9. If the student requests to be present, the chairperson informs the student of the scheduled date, time and location of the meeting.

10. When the student’s petition is being considered, the student will be given the opportunity to present material related to the petition. If the student is present, s/he should be prepared to answer some questions related to the petition.

Kaplan Integrated Testing Program

In preparation for the NCLEX-RN exam which all students must take to become Registered Nurses, the Kaplan integrated testing program is administered. Kaplan specialty exams are computerized with a test interface similar to the test interface used on the NCLEX-RN exam. The tests are timed according to the timing allowed on the NCLEX-RN exam. Tests are given one to two weeks before the semester ends to evaluate overall nursing knowledge and comprehension, to identify weaknesses and knowledge deficits, and help students focus for the NCLEX-RN exam. Review for this test can be done utilizing all available Kaplan online resources and course materials.

The Kaplan Integrated Test is given in the courses listed below. Guideline for Kaplan Integrated Test grading according to benchmark is as follows:

- Scores equal or higher than the course specific benchmark (percentage) will receive 3 percent
- Scores between one to five percent below the benchmark will receive 2 percent
- Scores between six to ten percent below the benchmark will receive 1 percent
- All scores more than 10 percent below the benchmark will receive 0 percent
- Score will not be rounded up

This 3 percent is included in the required course activities to meet the 100 percent for the final overall grade (see “Evaluation of Student Performance” section in the course syllabus). All students are required to remediate.

Upon completion of remediation, the student will receive 2 percent toward the final overall grade. Students can potentially obtain a maximum grade of 5 percent [Kaplan Integrated Test (3 percent) and Remediation (2 percent)].

### Courses and Benchmarks

<table>
<thead>
<tr>
<th>Courses</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>NRSG 216 Fundamentals of Nursing Test</td>
<td>50/75 (67%)</td>
</tr>
<tr>
<td>NRSG 240 Psychiatric-Mental Health (Psychosocial Test)</td>
<td>50/75 (67%)</td>
</tr>
<tr>
<td>NRSG 212 Pharmacological/Parenteral Therapy Test</td>
<td>51/75 (68%)</td>
</tr>
<tr>
<td>NRSG 305 Health Assessment (Wellness &amp; Physical Assessment Test)</td>
<td>50/75 (66%)</td>
</tr>
<tr>
<td>NRSG 331 Med/Surg. I Test</td>
<td>49/90 (54%)</td>
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<tr>
<td>NRSG 332 Med/Surg. II Test</td>
<td>50/90 (56%)</td>
</tr>
<tr>
<td>NRSG 414 Med/Surg. Comprehensive Test</td>
<td>55/75 (73%)</td>
</tr>
<tr>
<td>NRSG 416 Comprehensive Overview</td>
<td></td>
</tr>
<tr>
<td>Secure Predictor I</td>
<td>62%</td>
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<tr>
<td>Readiness</td>
<td>62%</td>
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<tr>
<td>NRSG 418 Leadership in Nursing Management &amp; Professional Issues Test</td>
<td>55/75 (73%)</td>
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<tr>
<td>NRSG 430 Childbearing Family Obstetrical Test (OB Test)</td>
<td>57/75 (76%)</td>
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<tr>
<td>NRSG 440 Developing Child (Pediatrics Test)</td>
<td>51/75 (68%)</td>
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<tr>
<td>NRSG 450 Community Nursing (Community Health Test)</td>
<td>44/75 (59%)</td>
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<tr>
<td>NRSG 315 Pathophysiology</td>
<td>41/70 (59%)</td>
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</table>

### Kaplan Program and HESI Exit Tests

The Kaplan Secure Predictor exam is given at the end of Comprehensive Overview and the HESI RN exit exam is given at the end of the Comprehensive Overview course. The Readiness exam is given at the end of the live review course.

### Kaplan NCLEX-RN Review Course

The Kaplan NCLEX-RN review course is a live review course that will be given as part of the Comprehensive Overview course. The 180-question Readiness Test will be a proctored test. The live review course is scheduled towards the end of the final semester of the nursing program during the Comprehensive Overview course. Students are expected to take this review course seriously because they are expected to pass the NCLEX-RN test at the first sitting. Students will have 90-day access to Kaplan after completing the Kaplan NCLEX-RN Review course.
Kaplan Remediation Policy

Remediation is required for all students. For all courses except Comprehensive Overview—in which remediation is done throughout the course—remediation must be completed by the date indicated in the course syllabus. The remediation must be completed using the Kaplan remediation process and submitted by the due date in the format required by the instructor as a requirement for progressing in the nursing program.

NCLEX-RN Application Procedure

Students will begin their application process while in the Comprehensive Overview course. At the beginning of the NRSG 416 Comprehensive Overview course, students will obtain all of the necessary paperwork that is needed for the School of Nursing to send to their respective boards of nursing. Students will submit these documents to the School of Nursing Administrative Assistant. Please note that successful completion of NRSG 416 after May graduation results in conferral of degree in the next graduation cycle, which may delay the NCLEX-RN application procedure. It takes at least two weeks post-graduation to process the transcript ready for School of Nursing signature and University seal. Each State Board of Nursing’s requirements are different and may influence the School of Nursing’s input process to State Boards of Nursing. Application and instruction forms can be retrieved from the internet for each State Board of Nursing.

Taking Courses at Another College

Any student wishing to take a course or courses at another school must complete the Transient Form and it may be obtained from the School of Nursing office. Form must be accompanied by the description of the course or courses to be taken and completed prior to leaving campus.

Sabbath Policy

Andrews University and the School of Nursing believe that the Sabbath is a day of rest, worship and freedom from academic pursuits. The Sabbath, as it is celebrated on the Andrews University campus, begins at sundown on Friday and ends at sundown on Saturday.

The School of Nursing respects the personal beliefs of each student enrolled in nursing, and the freedom to make personal choices about when and how to worship. However, it is the expectation that the students uphold the values of Andrews University and the School of Nursing in this respect and not schedule course-related clinical practice during the Sabbath hours as defined above.

No coursework will be accepted if sent during Sabbath hours.
Scholarships and Financial Aid

1. Scholarships and financial aid are awarded to nursing students at the end of the spring semester for the following school year.

2. Types of nursing scholarships and financial aid change frequently. Students are encouraged to check with the School of Nursing main office and student finance office for the most current information.

3. It is advisable to check the School of Nursing bulletin boards for posting of available scholarships, loans and grants.

Student Representation

Students are provided representation in several ways:

1. A student organization called AUSNA. Students select officers at the end of each academic year. Offices include president, vice president, secretary, treasurer, religious vice president and social vice president.

2. A student representative is invited to sit on School of Nursing Pre-Licensure BSN committee.

3. The committees on which students shall serve as voting members are the Curriculum, Clinical, Assessment and Student Activities Committees. The chair appoints each student representative to one committee, considering individual preferences of the student representatives.

4. Town hall meetings or classroom meetings are conducted each semester, which allow students to share concerns, ask for needed clarification and provide feedback for the program.

AU School of Nursing Guest Student Policy

Guest Student Status is assigned to any of the following:

- Current regular students at another school but wanting to take courses at Andrews without seeking to earn a degree.
- Individuals who need certain courses to qualify for certification or admissions to an undergraduate program of study.

Guest students wanting to take a nursing course must acquire approval from the Andrews University School of Nursing and the course instructor. The privilege of attending classes is granted on a space-available basis. Students admitted to the Andrews University BSN Pre-Licensure program are not eligible to take or audit nursing classes at Andrews University as a Guest Student.

Applicants who have been admitted as Guest Students to Andrews University may take nursing courses within the following guidelines:
a. All nursing classes may be audited. For classes with a clinical component, Guest Students can audit the theory portion of the class. However, Guest Students seeking to audit the clinical portion will be considered on a case-by-case basis, with clinical instructor permission, and based on space availability.

b. Courses without pre or corequisites can be taken for credit. These courses include NRSG 215, NRSG 366, NRSG 408 and NRSG 466/HLED 380. Classes outside of those listed can be taken for credit based on qualifications of the applicant, instructor permission, and approval from the Andrews University School of Nursing.

c. Guest Students may change from “credit” to “audit” registration and vice versa within the published time limits. Please refer to Andrews University registration policy for further requirements.

   i. From “audit” to “credit”: before the 10th calendar day of the term (fall/spring). *Note: Guest Students will not be able to receive credit for an audited course after this time.

   ii. From “credit” to “audit”: Nine (9) calendar days prior to the last day of classes (fall/spring)

d. For Guest Students auditing a class, the instructor will not evaluate course work/assignments unless pre-arrangements with the instructor have been made. Guest Students are required to attend 80 percent of all classes/clinicals based on Andrews University policy. Those who fail to do so are given a grade of UA (Unsatisfactory Audit). Please see Andrews University policy for further details.

e. If a course includes Kaplan resources, the Guest Student will have the option to utilize these resources if he/she wishes but they will be responsible for additional fees.

f. Andrews University School of Nursing faculty will consider situations on a case by case basis in accordance with the University Policy.
APPENDIX
CLINICAL EVALUATION CRITERIA

STUDENT NAME: ________________________________________________________________

COURSE: ___________________________ SITE: ____________________________________

Dates of experience ________________ Clinical Midterm Grade ________________

Numbers of days absent ____________ Clinical Final Grade ________________

Number of days tardy ____________

Evaluation Dates __________________________________________________________

Clinical performance in this course is evaluated by the student’s progress in nursing care of the client along the wellness illness continuum. Behaviors that are considered essential to successful progression are described within.

For each behavior, the student and clinical faculty will indicate the level of competency, which the student presently demonstrates in clinical performance. Competence can be determined by evidence gained through direct observation of student behavior, care plans, drug cards, and clinical conference participation and student self-assessment.

Each behavior is evaluated according to the following criteria:

US – Unsatisfactory
WA – With Assistance
MA – Minimal Assistance
IND – Independent
N/A – Not Applicable

STUDENT MUST MEET THE FOLLOWING REQUIREMENTS FOR EXPECTED OUTCOME BEHAVIORS FOR THE LEVEL IN ORDER TO PASS THE CLINICAL COURSE WITH THE EXCEPTION OF SAFETY CATEGORY ITEMS—(Each item (Safety, responsibility/accountability, safe medication administration) in the safety category are pass/fail for your clinical evaluation - see narrative comment.)

Level I – No more than 7 US category items in clinical evaluation tool (except safety category items)
Level II – No more than 7 US/WA category items in clinical evaluation tool (except safety category items)
Level III – No more than 7 US/WA/MA category items in clinical evaluation tool (except safety category items)

The student’s strengths and areas of improvement will be summarized by the clinical faculty on the evaluation tool for both midterm and the end of the term. During the midterm evaluation, the student will identify goals for further improvement to be achieved within the last half of the term.

*Areas with an ‘Unsatisfactory’ must be accompanied by a narrative explanation.
<table>
<thead>
<tr>
<th></th>
<th>PATIENT-CENTERED CARE* (1.42 points per item)</th>
<th>US</th>
<th>WA</th>
<th>MA</th>
<th>IND</th>
<th>N/A</th>
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<tbody>
<tr>
<td>a.</td>
<td>Uses the nursing process to obtain data and administer a plan of care that encompasses theoretical principles of nursing.</td>
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<td>b.</td>
<td>Utilizes present and prior knowledge gained in other courses in formulating an assessment.</td>
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<td>c.</td>
<td>Organizes relevant client data in a systematic fashion.</td>
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<td>d.</td>
<td>Presents a relevant, prioritized list of nursing diagnoses using the appropriate format provided by the Department of Nursing.</td>
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<td>e.</td>
<td>Develops realistic short and long-term goals reflecting client, family and community input.</td>
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<td>f.</td>
<td>Develops a therapeutic nurse-client relationship that facilitates the client to achieve and maintain an optimal level of wellness.</td>
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<td>g.</td>
<td>Practices cultural competence by demonstrating sensitivity to personal and cultural influences in conversation</td>
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<td>h.</td>
<td>Administers a plan of care that encompasses the nursing process.</td>
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<td>i.</td>
<td>Provides holistic care that incorporates health promotion, disease prevention, and rehabilitative measures.</td>
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<td>j.</td>
<td>Performs interventions that reflect theoretical principles of nursing</td>
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<td>k.</td>
<td>Assesses and treats the presence and extent of pain and suffering; and evaluate effectiveness of treatment.</td>
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<td><strong>Category Points</strong></td>
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<tr>
<td><strong>1.</strong> Incorporates teaching-learning principles into the client’s plan of care for achievement of mutual goal setting prioritization and optimal wellness.</td>
<td><strong>Category Points</strong></td>
<td><strong>2.</strong> Teamwork and Collaboration* <em>(1.42 points per item)</em></td>
<td>a. Validates planning with nursing staff and other disciplines to achieve continuity of client care.</td>
<td><strong>Category Points</strong></td>
<td><strong>3.</strong> Evidenced-Base Practice* <em>(1.42 points per item)</em></td>
<td>a. Demonstrates verbally and in writing an understanding of the scientific methods and EBP processes for implementation of a nursing plan of care.</td>
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<td>CATEGORY POINTS</td>
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<td><strong>5. Safety</strong> <em>(21.5 points per item = 64.5)</em></td>
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<td>a. Administers nursing care in a safe and skillful manner based on the National Patient Safety goals</td>
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<td>b. Assumes accountability and responsibility while providing safe client care.</td>
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<td>c. Performs safe medication administration (<em>S.L.O. #6</em>) Note: please see Safe Medication Preparation and Administration guidelines in the course syllabus</td>
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<td><strong>CATEGORY POINTS</strong></td>
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<td><strong>6. Informatics</strong> <em>(1.42 points per item)</em></td>
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<td>a. Operates the Electronic Health Record (EHR) system to document clear and concise assessments and responses to care as appropriate for the specific setting, in an ethical manner, protecting patient confidentiality. (<em>S.L.O. #3</em>)</td>
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<td><strong>CATEGORY POINTS</strong></td>
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<td><strong>7. Professionalism</strong> <em>(1.42 points per item)</em></td>
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<td>a. Through organized management of time, resources, and activities, takes appropriate assertive actions to demonstrate respect and dignity for self and others.</td>
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<td>b. Arrives to clinical experiences at assigned times, exhibiting professional appearance and behavior and displays evidence of preparation for clinical learning experiences.</td>
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<td>c. Responds to self-evaluation, peer and faculty feedback to determine effectiveness of one’s practice and the need for change in a positive way</td>
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<td><strong>CATEGORY POINTS</strong></td>
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<td><strong>8. Spirituality</strong> <em>(1.42 points per item)</em></td>
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</table>
a. Describes how the concept ‘Restoration to the Image of God’ impacts planning and implementation of care *(S.L.O. #1)*

<table>
<thead>
<tr>
<th>CATEGORY POINTS</th>
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<tbody>
<tr>
<td>TOTAL POINTS (/100)</td>
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Narrative comments/explanation:

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MID-TERM SUMMARY

STRENGTHS:

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AREAS FOR IMPROVEMENT:

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CLINICAL GRADE:  PASS: ______  FAIL: ______

FACULTY’S SIGNATURE: ___________________________  DATE: ______________________

STUDENT COMMENTS:

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I AGREE ____________  DO NOT AGREE __________ WITH THIS EVALUATION.

CLINICAL GOALS:

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STUDENT’S SIGNATURE: ___________________________  DATE: ______________________
FINAL SUMMARY

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AREAS FOR IMPROVEMENT:

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CLINICAL GRADE: PASS: ______ FAIL: ______

FACULTY’S SIGNATURE: _______________________ DATE: _______________________

STUDENT COMMENTS:

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I AGREE ____________ DO NOT AGREE __________ WITH THIS EVALUATION.

CLINICAL GOALS:

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STUDENT’S SIGNATURE: _______________________ DATE: ________________________