

**PHILANDER SMITH UNIVERSITY
DOCTOR JOYCELYN ELDERS SCHOOL OF
ALLIED AND PUBLIC HEALTH DIVISION**



PHILANDER
SMITH UNIVERSITY

**BACHELORS SCIENCE NURSING
PROGRAM STUDENT HANDBOOK**

2024-2025

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BSN Student Welcome Letter

Dear Nursing Student:

The faculty and staff want to welcome you to Dr. Joycelyn Elders School of Nursing, Allied, and Public Health. The school is a great place for you to embark on an exciting, rewarding, and challenging career opportunity. Upon completion of this program, you will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to obtain licensure as a registered nurse.

A variety of resources are available to assist students in learning the material necessary to complete this program. These include classroom instructions, textbooks, multimedia assignments, hospital equipment and human simulators for practicing and learning nursing skills on campus. The faculty has found that students who work closely with their advisors, use available resources, and work with other students in small study groups learn quickly and are successful in nursing programs. It is important to remember that nurses are required to be self-motivated, to set priorities, practice time management, and be responsible for their own actions. This program will help you learn these skills.

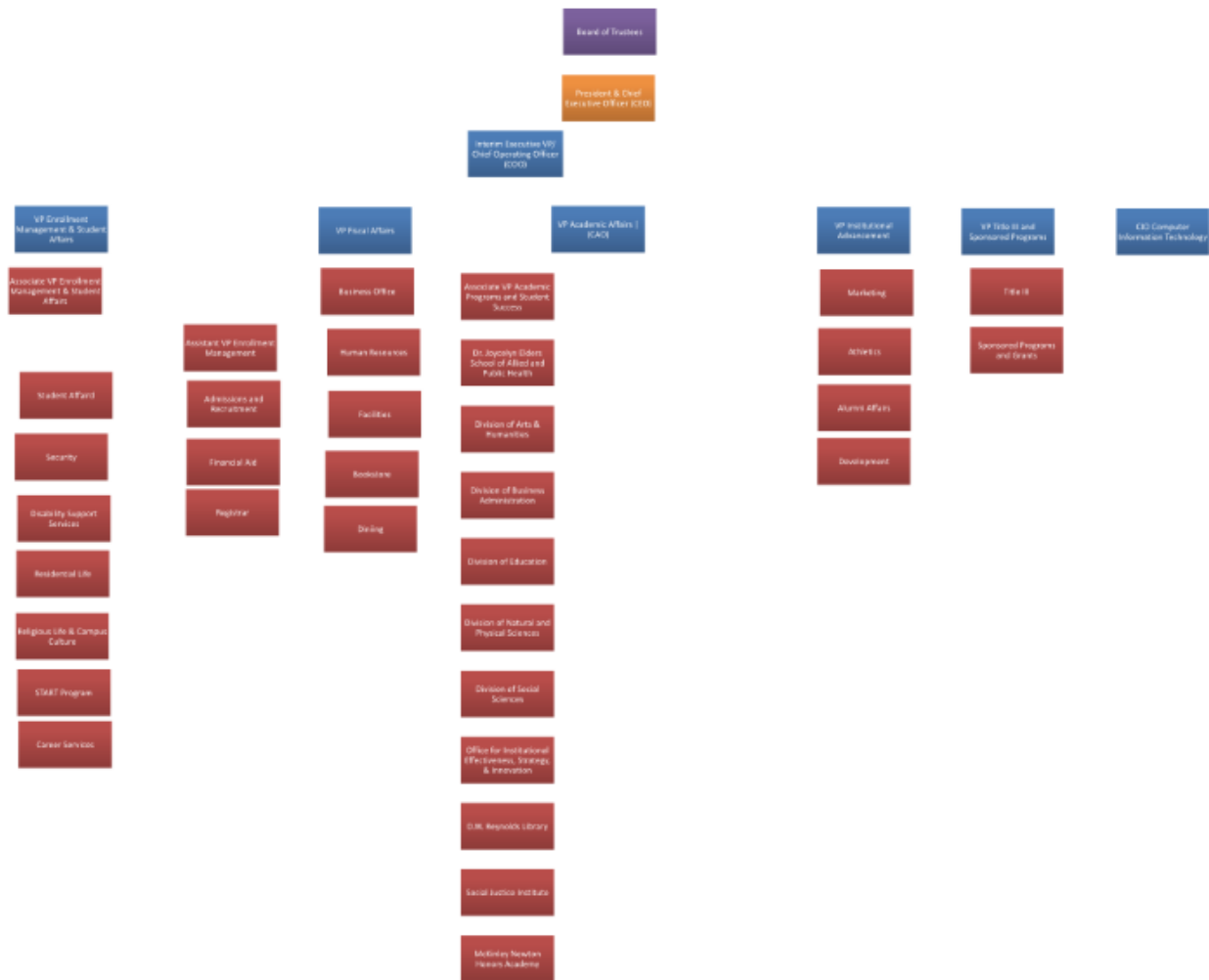
The nursing faculty encourage you to make full use of their support by visiting them during office hours, interacting as a nursing committee member, and asking questions in class. We are here to facilitate your learning experience. The faculty are dedicated to developing and providing educational experiences that will assist you in reaching your goal of becoming a Registered Nurse. Students are expected to actively engage in their learning. The opportunities for learning are available; it is your responsibility to seize them. Only through our combined effort will your goal be achieved. Every nursing student has an assigned nursing faculty advisor. This is the person to go to should you have professional questions about your future, or concerns about your academic progress.

We look forward to interacting with you during your time in the nursing program. We will share in your success as you are awarded your BSN degree. Our hope is that you will remember Philander Smith University as the starting point of your professional nursing career and return to receive your master's degree. This Handbook provides you with essential information regarding policies and procedures that govern student activities in the BSN Program. Please read this handbook before your initial class meeting, become familiar with, and abide by the policies described herein. In addition to policies in this handbook, students are expected to follow the Philander Smith University Catalog/Student Handbook of the Nursing, Allied, and Public Health School and clinical practicum agency policies.

With warm wishes,

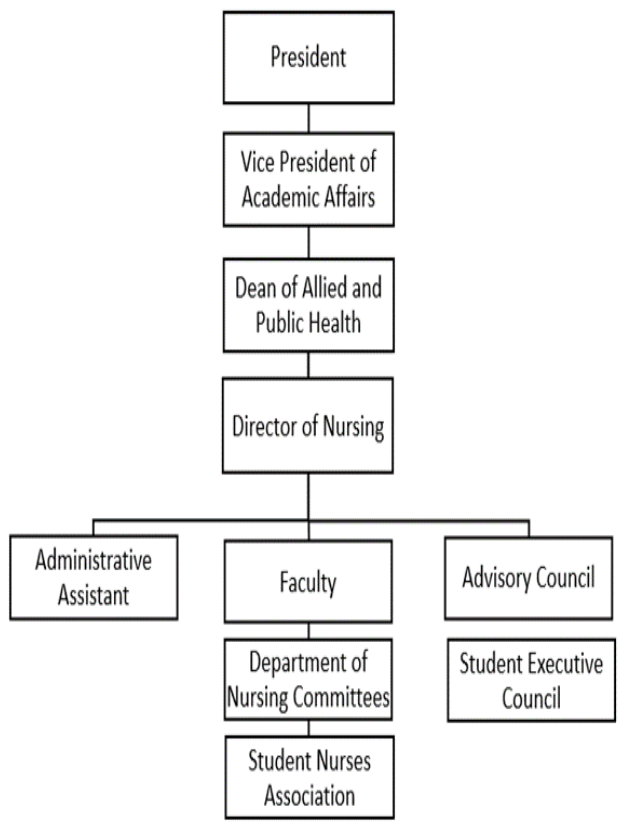
The Philander Smith University Nursing faculty and staff

Philander Smith University Organizational Chart



School of Nursing Organizational Chart

PHILANDER SMITH UNIVERSITY DR. JOYCELYN ELDERS SCHOOL OF ALLIED AND PUBLIC HEALTH NURSING DIVISION ORGANIZATIONAL CHART



Philander Smith University History

Officially founded in 1877, Philander Smith College is the result of the first attempt west of the Mississippi River to make education available to freedmen (former African-American slaves). The forerunner of the College is Walden Seminary, named in honor of Dr. J. M. Walden, one of the originators and the first Corresponding Secretary of the Freedmen's Aid Society. Miss Helen Perkins served as Principal of the institution during the early years.

In 1876, the General Conference of The Methodist Episcopal Church authorized the creation of an annual conference for Negro preachers in the state of Arkansas with the power to promote schools. The new body was named the Little Rock Annual Conference (later the Southwest Annual Conference). In 1877, this annual conference designated Walden Seminary as its official educational institution. The Seminary was located at Eighth Street and Broadway in the Wesley Chapel Methodist Church. The first Conference Trustees of the new school, elected in 1878, were the ministers I. G. Pollard, W. O. Emory, G. W. Sams, W. H. Crawford, A. J. Phillips, and L. W. Elkins. Laymen elected were A. L. Richmond, William La Porte and Frank Carland.

On January 1, 1879, the Seminary was moved from Eighth and Broadway to Tenth and Center Streets in a suite of rooms on the second floor of Kendrick Hall. The first floor of the hall was used as a store.

In 1882, while soliciting funds, Reverend Thomas Mann met Mrs. Adeline Smith, widow of Mr. Philander Smith of Oak Park, Illinois. The late Mr. Philander Smith had been a liberal donor to Asiatic Missions and had developed an interest in the work of the church in the South. In making her gift to Reverend Thomas, Mrs. Smith designated \$10,500 for Walden Seminary. The trustees accepted the gift and gave it special recognition by changing the name of the struggling Walden Seminary to Philander Smith College. A new site for the school had already been purchased at Eleventh and IZARD Streets. The gift from Mrs. Smith and the funds raised by both the Freedman's Aid Society and the Little Rock Annual Conference were significant contributions toward the construction of Budlong Hall, the first brick building on the new site of Philander Smith College.

On March 3, 1881, Philander Smith College was chartered as a four-year college. The trustees at the time were ministers Bishop J.W. Wiley, L.W. Elkins, W.O. Emory, S. Johnson, Thomas Mason, I.G. Pollard, R.S. Rust, and G.W. Sam. Laymen of the trustees included Frank Carland, William La Porte, and K.L. Richmond. The cornerstone for Budlong Hall was laid in May of 1883, and the building was dedicated on September 2, 1883. In the same year, a manual training department was added. In 1884, a new dormitory for girls was built on the southeast corner of Eleventh and IZARD Streets, and the building was named Adeline Smith Hall, in honor of Mrs. Smith. On May 14, 1890, the cornerstone was laid for a large addition to Budlong Hall.

The first baccalaureate degree from Philander Smith College was conferred in 1888. The outstanding representative of this class was Dr. Rufus C. Childress, who was for many years assistant supervisor of Negro schools in Arkansas. Dr. Childress also served as secretary of Philander Smith College's Board of Trustees for some 30 years.

During the administration of the College's first president, the Reverend Thomas Mason, there was steady and substantial growth. During the later part of President Mason's administration, Philander Smith College included the following: a Grammar School; a Preparatory School; a Normal School (to train teachers for public schools); the College (offering the Bachelor of Arts, Bachelor of Philosophy, Bachelor of Science, and Master of Arts degrees); the School of Music; and the Department of Carpentry and Printing. With the exception of the College departments, all other departments were gradually dropped. The only honorary degree conferred was the Master of Arts degree.

During the administration of President Cox (1896-1924), the successor to the Reverend Mason, the College was expanded to include a physical plant, and improved also were academic programs. The expansion of the physical plant included the completion of the north wing of Budlong Hall and the purchase of property on the northeast corner of Tenth and Izard Streets on which a girl's dormitory was erected. The new dormitory was named Webb Hall in honor of the Webb family of Oak Park, Illinois. Forty acres in the Fulk Addition area of the city were purchased at the cost of \$42,000 for a new site for the institution. This property was later sold.

In 1925, the George R. Smith College of Sedalia, Missouri, burned. In 1933, the George R. Smith College was formally merged with Philander Smith College, following the joint actions of the Board of Education of the Methodist Episcopal Church, the Trustees of the Southwest and Central West Annual Conferences, and the Trustees of Philander Smith College. The transaction was formally ratified in a joint executive session on May 23, 1933, and on October 23 of the same year, a merger celebration was held.

In July 1948, purchased was the site of the Little Rock Junior College, which was adjacent to the south end of Philander Smith's campus. This site comprised one city block, and on it was located an administration building. Included were classrooms, a library, a gymnasium, and a chemistry laboratory. On March 30, 1949, after an extensive program of academic improvement, Philander Smith College was fully accredited by the North Central Association of Colleges and Schools.

1950s to the Present

In 1951, under the administration of Dr. Marquis LaFayette Harris, dedicated was Kelly Hall, which became the official residence of the president of Philander Smith College. Construction was completed in February, 1952, and the residence was occupied on March 3, 1952. In the same year, a new science building was also constructed. Following an academic study in 1957, revealed was the need for a financial outlay of

\$3,500,000 to sustain a high quality undergraduate educational program at the College. On March 12, 1958, a \$3,500,000 capital funds campaign was officially launched. Of this amount, it was estimated that \$1,500,000 would be needed to purchase new land and to construct and furnish new buildings. The remaining \$2,000,000 would be needed to enlarge the endowment of the College.

In 1958, further expansion of the physical plant was planned, and the College purchased 2 ½ city blocks of Urban Renewal property, which was adjacent to the campus. In September 1959, the College completed and opened a new dormitory for men, a new dormitory for women, a student union, a cafeteria, and a dining hall. In 1959, construction was begun on the M. L. Harris Library and Fine Arts Center. In 1960, the College took steps to acquire additional city blocks of Urban Renewal property adjacent to the campus in order to further enlarge the main campus.

On June 1, 1961, Dr. Harris was succeeded by Dr. Roosevelt David Crockett as president. During Crockett's administration, notable improvements were made in the physical plant and in academic programs. In addition, the M. L. Harris Library and Fine Arts Center were completed and opened in January 1962. Progress was made towards the acquisition of the six blocks of Urban Renewal property. In 1963, the College constructed and opened a \$3,000,000 housing project and shopping center, which came to be known as Village Square, Inc. The Square consisted of five three-story brick buildings containing 240 apartments and a two-story brick building which served as a shopping center for the area. These buildings covered approximately three city blocks south of the main campus.

On January 1, 1965, Dr. Ernest Thomas Dixon, Jr. succeeded Dr. Crockett as president. During the Dixon administration notable improvements continued to be made in the physical plant and the academic program. During this year, the final payment was made for the additional land adjacent to the campus. With this purchase, the College owned more than 10 city blocks of land.

In the late 1960s, under Dr. Hazzard's administration significant improvements were continued in strengthening the College's academic programs, the physical plant, the faculty, and student services. In addition, evidence shows the addition of eight new classrooms in the M. L. Harris Fine Arts Building; a new addition to the women's dormitory which also included the Kresge Foundation Health Center; faculty offices; student living quarters; and a student lounge. There were also other improvements, including the following: renovations in the administration building; a new maintenance building; a new office complex including offices for faculty; and air conditioning of all offices, classrooms, and the library. By May 6, 1979, the new Mabee Kresge Science Building was erected.

Dr. Grant S. Shockley became the Eight President of Philander Smith College on January 1, 1980. Under his leadership, the College made significant progress in strengthening academic programs and the faculty; increasing the number of library volumes and services; expanding student services; enhancing the physical plan; and cultivating a closer and more meaningful relationship between the College, the local community

and other organizations. Dr. Shockley was succeeded by Dr. Hazo W. Carter, Jr. who was elected unanimously on July 19, 1983, by the Board of Trustees. Dr. Carter took office on August 20, 1983. Under the leadership of President Carter, the College's first Cluster Program, involving the support of business and industry of greater Little Rock and the state of Arkansas, was organized. The College's regional accreditation by the North Central Association of Colleges and Schools was retained, and the College's Teacher Education Program was approved by the Arkansas State Department of Education. Significant progress was made in student recruitment, business industry-college relations, and community relations. A high priority for the Carter administration was academic excellence, faculty development, student and faculty morale, institutional advancement, physical plant improvement, long-range planning and implementation of a capital funds drive.

On November 24, 1987, Dr. Myer L. Titus, a 1954 graduate of the institution, was elected unanimously by the Board of Trustees as president. Dr. Titus took office in February 1988. Under his administration, Titus made significant progress in every facet of the College to ensure that it continued to grow as a viable institution of higher education.

Following his investiture, Dr. Titus focused his efforts on strengthening the faculty and curriculum; establishing the Philander Smith Management Institute (PSMI); increasing enrollment and the salaries and benefits of faculty and staff; fund-raising for capital improvements and for increasing the endowment; retaining accreditation by the North Central Association of Colleges and Schools (NCA); achieving accreditation of the Teacher Education Program by the National Council for the Accreditation of Teacher Education (NCATE) in 1993; accreditation of the Division of Business and Economics by the Accreditation Council of Business Schools and Programs, formerly the Association of Collegiate Business Schools and Programs (ACBSP) in June, 1997; erecting new physical facilities, including a Multi-Purpose Building consisting of a gymnasium and physical education and business; erecting a campus security house; securing funds to erect a new academic building; erecting a security fence around the campus; renovating existing buildings and improving the campus grounds; improving institutional management through computer technology, including construction of a technology center in the Library; and enhancing student life, campus security, college, church and community relations; establishing closer relationships with key business leaders in downtown Little Rock through the Capital Development Campaign drive; and establishing the Philander Smith College Community Development Corporation, Inc. (CDC) in 1997. Titus improved the image of the College on the local, state and national levels as an institution of quality higher education. On June 30, 1998, Dr. Titus retired as President.

From August 1960 to December 1964, the Board of Trustees appointed Dr. J. D. Scott as Interim President. His tenure with Philander was as follows: August 1960 to May 1961; August 1964 to December 1964; and January 1969 to May 1969. The Board of Trustees also appointed Dr. Crawford J. Mims as Interim President of Philander. His tenure was as follows: June 1978 to January 1979; June 1983 to August 1983;

and August 1987 to January 1988. Dr. Scott and Dr. Mims maintained the integrity of the College in every respect and made improvements in various areas of the College's endeavors.

In February 1998, Dr. Trudie Kibbe Reed was elected by the Board of Trustees to serve as the College's eleventh and first female President of Philander Smith College. Her theme, "Building Traditions of Excellence," paid tribute to the College's legacy and signaled "raising of the bar" for academic excellence. Under Dr. Reed's guidance, the College built new residence halls, increased scholarships, and developed a Computer Information Center to enhance campus technology and to infuse technology into classroom teaching and learning.

Also, from 1999-2004, under the Kibbe Reed administration, the College conducted a Capital Campaign that totaled \$30 million in gifts and pledges. As a result, the college built the Donald W. Reynolds Library and Technology Center, which opened for use in the Spring of 2003. In addition, the Harry R. Kendall Science and Mission Center was opened in the Spring of 2004.

In the summer of 2004, Dr. Julius Scott was appointed by the Board of Trustees to serve as the interim president while the College completed a national search for its next president. In October of 2004, the Board announced the selection of Dr. Walter M. Kimbrough as the Twelfth President of Philander Smith College. He took office on December 13, 2004, and served until May 31, 2012. His administration focused on a Renaissance of the college, bringing the institution back into prominence by strengthening the student body and academic programs. During Dr. Kimbrough's tenure, the college increased average high school GPAs and ACT scores of new students; retention and graduation rates significantly increased as well.

Under Dr. Kimbrough's leadership, the College developed a new strategic plan, which called for the creation of a unique identity. In February of 2007, the Board of Trustees voted to approve a social justice emphasis for the college. In the fall of 2007, the College officially launched the new emphasis with a new logo and tag line.

On July 1, 2012, Dr. Johnny M. Moore became Philander Smith College's Thirteen President. He graduated from his alma mater in May 1985. Under Dr. Moore's administration, the College charted a new course for Philander Smith College, which was built on the historic foundations laid by Dr. M. Lafayette Harris, the Fourth President of Philander Smith College, and that was academic excellence. A college-wide strategic planning committee was instituted to assess the current status of the institution, to review the former strategic plan, and to develop a new five-year strategic plan. The Moore administration projected implementation of academic restructuring and measurement of academic performance of the college.

In February of 2013, the Board of Trustees named Dr. Lloyd Hervey as interim president of Philander Smith College. His administration maintained the mantra of "moving forward" in academics, student recruitment,

institutional effectiveness, and institutional advancement. Dr. Hervey was a 1969 graduate of Philander Smith College.

In January 2015, Dr. Roderick L. Smothers, Sr. took office as the Fourteenth President of Philander Smith College. Under Dr. Smothers' leadership, the focus of Philander Smith College includes strengthening academic programs; enhancing the College's local and national presence; growing enrollment; increasing donor giving and better equipping graduates with qualifications, skills and resources that allow them to compete in the globalized 21st century marketplace. In addition, under Dr. Smothers, the College promotes preparing students to become the leaders of tomorrow, impacting community, state, nation and world.

THE OFFICIAL COAT OF ARMS



LEGEND

- The Cross symbolizes our Christian Origin and Heritage.
- The Hammer and Anvil indicate Industry and Hard Work. They were essential to the Smiths when family names were of great significance.
- The Rose is an Emblem of Love. Philander is derived from the Greek word which means love.
- The Lamp stands for Learning and Truth as expressed in the Motto.
- The Open Book Stands for Knowledge.
- The Latin, “VERITAS EST LUX,” means, “Truth is Light.”

ALMA MATER

Dear Alma Mater, tried and true
 We'll win respect and love for you
 We pledge our hearts to you each day
 To do our best at work, at play.
 Dear PSU when from your fold,
 We'll lift the dear old green and gold.
 O'er Alma Mater vigil keep,
 Her high ideals we'll strive to meet.
 When University days are at an end,
 Our hearts will ever toward you bend,
 With loyalty we'll always be,
 A part of you, dear P.S.U.

UNIVERSITY COLORS:

Green and Gold

MOTTO:

“Ye shall know the Truth, and the Truth shall make you free.” John 8:32

Equal Opportunity & Participation Statement

Philander Smith University is an Equal Opportunity/Affirmative Action Institution. The University, in compliance with the Higher Education Act of 1965 and other Civil Rights laws, offers equal opportunity for admission and employment. Additionally, all programs and activities of the University are provided to all students without regard to race, color, gender, national origin, religion, age, physical disability, or sexual orientation. Students are responsible for their knowledge and adherence of the information contained in this Student Handbook and other official communications issued by the University regarding regulations, policies and requirements affecting the student’s status at the University. The University reserves the right to change, without notice, any regulation given in this Handbook.

Philander Smith University**Mission**

The Mission of Philander Smith University is “to graduate academically accomplished students, grounded as advocates for social justice, determined to change the world for the better.”

Purpose and Philosophy

Philander Smith University became Philander Smith University on August 1, 2023. The University has a rich Christian heritage. It acknowledges a definite obligation to The United Methodist Church and maintains a close relationship with the church. The University, which receives funding from The General Board of Higher Education and Campus Ministry of The United Methodist Church, was created in 1877 by the Methodist Episcopal Church for five good reasons.

- To help persons face the vexing experiences of conflict and social change.
- To develop leadership for the African-American community.
- To educate and help disadvantaged persons.
- To enhance the dignity of persons.
- To facilitate the achievement of justice and to advance human welfare.

Such distinctive aims of the founders are still used as guidelines in the planning of curricular offerings for students of all races and classes who enter the University with a hunger for knowledge, a quest for truth, and a desire for a better life. During the early stages of the development of Philander Smith University, higher education was restricted by conformity and religious constraint. Today, the University community is characterized by academic freedom and responsibility, critical analysis and creative research, meaningful dialogue, and free Communications.

Philander Smith University is a “student-centered University” that aims to help students:

- To think critically, creatively, quantitatively, and qualitatively.
- To develop a sound moral and spiritual foundation for personal life, social involvement, and responsible living in a democratic society.
- To become community leaders.
- To develop their greatest potential as human beings, citizens, and children of God.
- To be workers who are proud of their work.
- To live up to the highest and best standards known

The Philander Smith University campus culture refers to the attitudes, decisions, practices, policies, behaviors, and standards of alumni, faculty, staff, administrators, and students that taken together constitute the learning, living, and working environment of Philander Smith University. This transformation is carried out through the University’s Seven Timeless Human

Values:

RESPECT FOR SELF- Respect for self is, through deep self-awareness, having confidence in the gifts one brings to make a positive contribution as a citizen of the world, and possessing the humility to allow for continuous personal growth.

SCHOLARSHIP- Scholarship is the pursuit of high academic achievement which includes language, behaviors, and knowledge resulting from study and research that enables one to become a critical thinker for the nation and the world.

RESPECT FOR OTHERS- Respect for others is to act toward others in ways that demonstrate and acknowledge their rights, wishes, and beliefs even if they are not your own.

LEADERSHIP-Leadership is the process of allowing one’s positive skillful behavior and words to energize and ignite others to action without obligation or coercion.

RESPECT FOR PSU-Respect for PSU is to honor and give adherence to the history, legacy, codes of conduct, customs, and values of Philander Smith University.

SPIRITUALITY-Spirituality is a broad concept with diverse expressions, rituals, and practices. While deeply rooted in the Methodist movement, Philander Smith University understands spirituality to include a sense of connection with the Divine in the quest for meaning and purpose in this life.

SERVICE-Service is an act of work that affirms the humanity in others and is the lens through which we assist a person, a group, a community, a cause or a belief without expectation of Reciprocation.

The Dr. Joycelyn Elders School of Allied and Public Health

Bachelor of Science in Nursing Program

Purpose

The purpose of the BSN program is to increase the number of bachelor's prepared nurses in the workforce. The program's goal is to prepare a well-educated and diverse nursing workforce that offers educational pathways to pursue graduate education and advanced degrees in nursing

Mission

The mission of the Philander Smith University School of Nursing is to The Mission of the School of Nursing is “to promote academic excellence in the Bachelor of Science in nursing program by providing quality education that produce graduate nurses capable of practicing safe, evidence-based care while responding to the health needs of individuals, groups, and communities within diverse setting while serving local, national, and the global society.”

Vision

The vision of the School of Nursing is to provide students with a comprehensive education that prepares them to meet the evolving holistic needs of patients and the healthcare community.

Values

Core values include:

- **Caring:** Treating all people with interpersonal sensitivity, being physically and mindfully present: and responding with humanity, kindness, and compassion.
- **Integrity:** Acting with honor, authenticity, and truthfulness without uncompromising adherence to principles.
- **Excellence:** Striving to always act in accordance with one's values.
- **Collaboration:** Exchanging ideas to develop creative ways of meeting goals, working selflessly as a team to solve difficult problems; conferring prior to decision-making.
- **Innovation:** Discovering and defining new ways to sustain excellence and promote experiential learning while embracing the importance of change.
- **Service:** Providing an act of work that affirms humanity in others.
- **Spirituality:** Embracing faith-based concepts that promote Divine connection in the quest or meaning and purpose in life.

Philosophy

The philosophy of the School of Nursing utilizes the interrelationship between central concepts (Person, Environment, Health, Nursing, Nursing Education, Teaching/Learning, Learner, and Faculty) to evoke change within healthcare systems. These concepts serve as a framework for graduate competencies and program development:

Person

The nursing faculty believes that people are unique, holistic, and dynamic beings with physiological, psychological, sociocultural, developmental, and spiritual needs. A person, although unique, has similar basic needs that follow a sequential and predictable development pattern. To meet the specific needs necessary for growth and development, the individual continuously interacts with a dynamic environment and requires constant adaptation to achieve optimal health. Nurses recognize the individual's influential factors that affect health and provide care within the context of family, significant others, community, and society. The faculty respects the value and dignity of people and believes they are fundamentally creative, resourceful, adaptive, and caring in nature. These needs are common to all regardless of culture, race, gender, age, and environment.

Environment

The nursing faculty defines environment as the aggregate of all internal and external elements interacting and influencing the individual and the community. The internal environment is made up of all forces or influences entirely within the person. The external environment is made up of all forces or influences that exist outside of the person. Both the internal and external environments work together to influence the person. Nurses, in their various roles, collaborate with the person to enhance or modify the environment to promote, maintain or restore health. The faculty believes that society, composed of many different groups and cultures, is a component of the environment.

Health

The nursing faculty believes health is a dynamic state of physical, psycho-emotional, social, spiritual, and cultural well-being. Health is not a constant state but fluctuates on a wellness-illness continuum, based on the individual's ability to maintain an optimal level of wellness. A person's unique strengths and positive attributes afford the potential for adaptive responses to internal and external stressors, thereby maintaining an optimal state of health. The desire for optimal health may motivate a person to seek out the health care system to effect prevention of illness and promotion of wellness. The nursing faculty believes health is a state of wholeness or integrity of the person and is defined by the individual. We believe health is a multi-dimensional, dynamic, fluid state in which the individual may be at any point from independence to peaceful death.

Nursing

The nursing faculty believes nursing is an art and an expanding science. Nurses provide holistic care through the prevention, maintenance, and restoration of health across the lifespan. Nursing requires ethical behavior, critical thinking, clinical judgment, decision-making, problem-solving, advocacy, and effective communication skills. The science of nursing is based on a critical thinking framework known as the nursing process, composed of assessment, diagnosis, planning, implementation, and evaluation. These steps serve as the foundation of clinical decision-making and are used to provide evidence-based practice. We believe nursing is a dynamic and evolving profession that requires a commitment to life-long learning and professional development to change the world for the better.

Nursing Education

The nursing faculty believes that nursing education provided in a higher learning setting incorporates knowledge gained from nursing courses, biological and social sciences, as well as arts and humanities. The concepts, theories and principles learned; along with simulated and actual client-centered learning experiences provide evidence-based knowledge necessary for the practice of nursing. The ultimate goal of nursing education is to prepare a safe, competent, beginning level generalist who processes the knowledge, skills, and professionalism required by nurses.

Teaching/Learning

The nursing faculty believes teaching/learning is a reciprocal process, which is facilitated through interactions between the teacher and learner. The faculty believes in instructor-guided and student self-directed learning. Learning is enhanced when the learner's knowledge level is used to plan teaching, when educational experiences are organized in a logical sequence that promotes continuity, and when the individual student's unique needs and strengths are considered. Learning occurs when knowledge and self-awareness produce change. It is an individualized process, which is never ending, continuous, and dynamic. Adult learning principles are used in all interactions with students providing self-directed, purposeful learning respectful of knowledge and experience that students bring to the educational environment. The Adult Learning Theory empowers learners with mentoring and guidance allowing both autonomy and responsibility in learning experiences.

The Learner

The nursing faculty believes the nursing student is responsible as an active participant in the learning experience and incorporates the values of personal and professional development as a lifelong learner. Each learner has individual needs and potential and is expected to be self-directed in the educational process of knowledge acquisition. As a self-directed learner, each student brings unique and diverse life experiences to the learning process in partnership with the nursing faculty to develop knowledge and nursing judgment in the practice of nursing. The faculty recognizes that each student brings unique strengths and challenges to the program and will strive to provide individualized support and guidance to help each student reach their full potential.

Learner Responsibilities:

- Participate actively in the learning process.
- Integrate and apply previously learned knowledge.
- Exhibit a spirit of inquiry.
- Examine underlying assumptions.
- Communicate effectively.
- Use technology to support outcomes.
- Implement decisions derived from theory and research.
- Apply evidence-based practice.
- Engage in self-reflection and evaluation.
- Collaborate as a member of a team.
- Demonstrate professional integrity.

The Faculty

The nursing faculty endorses an active educational environment that supports learning, fosters healthy interdependence, respects students, and empowers students in current and life-long learning. The nursing faculty believes in a student-centered approach that balances theoretical and experiential learning in a supportive and inclusive setting. The faculty promotes student engagement and intellectual inquiry. We consider the primary roles of faculty to be those of teacher, facilitator, evaluator, advisor, and resource person. The faculty designs learning experiences by implementing a variety of teaching strategies in the classroom and clinical laboratory. Concepts are taught from simple to complex. The faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the program outcomes needed for entry into novice nursing practice. The faculty is responsible for the design and implementation of a curriculum that is relevant and innovative in the acquisition of nursing knowledge and science. Faculty are committed to excellence in preparing graduates for licensure in a rapidly changing profession and global society. We are devoted to the idea that knowledge is transformative. In response to changing dynamics in the environment, the faculty regularly review and systematically evaluate the program outcomes to address revisions as needed.

Faculty Responsibilities

- Facilitate and support student success in the pursuit of knowledge.
- Pursue excellence in nursing practice through evidence-based teaching.
- Recognize the unique qualities, varying backgrounds, skills and learning styles of students.
- Support student opportunities for articulation and advancement.
- Foster the development of nursing judgment.
- Provide an environment conducive to active learning.
- Demonstrate and role model professional integrity.
- Participate regularly in scholarly activities.

- Engage students to exercise a spirit of inquiry.

Organizing Framework

The Quality and Safety Education for Nurses (QSEN) Competencies, the American Association of University of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, the Nursing Process, Jean Watson's of Human Caring Theory, Malcolm Knowles' Adult Learning Theory, and the Constructivist Learning Theory are enlisted to ensure achievement of the end of program student learning outcomes (EOPSLOs).

QSEN focuses on preparing future nurses with the knowledge, skills, and attitudes necessary to improve quality and safety in a variety of healthcare systems. QSEN competencies include Patient-Centered Care, Teamwork and Collaboration, Evidence-based Practice, Quality Improvement, Safety, and Informatics. QSEN competencies reflect current contemporary Practice.

AACN provides an educational framework for professional nursing and focuses on ten core competencies: Knowledge for Nursing, Person-Centered Care, Population Health, Scholarship for Nursing Discipline, Quality and Safety, Interprofessional Partnerships, Systems-Based Practice, Informatics and Healthcare Technologies, Professionalism, and Personal, Professional, and Leadership Development.

The Nursing Process is a systematic, evidence-based method, used in the delivery of quality, client-centered care. The Nursing Process encompasses Assessment, Diagnosis, Planning, Implementation, and Evaluation.

Jean Watson's Theory of Human Caring is based on the nursing metaparadigm: Person, Environment, Health, and Nursing. It emphasizes promoting health, preventing illness, caring for the sick, and restoring health through a holistic client-centered approach (Nursing Theory, 2020).

Malcolm Knowles' Adult Learning Theory (Andragogy) affirms that adults are self-directed and will learn information that is useful and relevant to them (Billings & Halstead, 2019).

The Constructivist Learning Theory, which is student-centered, asserts learners create new knowledge when it is based on previously learned information to find meaning in experiences (Keating & DeBoer, 2018).

End of Program Student Learning Outcomes

Upon successful completion of the RN Program, the graduate will:

1. Apply theory and research-based knowledge from nursing and the liberal arts and other sciences, while demonstrating critical thinking knowledge and clinical judgment aligned with the nursing process across different practice care settings. (Knowledge for Nursing Practice)
2. Apply the nursing process and evidence-based practice, communicating effectively and compassionately, to provide quality person-centered care across the lifespan in a variety of settings focusing on the four spheres of care. (Person-Centered Care)
3. Apply public health knowledge through advocacy and interdisciplinary collaboration, while managing resources to protect the health and safety of diverse patient populations. (Population Health)
4. Utilize scholarly research, evidence-based practice, and theory to influence nursing policy and practice to provide contemporary care to individuals, families, and communities. (Scholarship for the Nursing Discipline)
5. Integrate principles of quality improvement, incorporating best practice in care delivery, contributing to a culture of safety, mitigating unsafe environments, in diverse settings within the four spheres of care. (Quality and Safety)
6. Collaborate with interprofessional team members, patients, families, communities, and other stakeholders to provide optimal care to diverse populations in a variety of healthcare settings to improve outcomes. (Interprofessional Partnerships)
7. Integrate the principles of complex healthcare organizational structures through coordinating resources, cost containment, and providing safe, quality, and equitable care to diverse populations. (Systems-Based Practice)
8. Utilize information and communication technology processes, in accordance with ethical, legal, professional, regulatory standards, and workplace policies, to support decision-making and care delivery. Apply the nursing process to provide holistic, culturally sensitive care to clients, families, and groups. (Informatics and Healthcare Technologies)
9. Apply the principles of ethical/legal behavior, collaborative practice, accountability, and patient advocacy while incorporating diversity, equity, and inclusion, in the development of professional identity. (Professionalism)
10. Development: Demonstrate a commitment to personal and spiritual wellbeing, leadership, and professionalism through the delivery of socially, ethically, and responsible care, while embracing the concept of lifelong learning through the spirit of inquiry. (Personal, Professional, and Leadership).

Registered Nursing Program Outcomes

The Philander Smith University Nursing Program graduate will:

1. The BSN students NCLEX pass rate will be at least 80% for all first-time test-takers within the 12-month reporting period.
2. A minimum of 75% of students will graduate from the BSN program within 150% times
3. At least 90% of program graduates will be employed in a position requiring an RN licensure within six months after graduation.

Philander Smith University Bachelor of Science in Nursing Program			
Degree Plan			
Freshman Year (Fall Semester)		17 Hours	Freshman Year (Spring Semester) 19 Hours
ENG 113	English Composition I		ENG 123 English Composition II
ENG 103	Basic Speech		ORI 123 Freshman Colloquium II/Chapel
BIO 113/101	Biology I with Lab		BIO 324 Microbiology with Microbiology Lab**
CHM 174	Basic Chemistry with Lab		HIST 203 History of American Institutions
ORI 113	Freshman Colloquium I/Chapel		PSYC 103 General Psychology
			MTH 133 College Algebra
Sophomore Year (Fall Semester)		16 Hours	Sophomore Year (Spring Semester) 17 Hours
BIO 233/231	Anatomy and Physiology with Lab **		BIO 243/241 Anatomy and Physiology II with Lab **
NUTR 123	Nutrition		SOSG 113 Introduction to Sociology OR
BADM 403	Statistics OR		SOSW 203 Cultural Anthropology
			Developmental Psychology
MTH 333	Probability and Statistics		PSYC 253 Introduction to Professional
			NURS 2203 Nursing Practice
ENG 203	Advanced Composition		NURS 2432 Ethics, Legalities, and Advocacy
ART 153	Fine Arts		

		NURS 2532	Health and Wellness
Junior Year (First Semester)		13 Hours	Junior Year (Second Semester)
			14 Hours
NURS 3224	Fundamentals of Nursing Fundamentals of Nursing – Practicum	NURS 3414	Medical Surgical Nursing I Medical Surgical Nursing I Practicum
NURS 3213	Health Assessment	NURS 3432	Healthcare Economics
NURS 3402	Pharmacology	NURS 3504	Mental Health Nursing Mental Health Nursing – Practicum
NURS 3222	Health Informatics	NURS 3604	Maternal Newborn Nursing Maternal Newborn Nursing
NURS 3223	Research and Evidence-Based Practice		
Senior Year (First Year)		13 Hours	Senior Year (Second Semester)
			15 Hours
NURS 4524	Nursing Care of Children Nursing Care of Children Practicum	NURS 4605	Complex Care Complex Care Practicum
NURS 4504	Medical Surgical Nursing II Medical Surgical Nursing II Practicum	NURS 4705	Leadership and Management Leadership and Management Practicum
NURS 4505	Community Health Community Health Practicum	NURS 4805	Capstone Capstone Practicum

COMPLETION AWARD: Bachelor of Science in Nursing Degree

Courses must be completed within past 7 years or receive special permission for acceptance or have Health Science Certificate no more than 7 years oldAPPROVAL

Philander Smith University Nursing program is seeking initial approval by the Arkansas State Board of Nursing.

ACCREDITATION

Philander Smith University is accredited by the Higher Learning Commission (HLC)

Student Policy

Admission

In addition to meeting the general admission criteria of Philander Smith University, the Student must also present evidence of:

- Completion of High School diploma or GED Equivalency.
- Complete all Philander Smith University Admission Requirements. Refer to Philander Smith University Catalog and Student Handbook at www.philander.edu.
- Declare nursing as a major.
- Provide transcripts from all colleges and or/schools of nursing and allied health attended.
- Completion of the required nursing program admission exam. Scores must be included with the application. Obtaining a score of 60 on the ATI TEAS Entrance Exam.
- ACT Reading score of 19 or above, Accuplacer Next Generation Writing score of 240 or greater, Accuplacer Math score of 246 or greater.
- Place ACT or Accuplacer scores on file.
- Possess a cumulative 2.5 Grade Point Average.
- Complete the required general education course from an accredited college or university with a grade of “C” or above. (Total quality points in the required general education course are calculated to determine admission status).
- Approval from a Nursing, Allied, and Public Health faculty advisor.
- Complete Philander Smith University Registered Nursing Application form.
- Criminal Background check.
- Immunization records (showing date of (2) measles and (1) rubella inoculations).
- Drug Testing. Nursing, Allied, and Public Health Programs require drug testing and criminal background prior to admission of any NAPH Program. Philander Smith University requires drug-testing for admission to the program and random drug testing when enrolled. All applicants to their program must complete a drug screen prior to entry. Random drug screening of students in these programs may be conducted during the academic year. Failure to consent to any requested test will result in immediate withdrawal of the student’s offer of admission or recommendation for expulsion from the university).

International Student Admission

An applicant from a foreign country must meet all requirements for general admission to Philander Smith University in addition to those required by federal law. No action will be taken regarding admission until all official credentials have been received. All material submitted for admission must be the original or a certified copy of the original document and must be translated into the English language. Students who speak English as a second language meet the same admission criteria as other students and shall pass an

English proficiency examination per Philander Smith University protocol See International Student Admission in the Philander Smith University Catalog www.philander.edu.

Readmissions:

All previously enrolled PSU students must reapply for admission and pay the current non-refundable processing fee. Students may apply for re-entry into the Nursing Program following withdrawal from a nursing course within one academic year of exit. If re-entry is sought one year after the year of exit, the student must submit a new application and abide by the application procedure outlined for new entry students. The exception would be if the student was dismissed from the program. Re-entry procedures are the responsibility of the student.

The Director of Nursing and Nursing Faculty will assist the student as needed in the process. Approval to re-enter the Nursing Program is based on space availability, cumulative GPA, reason for withdrawal or dismissal, extenuating circumstances, and student behavior (absences, student counseling, tardiness, etc.). Requests for re-entry received after the deadline will not be considered. Students may only repeat a course one time. If the second attempt of the same course or a subsequent course results in a failure and/or withdrawal, the student will be withdrawn from the program. If a student has been out of the Nursing Program for a minimum of three years, the student may apply for entry into the Foundations course. Re-entry into the Nursing Program is not guaranteed.

Returning Student Policy

A returning student is a student who has withdrawn or failed at any point in the curriculum. The decision of placement for a student requesting to return to a NAPH program when the curriculum is interrupted due to a one (1) course failure or withdrawal, will remain at the discretion of the program faculty. Placement will be contingent upon compliance with the Returning Student Policies (refer to the current Philander Smith University (PSU) Catalog at www.philander.edu, NAPH Student Handbook) and availability of classroom and clinical space available.

If a student fails the theory course that has a concurrent clinical course, the student must register for and retake the failed course and the concurrent clinical nursing or laboratory course even if a passing grade has been received in the clinical course. Following the failure of one (1) course or withdrawal, students must request permission to continue in the curriculum. Students requesting to continue in the program must submit a written request to be considered for readmission. The request must contain the program for which readmission is being sought, semester and year seeking readmission to and the course(s). The written request must be received by the BSN Director, 30 days prior to the application deadline. This request must also include a plan of action to correct the problem(s) that contributed to being unsuccessful in the curriculum initially. All requirements for returning to class must be met before the first day of class.

Students who withdraw from any course must submit a written request before being allowed to re-enroll in the withdrawn class. Students will be considered on a “space available” basis.

A student who fails two (2) or more courses at any time while in the program (during the same admission) will be required to begin the program as a new student. A student who fails two (2) courses in a Nursing, Allied, and Public Health Program on two (2) separate admissions will not be considered for readmission in the program in which the two (2) failed courses occurred.

The returning student may be required to demonstrate competence in basic skills and/or theories by achieving an acceptable score through standardized testing.

Reapplication Does Not Guarantee Readmission!!!

Transfer Students:

To be considered as a transfer student for BSN pre-licensure degree program the student must:

- Be admitted to Philander Smith University and follow the transfer credit policy in the PSU catalog with the exception of GPA. For nursing transfer students must have a 2.5 cumulative GPA.
- Declare Nursing as a major
- All transfer students must be in good standing with all schools previously attended.
- Complete courses equivalent to those at Philander Smith University, while attending another college/university, but not including credit earned prior to completing high school.
- Transfer for credit toward a degree at Philander Smith University that have been completed at a regionally accredited college or university. Transcript review by the faculty in the NAPH department based on the ACTS and BSN program requirements.
- Additionally, the following is required to be fully admitted as a transfer student at Philander Smith University:
 - Completed 30 semester credit hours or more at a regionally accredited institution. If you wish to transfer to Philander Smith University and have completed less than 30 hours, you must meet freshman admission requirements. See transfer credit requirements in the PSU catalog.

Advanced Placement, (Challenge) Policy

PSU’s Nursing, Allied, and Public Health faculty recognizes that a common core of knowledge is shared by all NAPH programs. The faculty believe the public and the nursing profession are best served by policies that facilitate educational mobility of students. The following policies apply regarding placement of students who have received education at other approved schools or colleges of nursing:

- The student must meet all application and admission requirements of Philander Smith University and the NAPH program.
- A letter of good standing from previous nursing program(s).
- The student must provide official transcripts of grades received at the other program of nursing or allied health.
- Each student transcript will be evaluated individually.
- Students may be allowed to challenge courses in the respective program, depending upon areas validated by successful grades on transcript.
- The student may be required to demonstrate proficiency in basic skill areas. Skill areas required will be determined by individual programs.
- The student must have a valid American Heart Association BLS CPR certification.
- A separate fee will be assessed for each course challenged, whether theory and clinical /practicum according to the University policy.
- All credits granted by challenge are held in escrow pending completion of the program.
- In addition to the above policy, the BSN Program embraces the Arkansas Articulation Model in order to facilitate educational mobility for nursing students.

Advanced Placement Courses:

Advanced placement is defined as entering the nursing program at a level beyond the first semester. The Nursing Department offers advanced placement opportunities that permit students to obtain credit for previous education or for other acquired knowledge in the field of nursing. A challenge exam may be required. Applicants with a regionally accredited bachelor's degree from the US will have certain courses waived.

Required General Education courses already completed for the Nursing program will be waived. courses that may be waived:

- All general education courses required for the Nursing program.
- English Comp I and II
- College Algebra and Statistics
- General Psychology
- Developmental Psychology
- Sociology
- US history since and before 1877
- US Government
- Fine Arts
- Nutrition
- Basic Speech
- Biology

- Anatomy and Physiology with lab I & II **
- Microbiology with lab**

** Course must be completed within 7 years of admission

Selection Priorities for Program Students

Selection Priorities

Admission to the program is competitive and not all qualified applicants will be accepted. Enrollment in each class is limited. All applicants will have an interview with the NAPH admission committee. Students will be notified in writing the status of selection.

Applicants must score 60 or higher on the ATI TEAS Admission Exam to be considered first priority for admission.

***Note:** Should the number of qualified applicants exceed the available spaces, applicants will be ranked according to the following priorities:

First Priority

Philander Smith University's students shall have first priority for admission to the Bachelor of Science in nursing program. Should there be more applicants meeting the criteria than allotted spaces, applicants will be accepted based upon the date each applicant completes all admission requirements upon the faculty's review of the applicant's files, ATI TEAS Admission Exam score 60 or greater, and those having completed pre-requisites at Philander Smith University.

***Note:** An applicant may be assigned alternate status and notified if a position in the class becomes available. All applicants are notified in writing of their admission status.

Acceptance

Applicants that are selected for admission must notify the nursing division of intent to register by picking up an acceptance packet within the allotted time. Upon acceptance into the program, students must pay all database fees and submit evidence of meeting clinical placement requirements below. In addition to database fees, the cost for testing and remediation are the students' responsibility. Students must also submit evidence of the following:

- Current American Heart Association Healthcare Provider CPR Certification. Certification must be valid for the entire period of enrollment.
- Functional Ability Acknowledgement Form.
- P.P.D. Skin Test or Chest x-ray. (Must be valid for the entire period of enrollment).
- MMR, TDAP, and Varicella immunizations. (If you have had chicken pox or a single vaccination, you must provide a copy of a varicella titer demonstrating the presence of antibodies).
- Influenza vaccination. (Must be valid for the entire period of enrollment).

- Hepatitis B series or completed Philander Smith University Vaccination Waiver Claim Form.
- Prior to enrollment in the BSN Program, students must complete a criminal background check, which includes Social Security, and National Sex Offenders check and drug screen through an agency selected by the NAPH.

***Note:** Students accepted into the nursing program will be required to have this background check and will be required to pay all associated fees.

The Arkansas State Board of Nursing requires that all applicants for licensure submit to a criminal background check prior to applying for the NCLEX.

*** Note:** It is the student's responsibility to ensure that all appropriate documents are on file in the PSU nursing department (valid malpractice insurance, CPR certification, PPD skin test, Hepatitis B series and yearly influenza vaccine) throughout enrollment in the program. Failure to have current documents above will result in the student's inability to attend clinical. Failure to fulfill the clinical component will result in non-progression.

***Note:** Many healthcare facilities utilized for clinical experiences require students to have mandatory vaccinations not listed above. If a clinical site refuses placement of a student due to the refusal of mandatory vaccinations this will impair the student's learning process and prevent clinical objectives from being met. The student will not be able to progress in the program.

New Student Orientation

The New Student Orientation Program at PSU provides new students with the opportunity for successful transition into University life. The program is designed to give you a good start at the University by providing active and intentional social engagement as well as opportunities to complete the necessary business of becoming a student at PSU. During this time, you'll complete course registration, meet your fellow incoming Philanderians, and learn more about The PSU Student Experience! All new students are required to attend the New Student Orientation.

Student Rights and Responsibilities

Students have a right to:

- Expect an education of the highest quality;
- Develop their potential to the best of their ability;
- Inquire about and to recommend improvements in policies, regulations, and procedures affecting the welfare of students. This right is best exercised through the fullest use of the appropriate facilities provided through student government, residence hall association, and school officials;

- To a campus environment characterized by safety and order; and
- To a fair hearing when student action is applied to an individual or a group.

Responsibilities of Students

You have an obligation:

- To be fully acquainted with published regulations and to comply with them in the interest of an orderly and productive community.
- Of knowing that one's conduct reflects not only upon self but also upon the institution and its citizenry.
- To follow the tenets of common decency and acceptable behavior commensurate with the aspiration implied by a college education; and
- To respect the rights and property of others.

Progression

In order to progress in any NAPH curriculum students must meet the following criteria:

- All required general education courses must be completed prior to or at the time specified in the curriculum plan, except by permission from the RN Faculty and Dean.
- A cumulative GPA of 2.5 (C) on a 4.0 scale is required for progression into each semester of study and to qualify for graduation.
- Each nursing courses must be completed with a minimum theory and practicum grade of 75% (“C”). Failure in a nursing course makes the student ineligible to progress (See Returning Student Policy).
- A failed nursing course must be repeated the next time the course is offered, based on availability of space in the course and with permission of the nursing faculty. A nursing course may be repeated only twice. Students may not fail more than two nursing courses throughout the program (See Returning Student Policy).
- All students are required to have a copy of the American Heart Association Basic Life Support CPR certification card, tuberculosis card, yearly influenza vaccination, and updated immunizations, and other clinical agency required immunizations on file before attending clinical. Students who do not meet this requirement will be administratively withdrawn from the nursing course. These documents must remain current throughout enrollment in the nursing program. Electronic certification is not accepted for CPR.

***Note:** Students enrolled in the nursing program must be familiar with all policies in the current University Catalog, student handbooks, and information or policies posted on the PSU Webpage. The University Catalog and Student Handbook are available at www.philander.edu

Graduation

Upon completion of all requirements from the University, a diploma and an official transcript are awarded. (No official transcript or diploma will be issued until the student's account is paid in full.) Students graduate under the catalog of the year they first enter Philander Smith University.

In addition to the University's requirements for graduation, students must complete the following:

- Complete the required 124 credit hours to qualify for graduation.

Plagiarism Policy

Plagiarism occurs when the student:

- reproduces another person's work as if it was the student's own.
- paraphrases another person's work without citing the original source.
- uses and paraphrases another person's ideas without citing the original source.
- uses another person's organization without citing the source.

TO AVOID plagiarism the student will:

- Cite the source with page number and place quotation marks around the statement with less than 40 words cited verbatim from the source. Please refer to the most current APA Manual for documentation of quotes greater than 40 words.
- Cite the source when paraphrasing someone else's writing. This means to restate the facts in your own words.

EXAMPLE:

SOURCE: Annually, half of the population 85 to 95, will succumb to myocardial infarction.

PARAPHRASED: Five out of ten people will die of heart attacks this year (the source, year)

*Rearranging an author's words is NOT paraphrasing!

Cite the source when using another person's outline or organizational process.

The student may cite commonly known information without plagiarizing. If the student has a question about what is considered commonly known information, the student should ask the instructor or document the source. The faculty believes healthcare information requires documentation, as this is not commonly known information.

Student Work Policy:

All student activities associated with the curriculum, especially while students are completing clinical rotations, will be educational in nature. Students will not receive any monetary compensation during this

educational experience, nor will the student be substituted for hired staff personnel within the clinical institution, in the capacity of a Registered Nurse.

Uniform Policy

Philander Smith University uniforms with emblems; and a lab jacket with the PSU emblem. If the student chooses to purchase a dress, the dress length should be below the knee. Two pairs of green colored scrubs and one white lab jacket with PSU emblem will be required. Uniforms, scrubs, lab jackets, and PSU emblem will be purchased from a selected vendor approved by the faculty.

Additional students' requirements:

- **Name Badges:** Name badges/student ID badges are to be worn by all students at all times in the clinical area and classroom settings. Student ID must be attached using the issued badge clip and worn at all times whether in class or clinical/lab. The first name badge is provided by the school. The cost of replacement will be at the student's expense. Name badge should only be worn during clinical experiences. (Please remove them when you are in the community grocery store, etc.).
- **Clinical/lab Equipment:** All nursing students must wear a watch with a second hand for the purpose of taking vital signs. Students must also have on their person bandage scissors, penlight, stethoscope (dual heads diaphragm/bell type), CPR shield, safety glasses, and ink pen with black ink. Lab kits will be purchased at the PSU Bookstore.
- **Nursing Shoes:** White leather nursing shoes (no cloth tennis shoes or open toe/heel/croc shoes).

Uniform Regulations/Clinical Dress Code/Guidelines:

Students enrolled in the Nursing program are preparing to become professionals. Each student's personal conduct is to reflect behavior appropriate to their profession. Unsatisfactory conduct in the classroom or clinical setting or personal will result in disciplinary action up to and including dismissal from the program according to the Progressive Discipline policies of the nursing department. See Positive Progressive Discipline Policy.

Expectations:

1. Students shall adhere to professional, legal and ethical standards of conduct in the clinical rotation settings.
2. Dress appropriately for the clinical setting: PSU Nursing lab jacket, PSU Nursing scrubs, white socks, white shoes with non-skid soles (no crocs or open toes), Shoes must be white non-skid leather and completely enclosed. If the shoe has strings, they must be clean. If the shoe has a logo, it must be small with minimum color such as silver/gray. No cloth athletic shoes will be permitted. Shoes must be clean at all times.

3. It is expected that all clothing including shoes, socks/hose will be clean and neat at the beginning of each clinical session.
4. The student must present a neat, professional appearance.
5. All students must wear appropriate undergarments for professional appearance.
6. Neat, careful grooming is considered to be a part of the uniform. Inappropriate and unusual methods of grooming are to be avoided. Make-up should always be kept at a minimum and be appropriate for the clinical area.
7. Good personal hygiene is a must. Perfumes, colognes, body spray or mist or strong scented lotion are not allowed.
8. White hose or socks must be worn. No ankle socks.
9. Hair styles for students must be worn off the collar and secured with a ponytail holder or clip. Hair must be clean uniform in color and of natural hue no- (red, blue, green, pink, etc.). No decorative hair ornaments are allowed.
10. Beards and mustaches must be short, clean and neatly trimmed.
11. No false eyelashes in the clinical setting.
12. Only a plain wedding band is permitted, otherwise rings are not allowed in the clinical setting.
13. The only earrings allowed in the clinical setting are one pair of small plain pearl, gold, or silver studs that do not dangle. Do not wear an earring in one ear. No necklaces or bracelets.
14. No other forms of visible body piercing allowed. This includes eyebrow, nose, tongue piercings, etc.
15. The student will be required to comply with hospital and clinical agency policies.
16. All visible tattoos are to be covered while in the clinical/lab setting.
17. Nails should be kept short and neatly trimmed, not extending over the fingertips. No nail polish, no acrylic, overlay nails/tips or false nails.
18. Students in specialty areas such as operating room, nursery, or other specialty areas will wear the uniform designated by the department in that facility. Also, students in the operating room will wear special conductive shoes or shoe coverings in accordance with hospital policy.
19. Students in the psych area will dress according to clinical agency policy.
20. Students in outpatient and/or community settings will follow the dress code of the agency/setting and will be expected to wear name badge at all times with the school lab jacket.
21. During rotations when the dress is “professional street” clothes unless otherwise specified a lab coat/jacket with name badge & PSU emblem must be worn. Jeans of any kind or color and t-shirt fabrics are not permitted.
22. Smoking is not permitted in the clinical area. Students and/or faculty must be free of the smell of smoke in accordance with the policy and procedures of clinical affiliates.
23. At no time will gum chewing be permitted in the clinical area. If you experience halitosis or have odorous breath, please keep breath mints or breath strips on your person.
24. No eating or drinking at the nurses’ station in the clinical setting. Breaks must be taken in designated areas.
25. Cell phones are to be silenced, out of site, and not used in patient care areas.

26. Be open when things go wrong.
27. Be honest and trustworthy.
28. Work within the levels of your knowledge and skills.
29. Respect confidentiality.
30. Maintain competency in previously learned skills to provide safe, therapeutic care in the clinical setting. Failure to do so will constitute unsatisfactory performance.
31. No student is to leave the clinical facility at any time for any reason, during clinical hours without the approval of the clinical instructor. Leaving the clinical site without permission will be considered patient abandonment and the student will be recommended for termination from the program.
32. Keep a record of your work; document according to the guidelines provided by the nursing department faculty.
33. Notify the instructor and agency one (1) hour prior to clinical experiences if absence or tardiness is expected. Refer to the NAPH Nursing Student Handbook for attendance policy. Students who are more than 15 minutes late for practicum will be counted as absent.
34. Eating and drinking is only allowed in the Student Lounge
35. Clinical hours missed must be made up or it will result in course failure.
36. DO NOT sit or lay on the beds in the lab unless practicing related skills during a designated lab time.
37. Students are expected to follow all policies of clinical agencies and the University as outlined in the current PSU Catalog, NAPH Student Handbook and Clinical Affiliation Agreements. Failure to do so will result in disciplinary action.
38. Remember students are not to perform skills that he/she did not successfully check off in the skills lab or one that is beyond his/her scope of practice as a student.

***Note:** The dress code for clinical is always professional (without exception). Uniforms are to be worn at all times unless specified by the instructor. Uniforms are to be well fitting, clean and pressed. Students are expected to dress appropriately and safe for the classroom and clinical setting. Personal appearance must be clean and neat at all times. Attire for conventions, conferences, tours are to be appropriate and businesslike. No shorts, skorts, jeggings, leggings, jeans (distressed, ripped), tight fitting or low-cut clothing are to be worn by male or female students on these occasions.

Any infraction of the above dress code or rules may result in being sent home with disciplinary action, an absence recorded and placed on probation for the remainder of the semester. Clinical hours missed must be made up or it will result in course failure. The above are not all inclusive see PSU Student handbook for Dress Code and the Uniform Regulations for Clinical Dress Code in this handbook.

****Please note,** a clinical/practicum day for the RN program is 8-12 hours.

Wearing Uniforms Outside of Assigned Clinical Rotations

Students must wear specified PSU uniform attire during assigned clinical rotations. Students are strictly prohibited from wearing a PSU nursing student uniform and/or name badge to work in a clinical setting at any time including before, or after an assigned clinical rotation.

Faculty are the only ones that can authorize any variance from this policy. Any student that fails to adhere to this policy will be dismissed from the program.

***Note:** Any violation of the Uniform Policy/Dress Code will result in being sent home with disciplinary action, an absence recorded and placed on probation for the remainder of the semester. Clinical hours missed must be made up by the week preceding final exams or it will result in course failure.

Air and Vehicle Transportation of Patients in the Clinical Setting

Clinical affiliation agreements and liability issues strictly prohibit all nursing students from accompanying a patient in a vehicle or helicopter to another clinical setting. Furthermore, nursing students are prohibited from riding in an ambulance or flying with emergency flight personnel at any time during an assigned clinical rotation. Students who fail to adhere to this policy will be dismissed from the program.

Physical Health and Individual Responsibility

A student with an acute illness that can be transmitted to other individuals in the healthcare setting will not be permitted to participate in class or clinical. Examples of an acute illness include but are not limited to increased temperature, influenza, stomach virus (or a virus of any kind), known infections, open wounds, draining wounds, chicken pox, COVID-19, and shingles. Extenuating circumstances will be reviewed at the faculty's discretion. The attendance policy in the NAPH Student Handbook will apply.

If a student has an injury, illness or surgical procedure during the time of enrollment that results in the student being absent two (2) or more days in a row the student must submit a written physician's certification that the student is fit to resume the program, including attending class and clinical. The NAPH program reserves the right to request a physician certification at any time. The students must be able to complete clinical/class requirements in order to successfully complete the course. Failure to adhere to this policy will result in the students' inability to return to class or clinical, absences being recorded, and possible withdrawal from the course in which the student is enrolled.

Incidents

Students involved in incidents in the lab, classroom or clinical setting (this includes errors, safety hazards, injuries and sentinel events) must complete a PSU NAPH incident form. Students involved in incidents related to patient care or treatment, even if there is no adverse patient outcome (this includes errors, safety hazards, injuries and sentinel events) must complete a PSU NAPH Incident Form.

If an unexpected incident(s) occurs(s) in the lab, clinical or classroom setting which results in personal injury, injury to another person, or damage to property the faculty or staff involved should report the incident to their immediate supervisor. In the event a student is involved in the incident, the student will report immediately to the clinical faculty/instructor. When incidents occur while on clinical rotations, the incident report procedure for the clinical facility will be followed. The Program Director/Coordinator should be notified as soon as possible. As soon as any danger has passed, the student must complete a PSU NAPH Incident Form outlining the events immediately preceding, during and any action taken following the incident. This Form must be complete and submitted to the Program Director as soon as possible. It is the Program Director responsibility to contact the Dean of NAPH as soon as possible.

A copy of the PSU NAPH Incident Form will be placed in the student's permanent file housed in the NAPH department. A copy of the PSU NAPH Incident Form will be placed in the faculty/staff permanent file in the office of the Dean of NAPH and will also be forwarded to Human Resource Department. Students, faculty and staff should be aware immediate drug screening may be required.

Student Accidents

In the event of an accident while engaged in clinical practice, the student must follow the procedure of the agency where the accident occurred. The accident should be immediately reported to the clinical instructor who will report to the Director of Nursing and the Dean of Nursing, Allied and Public Health. Students are expected to carry personal health, accident insurance. All nursing students are required to have malpractice insurance while a student at PSU NAPH program. For on-campus accidents and suspicious activity please refer to the "Health Services" policy in the University Catalog and Student Handbook found at www.philander.edu. For information

Health Services

Philander Smith University provides a comprehensive health care program to all enrolled students. The Health Services Clinic, located in the Residential Life Center, is staffed with a Registered Nurse (RN) who provides preventive healthcare information, promotes healthcare maintenance, and supplies medical treatment for minor accidents and illnesses. In addition, the University is contracted with a local physician who collaborates with the APN to broaden the health services available for the students.

The following policies govern the Health Services Clinic:

- All emergencies caused by illness occurring after hours of operation should be reported at once to the Residential Life Center Director, who will telephone security if required for hospital emergency care.
- Students should care for their needs through the Health Services Clinic during office hours, which will be posted and advertised at the beginning of the school year.

- When a student is too ill to have meals in the cafeteria, medical permission must be obtained from the Health Services Clinic to have the meal taken to the student. The roommate may come for the meal. On days when the office is closed, the residential life director will provide this service.
- Philander Smith University has secondary accident and health insurance policies. Your primary health insurance would be any policy you have with your parent(s). In case of an accident on or off campus, contact the Health Services Clinic.
- Medical (shot) records are required of each student upon their admittance to Philander Smith University.
- Medical forms must be completed before admission to the residence halls.
- Proof of Vaccination and/or COVID-19 Test results.

Policy and Procedure for Exposure to Bloodborne Pathogen(s)

The policy and procedure guidelines are in compliance with current Center for Disease Control and Prevention (CDC) and Occupational Safety and Health Administration (OSHA) guidelines and relate to all blood borne pathogens. Policy and procedure guidelines apply to all students and faculty in the PSU Division of Nursing and Allied Health. Policy and procedure guidelines will be reviewed annually and modified as necessary based on current CDC and OSHA guidelines.

All nursing and allied health students will receive written and verbal information and instructions on the current CDC Universal Precautions <http://wonder.cdc.gov/wonder/prevguid/p0000255/p0000255.asp> for blood borne pathogens before being assigned to any lab and/or clinical experiences. All nursing and allied health

students will receive information regarding personal health habits, risk behaviors and prevention of infections caused by blood borne pathogens before being assigned to any lab and/or clinical experience. All nursing and allied health students and faculty will implement CDC Universal Precautions including handwashing and the use of personal protective equipment (PPE) to prevent exposure or contact with blood borne pathogens and other potentially infectious materials (OPIM) in campus lab and/or clinical settings. The use of CDC Universal Precautions will be reinforced continually, and students will be supervised to monitor compliance during all learning experiences in campus lab and/or clinical settings.

Following exposure to blood or body fluids, wash needlesticks and cuts with soap and water, and notify your instructor. Flush splashes to the nose, mouth, and skin with water. Irrigate eyes with clean water, saline or sterile irrigants for several minutes. If exposure is known (patient you are caring for), check the chart for lab data that may verify course's status (HBV and/or HIV positive or HBV and/or HIV negative). Immediately contact the clinical facility's personnel responsible for providing post-exposure management. If exposure occurs in a lab/classroom setting, after post-exposure care, the individual exposed is encouraged to follow up with their primary care provider for a medical evaluation (at their own expense). This is very important since care for HIV exposure should be started within hours of exposure. As soon as possible, the individual exposed must complete a PSU Incident Form and the Infection Control Officer of the clinical institution. The CDC has recommendations based on the type of exposure and other risk factors which the post

exposure management personnel and/or your personal healthcare provider can use to determine a course of treatment, if needed.

Guidance for Protection Against Blood Borne Diseases

Students entering nursing and certain Allied Health programs must be aware that they are entering a profession that increases their risk to exposure for blood-borne diseases such as HBV, Hepatitis C and HIV. Hepatitis B and HIV can be transmitted through needle sticks, contact of mucous membranes or non-intact skin (i.e., chapped, abraded, weeping or dermatitis) to blood, blood-contaminated body fluids or concentrated virus. Students will be taught principles of infection control and specific control and specific risk-control recommendations to reduce the risk of becoming exposed to blood-borne diseases.

PSU advocates the following guidelines for student/faculty protection against infectious agents:

- All students/faculty are to wash their hands before and after patient contact.
- All students/faculty are to wear gloves when handling blood or body fluids or surfaces with blood or body fluids on them.
- All students/faculty are to use a disposable/surgical mask if the patient has a productive cough. All students/faculty are to wear a mask and protective eye gear when suctioning a patient.
- All students/faculty are to wear goggles, safety glasses and/or side shields (for those who wear glasses) when there is a potential for splatter of blood, body secretions or body fluids. It is the responsibility of the student/faculty to purchase goggles, safety glasses, and/or shields.
- All students/faculty are to use specially designed masks to administer CPR. It is the responsibility of the student/faculty to purchase these masks for CPR.
- All students/faculty are to cover self-limited abrasions and/or lacerations with bio- occlusive dressings.
- All students/faculty are to wear gowns or aprons during procedures that are likely to generate splashes of blood or other body fluids.

SAFETY GUIDELINES

Sharps

The student will strictly adhere to each facility's policies with regard to sharps. Needles will NOT be recapped following injections. Uncapped needles are to be placed in the appropriate containers.

Body Mechanics

The student will employ the principles of good body mechanics as per class instruction. To avoid personal injury the student will use appropriate body mechanics for lifting, transferring, turning, and other work in his/her daily routine.

Chemotherapy

Many chemotherapeutic drugs are toxic and require special training to administer; therefore, DO NOT handle them.

Combative Patients

Staff assistance should be obtained before approaching a combative client. The student shall not allow a combative client to come between him/her and his/her escape route.

Disasters

The student will adhere to each facility's fire and disaster plan. Early in the rotation to each new facility, it is the student's responsibility to locate and become familiar with the facility's disaster

Always follow Universal Precautions as detailed by the faculty. Reference www.cdc.gov.

Violation of Safe Practice

Violation of safe, evidence-based, patient centered, nursing practice is an act of omission or commission that could result in injury, death, prolonged hospitalization, or delayed recovery of the patient/client. This includes but is not limited to:

- Unprofessional behavior in any Nursing Allied and Public Health setting
- Inadequate use of the nursing process
- Practicing outside of scope of practice/Skill set
- Violation of previously learned principles
- Inappropriate dependence or independence in the clinical setting
- Failure to protect the patient's microbial, chemical, physical, psychological, and/or thermal safety.

When a student demonstrates a behavior that is deemed a "Violation of Safe Practice," the student will be dismissed from the clinical setting. The student and faculty will meet within 2 working days of the incident to discuss and document the violation of safe practice. The incident will be presented to the NAPH Program Dean or designee for review within 1 working day of the faculty/student meeting. The student cannot return to clinical or class during the period of investigation. If it is found the student did not commit a "Violation of Safe Practice" the absences are excused, and the student will have an opportunity to make up missed work. Clinical may have to be made up depending on program requirements.

If the "Violation of Safe Practice" is upheld by the NAPH Program Dean/designee, the student will be recommended for immediate termination. If a student has been terminated for Violation of Safe Practice, they will be ineligible for re-admission to the NAPH program from which they were terminated, and a Letter of Good Standing will not be issued. If the student is eligible for readmission, an application may be submitted. Deliberate malfeasance or failure to practice veracity will result in immediate dismissal from the nursing course. The student will receive a course grade of "F" and WILL NOT be eligible for readmission to the program from which they were dismissed or another nursing program at PSU. The student has a right to appeal the decision through the University grievance process. See the PSU catalog for the grievance procedure.

Progressive Discipline Policy

Face to face conferences will be required to deal with all disciplinary issues for all students.

Types of Positive Progressive Discipline:

- Verbal counseling – A documented discussion with the student that alerts the student that a problem exists. Documentation is entered into the student’s school file as a result of the verbal discussion.
- Written correction – Discussion with the student that the problem is continuing. Corrections are documented and entered into the student’s file with the student’s signature a requirement at this time.
- Suspension – A meeting with the student, instructor(s), Dean of Nursing and Allied Public Health will be held to review the problem(s). Suspension from class or clinical may be recommended. Clinical instructors may suspend a student from clinical when it is determined that the student’s behavior jeopardizes the safety and welfare of themselves, their classmates, faculty/staff, and/or clients. A recommendation may be made to the Dean of Student Services that the student be terminated from the program depending on the seriousness of the problem(s). Written documentation requiring the signatures of the student and faculty, will be entered into the student file.
- Termination – The Vice President of Student Services is the only person who can terminate a student from a program. When behavior of the student warrants such severe action, the Dean of Nursing and Allied Health may make a recommendation to the Vice President of Student Services that the student be terminated from the program.
- Whether a student is eligible for readmission to a program after termination will be determined at the time of termination decision. See PSU Catalog for Procedural Due Process of Disciplinary Action (www.philander.edu).

***Note:** When a student is disciplined for cause – the student remains on probation until completion of the program.

POSITIVE PROGRESSIVE DISCIPLINE

For unacceptable face to face theory and/or clinical performance that does not warrant immediate termination, positive progressive discipline may range from verbal counseling up to and including termination, depending upon the seriousness and/or frequency of the action.

Verbal counseling, written correction, suspension, up to and including termination:

- Non-compliance with dress and/or uniform policy.
- Provoking or reacting to provocation.
- Tardiness.
- Disturbing others at their work.
- Disruption or obstruction of the educational process, including disruption or obstruction of study, teaching, administration, discipline procedures, or other University activities including public functions or other authorized activities is prohibited. (This includes posting of inaccurate or erroneous information)
- Creating or contributing to unsanitary conditions.

- Excessive personal telephone calls or visitors during clinical.
- Any personal telephone call or visitor while in the clinical area.
- Loitering or loafing during clinical assignment.
- Neglect of duty.
- Smoking, except in designated areas and/or designated time.
- Unauthorized absence or tardiness.
- Failing to have safety goggles/glasses on person in clinical areas when required.
- Disruptive behavior.

Suspension, up to and including termination:

- Disclosing or posting confidential information.
- Jeopardizing the safety and welfare of a client.
- Unauthorized access of confidential information.
- Sleeping in the clinical area.
- Threatening, intimidating, or coercing fellow students or staff at any time, for any purpose.
- Misrepresentations of any form (other than student role).
- Use of abusive or obscene language in regard to, or in the presence of, patients, visitors, staff or fellow students.
- Horseplay or throwing things.
- Defacing, damaging, or destroying school or clinical facility property.
- Being away from the assigned clinical area without specific permission.
- No call/No show.

***Note:** Failure to follow policies of the Agency, NAPH Student Handbook, and/or the PSU Catalog/Student Handbook.

Immediate Termination:

- Willful violation of ANY Medication Rotation guideline.
- Insubordination
- Possession of or reporting to school or clinical area under the influence of, alcoholic or other habit-forming drugs.
- Terroristic threatening.
- Refusal to submit to a random drug screen.
- Possession of weapons on school or clinical facility property.
- Theft
- Falsification of information, records, or documents (including presenting work of another as being yours).
- Fighting

- Physical or verbal abuse of a patient.
- Habitual tardiness to the clinical area.
- Absence of a total of four (4) days from clinical rotation during the course of the program.
- Willful execution of procedures you have not been taught or given permission to do.
- Unsafe performance of psychomotor skills.
- Engaging in verbal, physical, or published acts of lewdness and incivility via social media.

Student Conferences

Students or faculty may request a conference which may be held face to face and/or through use of technology (ex. Google meet, Zoom, or University platform). Specific times for conferences will be scheduled by the instructor to discuss progress in the course. Conference times will be mutually agreed upon by both the student and faculty. Meet with students on an individual basis for mid-term and final evaluation in relation to achievement of defined objectives.

Serve as advisor and counselor as needed.

Faculty Advisers

Each student has been assigned a faculty advisor for the school year. The purpose of this advisor is to serve as a resource for problems or concerns. The advisor may or may not be your clinical or classroom instructor at the time assistance is sought. Therefore, the advisor will not address direct classroom or clinical concerns. Such topics may be discussed with the advisor however; the advisor may not be fully aware of existing assignments from other staff and consequently, may not be able to be helpful. Clinical problems should be addressed with the clinical instructor. Classroom problems and assignments should be addressed with the faculty member who made the assignment. Students will be advised of progress (or lack of progress) in conferences with the appropriate faculty member and advisor when necessary.

Theory Dress Code and Guidelines

Nursing students are being educated as professionals. It is therefore expected that students will dress appropriately for on campus as well as off campus classes and activities.

Students must refrain from wearing any clothing that may be offensive to others and are expected to wear proper attire for all classrooms experiences. Tube tops, tank tops, halter tops, and miniskirts are NOT permissible (male or female). Students may wear tank tops in simulation rooms during physical examination checkoff. NAPH faculty reserves the right to dismiss a student from class who is inappropriately dressed. Students during classroom settings are to:

- Wear an ID badge at all times for class.
- Be neat and clean (uniform and personal hygiene).

- Clothes must be neat and clean. No pajamas or pajama pants. If leggings are worn, the top must be loose and at least to mid-thigh covering the entire buttocks.
- Wear clean, neat shoes.
- Any attire that is offensive or questionable in nature will be handled on an individual basis at the discretion of the faculty** If in doubt – do not wear it!!!
- Exemplify professional behaviors and attitudes inside and outside the classroom.
- Do not wear strong perfume, cologne, body spray or mist, or lotion.
- Makeup must be conservative, not excessive.
- Chewing gum is not permitted in the classroom setting. If you experience halitosis or have odorous breath, please keep breath mints or breath strips on your person.

***Note:** Students may be denied entrance to class, offices, and/or various functions if their manner of dress is deemed inappropriate. Any student found to be in violation of this dress code is subject to disciplinary action as outlined in the Student Code of Conduct. Suggested sanctions may include denied entrance to class, offices, and/or various functions, removal from class, office, and/or functions, community service, and suspension from University for one or more semesters based on the gravity and repetitiveness of the offense(s). See the PSU Student handbook for Dress Code and the Uniform Regulations for Clinical Dress Code section in this handbook.

Theory Attendance Policy

Students are expected to attend class regularly and demonstrate classroom behaviors that facilitate learning. Students who miss class are expected to assume the responsibility for obtaining information given in class. Tardiness in arriving for class will not be tolerated. Philander Smith University's nursing program is governed by regulating agencies; therefore, students must adhere to the attendance policy. All absences must be reported to the instructor(s). Both theory and clinical hours are included.

During the semester, a student who misses 2 days of theory will be placed on attendance probation. Upon missing 3 days of theory of any course there will be a recommendation for dismissal from the program. Students absent two (2) or more days in a row due to personal illness must submit a written physician's certification that the student is fit to resume the program. The Program reserves the right to request a physician certification at any time. Extenuating circumstances will be reviewed at the faculty's discretion.

Clinical Orientation

As required by the Arkansas State Board of Nursing, all nursing students must attend an orientation for each clinical agency prior to clinical rotations. The guidelines for each agency will be provided to the student.

Clinical Evaluation

In addition to theory grades, students are evaluated per clinical experience. The clinical evaluation tool evaluates the student's performance in clinical. It will be completed on a weekly basis and reviewed with the student each week to ensure that the student is aware of their progress or lack of progress in the course. Weekly, students will receive either a (S)-Satisfactory or a (U)- Unsatisfactory. Students performing below a satisfactory level will receive guidance and recommendations from the instructor to assist them to improve. Students who receive 3 Unsatisfactory's in the clinical course will be recommended for dismissal from the program. The student can be recommended for dismissal regardless of the grade or progress in theory or practicum course. In order to progress in the program, the student must pass both the theory and clinical/practicum component of the course.

Skills Competency

Refer to the course syllabus for individual skill competency. Students must be proficient in previously learned skills that the student has been checked off on in the skills lab.

Clinical/ Practicum Attendance Policy

Check-in time for all clinicals will vary. The clinical instructor will keep you informed of designated times to be in attendance. Failure to check in within 15 minutes of the designated times will be recorded as a tardy. (3) tardies equal an absence (one full day to make up). Failure to check in within 1 hour of scheduled clinical time constitutes an absence.

If you are going to be absent or tardy for foreseeable reasons, you must notify your clinical instructor at least 1 hour before time for you to report to the site. In case of unforeseeable reasons (car trouble, overslept, etc.), notification must occur as soon as possible. You may notify the instructor by email.

Clinical hours must meet or exceed the minimum number required by the Arkansas State Board of Nursing. Students should plan on attending all clinical rotations. A student is allowed to miss only one (1) clinical day. If you must leave clinical for any reason, you will be required to make up the remaining time. Pre and post-clinical conference are considered part of the clinical day and must be attended. Post-clinical conference times are immediately following clinicals, unless otherwise instructed by the Clinical Instructor. ALL students are expected to actively participate in post-conference.

NO CALL NO SHOW WILL RESULT IN DISCIPLINARY ACTIONS UP TO AND INCLUDING SUSPENSION AND/OR RECOMMENDATION FOR TERMINATION FROM THE PROGRAM.

***Note:** a clinical day for the BSN program is 8-12 hours.

Make-Up Clinical

Students are expected to be at each clinical; however, due to extenuating circumstances an absence may occur occasionally. Students will be allowed to make up ONLY one (1) missed clinical. The make-up site, date, and time will be at the discretion of the clinical instructor. If the student fails to attend the makeup date, he or she will receive a 'U' in all areas for that clinical.

Missing additional clinical time will result in disciplinary actions up to and including suspension and or recommendation for dismissal from the program. Instructors will maintain an attendance record for clinical hours.

Skills Lab Guidelines

Inappropriate use of manikins, lab supplies, or equipment will result in disciplinary action or termination from the NAPH program. Be aware that the nursing allied health skills labs rooms are monitored.

The skills lab faculty is responsible for assisting students with skills, locating equipment, repairing equipment, obtaining equipment, and other duties as assigned. Office hours are located on the office door.

Students while in the clinical skills check-off are to adhere to:

- Dress While Practicing and Checking Off Skills
- When using the lab for practice or check off students must adhere to the following dress code:
- Student ID must be worn in upper left corner with ID facing outward.
- Dress in assigned clean pressed scrubs, uniform, or lab coats.
- Shoes must be white leather and enclosed. If the shoe has strings, the strings must be clean. If a shoe has a logo, it must be small and without color.
- Hair must be of natural hue, secured and up off collar. Hair ornamentation must be minimal and the color or hair, uniform, or neutral.
- Beards and mustaches must be short and neatly trimmed.
- Nails short (should not extend over fingertips). No nail polish, no acrylic nails, no false nails.
- Jewelry must be limited to plain band rings.
- Only one small stud type earring is allowed in each ear.
- No other forms of visible body piercing allowed. This includes no eyebrow piercing, no tongue rings, no nose rings, etc.
- No bracelets or necklaces.
- No hats or caps.
- No excessive make up. No perfume. No body odor.
- Behavior must be professional.
- No excessive or loud noise or disruptive behavior.
- Cell phones and pagers are not to be used in the classroom or clinical setting.

Manikin and Simulator Usage

Students are not allowed to use the simulators (SimMan, SimBaby, SimMom, SimChild) or any of the components without the permission and /or supervision of an instructor or skills lab coordinator.

Treat the manikins as if they were human beings.

When using lab provide privacy, drape appropriately, and handle equipment with care.

Wash hands before providing care to manikins.

When moving a manikin or simulator from the bed, place it in a geri chair or wheelchair and cover lap with a sheet. Return to bed afterward.

Do not place manikins on desks, bedside tables, or on the floor.

Wear clear vinyl gloves when handling the simulators. Oils from human skin cause staining.

Do not use blue or colored gloves when caring for simulators.

Do not use betadine or iodine on manikins. It will stain them permanently.

Do not place ink pens, newsprint, and papers with copy ink near the manikins.

Manikins must be cleaned after every use. Clean with Clorox wipes (do not use bleach) or mild soap and water. Rule: if the cleaner comes in a can do not use!

Simulators must be cleaned with alcohol.

Remove tape from manikins and equipment after use. Clean any tape residue.

Remove any residue from lubricants after use.

Do not place any items on top of the manikins.

Do not use colored gloves, linens, or colored clothing that could stain Simulators and manikins.

Use only water-based products with manikin. Crayola finger paints diluted with water will make simulated blood or urine. This product is in the lab – contact coordinator for assistance.

Some parts of manikins are sensitive, containing computer chips and should not be dropped or banged around or allowed to become wet.

Notify skills lab faculty if a manikin or any equipment, or linens need repair. A note on office door will be fine.

Lab Usage and Care

- No food or drink or tobacco usage while in the lab.
- Personal safety devices (goggles, gloves) must be used with practice and demonstration of skills if needed.
- Sign practice in and out log located on nurses' desk.
- Return all supplies to their proper storage place after use.
- Beds must be re-made after practice or check offs. Bed making guidelines will be made available upon request. Toe pleats are required.
- Do not sit on beds unless it is for practice or check offs.
- Do not sit on tables, bedside tables, or desks. Chairs are available in labs.

- Put away all supplies in the proper place after practice or check offs.
- Never place anything against the hanging privacy curtains, including chairs, bedside tables, geriatric chairs, etc.
- Soiled linens must be placed in hamper. If a class requires the use of more than one washer load of linens, then the class is responsible for washing the linens, folding them, and returning them to their appropriate place.
- Supplies are not to be placed on the floor of closets for storage.
- Sharps must be disposed of properly in the red sharps containers. If a container is $\frac{3}{4}$ full notify skills lab coordinator for disposal.
- If trash cans become full the instructor is responsible for asking housekeeping to empty them or designating of someone to dispose of the waste.
- Always leave the lab in a manner that projects the image of a professional health care setting. It must always be left ready for another class to begin.
- Students are not to enter the office of instructors unless the instructors are present.

Distance Learning Policy

See PSU Catalog at www.philander.edu

Inclement Weather Policy

The University will remain open as scheduled whenever possible. The President or a designated administrator will determine whether the University will be closed due to inclement weather or other conditions which have made roads impassable. Students should listen to local radio stations, watch the local television affiliates, check the University's website, and register for E2Campus, the University's mass notification system, for closing information.

Social Media Policy

In the BSN Program at PSU, we strive to maintain the integrity of our program, our program information, and the private information of the patients for whom we provide care. While social networking sites such as Twitter, Facebook, Instagram, Snap Chat, YouTube, Tik Tok, etc., are enjoyable ways to stay in contact with the outside world, as a student in this program you must not disclose any personal or private information regarding this program or its affiliates. Any dialogue, personal names, photographs, or videos of any employees, patients and fellow students in this program are prohibited from social networking sites. If a student violates this policy for social networking, immediate disciplinary action will be taken, including but not limited to program dismissal.

Messages

Instructor will provide contact information for student use in emergencies.

Cell phones and pagers are not allowed in the classroom, lab, or clinical settings.

Absolutely NO phone calls or personal messages to students will be accepted unless there is an emergency.

In case of an emergency, every effort will be made to facilitate transmission of the message to the student.

Parking

Parking Guidelines

Registration of vehicles holds a dual purpose. First it allows the Campus Security & Safety Officers to monitor and correct parking violations. Second it allows us to identify vehicles that do not belong on property; as well as notify vehicle owners in the event of an emergency. Every student vehicle parked on Philander Smith University property must have a parking permit properly displayed. The permits are distributed in the spring & fall semesters and are valid for a 1-year period. Parking regulations are listed under “Parking Guidelines” in the PSU Student Handbook at www.philander.edu.

Grade Policy

Nursing programs use a grading scale that differs from University’s grading system. The following scale is in effect for NAPH programs:

90 - 100	A
80 - 89	B
*75 - 79	C
74 – 60	D
59 and below	failing F

Functional Abilities Requirements

Due to the nature of health care professions, there are functional ability requirements for acceptance and progression. Applicants with special needs due to disability must make this fact known and request accommodations prior to being accepted into the program. Individuals with certain physical limitations may not meet the functional ability requirements for safe clinical practice. Functional abilities are those physical and mental activities and attributes needed by a nurse or health care practitioner to practice safely in terms of essential functions, with or without accommodations.

The National Council of State Boards of Nursing has identified Uniform Core Licensure Requirements for nurses and professionals <http://www.ncsbn.org>. The Nursing and Allied Health division has adopted these basic standards as requirements for all NAPH students. Included in the functional ability categories are physical (fine and gross motor skills, physical endurance and strength, mobility, hearing, visual) and mental (emotional stability) activities and attributes. See the documents- “Functional Ability Requirements for

Nursing and Allied and Public Health Students” and “Common Activities Required of Nursing and Allied Health Professionals” Functional Abilities. For acceptance and progression in the curriculum students must be able to perform all the functional activities, either with or without accommodations. The University will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program. A physician’s statement will be required.

Disability Statement

Philander Smith University abides by Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." Disabilities covered by law include, but are not limited to, learning disabilities, hearing, sight, or mobility impairments. It is the policy of Philander Smith University to accommodate students with disabilities. Pursuant to federal and state laws and the University’s commitment to equal educational opportunities. Any student with a disability who needs accommodation, for example, in seating placement or in arrangements for examinations, should inform the instructor at the beginning of the course. To ensure successful matriculation through PSU all students with disabilities should contact: Disability Support Services Center at 501-370-5356. Hours of operation for Disability Support Services are Monday – Friday, 8:30 a.m. – 5:00 p.m.

HIPPA Statement

Students enrolled in the Nursing program at Philander Smith University while in the clinical setting will be privy to a patient’s personal information. In accordance with the Health Insurance Portability and Accountability Act (HIPAA) students are not to disclose Protected Health Information (PHI) obtained while in the clinical setting to anyone who does not have a legal need to know. Information that cannot be disclosed under HIPAA guidelines includes the patient’s PHI, name, social security number, address, and insurance information. PHI should only be used for the student’s learning. Any student who violates this standard will be subject to dismissal from the program and possible federal prosecution. Individual clinical courses will cover the issue of confidentiality in more detail.

Malpractice Insurance

Students must carry their own Professional Liability Insurance as a requirement of clinical affiliates. This insurance is purchased through the University and charged to financial aid or paid out of pocket by all students who have clinical contact with patients or clients. Malpractice Insurance must be active throughout the nursing program.

Bookstore

Students may purchase all required textbooks from the bookstore with cash, debit card, credit card or the flexible payment option (requires financial aid approval). The bookstore also, have an excellent source for school supplies, study aids, school apparel, snacks, etc. Stamps and envelopes can also be purchased. The bookstore accepts cash, major credit cards (Visa, MC, and American Express) for payment of purchases. The bookstore is located on the 1st floor in the Titus building.

Address/Demographic Changes

The student must give a complete name, mailing address, telephone, and personal email at the time of admissions. If the mailing address, telephone, and personal email changes while the student is enrolled, this information must be filed in the Office of the Registrar. The student is responsible for the accuracy of the address currently on file in the Office of the Registrar. A student wishing to change their name on the University records must present official supporting documents (i.e., marriage license, driver's license, social security card with new name, etc.) for the name change and other name changes are made upon presentation of a court order. The student is responsible for notifying EACH instructor and the PSU Office of the Registrar of these changes.

Changes

The policies stated above require continuing evaluation, review, and approval by appropriate University officials. All statements contained herein reflect policies in existence at the time this document went to press. Program faculty reserves the right to change policies as needed. Students will be notified of policy changes in written form and/or electronic form. Students are recommended to keep an ongoing file/folder of student-related policies.

Maintenance of Academic Records

Academic files contain all graded course materials. Faculty will maintain an academic file for each student enrolled in a nursing course. The file is housed in the appropriate faculty member's office in a locked file cabinet until the student's final grade is submitted at the end of the semester. Once the final grade is submitted, the academic file will remain in the locked file cabinet in the faculty member's office for one additional semester before being destroyed. Grades may be kept in a grade book filled out in ink or kept in an electronic gradebook. All gradebooks will be kept on file in the office of the Dean of Nursing and Allied Health for at least 5 years.

Family Educational Rights and Privacy Act (FERPA)

The Nursing and Allied Health Programs adhere to PSU's FERPA Policy. Refer to the PSU and Student Handbook found at www.philander.edu .

Learning Management System (LMS)-Jenzabar

The learning management system for PSU is Jenzabar-JCIS. Please see the following below for guidelines for Jenzabar. See the PSU Student handbook for accessing Jenzabar.

Jenzabar Guidelines:

- Access Jenzabar on the PSU homepage.
- Log-on Jenzabar as instructed in Jenzabar Orientation
- Navigate through the course.
- Use email and access links within the Jenzabar course to communicate with the instructor and peers.
- Verify the person selected is the correct person you intend to email before pressing the send button. Once an email is sent, the message cannot be retrieved.
- Remember, before sending an attachment, the document must be saved in Microsoft Word format. Failure to do so will result in the assignment/document not being graded/reviewed and a zero for the assignment recorded.
- Access the exam module within the course. Exams may be administered in Jenzabar. Select the quiz/exam link on the corresponding date to access the available exam. Read instructions provided before beginning the exam. A password will be provided by the instructor immediately before the exam. Enter the assigned password and begin the exam. All students must remain seated in the computer lab until all students have completed the exam.

Student Email Accounts

Student email accounts are a way of communicating with faculty, staff, and peers. Students may access their email from the PSU homepage at www.philander.edu . It is important you check your email and the LMS daily for announcements, etc. If you need assistance with your email, contact the IT Helpdesk. Students are responsible for any email communication sent by 1600 each day.

Student Computing Policy & E-mail Access

Philander Smith University reserves the right to restrict the use of its computing facilities and limit access to its networks when faced with evidence of violations of University policies or standards, of contractual obligations, or of federal, state, or local laws. Violations of the law may be reported to the appropriate civic authorities. When student violations of University policies or standards warrant disciplinary action, the Office of Student Affairs will administer the process. Such interventions, however, do not preclude initiation of disciplinary action. Access to computing facilities may be restricted or denied during educational or remedial interventions, pending disciplinary adjudication, or as the result of disciplinary action.

Library Services

The D. W. Reynolds Library and Technology Center is prominently located at the main entrance of PSU campus. The Library provides a wide array of information resources and services in support of the educational and cultural objectives of the University. During the regular spring and fall semesters, the library is open every day, providing services over 90 hours a week. Library hours are posted on the [Home - Library Homepage - D. W. Reynolds Library at Philander Smith University](#),

Tutoring Services

Academic Success Center

The mission of the Academic Success Center is to support, encourage, and enable students to perform at a high academic standard, through the provision of services and resources that enable students at Philander Smith to become academically accomplished. Located in the Titus Academic Center, the Academic Success Center is a welcoming and supportive environment in which students have access to academic workshops, academic coaching, and peer and professional tutoring services that extend and reinforce classroom teaching and learning experiences. Services offered include but are not limited to: Placement; Advisement in General Education and the majors; and Free Peer and Professional Tutoring and Coaching in Math, English, College Reading, Chemistry, Biology, and Business Administration.

Testing

Specific course requirements and policies regarding testing are covered in individual course syllabus. All course unit exams will be proctored. A proctored exam is one where you are observed taking the exam. Proctored exams will be taken in the computer lab on assigned dates as specified in the syllabi. No off-campus proctoring is being offered for the BSN Program. If special arrangements are needed, the instructor must be notified in advance of the scheduled test date.

Technology Requirements

Students enrolled in the NAPH program must have access to a computer with reliable internet service capability, a webcam, and microphone for home/classroom use. The Program will not accept responsibility nor reopen assignments, quizzes, or exams for students due to their own internet connectivity issues. The Donald W. Reynolds Library and Technology Center the University's Library and Technology Center has available computers for student usage during open hours. Technical support is available through IT at Email helpdesk@philander.edu or call 501-370-5336.

HESI Exit Examination

A comprehensive standardized exam is administered as a requirement for program completion. All students enrolled in the Program are required to take a standardized exit exam and score within a predetermined score approved by the faculty. The student must achieve at or above the benchmark score on the first attempt. The student will be allowed to retake the HESI Exit exam that was less than satisfactory in 30 days. If unsuccessful on the second attempt the student must retake the exam until the benchmark is achieved. Students must pay all fees associated with standardized testing to the business office at least 4 weeks prior to scheduled exam dates. Receipt for payment serves as entrance to the exam.

Campus Student Involvement

Office of Religious Life

The Vision of the Office of Religious Life is to complement the academic discipline by engaging each member of the Philander Smith University Community in the enhancement and development of spiritual leadership, integrity, and responsibility that witnesses to the life of Jesus Christ as we go forth to aid in the social, cultural, and moral transformation of this community and the world. Our Mission is to encourage and nurture spiritual growth and wholeness among the Philander Smith University Community by maintaining programs that aid the members of the University community to become living witnesses to Christ among themselves and the community-at-large. In pursuit of this mission, we seek to offer ministry not only to our students

Academic Organizations

To help stimulate personal growth, various clubs are sponsored by the Academic Divisions of the University. These include the Biology Club, the Business Club, the Computer Science Club, the 20 Effective August 1, 2016 English Club, the Forensics Club, the Honda Campus All-Stars, the Honors Student Association, Phi Beta Lambda, the Psychology Club, the Meeting of the Minds Club (Philosophy), the Political Science Academy, the Spanish Club, and the Student National Education Association.

National Honor Society

Alpha Kappa Mu

Alpha Kappa Mu is a national scholastic honor society covering all academic fields. The Pi Sigma Kappa Chapter of Alpha Kappa Mu was established at Philander Smith University during the 1939- 40 school year. To be eligible for initiation, a student must have a cumulative average of at least 3.3 on a 4.0-point scale and must have completed at least sixty hours of university credit. The organization, Alpha Kappa Mu, presents a special Honor Service each semester to tap new members and honor students whose names are included on the Dean's list.

Beta Kappa Chi

In April 1944, Rho Chapter of Beta Kappa Chi was established at Philander Smith University. This organization represents the highest distinction in the field of pure science in University's and Universities that are members of the United Negro College Fund program.

Career & Volunteer Services

The Office of Career & Volunteer Services at PSU is dedicated to assisting current students and alumni in identifying and achieving their career and employment goals through active exploration of interests and experiential learning opportunities. In addition, we help employers access an educated and highly trained workforce that will ultimately increase student learning and skill development. Located on the 2nd Floor of the ML Harris Building, the Office of Career & Volunteer Services provides services related to resume writing, cover letter assistance, interview 23, coaching and readiness, and job and internship placement. Volunteer and community service initiatives are also available through this office for individuals and groups seeking to participate in community and civic engagement programs.

Student Transition Experiences

Student Transition Experiences consist of the first-year experience (FYE), second-year experience (Sophomore Student Engagement Program), junior year experience (JEP), and senior year experience (SEP). The staff in this area is committed to providing a seamless transition from orientation through graduation for all students attending PSU. These programs foster learning and personal development, reflection, and growth that positively impact the student experience. All students are encouraged to participate in events and get involved throughout your time at PSU!

Panther Pantry

The mission of the Panther Pantry and Fresh Market is to address food insecurity and food justice for students, staff, and faculty in need within the Philander Smith College community. This program provides food to meet basic nutritional needs. The Panther Pantry is located in the Titus Academic Center and takes place on Wednesday from 2pm-5pm.

Substance Abuse Policy

Philander Smith University (PSU) recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the healthcare profession. The Nursing & Allied Public Health (NAPH) department is committed to protecting the safety, health and welfare of its faculty, staff, and students and people who come into contact with its faculty, staff and students during scheduled learning experiences. The NAPH department strictly prohibits the illicit use,

possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner, and the abuse of alcohol, non-prescription and prescription drugs. The intent of the Substance Abuse Policy is not just to identify those students chemically impaired, but also to assist students in the return to a competent and safe level of practice and to achieve their goal of becoming a NAPH Professional. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are established in good faith with compassion, dignity, and confidentiality.

The Drug Free Campus Policy of Philander Smith University is found in the PSU Catalog Online & Student Handbook www.philander.edu. As a condition of enrollment, each student will sign a Substance Abuse Policy Release Form agreeing to adhere to this Substance Abuse Policy.

Testing Procedures

When the Testing May Occur

Philander Smith University will require students to submit to drug testing through an agency selected by the University under any or all the following circumstances:

- Pre-admission testing
- Scheduled testing at unannounced designated times throughout the program
- Random testing as required by clinical agencies or the NAPH program.
- For cause
- As part of a substance abuse recovery program

***Note:** Failure to comply with the scheduled drug testing may result in immediate dismissal from the program.

Cost: The approximate cost of each drug screen is dependent upon the agency used. Students will be required to pay all fees and related expenses.

Sample Collection: The collection techniques utilized shall conform to the guidelines following chain of custody protocol. Philander Smith University NAPH Division may make decisions regarding observed or unobserved specimen collection in collaboration with the lab utilized.

Substances: Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, DSM-V, (2013), substance-related disorders are grouped into ten classes including: alcohol, amphetamines or similarly stimulants, cannabis, caffeine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics or anxiolytics. Under new criteria, caffeine cannot be diagnosed as a substance use disorder. However, caffeine may be included in the University Assay panel. Testing may include any of these drug categories. PSU NAPH Division shall have the authority to change the panel of tests without notice to include other illegal substances as suggested by local and national reports or circumstances.

Positive Results: Test results will be considered positive if substance levels (excluding caffeine and nicotine) meet or exceed threshold values for both immunoassay screening and GC/MS confirmation studies, and the Medical Review Officer verification interview verifies unauthorized use of the substance. Positive tests are run twice to verify substances. Split samples are saved at the original lab and may be sent to another SAMHSA approved lab for additional testing at the student's expense.

According to the Arkansas Medical Marijuana Amendment of 2016:

(25)(A) "Safety sensitive position" means any position involving a safety sensitive function pursuant to federal regulations governing drug and alcohol testing adopted by the United States Department of Transportation or any other rules, guidelines, or regulations adopted by any other federal or state agency. "Safety sensitive position" also means any position designated in writing by an employer as a safety sensitive position in which a person performing the position while under the influence of marijuana may constitute a threat to health or safety, including without limitation a position:

That requires any of the following activities:

- Carrying a firearm
- Performing life-threatening procedures.
- Working with confidential information or documents pertaining to criminal investigations; or
- Working with hazardous or flammable material, controlled substances, food, or medicine.
- In which a lapse of attention could result in injury, illness, or death, including without limitation a position that includes the operating, repairing, maintaining, or monitoring of heavy equipment, machinery, aircraft, motorized watercraft, or motor vehicles as part of the job duties; and (26)(A) "Under the influence" means symptoms of the current use of marijuana that may negatively impact the performance of the job duties or tasks or constitute a threat to health or safety.

Under the influence" includes without limitation:

- Symptoms of the applicant's or employee's speech, walking, standing, physical dexterity, agility, coordination, actions, movement, demeanor, appearance, clothing, odor, or other irrational or unusual behavior that are inconsistent with the usual conduct of the applicant or employee.
- Negligence or carelessness in operating equipment, machinery, or production or manufacturing processes.
- Disregard for safety.

Involvement in an accident that results in:

- Damage to equipment, machinery, or property.
- Disruption of a production or manufacturing process; or
- An injury; or
- Other symptoms causing a reasonable suspicion that the current use of marijuana may negatively impact the performance of the job duties or tasks or constitute a threat to health or safety.

- Nursing students are deemed to be in safety sensitive positions, and therefore cannot test positive for marijuana. If the nursing student does test positive, they are subject to dismissal from the nursing program because they have violated PSUs policy on safety sensitive positions.

Arkansas does not differentiate whether a nurse consumed medical marijuana while not working as a nurse (i.e., on vacation, between positions, move from a non-safety sensitive position to a declared safety sensitive position).

Adapted from: Trentham, M. A. (2019). Natural products - are they safe for my license? ASBN Update, 23(2), 21-23. Retrieved from <http://arsbn.publishpath.com/Default.aspx?shortcut=asbn-update1>

Testing Confidentiality

Philander Smith University is committed to protecting the privacy of all students. The privacy policy describes Philander Smith University's and affiliates online information practices, including how we collect and use your personal information, as it relates to www.philander.edu (the "Site"). Our Site includes links to other Web sites. When visiting those sites, your information is governed by their privacy statements. We encourage you to carefully read the privacy statement of any website you visit. All testing information, interviews, reports, statements, and test results specifically related to the individual are confidential to the extent allowed by law, and except for disclosure required by the Arkansas State Board of Nursing or appropriate criminal authorities.

Drug test results will be received from the lab by the Philander Smith University, Dean or designee, and only authorized persons will be allowed to review this information.

Records will be maintained in the student's record, which is kept in a file cabinet in the locked file room. The Nursing Department may be required by the Arkansas State Board of Nursing to provide information regarding the student's substance abuse history. This information, in writing, may be shared before the student will be permitted to take the NCLEX examination for licensure.

Treatment, Referral, and Reapplication

In the event of an initial positive drug screen, immediately upon disclosure of that result, the student has the option to re-test once at their expense from a SAMHSA approved lab. In the event the student refuses to re-test, this action will result in immediate dismissal from all Allied Health Programs. The student cannot attend clinical/lab or class until negative results are received from the lab by the Philander Smith University Nursing Department Dean or designee. The attendance policy will be followed during this time. See Attendance Policy in the NAPH and University Catalog.

The respective program director/coordinator will refer the individual failing the drug test for therapeutic counseling regarding substance withdrawal and rehabilitation to a reliable source.

A student who has received treatment will not be denied learning opportunities based on a history of substance abuse. The re-application process for a student who has previously tested positive for substance abuse will include:

Demonstrated attendance at AA, NA, or a treatment program of choice of an approved substance abuse counselor. Evidence of participation must be sent to the Nursing Department. Acceptable evidence shall consist of a written record of at least the date of each meeting, the name of each group attended, purpose of the meeting, and the signature or signed initials of the chairperson of each group attended. Applicants must also provide a verifiable completion certificate.

Demonstrated at least 6 months of substance abuse abstinence immediately prior to application to the same allied health program or admission to another allied health program. This will be evident through successive negative drug screens. Annual and random testing will be required at the individual's expense.

Letters of reference from all employers within the last six (6) months.

Signing an agreement to participate in monitoring by random drug screens consistent with policy of the Philander Smith University and the Nursing Division.

If readmitted, the student must abstain at all times from the use of controlled or abuse potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. The student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse potential substances of the student's dependency on controlled or abuse potential substances, and the student shall cause all such licensed practitioners to submit a written report identifying the medication, dosage, and the date the medication was prescribed. The prescribing practitioners shall submit the report directly to the Dean of Nursing and Allied and Public Health or designee within ten (10) days of the date of the prescription.

If a student is re-admitted to any Nursing program, and the individual fails a drug test, the student will be dismissed from the respective program and will not be eligible for readmission to or provide a reference for any NAPH program.

Returning Student policies apply to:

Students who are dismissed from any and all PSU nursing programs for failing a drug test will not be eligible for tuition or fee refunds for allied health courses with NURS and ALLI, prefix.

Testing for Cause

Any Nursing and Allied and Public Health student who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, may be subjected to testing. The decision to drug test will be drawn from existing facts in light of the experience of the observers and may be based on: Observable phenomena such as direct observation of drug use and or physical symptoms of manifestation of being under the influence of a drug.

Erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and deterioration of work performance.

Information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional.

Formal charges of, or conviction by a court of a drug, alcohol, or controlled substance violation.

Testing will be conducted using the following policy/procedure:

- The faculty member will have another faculty member or staff RN confirm any suspicious behavior. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented and any decision to drug test will be made at that time.
- If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical agency policies, if appropriate. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel, as designated by the Nursing and Allied Public Health Division, and/or requirements of the clinical agency.
- If the laboratory test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-V), the student will be allowed to return to class or clinical assignment without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
- If any laboratory test is positive for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-V), the result will be immediate dismissal from the program. Confidentiality will be maintained to the extent allowed by law, recognizing that test results may be disclosed upon request to the Arkansas State Board of Nursing or appropriate criminal authorities.

Academic Affairs

Your primary goal at Philander Smith University is to be a successful student. High academic standards contribute greatly to the total environment. It wishes for you a most significant contribution to this tradition and an honest pursuit of your chosen program. A thorough understanding of certain academic information is required for an excellent beginning in university life. A full explanation of programs may be found in the PSU Catalog.

Vice President for Academic Affairs (VPAA)

The Vice President for Academic Affairs is the Chief Academic Officer. He/she is responsible for supervising the academic component of the University, planning the academic schedules, harmonizing the particular interests of the various divisions within the University, and providing organization for the smooth

functioning of the academic process. The VPAA exercises full authority over Academic Affairs in regard to a student's intellectual development and maintenance of the academic standards of the University.

Students are expected to attend all classes as scheduled. Unexcused absences from a class for a total exceeding three times the number of class meetings per week will result in the student being withdrawn from that class by the instructor. The instructor may make an exception to this policy if unusual or extenuating circumstances presented in writing by the student warrant this action. If excessive absences occur during the first nine weeks of the semester, the instructor will withdraw the student from the class and will record a grade of "WP" or "WF" as determined by the student's progress at the time. After nine weeks, the instructor will record a grade of an F. The grade will not be finalized until one week has passed from the date of notification. During this time, the student may appeal to the Chief Academic Office (Office of Academic Affairs) for reinstatement if he/she feels unusual circumstances were involved in the absences. The student may continue in class during the appeal. Under conditions of prolonged illness, active military duty, and other severe hardship cases, a student, through consultation with the instructors and the chief academic officer, may be allowed to continue his/her class work if it is felt that he/she can complete the work successfully. The student may receive a grade of "I" and must complete the work within the same timeline allowed for all incomplete grades.

It will be the student's responsibility to initiate the process of requesting such permission from the instructor. It will be the responsibility of faculty members to advise students in their classes, in writing on the course syllabus, of this attendance policy. Specific attendance policies for each course may be established within these guidelines at the discretion of the instructor. Students who are dropped from a class due to absences in the first five weeks of classes shall receive refunds according to established refund policies. Financial aid awards will also be adjusted according to already established policies.

Classroom Guidelines and Student Conduct

Classroom Disruptions and Steps for Redress The Philander Smith University student agrees to recognize the University's Seven Human Values as part of the rites of passage to campus culture and life. The University's Seven Human Values are as follows: 1) Respect for Self; 2) Respect for Others; 3) Respect for PSU Property; 4) Leadership; 5) Scholarship; 6) Service; and 7) Spirituality. As the standard Code of Conduct, the Philander Smith University student, therefore, will refrain from discipline problems in the classroom. Discipline problems are defined as behavior which 1) interferes with the act of teaching; 2) interferes with the rights of others to learn; 3) causes the classroom environment to become psychologically or physically unsafe; and/or 4) destroys property. Such behavior and violations in the classroom will bring immediate consequences, and in this order: 1) removal from the classroom; 2) behavioral intervention session(s); 3) required completion of student education modules provided by the Office of Student Affairs; and hearings before the Vice Presidents for Academic Affairs and Student Affairs (or their associates). Upon

completion of the above 1-3, administrators in Academic Affairs and Student Affairs will determine when and if students may return to the classroom.

Student/Faculty Disputes

If the student has a grievance concerning an instructor or a method of instruction, he/she is encouraged to first contact the instructor to resolve the matter. If unable to resolve the grievance with the instructor, he/she should contact the Program Director, if unable to resolve the grievance, he/she should contact the Dean of NAPH. If not resolved during the process, then the Vice President for Academic Affairs should be contacted. The decision of the Vice President for Academic Affairs is final.

Academic Grievance Policy for Students

Academic Grievance for Students: Appealing a Grade

Appeals and grievances of this nature should be handled swiftly while fresh in the minds of the students and faculty members. If a student is dissatisfied with the grade recorded by an instructor, he or she shall follow these steps:

- The student must appeal the grade within the following time frame:
- If appeal is for grade received in the fall semester, appeal must be made by the end of the midterm week in the following spring semester.
- If appeal is for grade received in the spring or summer semesters, appeal must be made by the end of the midterm week of the following fall semester.
- The student and the instructor shall discuss the grade in question.
- If a satisfactory resolution is not achieved in Step 1, the student may seek resolution with the chairperson of the academic division in which the course is taught.
- If a satisfactory resolution is not achieved in Step 2, the student may appeal to the Vice President for Academic Affairs, whose decision shall be final on the matter. NOTE: At appeal Steps 2 and 3, the student shall make the appeal in writing, copies of which shall be given to the instructor, the division chairperson, and the Vice President for Academic Affairs.

Students who have already followed steps 1 and 2 in completing Appealing a Grade and Appealing Perceived Unfair Treatment forms and who wish to appeal to the Vice President for Academic Affairs will submit a one-page summary of their complaint to the Vice President. The official date of the complaint will be stamped on the document and a copy given to the student. Within 30 days, the Vice President for Academic Affairs will provide a written response and final decision. In the meantime, the Vice President may meet with the student to gather additional information.

Communication from third parties will not be accepted unless requested by the Vice President for Academic Affairs. The Vice President may also request information from other parties as deemed necessary.

Within the written complaint, the student will provide the following information:

- A concise statement of the nature of the academic complaint.
- A timeline to illustrate key points in the complaint.
- A specific request regarding an expected resolution; and
- Any additional information to be considered in the grievance, including attached documentation.
- In cases in which the Vice President for Academic Affairs considers it necessary, the Vice President for Academic Affairs may convene an ad hoc academic grievance advisory committee composed of faculty and staff who are not a part of the complaint. This committee will provide a written response to the Vice President for Academic Affairs within 30 days, unless the complainant is informed that more time is needed to gather information. In such cases, the President will receive a progress report.
- As the sections above indicate, the decision of the Vice President for Academic Affairs regarding an academic grievance appeal will be final.
- An appeal may be made to the President only for the following reasons:
- Perceived violations of University policies versus practices; or
- Threats to safety of students.
- At the President's discretion, the President may convene a hearing between the student and other identified parties to provide additional information. During this time, the student may bring up to two persons to the hearing, neither of whom shall be legal counsel. These persons will not have voice but can be present to support the complainant. The President reserves the right to establish a process for the hearing in order to interpret the University's policies and to gather additional information. During this grievance process, the President and Vice President for Academic Affairs will direct all inquiries to the student filing the complaint. The University's response to correspondence from parents and other parties will be held until the conclusion of a hearing when a decision has been rendered. All decisions of the President are final.

Academic Grievance for Student: Appealing Perceived Unfair Treatment

If a student has evidence that he or she has been treated unfairly by an instructor, the student shall follow Steps 1, 2, and 3 as given in the process for "Appealing a Grade." In cases in which the Vice President for Academic Affairs considers it necessary, the Vice President for Academic Affairs may convene an ad hoc academic grievance advisory committee composed of faculty and staff who are not a part of the complaint. This committee will provide a written response to the Vice President for Academic Affairs within 30 days, unless the complainant is informed that more time is needed to gather information. In such cases, the President will receive a progress report. As the sections above indicate, the decision of the Vice President for Academic Affairs regarding an academic grievance appeal will be final.

An appeal may be made to the President only for the following reasons:

Perceived violations of University policies versus practices; or

Threats to safety of students.

At the President's discretion, the President may convene a hearing between the student and other identified parties to provide additional information. During this time, the student may bring up to two persons to the hearing, neither of whom shall be legal counsel. These persons will not have voice but can be present to support the complainant. The President reserves the right to establish a process for the hearing in order to interpret the University's policies and to gather additional information. During this grievance process, the President and Vice President for Academic Affairs will direct all inquiries to the student filing the complaint. The University's response to correspondence from parents and other parties will be held until the conclusion of a hearing when a decision has been rendered. All decisions of the President are final.

Student Conduct Committee Hearings

The purpose of a hearing is to arrive at a decision regarding the student(s) behavior. Such decisions affect the student and his/her relationship with the institution. Administrative discipline is an educational process where educators and administrative staff determine the hearing procedures.

Collegiate disciplinary proceedings must ensure fairness, justice, truth, and due process as defined for educational institutions. The courts have allowed great flexibility in student discipline hearings so long as the student is given notice and a fair and impartial hearing.

Guidelines are:

Student conduct procedures are private, confidential and involve only the student and the appropriate committee: therefore, they are closed to the public;

The Chairperson of the Student Conduct Committee or his/her designee presides over the hearings. All Student Conduct Committee Hearings will be held on and at a date, time, and place designated by the Chairperson. Emergency meetings will be called as necessary;

Only pertinent information is allowed at the hearing. The Chairperson should not allow any extraneous material to be presented;

d. The accused is informed in writing of the decision or sanction and the student's right to appeal

e. All institutional personnel who should know the outcome of the hearing will be notified. All discipline records are maintained by the Office of Student Affairs for five (5) years. Cases involving suspension and expulsion will be maintained as permanent files;

f. An accused will be entitled to be accompanied by one non-participating representative of the student's choice (upon request). That representative must be a member of the Philander Smith University student body, faculty or staff;

g. The accused student will be entitled to present his/her defense to call and cross examine witnesses (upon request); 76 Effective August 1, 2016

h. The accused has the right to be present during the presentation of all evidence against him/her and the right to challenge any of the evidence;

In proceedings involving more than one accused student, proceedings will be heard jointly unless a request or a separate hearing is submitted by one or more of the accused;

After all evidence has been presented, the committee will then weigh and discuss the evidence and determine if the accused is responsible or not responsible for the charge(s) violation;

After the committee reaches a decision, the chairperson notifies the Dean of Students or designee with a written notice of the decision that includes a citation of appeal procedures. All appeals must be made within forty-eight (48) hours or two class days from the date of the decision.

The sanction imposed by the Student Conduct Committee, Assistant Dean of Students, Dean of Students, or Vice President for Student Affairs will become effective upon receipt of the sanction;

If the accused fails to appear for the hearing without notifying the Assistant Dean of Students, the evidence in support of the charges may be presented and considered. The hearing may be postponed for a period of time (48 hours) if requested by the accused for a good and valid reason; and

An attempt will be made to ensure a Student Conduct Committee is available to hear appropriate cases.

However, in the event the University is not in session and a Student Conduct Committee is not feasible, a case will be heard by the University's Student Conduct Officer and/or an appointee as designated by the Student Conduct Officer or in conjunction with the Vice President of Student Affairs/Dean of Students

Appeals For Student Conduct Committee Hearings

The request for an appeal must be made in writing to the Vice President for Student Affairs, designee, or the Chairperson of the Student Conduct Appeals Committee within forty-eight hours (48) or two class days after the date of notification of the Sanction resulting from the action of the University Student Conduct Committee. An appeal may be granted if one or more of the following reasons are justified in the written request:

- a. New evidence or witnesses;
- b. Improper trial procedures;
- c. Sanctions too punitive for offense; and
- d. Bias of hearing body.

The Chairperson of the Student Conduct Appeals Committee will inform the student and the Assistant Dean of Students of his/her decision to grant an appeal within forty-eight hours (48) or two business days of receipt of request.

The Student Conduct Appeals Committee's recommendation may be one of the following:

- a. Sustain the action of the Student Conduct Committee.

b. Determine alternative or reduced sanction, to include exoneration from charges if new evidence is produced that would warrant such action(s); and Reduce the sanction based on "too punitive for offense."

In the case of suspension, the Dean of Students will notify the student in writing regarding continuance of classes and other activities. Neither the student nor the University may have legal counsel present at the hearing. Following the procedures listed above, a second appeal may be made to the Vice President for Student Affairs only in cases where suspension and expulsion are the pending sanctions, whose decision, in consultation with the President, is final.

Instructor Responsibilities

Face to Face Classroom

- Provide access and direction for online and face to face learning activities to meet defined course and program objectives.
- Direct students to appropriate information and learning resources and/or provide information to enhance student learning.
- Prepare and evaluate learning activities, examinations, and projects to facilitate achievement of defined learning outcomes.
- Maintain open ongoing communication. Office hour availability is published in the syllabus or on faculty offices.
- Provide activities to promote engagement and socialization in online and face to face environment to enhance learning.
- Be available to proctor exams and provide advisement to nursing students.
- Provide timely feedback.

Clinical

- Arrange proper orientation for students based on agency orientation protocols.
- Arrive at the clinical area on time, appropriately attired.
- Assist with selection of clinical learning experiences appropriate to the objectives and post student assignments in a designated area prior to the clinical experience. In many settings, online and face to face bachelor science nursing students will be allowed/encouraged to select clients according to their clinical objectives and personal learning needs.
- Determine that students are prepared for the clinical experience. Take appropriate action if the student is not prepared. Unprepared students may be dismissed from the clinical setting or given an alternative assignment that meets the learning outcomes.

- Directly supervise students in planning and implementing nursing care or confirm student is being supervised by a licensed nurse.
- Facilitate student discussion in post conference according to the learning focus.
- Direct students in the clinical learning experience to achieve the defined objectives.
- Evaluate student's clinical performance.
- Ensure patient's safety at all times.
- Collaborate with clinical personnel to share information and solve mutual problems.
- Serve as a role model for the student.
- Provide timely feedback.

Disclaimer

This Handbook is not to be construed as a contract between the student and pre-licensure Bachelor of Science in Nursing Program. The BSN program reserves the right to make changes at any time in individual courses, the curriculum leading to a degree or certificate as well as policies contained in the BSN Information Packet, Philander Smith University Catalog, student handbooks and web. Students must be familiar with and abide by all rules and regulations of Philander Smith University.

References

- Billings, D. M., & Halstead, J. A. (2019). *Teaching in nursing: A guide for faculty* (6th ed.). Elsevier.
- Keating, S. B., & DeBoor, S. S. (2018). *Curriculum development and evaluation in nursing education* (4th ed.). Springer Publishing Company, LLC.
- Nursing Theory. (2020, July 21). *Watson's philosophy and science of caring*. <https://nursing-theory.org/theories-and-models/watson-philosophy-and-science-of-caring.php>

Student Forms**Philander Smith University
Nursing, Allied, and Public Health Program****Acknowledgement of Receipt of HBV and HIV Sheet**

I, _____, a student at Philander Smith University Nursing and Allied Health program, have received the HBV/HIV fact sheet. I have read and understand its application to my training.

Student Name (Print)

Signature

Date

If a student refuses to obtain the Hepatitis B vaccination, he/she will have to sign a Waiver Claim Form, which releases Philander Smith University from all responsibility associated with requirements related to any and all Nursing, Allied, and Public Health programs.

Student's Hepatitis B & HIV Fact Form

(Retain for your information)

The Division of Nursing, Allied, and Public Health at PSU strongly urge each student accepted into any of the Nursing programs to obtain the Hepatitis B vaccine series. The following states why University officials feel each student involved in patient care should receive the vaccine.

Hepatitis is a liver disease, initially resulting in possible inflammation of the liver and often leading to more serious conditions including cirrhosis and liver cancer. Different viruses cause Hepatitis but produce similar symptoms. The Hepatitis B virus (HBV) causes Hepatitis. HBV results in liver damage that can range from mild or severe to fatal. During 2020, 44 states reported 2,157 acute hepatitis B cases. Corresponding to an estimated 14,000 infections and 39 states reported a total of 11,365 newly identified chronic hepatitis B cases.

Healthcare workers, including students are 20 times more likely to contract HBV than the normal population. According to the CDC, the number of Hepatitis B infections in healthcare workers has sharply decreased since the Hepatitis B vaccine became available in 1982. Healthcare workers can become infected with HBV following occupational exposure. While there is no cure for Hepatitis B, a vaccine does exist that can prevent infection.

The symptoms of HBV infection are very much like a mild "flu." Initially, there is a sense of fatigue, possible stomach pain, loss of appetite and even nausea. As the disease continues to develop, jaundice and darkened urine will often occur. However, people who are infected with HBV will often show no symptoms for some time.

After exposure, it can take 2-6 months for Hepatitis B to develop. This is an extremely important since vaccinations begun immediately after exposure to the virus can often prevent infection.

How Widespread is Hepatitis B?

According to the CDC (2022), between 880,000 and 1.89 million people in the US are living with HBV infection. In 2018, a total of 3,322 cases of acute hepatitis B were reported to CDC, for an overall incidence of 1.0 cases per 100,000 population. After adjusting for under ascertainment and under reporting, an estimated 21,600 acute hepatitis B cases occurred in 2018.

How Can You Contract Hepatitis B?

In healthcare settings, HBV is most often transmitted through breaks in the skin or mucous membranes. This usually occurs through needle sticks, human bites, or having infectious material (such as blood or other body fluids) get into existing cuts or abrasions. Blood is the single most important source of HBV.

How Can You Protect Yourself?

Once all pre-hospital care providers run the risk of exposure to a patient's blood, all pre-hospital and hospital care providers are at risk to contract Hepatitis B. Some activities where exposure can occur include bleeding control, childbirth, blood drawing and intravenous cannula placement. The best preventive method is use of universal precautions. Treat every patient as if they could be a carrier for HBV or any other blood-borne disease. Use gloves to avoid contracting blood or blood contaminated body fluids. Another preventative action is to receive a Hepatitis B vaccination.

About the Vaccine

The cost of vaccination will vary depending upon the source. It is administered in three doses by intramuscular injection. You should also be aware that vaccination is not guaranteed to prevent you from contracting Hepatitis B. However, the vaccine does afford a high degree of protection (90-95%) in healthy people against Hepatitis B. You should be tested 1-2 months after the vaccine series to determine if the vaccination has provided immunity to HBV infection. The vaccination does not offer protection against other types of Hepatitis.

According to the U.S. Department of Health, there have been a few adverse reactions reported including soreness, swelling, warmth at injection site, chills, fever, fatigue, nausea, vomiting, abdominal pain/cramping, diarrhea, adenitis, myalgia, headache, dizziness, and rash. As with any medicine, there is the possibility of a rare adverse reaction that has not been observed in clinical trials.

Hepatitis vaccine is not recommended for pregnant females, breast-feeding mothers, people with a fever or active infection, and for people allergic to Thimerosal or yeast.

Human Immunodeficiency Virus (HIV) is the cause of acquired immunodeficiency syndrome (AIDS). This results in the breakdown of immune system, so the body does not have the ability to fight off other diseases. According to the CDC (2022), at the end of 2019, the most recent year for this information is available, an estimated 1,189,700 people aged 13 and older were living with HIV infection in the U.S. including an estimated 158,500 (13%) people whose infections had not been diagnosed. The CDC also estimated that approximately 30,635 people in the U.S. are newly infected with HIV each year.

Symptoms of HIV can vary, but often include: weakness, headaches, fever, diarrhea, sore throat, nausea and other "flu-like" symptoms. However, many people with HIV can show no apparent symptoms for years after their infection. Currently no vaccination exists to prevent infection of HIV and there is no known cure.

**PHILANDER SMITH UNIVERSITY
NURSING, ALLIED, AND PUBLIC
HEALTH DIVISION**

Substance Abuse Policy Release Form

I, _____, have read the Substance Abuse Policy of Philander Smith University School of Nursing, Allied, and Public Health Division and agree as a student in the Nursing and Allied Health Division to comply with all aspects of the policy as written.

I agree that the drug testing facility designated by Philander Smith University is authorized by me to provide the results of appropriate test(s) to Philander Smith University Nursing, Allied, and Public Health. I agree to indemnify and hold the Philander Smith University and testing facility harmless from and against any and all claims; causes of action, demands, liabilities or judgments arising out of any claim related to compliance and confidentiality of the test results.

I further understand that failure to adhere to the conditions specified in this policy will result in my dismissal from the program. Furthermore, I agree to abide by the provisions for determining suspension and to follow the conditions of re-application as outlined.

STUDENT PRINTED NAME

STUDENT SIGNATURE

DATE

STUDENT ID#

Philander Smith University Nursing, Allied, and Public Health

Hepatitis B Vaccination Waiver Claim Form

I, the undersigned Nursing, Allied, and Public Health student at Philander Smith University, having been identified to be at risk for Hepatitis B and with the understanding that most healthcare facilities require all employees at high risk to be immunized with Hepatitis B vaccine, hereby declare that the Hepatitis B vaccine shall not be administered to me and further waive any and all claims for damages or injuries against PSU that may result to me from my failure to accept this immunization with the Hepatitis B vaccine.

I, the undersigned, declare that this instrument has been completely read and fully understood by me to be a waiver of any possible claim against Philander Smith University. I assume responsibility for any injuries or damages that may result to me related to my failure to be immunized with the Hepatitis B vaccine.

Student Printed Name

Student Signature

STATE OF ARKANSAS) COUNTY OF Pulaski

) SS

Subscribed and sworn to before me, a Notary Public, within and for the County and State aforesaid, on this
day of 20 .

Affix

Notary Seal

Notary Public Signature Here

My Commission Expires:

PHILANDER SMITH UNIVERSITY
NURSING, ALLIED, AND PUBLIC HEALTH
900 W Daisy L Gaston Bates
Little Rock, AR 72203



Student, Faculty, Or Staff Incident Form

Use this form to report any unexpected incidents related to patient care or treatment, even if there is no adverse patient outcome (this includes, errors, safety hazards, injuries, and sentinel events). Use this form if any unexpected incidents occur in the lab, clinical, or classroom setting. This form is to be completed by Philander Smith University faculty/staff in addition to any reporting requirements of the facility/clinical agency. After completion, please return to the Dean of Nursing and Allied Public Health (NAPH). A copy of the Incident Form will be placed in the student's permanent file housed in the Nursing, Allied, and Public Health Department and a copy sent to the Vice President of Student Services. A copy of the Incident Form will be placed in the faculty/staff permanent file in the office of the Dean of Nursing, Allied, and Public Health and will also be forwarded to the Human Resource Department.

Details of where the incident occurred

Identification of person affected by the incident:	Location:
Name:	Clinical or Lab Facility/Classroom (include building and address)
Date of Birth:	Department/Unit:
Date & Time of Incident:	

Onsite Staff Involved

Name:	Title:

Nature of Incident [check appropriate box(es)]

Malfunction of Equipment/ Monitors	<input type="checkbox"/>	Poor patient Preparation	<input type="checkbox"/>	Failure to Interpret Results	<input type="checkbox"/>
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Lack of Equipment/ Monitors	Inappropriate Request	Failure to Obtain Pertinent Patient Information	
Use Error of Equipment/ Monitors	Inappropriate/ No Escort	Wrong Dose Radiation	
Medication Administration Error	Breach of Confidentiality	Wrong Site	
Extravasation	Patient Documentation Issue Patient Positioning	Wrong Patient	
Infection Control Issue	Consent	Repeated dose unnecessarily	
Injury to Patient/Student/Faculty or Staff	Failure to Perform Investigation	Pregnancy Not Considered in Radiation Exposure	
Breach of Policies/Protocol &/or Agency Policy/Procedure	Delay in Urgent Investigation	Other (Describe):	

Patient Outcome [check appropriate box(es)]

Death	Pain/Prolonged Pain	Radiation over-exposure	
Critical Condition	Patient Distress	Disruption to Services	
Injury	Delay in Treatment	Unable to Assess Outcome	
Ill Health	Change in Treatment	Near Miss by Chance	
Temporary Deterioration of Condition	Change to Treatment	Near Miss by Intervention	
Transfer to a Higher level of Care	Prolonged Stay in Hospital/Clinical Facility	No Adverse Effect	

Contributory Factors [check appropriate box(es)]

Knowledge & Training	Poor Communication	Poor Documentation	
Staffing Issues	Distraction	Poor Handwriting	
Lack of Appropriate Equipment	Labeling	Use of abbreviations/Shorthand	
Breach of Policy/Procedure	Supplies	Storage	
Other (Describe):			

Summary of What Happened (Please state facts only and not opinion- Attach separate sheet if necessary):

--

Action Taken as a Result of Incident (Please give brief details- Attach separate sheet if necessary):

--

Faculty/Student/Staff Acknowledgement

Faculty/Student/Staff Name:	Title/Position:
Acknowledgment- I acknowledge that the facts & circumstances reported above are true & accurate to the best of my knowledge.	
Faculty/Staff/Student Signature	Date

Internal Use Only- Completed by Dean of Nursing & Allied Health

Action Taken as a Result of Incident (Please give brief details- attach separate sheet if necessary).
Dean of NAPH Name & Credentials
Dean of NAPH Signature: Date:

Arkansas Code Annotated**Licensing restrictions based on criminal records. 17-3-102**

(a) An individual is not eligible to receive or hold a license issued by a licensing entity if that individual has pleaded guilty or nolo contendere to or been found guilty of any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court, unless the conviction was lawfully sealed under the Comprehensive Criminal Record Sealing Act of 2013, § 16-90-1401 et seq., or otherwise previously sealed, pardoned or expunged under prior law:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree and second degree as prohibited in §§ 5-10-102 and 5-10-103;
- (3) Manslaughter as prohibited in § 5-10-104;
- (4) Negligent homicide as prohibited in § 5-10-105;
- (5) Kidnapping as prohibited in § 5-11-102;
- (6) False imprisonment in the first degree as prohibited in § 5-11-103;
- (7) Permanent detention or restraint as prohibited in § 5-11-106;
- (8) Robbery as prohibited in § 5-12-102;
- (9) Aggravated robbery as prohibited in § 5-12-103;
- (10) Battery in the first degree as prohibited in § 5-13-201;
- (11) Aggravated assault as prohibited in § 5-13-204;
- (12) Introduction of a controlled substance into the body of another person as prohibited in § 5-13-210;
- (13) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (14) Terroristic threatening in the first degree as prohibited in § 5-13-301;
- (15) Rape as prohibited in § 5-14-103;
- (16) Sexual indecency with a child as prohibited in § 5-14-110, if the offense is a felony;
- (17) Sexual extortion as prohibited in § 5-14-113;
- (18) Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 — 5-14-127;

- (19) Incest as prohibited in § 5-26-202;
- (20) Offenses against the family as prohibited in §§ 5-26-303 — 5-26-306;
- (21) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
- (22) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (23) Permitting the abuse of a minor as prohibited in § 5-27-221;
- (24) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403;
- (25) Possession or use of child sexual abuse material as prohibited in § 5-27-603;
- (26) Computer exploitation of a child in the first degree as prohibited in § 5-27-605;
- (27) Felony adult abuse as prohibited in § 5-28-103;
- (28) Theft of property as prohibited in § 5-36-103;
- (29) Theft by receiving as prohibited in § 5-36-106;
- (30) Arson as prohibited in § 5-38-301;
- (31) Burglary as prohibited in § 5-39-201;
- (32) Felony violation of the Uniform Controlled Substances Act, § 5-64-101 et seq., as prohibited in the former § 5-64-401, and §§ 5-64-419 — 5-64-442;
- (33) Promotion of prostitution in the first degree as prohibited in § 5-70-104;
- (34) Stalking as prohibited in § 5-71-229;
- (35) Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy, as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection; and
- (36) All other crimes referenced in this title.

(b)

(1) If an individual has been convicted of a crime listed in subsection (a) or subsection (e) of this section, a licensing entity may waive disqualification or revocation of a license based on the conviction if a request for a waiver is made by:

(A) An affected applicant for a license; or

(B) The individual holding a license subject to revocation.

(2) A basis upon which a waiver may be granted includes without limitation:

(A) The age at which the offense was committed;

(B) The circumstances surrounding the offense;

(C) The length of time since the offense was committed;

(D) Subsequent work history since the offense was committed;

(E) Employment references since the offense was committed;

(F) Character references since the offense was committed;

(G) Relevance of the offense to the occupational license; and

(H) Other evidence demonstrating that licensure of the applicant does not pose a threat to the health or safety of the public.

(3) The waiver requirements of this section are not required for a renewal of a license if an individual has been convicted of a crime listed in subsection (a) of this section and has either:

(A) Completed the waiver requirements of this section at his or her initial licensure;

(B) Been licensed in this state before the enactment of subsection (a) of this section; or

(C) Attended a professional or occupational school, program, or training in pursuit of an occupational license before the enactment of subsection (a) of this section and would have been qualified to hold an occupational license on or before July 24, 2019.

(c) If an individual has a valid criminal conviction for an offense that could disqualify the individual from receiving a license, the disqualification shall not be considered for more than five (5) years from the date of conviction or incarceration or on which probation ends, whichever date is the latest, if the individual:

(A) Was not convicted for committing a violent or sexual offense; and

(B) Has not been convicted of any other offense during the five-year disqualification period.

(d) A licensing entity shall not, as a basis upon which a license may be granted or denied:

(1) Use vague or generic terms, including without limitation the phrases “moral turpitude” and “good character”; or

(2) Consider arrests without a subsequent conviction.

(e) Due to the serious nature of the offenses, the following shall result in disqualification for licensure, regardless of the date of conviction or the date on which probation or incarceration ends unless a waiver is granted under subsection (b) of this section:

- (1) Capital murder as prohibited in § 5-10-101;
- (2) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
- (3) Kidnapping as prohibited in § 5-11-102;
- (4) Aggravated assault upon a law enforcement officer or an employee of a correctional facility as prohibited in § 5-13-211, if a Class Y felony;
- (5) Rape as prohibited in § 5-14-103;
- (6) Sexual extortion as prohibited in § 5-14-113;
- (7) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;
- (8) Incest as prohibited in § 5-26-202;
- (9) Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
- (10) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
- (11) Adult abuse that constitutes a felony as prohibited in § 5-28-103;
- (12) Arson as prohibited in § 5-38-301; and
- (13) Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print media depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child, as prohibited in §§ 5-27-303 — 5-27-305, 5-27-402, and 5-27-403.

(f) This chapter does not preclude a licensing entity from taking emergency action against a licensee as authorized under § 25-15-211 for the sake of public health, safety, or welfare.

(g) The disqualification for an offense listed in subsection (a) of this section and the disqualification for an offense listed in subsection (e) of this section do not apply to:

- (1) An individual who holds a valid license on July 24, 2019;
- (2) An individual who holds a valid license on or before July 24, 2019, but failed to renew his or her license for any reason; or

(3) An individual who was a student on or before July 24, 2019, in a professional or occupational school, program, or training in pursuit of an occupational license and would have been qualified to hold an occupational license on or before July 24, 2019.

(h) This section does not apply to licensure or certification:

- (1) Of professions not governed by this title;
- (2) Of polygraph examiners and voice stress analysis examiners under § 17-39-101 et seq.;
- (3) Of private investigators and private security agencies under the Private Security Agency, Private Investigator, and School Security Licensing and Credentialing Act, § 17- 40-101 et seq.;
- (4) Of body artists under § 17-26-601 et seq. who hold a valid license on or before July 1, 2024; or
- (5) Of cosmetologists licensed under Title 17, Chapter 26, Subchapter 3.

**Philander Smith University
Nursing, Allied, and Public Health Program**

Acknowledgement of Criminal background checks

I have read the Arkansas State Board of Nursing criminal backgrounds check criteria and list of criminal offenses. I fully understand that being accepted into a nursing program at Philander Smith University (PSU) and graduating from a nursing program does not assure ASBN's approval to take the licensure examination.

Print Name

Signature

Date