Limestone University
BSN Student Handbook
2024 - 2025

Limestone University

BSN Program Handbook

Academic Year 2024-2025

Preface

The BSN Program Handbook is the official policy manual for the Limestone University BSN and RN-BSN Programs. Its purpose is to provide a reference for the program's mission, goals, structure, requirements, policies, academic information, and available resources for students. Comprehensive university policies and procedures are found in the Limestone University Academic Catalog. The handbook is in effect at the time of publication, however is not a contract between the student and university. Limestone University reserves the right to make changes to this handbook as necessary. The electronic version should be consulted as a primary reference as it is updated more frequently.

Limestone University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award associate, baccalaureate, and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033 or call 404-679-4500 for questions about the accreditation of Limestone University. All other inquiries about the University should be directed to Limestone University, 1115 College Dr. Gaffney, SC 29340 or 864-864-7151.

The RN-BSN program at Limestone University is accredited by the Commission on Collegiate Nursing Education (CCNE) located at 655 K Street, NW, Suite 750, Washington, DC 20001. Phone (202) 877-6791.

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Welcome Message

Welcome to Limestone Nation! We are pleased you have chosen Limestone to complete your Bachelor of Science in Nursing. Our mission is to challenge students to become critical thinkers and effective communicators who are prepared for responsible citizenship, successful careers, and graduate study. As nurses, these qualities are essential to our practice. Our goal is to provide quality coursework necessary for nurses to work in any setting, who are able to successfully navigate the challenges inherent in the care of patients, families, and communities. I charge you to be active participants in your education, communicate with your faculty regularly, and model professionalism.

My former dean and mentor once shared this quote with me. "Once the mind has been opened to new ideas, it can never return to its original size" (adapted Oliver Wendell Holmes). I hope it inspires you to value and love the power of education.

Amber Williams, DNP APRN FNP-BC, RNC-MNN

Director of Nursing
Associate Professor

Program Accreditation Statements

Limestone University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC) to award associate, baccalaureate, and master's degrees. Contact SACS-COC at 1866 Southern Lane, Decatur Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Limestone University.

The RN-BSN program at Limestone University is accredited by the Commission on Collegiate Nursing Education (CCNE) located at 655 K Street, NW, Suite 750, Washington, DC 20001. Phone (202) 877-6791.

Limestone intends to pursue initial accreditation of the pre-licensure BSN program and is following accreditation criteria and procedure.

Contact Information

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Limestone University Mission, Vision, and Essential Belief Statements

Limestone University Mission

Limestone University's foundation in Christian faith and liberal arts empowers students of all abilities and backgrounds who will invest in themselves and aspire to thrive spiritually, personally, and professionally.

Limestone University Vision Statement

Limestone University provides students the tools they need to graduate, flourish, and have a positive impact on their families, communities, and professions.

Essential Belief Statements

Limestone University offers opportunities for spiritual, personal, and professional growth, including to students with academic challenges or those who have had difficulty accessing higher education.

In a compassionate and supportive environment based on Christian principles, Limestone nurtures students to become critical thinkers, strong leaders, and effective communicators who are prepared for successful lives, careers, and continued graduate studies.

Limestone University respects each student's religious liberty and provides an environment consistent with our non-denominational Christian heritage. Limestone's values support our dedication to fulfilling our mission and vision, as well as serving as guiding principles that shape our daily actions.

Updated 01/27/25

Nursing Program Mission Statement

Inspired by the university's mission to educate students from diverse backgrounds and committed to the health of citizens, the mission of the nursing program is therefore to support and prepare professional nurses who are able to:

1. Use critical thinking in decision making activities;

2. Promote health and wellness to diverse individuals, families, and communities; and

3. Demonstrate incorporation of professional standards, lifelong learning, advocacy, and compassion into nursing practice.

Nursing Program Vision

<u>Vision:</u> To meet the needs of our communities and profession by providing a quality innovative higher education experience.

Nursing Program Goals

Goals specified by the Nursing Program are reviewed and updated annually. These goals provide direction for the program and the college.

1. Recruit and retain well-qualified students

2. Recruit and retain well-qualified faculty

3. Maintain national accreditation through CCNE

4. Utilize best practice principles of learning theory in courses

5. Prepare professional nurses with the essential knowledge, skills, and attitudes to improve health

6. Increase the number of BSN and MSN-prepared nurses locally

Updated August 2022.

Nursing Program Student Learning Outcomes

After completing the BSN program, graduates will be able to:

1. ***SLO 1 – Critical thinking -*** Graduates will demonstrate critical thinking that integrates a liberal arts foundation, theory, evidence-based practice, and ethical decision making in the promotion of health and culturally competent care of diverse individuals, families, and groups across the lifespan

2. ***SLO 2 – Safe Practice / Person-centered care*** - Graduates will use nursing knowledge and critical thinking to inform clinical judgment in the provision of safe, quality, equitable, and compassionate person-centered care.

3. ***SLO 3 – Population health -*** Graduates will evaluate data and social determinants of health to apply population health concepts and advocate for optimal health in diverse populations

4. ***SLO 4 – Scholarship -*** Graduates will demonstrate an understanding of the research process, how to evaluate the quality of evidence, and communicate findings

5. ***SLO 5 – Systems-based knowledge -*** Graduates will articulate an understanding of systems & system processes across the continuum of care necessary to advocate for & coordinate health policy

6. ***SLO 6 – Interprofessional partnerships -*** Graduates will demonstrate effective communication and collaboration with interprofessional healthcare team members, individuals, families, groups and communities

7. ***SLO 7 – Information and Healthcare Technologies -*** Graduates will utilize patient care technologies and information systems to support communication and decision making for nursing practice

8. ***SLO 8 – Professionalism & leadership -*** Graduates will apply principles of professionalism and leadership to develop an ethical, accountable, inclusive, and competent nursing identity

Updated Fall 2023

ANA Code of Ethics

All professional nurses are expected to behave ethically and provide ethical care. The application of ethical behavior extends to colleagues, peers, supervisors, subordinates, and clients. Our profession uses The American Nurses Association

provides the Code of Ethics for nurses as a guide. ANA Code of Ethics with Interpretive Statements (2017). https://www.nursingworld.org/coe-view-only

Social Media

According to The Nurse's Guide to use of Social Media, (NCSBN, 2018), "Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality. Such violations may result in both civil and criminal penalties, including fines and possible jail time. A nurse may face personal liability and be individually sued for defamation, invasion of privacy or harassment. Particularly flagrant misconduct on social media websites may also raise liability under state or federal regulations focused on preventing patient abuse or exploitation." The liability also applies to nursing students who must understand the concepts of privacy and confidentiality as well as steps to safeguard that trust.

"With awareness and caution, nurses can avoid inadvertently disclosing confidential or private information about patients. The following guidelines are intended to minimize the risks of using social media:

- Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

- Nurses must not share, post or otherwise disseminate any information or images about a patient or information gained in the nurse/patient relationship with anyone unless there is a patient care-related need to disclose the information or other legal obligations to do so.

- Nurses must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.

- Nurses must not refer to patients in a disparaging manner, even if the patient is not identified.

- Nurses must not take photos or videos of patients on personal devices, including cell phones. Nurses should follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.

- Nurses must maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.[1]

- Nurses must consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.

- Nurses must promptly report any identified breach of confidentiality or privacy.

- Nurses must be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices, and use of personal devices in the workplace.

- Nurses must not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

- Nurses must not post content or otherwise speak on behalf of the employer unless authorized to do so, and must follow all applicable policies of the employer" (NCSBN, 2018, pp12-13).

Nursing students are expected to behave ethically and follow these guidelines related to social media use. Breaches may result in disciplinary action by the program.

Civility and Professional Conduct

All students are expected to behave professionally in the classroom, clinical, and workplace as a representative of Limestone University and the nursing profession. Expected behaviors include:

- Active participation in courses
- Timely completion and submission of assignments
- Civil and respectful communication in any form
- Prompt communication with course instructors as necessary
- Maintenance of confidential information
- Academic and professional integrity
- Professional appearance and proper identification when representing Limestone University as a nursing student

Academic Responsibility

Every student is responsible for truthfulness, avoiding dishonesty, deceit, or fraud of any type regarding academic work. "Honesty in personal and academic matters is a cornerstone of life at Limestone University. Students are expected to achieve on their own merits and abilities, to exercise integrity in all affairs, and to refrain absolutely from lying, cheating, and stealing" (Limestone Student Manual). Any violation or assistance of others to violate academic responsibility shall be subject to consequences outlined in the Academic Catalog related to academic misconduct.

Limestone University Honor Pledge

I agree to refrain from academic misconduct, as defined in Section III of Limestone University's Policies and Procedures for Academic Conduct, which is available in The Gaslight Handbook and the Office of Student Life. I further understand that there are serious consequences for academic misconduct, outlined in Section IV of Limestone University's Policies and Procedures for Academic Conduct.

<u>Academic Misconduct</u>

1. Academic misconduct may include but is not limited to the following:
2. Plagiarism, or the failure to properly credit the work of another person, thereby allowing others to assume that the work is original,
3. Copying another student's work,
4. Collaborating by allowing another student to copy work which has been created by the collaborating student himself/herself,
5. Purchasing a paper from services or from other students and submitting it as one's own work,
6. submitting work as the student's own which has been created, in part or wholly, by a form of Artificial Intelligence such as, but not limited to, ChatGPT
7. Submitting work as the student's own which has been created, in part or wholly, by another individual,
8. Doing work for someone else and submitting the work under a name other than your own,
9. Cheating:
   - Copying from the paper of another student.
   - Allowing other students to copy from work that is not their own or aiding them in doing so.

- Referring to any materials that the instructor has not specially authorized for use during a test or assignment.
- Inappropriately obtaining the contents of an examination.

ANA Standards of Nursing Practice

The scope and standards of practice guide and inform nursing practice for any level, setting, population focus, or specialty. The standards should be reviewed and useful throughout your nursing career. https://www.nursingworld.org/nurses-books/nursing-scope-and-standards-of-practice-3rd-ed/

The Essentials: Core Competencies for Professional Nursing Education (ANCC,2021)

These ten (10) Domains for Nursing and Concepts guide the competency-based curriculum for baccalaureate and masters prepared nurses.

Domain 1: Knowledge for Nursing Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Scholarship for Nursing Practice
Domain 5: Quality & Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

Concepts integrated within the essentials

Clinical Judgment
Communication
Compassionate Care
Diversity, Equity, and Inclusion
Ethics
Evidence-based Practice
Health Policy
Social Determinants of Health

Pre-licensure BSN Program Admission Requirements

These admission requirements pertain to the 2024-2025 academic year.

Limestone University Admissions policy as stated in the Academic Catalog.

Pre-licensure nursing students are considered traditional students, international,

or transfer students and follow undergraduate admissions for the university as

provided on the website. Students enter Limestone as Health Science majors

with a pre-nursing concentration and follow a pre-nursing course pathway.

Admission to the Professional Clinical Cohort

Clinical cohorts begin annually in the fall after successfully completing the

Health Science: pre-nursing general education curriculum (Semesters 1-4).

Progression criteria include:

- Currently enrolled Limestone student
- Successful completion of pre-nursing general education coursework (semesters 1-4) for Health Sciences pre-nursing major with a C or better in courses
- Minimum cumulative GPA of 2.8
- Submit the completed application to Clinical Cohort by March 1 of 4th semester.
- Proficient score (recommended) on TEAS test by March 1

TEAS testing information can be found at https://atiteas.info/ Students are

allowed 2 attempts to take the TEAS test annually for admission. If, after the first

attempt, a Proficient score is not achieved, students must do the recommended

remediation to be able to test again. If, after 2 attempts a proficient score is not

achieved, students are highly encouraged to remediate again while waiting for the next

clinical cohort admission cycle. TEAS tests will be offered on campus *once* in early

spring (January). Specific dates TBD and will be posted by December. If students are

not able to take the TEAS test offered on campus, they may register to take an online

proctored exam. Cost of the TEAS test is TBD and will be the responsibility of the student.

Letters of pre-selection acceptance to the clinical cohort will be emailed to students' Limestone University emails by March 15. Once pre-selected to the clinical cohort, students must purchase a Background check through Castlebranch and submit a clear Background Check by May 15. Upon a clear background check, and successful completion of the remaining pre-nursing & general education courses, the major will be changed from Health Sciences Pre-Nursing concentration to Bachelor of Science in Nursing (BSN). BSN students must attend a mandatory orientation in late April (date to be determined annually). Completion of the remaining health requirements for clinical are by July 15. Requirements include:

- Purchase Castlebranch account and complete all health requirement documentation and drug screen to participate in clinical facilities
- CPR certification - BLS (Basic Life Support) for Healthcare Providers through American Heart Association. Must NOT expire *during* the academic year (Aug – May).
- Order uniforms, name tags, nursing kit during mandatory nursing orientation

Failure to complete any of these requirements by the due dates will result in forfeiture of your spot in the program.

Students accepted into the clinical cohort must abide by the clinical requirements for each clinical facility that they may attend throughout the remainder of the program. This includes (but is not limited to) a clear background check, fingerprinting, drug screening, all immunization requirements, and orienting to facilities.

BSN Program Clinical Cohort Start Cycles

The clinical cohort courses for NU courses begins each year in the Fall.

Progression in Nursing
Students must pass all nursing courses with a minimum of a "C"

throughout the program. If students do not pass a course with a "C", they will be

placed on probation in the nursing program until the course can be repeated before continuing the progression, as courses are sequential and build on the previous courses. **Students must pass all clinical courses with a "C" grade and >/= 75 numeric grade.** Clinical courses are NU 315, 321, 331, 332, 423, 424, 425, 434. Students only have 1 attempt to repeat an individual NU course. IF the second attempt at a course failure is unsuccessful, the result is dismissal from the BSN program as **only 2 below C, NU grades are permissible**. If a student is unsuccessful in 1 NU course, retakes it and is successful, that is recorded as 1 unsuccessful attempt. If the same student is unsuccessful in another course, they have the opportunity to repeat it once. That is their second below C grade. If a student is unsuccessful at the repeat of a second course, that would be more than 2 below C grades and the student will be dismissed from the program. So, 2 below C grades only. 1 attempt to repeat each.

Note: failure to progress may extend program length. Nursing cohort courses are taught once per year. Successfully repeating a course may not guarantee a clinical seat is available for reintegration. Reintegration into the program progression is dependent upon there being less than 16 qualified applicants / seats available.

Students whose GPA falls below the 2.8 cumulative minimum, will be on probation status within the program until they have successfully repeated any course(s) with less than "C" grades. Students whose GPA falls below the qualitative minimums set by the University (2.0) will follow University procedure for probation and suspension from the University.

RN-BSN Program Admission Requirements

These admission requirements pertain to the 2024-2025 academic year. RN-BSN students are considered transfer applicants and follow the procedures for admissions outlined by [Undergraduate Admissions](#) policy. Transfer requirements include: students who have previously attended a regionally accredited college or university:

- you need at least 12 hours of college credit to apply in this category; if you have less than 12 hours, you should apply as a FRESHMAN (see above);
- you must have a minimum cumulative grade point average of 2.0 on a 4.0 scale;
- you must be in good standing at the last institute you attended;
- we will need your SAT or ACT scores unless you are 21+ years of age, are in the military, or are transferring 12+ credits; we will need official transcripts of all previous college studies;
- to receive a Limestone University baccalaureate degree, you must earn a minimum of 31 semester hours as a Limestone student.

Specifically for RN-BSNs students, the additional requirements below must be met for admission:

- Completion of an associate degree or diploma in Nursing from an accredited US program of nursing
- Proof of active, unencumbered nursing RN license
- Completed application to Limestone University
- Application fee of $25 (waived if application completed online or if completed while at time of visit to Limestone University)
- Official transcripts from all post-secondary schools
- 1 letter of recommendation from a nurse with at least a BSN
- Minimum cumulative collegiate GPA of 2.0

Requirements after admission.

- Current BLS (Basic Life Support) CPR certification- American Heart for Healthcare Providers. Must remain current through the clinical experience / cannot expire during clinical experience.
- Background check clearance prior to practicum experiences
- Submission of negative urine drug screen prior to practicum experiences

- Completion and maintenance of clinical immunization requirements as required by facilities where students complete clinical practicums for NU 410 and NU 420.
- Proof of current health insurance coverage and liability insurance coverage are required for clinical courses NU 410 and NU 420.

Once admitted, a block transfer of 30 credit hours from their Associate Degree in Nursing will be granted after successful completion of NU courses. Up to 66 credit hours of applicable coursework may be applied to RN-BSN degree plan.

RN-BSN Program Cohort Start Cycles

Fall – Term 5 (August)

RN-BSN Progression

Students must pass all nursing courses with a minimum of a "C" throughout the program. If students do not pass a nursing (NU) course with a "C", or fall below the qualitative limits set by the University, they will be on probation status until they have successfully repeated that course. Only one attempt is given to repeat a NU course. **More than 2 (the third) grades below "C" will result in dismissal from the RN-BSN program.**

Students must maintain active, unencumbered, SC or compact state RN licensure throughout the program. A lapsed license will result in the student being dropped from all courses until evidence of RN licensure renewal is provided.

Adherence to the South Caroline Nurse Practice Act is required. Failure to comply with practice standards will result in review and action by the university and could result in dismissal from the nursing program.

Advisement

All nursing students should be advised by assigned nursing advisors or nursing faculty. Appointments should be scheduled with your assigned nursing advisor prior to enrolling. Registration is done by the year. Students will not be allowed to register without the release or approval from their faculty advisor.

Academic Calendars 2024-2025

Academic Calendar for BSN day students

Semesters / Year			
Fall 2024		**Spring 2025**	
Aug 21	Dec 13	Jan 8	May 2

Accelerated Academic Terms for RN-BSN Program

Terms / Year					
Fall 2024		**Spring 2025**		**Summer 2025**	
Term 5	**Term 6**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Aug 26 – Oct 15	Oct 21 – Dec 10	Jan 6 – Feb 24	Mar 3 – April 20	May 5 – June 22	July 1 – Aug 19

BSN Curriculum

Y1			
S1 - Fall		**S2 - Spring**	
Courses		**Courses**	
BI 101 / **110**	4	**CH 105** / 110	4
MA 116 or 200	3	EN 102	3
ID 150	3	PS 204	3
PS 101	3	HS 101	3
EN 101	3	HI survey	3
Y2			
BI 210	4	BI 211	4

BI / HS 250	4	EN 201	3
MA 116 or 200	3	NU 101	3
HS 210	3	Fine art	3
EN 105	3		
Y3			
NU 307 – prof roles	3	NU 310 – informatics (T1)	3
NU 308 – concept thinking	2	NU 314 – pharm 2	1
NU 312 – pathophysiology	3	NU 331 (clinical) adult	5
NU 315 – assessment (clinical)	3	NU 332 (clinical) family	4
NU 313 – pharm 1	1	NU 201 – nutrition	3
NU 321 – foundations (clinical)	4		
Y4			
NU 401 – EBP (T5)	3	NU 431 - Quality / Safety (T2)	3
NU 424 - mental health (clinical)	4	NU 432 - Leadership	3
NU 423 - complex concepts (clinical)	5	NU 434 – Capstone (clinical)	6
NU 425 – community (clinical)	3	NU 402 – policy (T1)	3
NU 415 – pharm 3	1		

BSN Courses

	Course	Credit hours
1	NU 307: Professional nursing roles and trends	3
2	NU 312: Pathophysiology	3
3	NU 313, 314, 415: Pharmacology 3-1 credit courses	3
4	NU 310: Information management	3
5	NU 401: Evidence-based research and nursing practice	3
6	NU 308: Critical & conceptual thinking and the nursing process	2
7	NU 201: Nutrition for healthcare professionals	3
8	NU 315: Physical Assessment	3
9	NU 321: Foundational concepts	4
10	NU 331: Concepts of health and illness with individuals	5
11	NU 332: Concepts of health and illness with families	4
12	NU 425: Concepts of health and illness with communities	3
13	NU 423: Concepts in complex nursing practice	5
14	NU 424: Mental Health concepts	4
15	NU 402: Healthcare policy, regulation & finance	3
16	NU 431: Quality & safety concepts in health systems	3
17	NU 432: Leadership & management concepts in nursing	3
18	NU 434: Capstone	6
		63

BSN Course Descriptions

No.	Course Title	Course Description	
NU 307	Professional Nursing Roles & Trends	This course examines the evolution and future of professional nursing roles, introduction to nursing theories, nursing science, and nursing processes. The course also examines factors influencing nursing practice, interprofessional communication and collaboration, as well as current trends. This course is designed for the pre-licensure nursing student. Pre-requisites: progression into pre-professional clinical cohort	3
NU 308	Critical & Conceptual Thinking	This course will outline how nursing students learn to think critically. It also introduces nursing concepts that will guide nursing diagnoses, planning, interventions, and evaluation throughout practice. Pre-requisites: progression into pre-professional clinical cohort	2
NU 312	Pathophysiology	This course emphasizes the mechanisms and manifestations of disease and disorders, recognition of symptomatology, and recommended nursing and pharmacological interventions through a conceptual approach. This course is designed for the pre-licensure nursing student. Pre-requisites: progression into pre-professional clinical cohort	3
NU 313	Pharmacology foundations	This course introduces students to foundational pharmacology concepts including pharmacodynamics, pharmacokinetics, classification of drugs, and basic medication calculations. This is a core nursing course. Pre-requisites: progression into pre-professional clinical cohort	1
NU 315	Physical Assessment & Health Promotion	This course focuses on the comprehensive health and physical assessments of diverse clients across the lifespan, communicating findings, and promoting health and wellness to individuals, families, and communities. A practicum is included. Pre-requisites: progression into pre-professional clinical cohort	3
NU 321	Foundational Nursing concepts	This course examines foundational nursing concepts and skills necessary for beginning nursing practice.	4

		Pre-requisites: progression into pre-professional clinical cohort	
NU 310	Information management & healthcare technologies	This course will explore information and communication technologies and informatics processes utilized in the provision of nursing care and decision making. Pre-requisites: progression into pre-professional clinical cohort or RN-BSN student	3
NU 331	Concepts of health & illness with individuals	This course will delve into nursing concepts, skills and attitudes necessary for caring for effective patient centered care to individuals. Pre-requisites: pre-professional clinical cohort; successful completion of semester 1 NU courses with a C or better (NU 315, 321, 308, 307, 312, 313)	5
NU 332	Concepts of health & illness with families	This course will explore concepts and skills pertinent to caring for childbearing families and their children and will explore application of nursing knowledge, skills, and attitudes to provide patient centered and effective nursing care. Pre-requisites: pre-professional clinical cohort; successful completion of semester 1 NU courses with a C or better (NU 315, 321, 308, 307, 312, 313)	4
NU 314	Pharmacology interventions	This course provides a continuation of pharmacological concepts across the lifespan to treat medical conditions, including medical calculations for specific populations & delivery methods. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 313 with a C or better	1
NU 402	Healthcare policy, regulation & finance	This course emphasizes the role of nursing as advocates for health, the politics of healthcare, and the influence health policy has on nursing practice. It also discusses the role of government, the processes of law making, policy development, implementation, and regulation. Pre-requisites: admission to the RN-BSN program OR progression into pre- professional clinical cohort; successful completion of NU 423, NU 411, NU 425, NU 424 (semester 3 courses) with a C or better	3

NU 401	Evidence-based research & nursing practice	This course explores the nursing research process and models as a basis for an understanding of research evidence as a guide to informing practice decisions. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU311 with a C or better or RN-BSN student	3
NU 415	Complex pharmacology interventions	This third pharmacology course continues exploring pharmacological interventions for more complex pathology and disease. This is a core nursing course. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 414 with a C or better	1
NU 423	Complex adult concepts	This course will present concepts applicable to adults with complex care needs and will explore the application of nursing knowledge, skills, and attitudes to provide patient centered and effective nursing care. There is a clinical component to this course. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 331 and 332 with a C or better	5
NU 424	Mental health concepts	This course will explore mental health concepts across the lifespan and apply nursing knowledge, skills, and attitudes to effective, patient centered mental health. There is a clinical component to this course. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 331 and 332 with a C or better	4
NU 425	Concepts of health & illness with communities	Population concepts, considering social determinants of health, diverse individuals, families, and aggregates, are the focus of this course with emphasis on assessment, health promotion, and population-based care and management. A practicum allows students to build on knowledge and apply community health concepts. Learning experiences are individualized and guided by the preceptor and course faculty. Pre-requisites: pre-professional clinical cohort; successful completion of Semester 2 NU 331 and 332 with a C or better	3
NU 431	Quality & patient safety	This course explores the concepts of quality and patient safety in today's healthcare	3

		environments, the role of nurses as advocates for health, and the influence health policy has on nursing practice. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 423 with a C or better	
NU 432	Leadership & management concepts in nursing	This course focuses on principles of leadership, management, communication, conflict, power, ethics, organizations, and change within healthcare as related to the role of professional nurses. Pre-requisites: progression into pre-professional clinical cohort; successful completion of NU 423 with a C or better	3
NU 434	Capstone clinical	This is a culminating course where nursing students apply nursing knowledge, skills, and attitudes learned throughout the program to patients under the supervision of a qualified preceptor. Students will gain an in-depth understanding of the practice environment through an intensive clinical experience. Pre-requisites: progression into the pre-professional clinical cohort; successful completion of NU 423 and NU 424 with a C or better	6

RN-BSN Completion Curriculum

I.	General Education Core Curriculum -	42 credits
II.	Foundational Courses for BSN	8-16 credits
III.	RN – BSN	30 credits
IV.	Block transfer of ADN work	30 credits
V.	Electives	0-12credits**
	Total	**120 credits**

**Note: elective credits may vary depending on individual transfer credits

RN-BSN Curriculum

I.	General Education Core Curriculum		33 credit hours
	ID 250	Transfer success	3 credit hours
	EN 101	Freshman Composition	3 credit hours
	EN 102	Argument and Research	3 credit hours
	EN 2xx	Literature	3 credit hours
		Fine Arts	3 credit hours
	MA 116	College Algebra	3 credit hours

	MA 200	Statistics	3 credit hours
	PS 101	Introduction to Psychology	3 credit hours
	PS 204	Human Growth and Development	3 credit hours
	HS 210	Healthcare ethics	3 credit hours
	HI xxx	Historical survey	3 credit hours
II.	**Foundational Courses for BSN**		**8-16 credit hours**
	BI 210	Anatomy and Physiology I	4 credit hours
	Bi 211	Anatomy and Physiology II	4 credit hours
	BI 250	Microbiology	4 credit hours
III.	**RN-BSN Courses**		**30 credit hours**
	NU 300	Professional Nursing Roles–	3 credit hours
	NU 301	Healthcare genetics & genomics	3 credit hours
	NU 302	Pathophysiology for RNs –	3 credit hours
	NU 305	Health assessment & promotion for RNs –	3 credit hours
	NU 310	Information management in nursing practice	3 credit hours
	NU 400	Leadership in nursing practice –	3 credit hours
	NU 401	Research & Evidence-based nursing practice	3 credit hours
	NU 402	Healthcare policy and nursing practice –	3 credit hours
	NU 410	Population health nursing for RNs – Practicum included	3 credit hours
	NU 420	Quality and patient safety for RNs –Practicum included	3 credit hours
IV.	**Block Transfer of ADN work**		**30 credit hours**
V.	**Electives**		**0-12 credit hours**
	Total		**120 credit hours**

RN-BSN Course Descriptions

Course number	Course title	Course description	Credit hours
NU 300	Professional nursing roles	This course examines the evolution and future of professional nursing roles, nursing theories, nursing science and nursing processes. The course also examines health care systems, factors influencing nursing practice, interprofessional communication and collaboration and current trends.	3
NU 301	Healthcare genetics & genomics	This course explores genes and genetic expression in humans, genomic disorders, pedigree construction, screening, diagnostics, and disease management, as well as the implications for nursing healthcare professionals	3
NU 303	Pathophysiology for RNs	This course emphasizes the mechanisms and manifestations of	3

		disease and disorders, recognition of symptomatology, and recommended nursing and pharmacological interventions through a conceptual approach.	
NU 305	Health assessment & promotion for RNs	This course focuses on the comprehensive health and physical assessments of diverse clients across the lifespan, communicating findings, and promoting health and wellness to individuals, families, and communities.	3
NU 310	Information management in nursing practice	This course examines the concepts of information management, in all its forms, and use of technology in safe and effective nursing practice.	3
NU 400	Leadership in nursing practice	This course focuses on principles of leadership, management, power, ethics, organizations, and change within healthcare as related to the role of professional nurses.	3
NU 401	Research & evidence-based nursing practice	This course explores the nursing research process and models as a basis for an understanding of research evidence as a guide to informing practice decisions.	3
NU 402	Health policy and nursing practice	This course emphasized the role of nursing as advocates for health, the politics of healthcare, and the influence health policy has on nursing practice. It also discusses the role of government, the processes of law making, policy development, implementation, and regulation.	3
NU 410	Population health nursing for RNs	The focus of this course is the community or population as client considering diverse individuals, families, and aggregates within the population. The emphasis is assessment of risk, health promotion, epidemiology, and population-based care and management. This course includes a practicum in which the student will have the ability build on knowledge and apply community health nursing concepts. Learning experiences	3

		are individualized and guided by the selected preceptor and course faculty.	
NU 420	Quality & patient safety for RNs	This course explores the concepts of quality and patient safety in today's healthcare environment. This course includes a practicum in which the student will build on theoretical knowledge by applying quality and safety competencies to a workplace project. Learning experiences are individualized and guided by the selected preceptor and course faculty.	3

Technology Requirements

All students are encouraged to own or have reliable access to a computer

that meets or exceeds the following requirements.

	Mac	PC
Processor	Intel Core i5 or higher	Intel Core i5 or higher
RAM	16GB RAM	16GB RAM
Operating System	OS Sierra or later Fully updated	Windows 10 or later Fully updated
Hard Drive	250GB SSD	250GB SSD
Networking Hardware	802.11 a/c dual band	802.11 a/c dual band
Video Card	Integrated graphics card	Integrated graphics card
Webcam	Integrated	Integrated

Online Student Proctor Information

For online courses, remote proctoring software (Respondus Lockdown

Browser©) is used to monitor student while taking an exam. This program requires the

use of a webcam and microphone (either internal or external). The software will record

audio and video during exams, so students should make sure to follow the guidelines

set by their instructors while testing. Students should select a quiet, private setting for

testing. When accessibility issues or extenuating circumstances arise, the student may

work through the Equity and Inclusion Office and / or Division of Student Affairs for a

different proctoring solution.

Core Performance Standards

The Limestone BSN program requires all applicants and continuing students to meet certain standards based on the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCNE) <u>Core Performance Standards (Appendix A)</u>. The standards describe requirements in six dimensions of ability / performance: critical thinking and related mental abilities, communication and interpersonal abilities, physical abilities, hearing, visual, and smell.

Students who have disabilities

The Equity and Inclusion Office at Limestone University is dedicated to opening the doors of equal opportunity to individuals who are differently-abled. We assist student who self-identify with documented disabilities by determining their eligibility for services through an interactive, collaborative process between the student and Accessibility staff, and then working together to determine reasonable accommodations and services. Students who have a physical or learning disability which may impact academic performance should register with the Equity and Inclusion Office prior to the beginning of each semester to ensure accommodation is in place when classes begin. Documentation should be sent directly to the Equity and Inclusion Office, Limestone University, 1115 College Dr, Gaffney SC, 29340.

Students who have disabilities should apply to Limestone University through the regular admissions process. Accommodation through accessibility are provided at no additional charge. For additional information, please contact (864)-488-

4394 or https://www.limestone.edu/equity-and-inclusion/accessible-education-services

Academic Requirements & Procedures

All Limestone University academic procedures can be found in the Limestone Academic Catalog. The nursing profession is proud to represent the highest ethical standards so any form of academic misconduct (cheating, plagiarism, or other) will follow policies outlined in the Academic Catalog.

Student Complaint Procedure

A student complaint is defined as any dissatisfaction occurring as the result of a student's belief that any academic or non-academic situation affects the students unjustly or inequitably. Complaints against a Limestone University student, faculty, staff, or administrator for sexual harassment, discrimination, or assault, and / or domestic violence, dating violence, or stalking, you should contact the Title IX Coordinator or one of the designated deputy coordinators for Title IX.

The student has the right to raise a complaint and to have that complaint considered with courtesy and objectivity, in a timely fashion, and without fear of prejudicial treatment. The student should first discuss the matter with the person or persons directly involved, in an attempt to resolve the complaint through informal discussion. The student should make his / her advisor aware of the situation if the advisor is not directly involved.

If there is no resolution, the student should discuss the matter with the appropriate first level supervisor or administrator both verbally and in writing. The

written statement should include a narrative of the situation and the individual

with whom the discussion took place. If no resolution is reached, the student may

then present a written complaint to the appropriate dean.

If reconciliation has not been achieved, the student may then schedule an

appointment with the Provost, after submitting a written complaint to him / her.

If after meeting with the Provost, the complaint is not reconciled, then the

student may schedule an appointment with the President of the University.

For Student complaints concerning grades or academic integrity, please refer to

the current Academic Catalog.

Chain of Command

It is important to follow a chain of command with regard to academic

concerns. A chain of command is the hierarchy of authority within an

organization. The faculty of record for a specific course and / or the student's

advisor are always the first contacts, followed by the program director, then the

Dean of the College of Health Professions, and finally the Provost.

Limestone University Grade Scale

A	90 - 100
B+	87 - 89
B	80 - 86
C+	77 - 79
C	70 - 76
D+	67 - 69
D	60 - 66
F	<59

BSN Grade Scale

The pre-licensure nursing program utilized the university grading scale for letter grades,

but it is important to note that **a numeric grade of 75 or above is considered passing**

in NU clinical courses. Clinical courses are NU 315, 321, 331, 332, 423, 424, 425, 434.

Grading System

The academic standing of a student in the various courses is indicated as follows:

Passing Grades	Grade Value	
A	4	Excellent achievement
B	3	High achievement
C	2	Moderate achievement
D	1	Minimal achievement
P	NA	Passing
S	NA	Satisfactory
Non Passing Grades	No credit awarded	
F	0	Failing
W	NA	Withdrew
WP	NA	Withdrew passing
WF	0	Withdrew failing
IP	NA	Work in progress
I	NA	Incomplete
U	NA	Unsatisfactory
AU	NA	Audit

Academic Honors

Dean's List

Full-time students (minimum of 12 semester hours) receiving an "A" on all of their courses will be included on the Dean's List at the conclusion of the Fall and Spring semesters. Full time students with a grade point average (GPA) of at least 3.75 with no failures or incompletes will be included on the Honor Roll.

The Fall Semester Dean's List is typically published in January while the Spring Semester Dean's List is typically published in July. Any missing grade or grades of "I" (incomplete) or "IP" (in progress), or withdrawal after 4 weeks will prevent a student from being included on the Dean's List or Honor Roll.

Graduation with Honors

To be eligible for honors at graduation a student must:

1. Complete 57 semester hours at Limestone University toward a baccalaureate degree.

2. Attain the following Grade Point Average (GPA) on all Limestone University work.

Summa Cum Laude	3.95 - 4.0
Magna Cum Laude	3.75 - 3.94
Cum Laude	3.50 - 3.74

3. The Faculty of Limestone University presents prestigious awards for outstanding academic achievement, leadership, and citizenship on Awards Day and at Commencement. The General Excellence Online Program Award is presented to a worthy online student.

Academic Standards and Probation

Students must make reasonable progress toward a degree. The University reserves the right to restrict or withdraw social privileges and to request the temporary or permanent withdrawal of any student who, in the judgement of the University, is not taking reasonable advantage of the opportunity of higher education. To make satisfactory progress toward a degree and remain in good academic standing, a student must meet two (2) criteria:

1. Complete 67% of the credits attempted each semester

Hours attempted	Requirement
3	3 hours
6	5 hours
9	7 hours
12	9 hours
15	11 hours

2. Achieve the minimum cumulative grade point average indicated for the number of hours earned

Class Standing	Credit Hours	Minimum Cumulative GPA
Freshman	0-29	1.3
Sophomore	30-59	1.6
Junior	60-89	1.8
Senior	90-123	2.0

3. Once students are accepted into the nursing clinical cohort, students must pass classes with a minimum of a C grade to progress. Clinical courses are designed as sequential, so successful completion is necessary to continue progression. IF a student is unsuccessful in a NU course (below C grade), it must be repeated when it is offered next. Clinical courses must be successfully completed with a numeric grade > 75, C grade. Below C grades will follow the university process for probation, suspension, and dismissal.

Academic Probation

Students who fail to meet these requirements will be placed on Academic Probation and granted one semester to regain eligibility. Students will retain their eligibility to federal aid during the probationary period. A student will not be allowed to maintain Title IV eligibility beyond 185 attempted credit hours (150% of Limestone University's graduation requirements).

After being placed on probation, a student must successfully complete four academic courses (12 semester hours) achieving the appropriate GPA stated above. Probation is automatically removed when the students has achieved good academic standing.

As part of the nursing cohort, a student placed on probation is removed from the clinical cohort. The student must successfully repeat the course with a greater than C grade to be eligible for re-entry to the clinical cohort if there is an available seat.

Academic Suspension

If the student fails to achieve satisfactory academic progress and good academic standing, the student will be suspended from the University. Suspended students may appeal to the Provost's Office. If the appeal is approved, students must successfully pass courses with C or above grades in 6 credit hours on probationary status. If a student is successful in repeating the courses, their probationary status is removed. If the appeal is denied or if the student does not appeal the suspension, the student is suspended for 1 year. If a student does not meet the requirements set by the probation, receiving below C grades, they will progress to academic dismissal.

Academic Dismissal

Students are unable to appeal academic dismissal and will not continue in the program. Students will be notified via email correspondence of their dismissal by the Program Director. Academic Dismissal occurs when:

- A student placed on academic suspension does not reapply to return or does not successfully retake the course with a greater than C grade
- A student is placed on a second academic suspension
- A student received a third below C grade within the nursing program

Once students are accepted into the nursing clinical cohort, students must pass classes with a minimum of a C grade to progress. Clinical courses are designed as sequential, so successful completion is necessary to continue progression. IF a student

is unsuccessful in a NU course (below C grade), it must be repeated when it is offered next. Clinical courses must be successfully completed with a numeric grade > 75, C grade. Below C grades will follow the university process for probation, suspension, and dismissal.

Grade Appeal Process

If a student receives a grade, he / she believes is incorrect, and the student wishes to appeal the grade, he / she must proceed in the following manner:

- Present and review the concern with the instructor and attempt to resolve the issues concerning the grade. All concerns must be presented in writing.

- If the concern is not resolved with the instructor, then the student should submit an appeal to the appropriate Academic College Dean using the online grade appeal form on the Limestone University website. Appeals must be submitted to the Dean of Natural and Health Sciences within 30 calendar days of the grade being assigned.

Grade appeals will be considered for the following reasons:

1. The grade assigned was miscalculated according to the grading scale established for the course

2. Grades were not assigned in accordance with the assignments, exams, etc. as outlined in the syllabus

3. Students were not treated equally in terms of the manner in which grades were calculated for the course.

A decision concerning the grade appeal will be made as soon as possible, normally within 30 calendar days of submission to the appropriate Academic College Dean.

Grade Release Policy

Grades are available on the HALO Portal. Grades may be reviewed approximately one week after the class has ended. Grades will not be released to a student verbally or otherwise. Grades are never released over the telephone.

Withdrawal from a course

Students wishing to drop or withdraw from a course may do so during the first week of classes (drop / add week) with no penalty and no grade will be assigned. From the second week through 5:00pm EST of the 5th week of classes, the student may withdraw with a grade of "W" which will have no impact on the student's GPA. After this point, through the last day of classes, students may withdraw with a grade of either "WP" or "WF" unless a final grade has been assigned. The student bears full responsibility for all courses on his or her registration schedule. Online students who wish to drop or withdraw from a class *after* the drop / add period, must contact the course faculty and submit a withdrawal form to the Registrar's office. Failure to submit the form will result in recording a grade of "F". Students forced by illness or other hardship to drop a class after the deadline may petition for a grade of "WP" from the Provost.

Withdrawal from University

To withdraw from Limestone University, the same procedure applies as to withdraw from a course. Student who withdraw for more than 18 months, must fulfill the requirements of the catalog in effect when they re-enter.

Transient Permission

Students enrolled at Limestone University must request transient permission to complete classes at other institutions by completing the form at: http://my.limestone.edu/registrar-forms/transient-permission. Transfer credit will not be awarded without completion of the permission form. Prerequisites must be completed and transient credits may not be awarded for any course in which a grade has been received. Student may not receive permission if the course is part of their last 31 hours for a Baccalaureate degree at Limestone University. Student must be in good standing, academically and financially, for request to be approved. No more than 15 credit hours taken transiently will be accepted toward a baccalaureate degree.

Transfer Credits

A maximum of 66 credit hours may be transferred from a two-year junior or technical college. Only courses with a grade of "C" or better will be accepted. A block credit of 30 credit hours will be awarded to RN-BSN students upon completion of the RN-BSN courses.

Graduation Requirements

A student must fulfill the Graduation requirements, including the Verbal and Quantitative Skills requirements, the AWE Writing Intensive Course, the General Education requirements, the Critical Thinking requirement, the Assessment Examinations and the Application for Degree form. For all degrees.

In addition, students in good standing within the Nursing Program must have met the following academic requirements to be eligible for graduation:

- A minimum of 2.0 cumulative GPA
- A 'C' or better in all nursing courses. 75 (C) or greater in NU clinical courses, 70 or greater (C grade) in NU non-clinical courses
- 30 credit hours in NU Nursing courses from Limestone University

- Successful completion of 120 credit hours

II. Clinical Requirements

Clinical Hour Calculation Policy

Policy: The Nursing Program at Limestone University requires coursework that is a mix of didactic and clinical experiences. As healthcare professionals, we often benchmark against one another to ensure the highest quality of education. Assigning course credit is an area that we desire consistency; therefore, the number of clinical hours per course is calculated using the following formula:

Number of credit hours for the course x ratio of out-of-class (clinical hours) to in-class or coursework hours x 14 weeks per semester = number of total hours for the course

To find the number of hours per week, the **number of total hours for the course** is divided by the total number of weeks the student is required to complete clinical hours (7 per term or 14 for courses spanning two terms).

Example:

1 credit hour x 3 (ratio) clinical hours x 14 weeks = 42 total hours for course

42 total hours for the course / 7 weeks = 6 hours per week minimum

Ratio specifications: The ratio of out-of-class clinical hours to in-class/coursework hours is determined by the level of course, number of credit hours for the course, number of weeks the course spans (7 weeks or 14 weeks), and the expected clinical versus didactic coursework hours.

- If the length of the course is accelerated (7.5 weeks) and the expectation is for a higher number of clinical experience hours versus didactic coursework hours, then a higher range will be used.

- A traditional clinical course has a ratio of 3:1, indicating three hours of additional coursework or clinical hours to one hour of class time per credit hour. This ratio can change based on the needs of the course, for example, if there is more need for clinical hours than didactic hours, this ratio will increase.

- Actual didactic class time will be subtracted from the total hours required for the class as calculated using the formula above to determine the number of required clinical hours per week in a course.

Clinical Standards

Clinical exposure is an integral portion of nursing coursework that provides an opportunity for students to observe, integrate, and demonstrate concepts learned in the classroom. Safe and successful performance in the clinical setting is expected for course completion. Additionally, each clinical course has a required number of clinical hours to be completed. Students must meet the hour requirements set for each clinical course. Because clinical is a vital component of the course and not separate, if a student is unsuccessful in **either** class or clinical, the course **and** clinical must be repeated.

Student Transportation to Clinical

It is the student's responsibility to arrange transportation to and from clinical settings that are off campus. Cost associated with transportation is the student's responsibility. Clinical opportunities may be within a 60-mile radius. Students must

follow parking requirements set by the facilities. Occasionally, clinical days may fall on minor holidays

Clinical Absences

Clinical experiences are vital and mandatory. Students are expected to attend **all** clinical experiences; however we understand that sometimes students are unable to attend due to illness or circumstances outside of their control. Students must communicate with their clinical instructor **PRIOR** to missing clinical and make arrangements to make up the clinical time. An official excuse must be provided to the clinical instructor in case of illness. **Only 2 excused absences** are permitted per clinical course, and the clinical time must be made up before the end of the course. Students will provide a valid excuse to the clinical instructor and coordinate to make up time. A clinical day absence – even if excused - is documented as a Major offense and the student will receive a counseling documentation form and clinical day failure. Absences due to out-of-season sports may not be excused.

The Nursing Program defines Out-of-Season Sports as follows:

Fall: MLAX, WLAX, MVB, Track and Field, BSB, SB, GLF, TN

Spring: MSOC, WSOC, WVB, FH, CC, FB, Acro

Winter: MWR, WWR, MBB, WBB, WWR

Clinical Evaluation Policy

Pre-licensure students are evaluated with each clinical experience by multiple methods; care plans, concepts maps, reflections, simulation, clinical evaluation form, etc. Students must achieve satisfactory evaluations to successfully pass clinical. More than 3 unsuccessful evaluations may result in clinical day failure. Any unsafe practice or

unprofessional behavior to have occurred in the clinical setting may result in an automatic failure for the clinical day and constitutes as a major offense.

Required Documentation

Clinical Evaluation Form

The clinical evaluation form evaluates performance of nursing clinical expectations, i.e., professionalism, safety, communication, critical thinking, etc. A clinical evaluation form will be completed for each student for each clinical day / experience. See Appendix for the forms. Students must show improvement over time in skills and performance.

Castlebranch Compliance Tracker / Document Manager

Students are required to purchase and complete the Compliance Tracker requirements prior to beginning the clinical cohort and must keep it updated throughout the program until graduation. Students must meet these health requirements to meet facility expectations to participate in clinical experiences as a health professional student. Inability to meet facility requirements means that the student cannot participate / attend clinical in that facility and is therefore unable to fulfill the course requirements. See Appendix for instructions to purchase the clinical tracker.

Criminal Background Check

It is a requirement by the program and clinical agencies for health professionals that students have a clear background check prior to beginning the clinical cohort. This is part of the CastleBranch package and the report will be provided in CastleBranch.

Drug Screening

It is a requirement by the program and clinical agencies for health professionals that students have a clear drug screen prior to caring for patients. A drug screen is part of the CastleBranch package. A nearby drug screening facility will be recommended by CastleBranch for students to complete the drug screen.

Liability Insurance

RN-BSN students must purchase a student policy of professional liability insurance that will provide coverage in the amount $1,000,000 each incident/ $3,000,000 aggregate prior to participation in the Nursing Practicum courses. Students will not be allowed to participate in their assigned Nursing Practicum courses until they show proof of liability insurance within CastleBranch document manager system. The professional student liability insurance utilized by this program is through Proliability for faculty and pre-licensure students.

Health Insurance

All Students must show proof of current health insurance **before** participating in clinical hours. Clearance must be approved prior to registering in clinical courses.

Nursing Program Bloodborne Pathogen Exposure Control Plan (ECP)

Students enrolled in the Nursing Program are not employed by Limestone University; however, through their educational experiences, they may come into contact with blood or other potentially infectious materials (OPIM). Annual Blood borne Pathogen Training is required of all current students. Documentation of annual training provided through healthcare provider employment may be used to satisfy this requirement.

In the event of accidental bodily exposure to blood or OPIM, the student is to follow cleansing procedures outlined in the Bloodborne Pathogen Training and report the incident immediately to their assigned Clinical Preceptor and Nursing Program Director to ensure proper procedure and documentation.

Active Communicable / Infectious Disease Policy

It is the intent of the Nursing Program to protect the health and safety of its students and employees. This policy has been designed to provide employees, Clinical Preceptors, and Nursing Faculty with a plan to assist in the management of employees with communicable/infectious diseases as defined by the Centers for Disease Control (CDC) and the South Carolina Department of Health and Environmental Control (SC DHEC). Per the CDC, "Communicable disease" means an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

In accordance with the guidelines from the South Carolina Department of Health and Environmental Control and the Limestone University Health Center, the following policies and procedures have been developed for the control of communicable diseases. Any student who is diagnosed with a communicable disease identified on the South Carolina 2018 List of Reportable Conditions is required to be reported to the Region 2 Public Health Office. Students who contract a communicable disease are required to obey the prescribed guidelines by consulting physician(s) and may not participate in any Limestone University sanctioned events, including classes or clinical,

until cleared by the consulting physician(s). The complete list of reportable conditions is

available at http://www.scdhec.gov/Library/CR-009025.pdf

Examples include:

- Blood borne pathogens
- Diarrheal diseases
- Hepatitis viruses
- Measles
- Pediculosis
- Scabies
- Varicella
- SARS
- Poliomyelitis
- Staphylococcus aureus
- Conjunctivitis
- Diphtheria
- Herpes simplex
- Meningococcal infections
- Pertussis
- Streptococcal infections
- Herpes zoster
- Gastrointestinal infections
- Influenza
- Cytomegalovirus infections
- Enteroviral infections
- HIV
- Mumps
- Rubella
- Tuberculosis
- Viral respiratory infections
- Parvovirus
- Rabies
- COVID

I. The following guidelines have been established by the Nursing Program to

prevent exposure and infection:

- Students must submit an immunization record that minimally indicates immunity to measles, tetanus, meningitis, hepatitis B, and tuberculosis.
- Students must show successful completion of annual Blood borne Pathogen Training annually.

- Students are required to use good hand-washing hygiene and Universal Precautions at all times when functioning as a nursing student in the Nursing Program. This applies to all clinical sites and affiliated clinical sites.
- Students are not to attend clinical rotations or clinical experiences if they have active signs or symptoms of a communicable disease.

II. The following guidelines have been established by the Nursing Program to

manage a potential infection:

- Any student exposed to a potential infection before, during, or after a clinical experience should report that exposure to his/her Clinical Preceptor immediately.
- Any student who demonstrates signs or symptoms of infection or disease that may place him/her and/or his/her patients at risk, should report that potential infection or disease immediately to the Clinical Preceptor so that they can set up a referral to a physician.
- Any student diagnosed with a communicable disease may not return to clinical rotations and/or clinical experiences until they have been cleared by guidelines or a consulting physician(s).
- The student is responsible for keeping the Program Director and/or Clinical preceptor informed of his/her conditions that require extended care and/or missed class/clinical time. The student may be required to provide written documentation from a physician to return to class and/or clinical site.
- If a student feels ill enough to miss ANY clinical experience, that Student should notify the Clinical Preceptor and assigned nursing faculty immediately.

Appearance, Dress Code, & Grooming

The purpose of a dress code is to promote professionalism within the program as well as reflect our values within the school and outside professional communities. Students who are non-compliant with the dress code will be asked to leave the clinical setting which will result in a failure for the clinical day and an absence for the clinical day.

Classroom attire:

Students must be appropriately dressed for class so that practicing skills is achievable.

Lab / clinical attire:

Scrub attire is approved for lab or clinical attendance. Scrubs must be clean, fit appropriately, and appearance not disheveled. Tennis shoes or nursing shoes / clogs are appropriate footwear. Flip-flops, crocs, or open toe or heel shoes are not appropriate.

Nametags:

Limestone University name tags are required when present in clinical facilities or at events as a nursing student. Nametags must be worn, visible, at eye level. The Lewis Blackmon Law requires picture IDs with clear identification of name and role when in clinical settings. A facility specific ID will be provided and is expected to be worn and visible while participating in that facility. Students cannot practice within the healthcare facility without approved nametags and will be sent home for the day resulting in a clinical day failure. Make-up of the clinical day must be arranged.

Equipment:

Nursing students will always need a watch with a second hand, a stethoscope, and miscellaneous equipment (from nursing kit) when attending lab and clinical.

Students in the RN-BSN program are professional nurses. Their dress attire, when representing Limestone University, shall consist of an approved *lab coat* with the Limestone University *Patch* and Limestone University student *name tag*. See Appendix for examples of the patch and name tag.
An example of a lab coat to be purchased is Wonderwink style #7202 for women or #7102 for men, in white. See Appendix E.

Pre-licensure undergraduate students are expected to purchase and wear approved clinical attire (scrubs) for clinical courses in clinical facilities. When representing Limestone outside of the clinical setting, professional dress and / or lab coat with student name tag is appropriate.

Cell Phone and Social Media Policies

The use of cell phones in the classroom and during clinical experiences in not permitted. IF a student expects a call or is experiencing an emergency, communicate with the instructor and arrangements can be made.

Voicemail greetings should be appropriate and professional.

Texting a clinical instructor or professor should only be used if deemed a preferred communication method by that individual and the tone should always be professional.

Social media should remain professional and not reflect poorly on the program or school. It is not appropriate to "friend" or "like" any patient under their care, even if the patient initiates the contact as it violates a professional therapeutic relationship.

Behavioral Expectations

Communication is a necessary component of nursing and education. It is expected that students respect and adhere to the following communication policies:

- Vocabulary should be appropriate to the audience and setting,
- Vulgar and inappropriate language, cursing, name calling, or offensive language is not professional,
- Subject matter for conversation should be appropriate,
- When signing documentation, student must indicate they are a nursing student (BSN student),
- Students must use proper email etiquette when communicating with professors, clinical instructors, and others. Using Limestone email, include

a concise subject line, use appropriate salutation (Dr. Professor, Mr., Mrs., etc.) and a closing statement,

- Use appropriate grammar,
- Maintain appropriate tone and professionalism,
- Create and use a proper email signature that properly identifies as a nursing student.

Disciplinary Procedures

The nursing program is a program for health professional students and strictly adheres to professional code of conduct and ethical standards. The following are the procedures taken when a student does not meet expectations, fails to show competence, has committed academic misconduct, or when there has been a breach to policy. Offenses are categorized as either minor or major offenses.

Minor Offenses may include, but are not limited to, dress code violations, tardiness, being unprepared, or failure to complete required documentation. Minor offenses are documented on a counseling form by the faculty member or clinical instructor. More than 2 minor offenses are equivalent to 1 major offense.

Major Offenses may include, but are not limited to, failure to attend assigned clinical experiences, insubordination, failure to perform duties in a professional manner, unsafe practice in the clinical environment, academic misconduct, or violation of programmatic or university policies. Major offenses are documented in a counseling form and signed by both the student and faculty member.

Disciplinary Level 1

On the second minor offense or first major offense, the student will attend a counseling meeting with the faculty member and instructor to discuss and resolve the issue. Documentation on a Counseling Form will be signed by both the student and faculty member with an improvement plan and consequences for future violations.

Disciplinary Level 2

On the fourth minor offense or second major offense, the student will attend a meeting with the faculty member, applicable instructor, and program director. A counseling form will be completed again outlining resolution and consequences and the College Dean will be notified.

Disciplinary Level 3

On the sixth minor offense or third major offense, the student will be immediately dismissed from the Nursing Program.

Each case will be dealt with individually. Some violations may warrant a first offense falling under disciplinary level 2 or 3. If appropriate, the student will be referred to the appropriate authorities.

Nursing Grievance Process

If a student would like to file a complaint and / or challenge disciplinary action from the nursing program, they must provide a written request through the following personnel:

- Dean of the College of Health Professions
- Provost

The student has 72 hours between each disciplinary decision made to notify the next person in the process if the student does not agree with the decision made. The decision of the Provost is final.

Appendix A
Core Performance Standards

Requirements	Standards	
Critical thinking	Critical thinking ability for effective clinical reasoning and clinical judgement consistent with level of educational preparation	
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups	• Establishment of rapport with patients/clients and colleagues • Ability to work effectively and collaboratively in groups, with clients or families • Capacity to engage in successful conflict resolution • Respectful interaction with peers, faculty, superiors, preceptors, clients, and families • Respects cultural diversity and rights of others • Practices ethical behavior • Ability to reflect on own behavior and performance
Communication	Communication (hearing, speaking, reading and writing) adeptness sufficient for verbal and written professional interactions	• Effective verbal and written English communication • Ability to complete written assignments, participate in discussions and group activities • Effective explanation of treatment procedures and health teaching. • Documentation and interpretation of nursing actions and patient/client responses • Ability to competently utilize a variety of computer applications, programs, or platforms
Mobility	Physical abilities sufficient for movement from room to room and in small spaces	• Ability to attend and participate in course requirements and clinical experiences • Movement about patient's room, work spaces, and / or treatment areas • Administration of appropriate rescue procedures-cardiopulmonary resuscitation according to professional standards
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	• Ability to calibrate and use basic medical equipment and use of small objects • Ability to perform necessary nursing skills • Ability to performing hand washing • Ability to provide or assist with ADLs and transfer of patients • Ability to use computers and other electronic medical devices
Hearing	Auditory ability (with or without assistive devices) sufficient for monitoring and	• Ability to participate in course activities (lectures, discussions, etc.) • Ability to hear monitoring device alarms, other emergency signals, and cries for help

	assessing health needs	• Ability to effectively hear verbal exchanges among peers, healthcare team, and clients • Ability to detect changes in ausculatory assessment findings such as cardiac or respiratory sounds
Visual	Visual ability (with or without assistive devices) sufficient for observation and assessment necessary in patient care	• Ability to observe, assess, discriminate colors, changes, or abnormalities • Ability to read medical documents, health related materials, and medical equipment • Ability to observe client, peer, and faculty materials and responses • Ability to safely and accurately prepare and administer medications by all routes
Tactile Sense	Tactile ability sufficient for physical assessment	• Ability to palpate in physical examinations and various therapeutic interventions

Adapted from SREB. Retrieved from: https://www.sreb.org/publication/americans-disabilities-act

Appendix B
Costs Associated with the Nursing Program

Clinical Requirements:

CastleBranch account for clinical requirements Manager $156 initial:

- Criminal background check – to be completed when pre-selected to cohort
- Urine drug screen
- Tuberculosis ppd screen within last year
- Immunizations
    - Hepatitis B
    - Influenza (annually)
    - MMR
    - Tetanus within 10 years
    - Varicella
- Proof of Health Insurance
- Proof of Liability Insurance (RN-BSN students)
- Proof of CPR – American Heart BSL for healthcare providers (cannot expire during academic year)

Other costs:

- ATI cost for the program $3025 / student divided over 4 semesters. Required for all NU courses.
- Books (approx. $500 / semester)

- Travel to clinical sites is the responsibility of the student

- Uniform (to be ordered during orientation): Required for all clinical courses: NU 315, 321, 331, 332, 423, 424, 425, 434
    - Nursing scrubs $50
    - name badge $20
    - Jacket with patch $40
    - Tennis shoes or hospital approved nurse shoes (closed toe / heel)

    Nursing kit / supplies (approx. $50)
    Required for all clinical courses: NU 315, 321, 331, 332, 423, 424, 425, 434

    - Bag / Case
    - Hemostats
    - Scissors
    - Tape
    - Pen light

Appendix C
Background Check and Drug Screen Policy

Healthcare providers are entrusted with the health and safety of their clients in a variety of settings as well as confidential information. Accordingly, nurses should exercise ethical behavior in all instances. Settings that provide healthcare services require background checks and drug screens to ensure the safety of their clientele and trustworthiness of their providers. As a student, the educational institution is responsible for conducting background checks and drug screens prior to clinical experiences. Students who cannot participate in clinical experiences due to criminal or other offenses due to revelations in background checks will be unable to complete the clinical portion of the program.

The following background checks are required:

- Residence history trace and criminal record check for the past 7 years
- Check of the nationwide sex offender registry
- Social security number verification
- Nationwide healthcare fraud and scan
- US Patriot Act – OFAC
- Check of any other registry or records required by law, accrediting agency, or specific agency

Student are unable to participate in clinical experiences if they have convictions of, plea of guilty, plea of nolo contender, or pending criminal charges involving the following:

- Crimes involving violence against a person including, but not limited to: murder, manslaughter, use of deadly force, assault and battery of a high and aggravated nature, assault and battery with intent to kill, sex crimes, abuse of children or the elderly, abduction and robbery.
- Crimes occurring within 5 years of application involving the distribution of drugs
- Crimes occurring within 5 years of application involving illegal use or possession of weapons including but not limited to guns, knives, explosives, or other dangerous objects

- Crimes occurring within 5 years of application involving dishonesty or moral turpitude including but not limited to fraud, deception, embezzlement, or financial exploitation
- Any other crime or pattern of criminal behavior, which, in the facility's opinion, warrants exclusion or dismissal from the student rotation at the facility.

Urine drug screen samples will be analyzed for the following substances:

- Amphetamines
- Barbiturates
- Benzodiazepines
- Cocaine
- Ethanol
- Marijuana
- Meperidine
- Methadone
- Methaqualone
- Opiates
- Oxycodone
- Phencyclidine
- Propoxyphene

This list may be amended at any time by the University

Student responsibility

It is the student's responsibility to inform the program director of any reportable offense prior to conducting a background check. Failure to do so will result in removal from the program. If an offense surfaces on the background check and the student believes it to be false, it is the student's responsibility to provide alternate proof. If proof is not presented, the student will be ineligible for clinical and therefore unable to complete the program courses.

If a student refuses to submit a drug screen, they will be withdrawn from clinical courses until a sample has been provided. If a positive result is received and prescribed documentation is not provided, the student will be withdrawn from clinical courses

Pre-licensure students must purchase the package from CastleBranch once pre-acceptance to the clinical cohort has been communicated (March 15) and prior to May 15. Instructions for ordering the package and the required background check will be sent with pre-acceptance communication as well as at the mandatory orientation. Full admission to the clinical cohort is subject to a clear background check. Completion of health requirements and drug screening must be uploaded prior to July 15. If not completed, students may not enroll in clinical cohort classes and may forfeit their seat in the clinical cohort.

RN-BSN students are required to purchase the package from CastleBranch the semester *prior* to registering for a clinical course (RN-BSN courses: NU 410 or NU 420). Instructions to create a CastleBranch account will be provided by the RN-BSN director via email invitation from CastleBranch.

Ordering instructions for the background check, drug screen, and document manager can be found in Appendix D. Once the drug screen is ordered, a chain of custody form should be downloaded and taken to an approved drug screening facility like LabCorp or AccuDiagnostics for submission of a urine sample. Results usually take 2-3 days.

Castlebranch requirements:

RN-BSN student requirements	How often?	Description & Additional information
Positive Rubeola Titer	Once	A positive IgG antibody titer indicates immunity. If a titer is equivocal or negative, a booster injection is required. An additional titer is not required after a booster. Submit evidence of booster injection.
Positive Mumps Titer	Once	
Positive Rubella Titer	Once	MMR is a live virus and should not be administered to pregnant women and all women should avoid becoming pregnant for 28 days following vaccination with MMR.

Positive Varicella Titer	Once	A positive IgG antibody titer indicates immunity. If a titer is equivocal or negative, a booster injection is required.
Positive Hepatitis B Titer	Once	A positive antibody titer indicated immunity. If a titer is equivocal or negative, Hepatitis B vaccines and a 2nd titer are required. Full immunization consists of 3 Hepatitis B vaccinations over a 6 month period and a 2nd titer 1-2 months after the last dose (3rd vaccination). If the post vaccination titer is equivocal or negative, then one is considered a non-responder, not expected to convert and documented as non-immune to Hepatitis B virus and is advised to always practice universal precautions.
Professional License (RN)	Once	Submit current evidence of unencumbered, active RN licensure, compact RN licensure, or RN licensure from state where clinicals are facilitated
Copy of student nametag	Once	Upload a copy of the student nametag worn when in the student role in clinical
Clear Background Check	Once, 90 days prior to first clinical	Clear background check
Clear Drug Screen	Once, 90 days prior to first clinical	Clear 12 panel urinalysis screen
Negative Tuberculosis (TB) screen	Annually	One of the following is required: Negative 2 step PPD skin Mantoux test administered 1-3 weeks apart within the past year OR Negative 1 step skin test after previous negative 2 step within the past year OR Negative QuantiFERON Gold blood test within the past year OR Negative T-spot blood test within the past year. If a positive result, a clear chest xray and physician clearance must be submitted The renewal date will be one year from the provided documentation.
Influenza	Annually	Submit documentation of flu shot administered during current flu season
Handbook Acknowledgement Form	Annually	Upload a copy of a signed Handbook Acknowledgement form found at the back of the current handbook.
Current CPR certification	Every 2 years	Must be **American Heart Association (AHA)** BLS for Healthcare provider course or American Heart Association ACLS course. Submit copies of the front and back of signed card or ecard. Renewal

		date will be determined by the expiration date on the card. A temporary letter from provider / instructor will be accepted for 30 days until a card can be submitted.
Tetanus	Every 10 years	Submit evidence of a Td or Tdap booster within the past 10 years
Covid-19	Vaccine + booster(s)	To enter healthcare facilities, students must show documentation of Covid-19 vaccination and booster(s) as recommended by CDC

Inability to complete any of the previously listed immunizations must be supported with documentation from a medical provider and acceptable to facilities. These requirements are necessary to attend / participate in clinical experiences within local healthcare facilities. Inability to verify / meet these requirements means that the student cannot attend clinical facilities and is therefore unable to complete course requirements which would result in clinical course failures. In the interest of the student's academic success, forfeiture of their seat in the program would be the result if unable to meet facility health requirements.

Appendix D
CastleBranch Account

Limestone University's Nursing Program contracts with CastleBranch to order and

maintain records of student program and clinical requirements.

- Video for student MyCB accounts: http://go.castlebranch.com/l/15312/2016-08-01/655ph3
- Order placement help: https://mycb.castlebranch.com/help

Appendix E

ATI Account

What is the TEAS?

The ATI TEAS, or Test of Essential Academic Skills, is a standardized test designed specifically to assess a student's preparedness for entering the health science fields. Questions are designed to test the basic academic skills you will need to perform successfully in the areas of: Reading, Math, Science, and English and Language Usage.

Why do I (the student) have to take the TEAS?

The ATI TEAS has been statistically proven to be a valid predictor of early nursing school success. Your score on the TEAS is one measure of academic preparedness that helps the University of Texas at Arlington consider your acceptance into our nursing program(s).

What does the TEAS exam consist of?

The ATI TEAS test is comprised of 170 questions that are formatted as both multiple-choice items with 4 answer options and alternate-type items. This includes 150 scored questions and 20 unscored pretest questions. Students have 209 minutes to complete the exam.

ATI TEAS, version 7, the number of questions in each content section and subsection are as follows:

Reading – 45 questions (55 minutes)

- Key Ideas & Details – 15
- Craft & Structure – 9
- Integration of Knowledge & Ideas – 15
- Unscored Pretest Items – 6

Math – 38 questions (57 minutes)

- Numbers & Algebra – 18
- Measurement & Data – 16
- Unscored Pretest Items – 4

Science – 50 questions (60 minutes)

- Human Anatomy & Physiology – 18

- Biology – 9
- Chemistry – 8
- Scientific Reasoning – 9
- Unscored Pretest Items – 6

English & Language Usage – 37 questions (37 minutes)

- Conventions of Standard English – 12
- Knowledge of Language – 11
- Using Language and Vocabulary to Express Ideas in Writing – 10
- Unscored Pretest Items – 4

How should I prepare for the TEAS exam?

ATI, the official provider of prep for the exam, recommends that you allow yourself at least six weeks to prepare for the exam. There are a variety of prep resources available to help you study for the test – all aligned to the ATI TEAS, Version 7 and packed with thousands of practice questions based on the content and format of the actual exam.
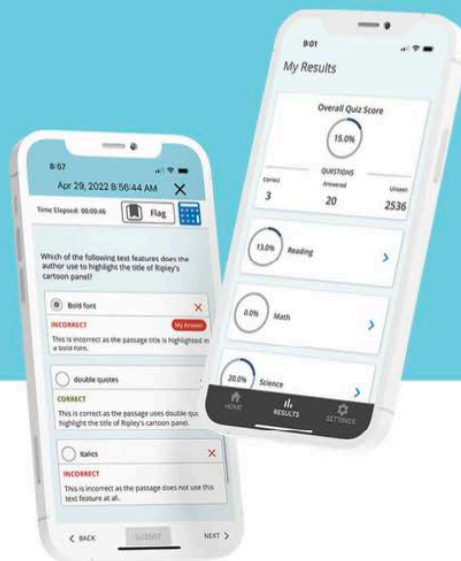
- ATI TEAS Study Manual 2022 - 2023
- ATI TEAS SmartPrep Tutorial
- ATI TEAS Online Practice Assessment
- New! ATI TEAS Prep App: https://atitesting.com/teas/teas-prep/ati-teas-mobile-app

These materials and instructions for creating an ATI account can be found in the Nursing Community located in Canvas.

ATI TEAS Prep App

ATI Testing Policy

Policy for ATI content mastery tests (fundamentals, medical surgical, maternal & newborn, pediatrics, community, leadership, mental health, pharmacology & nutrition)

PRACTICE ASSESSMENT	
4 points	
Complete Practice Assessment A. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.	Complete Practice Assessment B. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.

STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	**Level 2 = 3 points**	**Level 1 = 1 point**	**Below Level 1 = 0 points**
Remediation = 2 points: • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake*			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

ATI Comprehensive Predictor Grading Policy

The comprehensive predictor ATI is given in the NU 434 -Capstone

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 10% of the course grade.
This sample assumes a course worth 100 points.)

PRACTICE ASSESSMENT

4 points

Complete Practice Assessment A.	Complete Practice Assessment B.
Remediation:	Remediation:
• Minimum 1-hour Focused Review on initial attempt	• Minimum 1-hour Focused Review on initial attempt
• For each topic missed, complete an active learning template as part of the required remediation process.*	• For each topic missed, complete an active learning template as part of the required remediation process.*
Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.	Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.

STANDARDIZED PROCTORED ASSESSMENT

95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 1 point	84% or below Passing predictability = 0 points
Remediation = 2 points: • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation = 2 points: • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points

Proctored Assessment Retake*

No retake required	No retake required	Retake required/recommended	Retake required/recommended

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Appendix F
Nursing Program Dress Code

Scrubs, Lab Coat, Patch, & Name Tag

Ordering instructions

Nursing uniforms consist of an approved unisex scrub top and pants in *Ceil Blue*, a white lab coat with Nursing program patch on the left chest, and approved nursing shoes or tennis shoes. Scrubs can be purchased at orientation and will also be available in the campus bookstore and through the link: https://shop.readsuniforms.net/GroupLogin

Password is Limestonenursing

Women:
- Cherokee: WW610 Ciel Blue (mock wrap top)
- Cherokee: WW120 Ciel Blue (drawstring pant)
- Cherokee: WW115 Ciel Blue (jogger pant)
- Healing Hands: 5160 Flo Consultation Lab Coat + patch

Men:
- Cherokee: WW670 Ciel Blue (3 pocket top)
- Cherokee: WW140 Ciel Blue (drawstring pant)
- Cherokee: WW012 Ciel Blue (jogger pant)
- Healing Hands: 5150 Leo Consultation Lab Coat + patch

This patch must be affixed to all Lab Coats. If purchased from Read's Uniforms, it will be included. If not purchased from Read's, individual patches can be purchased from Limestone University Nursing Program for $10 and sewn (ironed) on the left side chest of lab coat.

Student Name Badge

The Limestone University student nametag can be purchased from Limestone for $11. These are included as required nursing supplies for all clinical courses NU 315, 321, 331, 332, 423, 424, 425, 434 and can be applied to your financial aid.

When representing Limestone University as a student, the name tag must be worn and visible on either side of the chest.

Appendix G
Respondus LockDown Browser© Policy

Online courses use Respondus LockDown Browser and Monitor for verification of student identity and for monitoring student activities while completing selected exams. Although there is not a human watching you take your exam, the software will record audio and video during the exam, so make sure you're following the guidelines set by your instructor while testing. You should select a quiet, private space for testing. Students must own a webcam and have a built-in or standalone microphone associated with their computer to use Respondus Monitor. Specific instructions regarding the use of Respondus are offered on the quiz or exam in the course.

For more information about Respondus, see the Respondus Student Quick Start Guide.

Technical Requirements Microphone (integrated or separate) Webcam (integrated or separate); Browser: LockDown Browser; Internet Connection: Cable Modem, DSL or better.

Appendix H – Clinical Forms

Limestone University Clinical Preceptor Intent Form

Course: NU_____. Anticipated term for precepted experience: _____

Preceptor name: _____

Preceptor phone number: _____

Preceptor Email: _____

Employment information:

    Employer:_____

    Address: _____

    Type of setting: hospital_____. Clinic_____. Office_____. Other_____

    Current Position: _____

    Years of experience in that role: _____

Education:

    Highest degree associated with nursing licensure:_____

    College / University: _____

    Major / Concentration: _____

    Month / Year of graduation: _____

Licensure:

    Type of license: RN_____. APRN_____. License state & expiration:_____

Certification:

    Certifying body, type of certification, & expiration:_____

Contact for Legal Agreements pertaining to precepting RN students in your facility:
_____

Please include your resume or CV with this contract.

Preceptor printed name: _____

Preceptor Signature: _____

Approval_____Date_____

Limestone University

Clinical Preceptor Evaluation of Student

Student Name: _____

Clinical Preceptor /Site: _____

NU Course Practicum: _____

Dates completed (at least 2):_____

Instructions: Clinical Preceptors please discuss with Faculty member and complete this form 2 times based on your interactions with the BSN student during the assigned clinical time period. You may use the same form for both evaluations. Initial & date for each evaluation.

Professionalism	Proficient	Needs Improvement	Unsatisfactory	Not Observed
Demonstrates professional work ethic Strives for quality, thorough, present, responsible (D9.3d; 9.4b)				
Demonstrates appropriate confidence level Applies skills without hesitation, eager to demonstrate, displays appropriate level of confidence (D6.2c)				
Shows initiative in practice Stays occupied, resourceful in seeking answers, eager, asks questions, self-motivated (D1.2b; 9.5e; 10.3e)				
Demonstrated adaptability to change Flexible, adaptable, resourceful, positive (D9.1d; 10.3f)				
Shows effective time management Arrives on time, efficient, prepared for practice, completes tasks, shows evidence of planning ahead (D6.4c)				
Ethical Practice Maintains confidentiality, adheres to Code of Ethics (D9.1a; 9.1c; 9.1e; 9.1f; 9.1g; 9.3b; 9.3c; 9.4a; 9.5d; 9.6a)				
Professional behavior & dress Courteous, respectful, appropriate language, appropriate behavior, professional dress, properly identified (D10.1a; 10.3h; D9.3f)				

Demonstrates ability to handle stress
    Handling more than one thing at a time, emotionally stable
    (D9.5e; 10.1b)				

Acceptance to constructive criticism
    Accepts feedback positively, works to improve
    (D9.1b; 10.2b)				

Nursing Process / clinical judgment	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Not Observed**
Approach to care is patent centered Builds therapeutic rapport with patient				
Demonstrated competence in recognizing patient cues				
Demonstrates competence in collection and assessment of cues & data (D1.3a; 1.3b; 1.3c; 2.2a; 2.2b; 2.3c; 2.3d; 2.3e; 2.3f; 2.4g; 2.4a)				
Correctly prioritizes cues & data				
Accurately analyses assessment data and forms appropriate nursing diagnoses				

Develops appropriate plan / priorities
    Establishes realistic outcomes
    (D2.4b; 2.4c; 2.4d; 2.5a; 2.5b; 2.5c; 5.1h; 7.3a)				

Implements approved interventions				
Engages in systematic and ongoing evaluation of plan				
Modifies plan of care if appropriate				
Communication & Teamwork	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Not Observed**

Follows communication protocols for safe practice
    SBAR, therapeutic client / patient relationship
    (D2.6a; 3.2c; 6.1f)				

Communication with clinical preceptor
    Interacts well, actively listens, follows direction, communicates pertinent information consistently and reliably
    (D6.1a; 6.1e)				

Communication with inter / intra professional teammates Interacts well, actively listens, responds appropriately,				

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promotes cohesion, acts as a team player (D2.9b; 6.1a; 6.2b; 6.2d; 6.3c; 6.4d)				

Applies sound clinical judgement and is accountable for outcomes
    For delegated acts, supervision by members of the healthcare team
    (D2.6c; 6.2b)				

Demonstrates cultural competence
    Sensitive, inclusive, knowledgeable
    (D2.8d; 6.1d; 6.4a; 6.4b; 9.5c)				

Demonstrates competence with patient care technology
    Accurate & complete documentation, safe use & care of equipment, effective management of technology, ensures security
    (D6.1b; 8.1c; 8.2a; 8.3a)				

Advocacy & Leadership	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Not Observed**

Uses data to make evidence-based decisions
    Utilizes appropriate resources
    (D6.1c; 8.2c; 8.3b)				

Advocates for high quality care, safe practices, and safety (D5.1a; 5.2a; 2.5c)				

Knowledgeable of facility policies
    What they are, where to find them, importance of
    (D5.2d; 9.4c)				

Acts effectively in role of leader
    Supports a culture of quality, works effectively with all team members, contributes to development of peers
    (D6.2e; 6.2f)				

Comments: _____

_____

_____

_____

_____

Clinical Preceptor Signature: _____ Date: _____

Dates discussed with Faculty:_____

Student Signature: _____ Date:_____

Faculty Signature:_____ Date:_____

Limestone University
Nursing Clinical Hours Log

Student Name: _____Practicum/course: _____Semester / Yr: _____
Clinical Preceptor: _____Site: _____

Week 1 Date	Site	Experiences	Time in	Time out	Daily Total
Sun					
M					
T					
W					
Th					
F					
S					
Weekly total hours:					
Week 2 Date					
Sun					
M					
T					
W					
Th					
F					
S					
Weekly total hours:					
Week 3 Date					

Sun					
M					
T					
W					
Th					
F					
S					
Weekly total hours:					
Week 4 Date					
Sun					
M					
T					
W					
Th					
F					
S					
Weekly total hours:					
Week 5 Date					
Sun					
M					

T					
W					
Th					
F					
S					
Weekly total hours:					
Week 6 Date					
Sun					
M					
T					
W					
Th					
F					
S					
Week 7 Date					
Sun					
M					
T					
W					
Th					

F					
S					
Weekly total hours:					
Week 8 Date					
Sun					
M					
T					
W					
Th					
F					
S					
Weekly total hours:					
Total clinical hours:					

I have completed these clinical hours, attest to being supervised by my

preceptor, and have observed or performed these skills or experiences.

Student Name (Printed):_____

Student Signature:_____**Date:**_____

Faculty Signature:_____**Date:**_____

Limestone University
Student Evaluation of Clinical Preceptor / Instructor & Clinical Site

Student Name: _____

Clinical Preceptor / Site: _____

NU Course Practicum: _____

Date:_____

Instructions: Students please fill out based on your interactions with the Clinical Preceptors during assigned clinical experiences. Please elaborate on all items marked "Disagree" or below. The feedback gained from these evaluations is considered confidential and will be utilized to strengthen the Nursing Program.

Clinical Preceptor Professional Attributes	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
Required respect from others.					
Demonstrated respect towards others.					
Demonstrated confidence in clinical skills.					
Professional in appearance and conduct.					
Adhered to Limestone University Nursing program policies and procedures					
Adhered to professional and facility policies and procedures.					
Demonstrated enthusiasm towards their chosen profession.					
Promoted professional development and awareness.					
Clinical Preceptor Communication Skills	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Clearly stated rules and expectations for clinical experience/rotation; Provided appropriate orientation for clinical experience.					
Encouraged student to engage in discussion about relevant topics and always to ask questions.					
Dealt with problems quickly.					
Corrected individuals in a professional manner.					
Provided feedback in a timely fashion.					
Demonstrated good communication skills with Program faculty, fellow staff members, medical professionals, and students.					
Clinical Preceptor Educational Abilities	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Knowledgeable about chosen profession.					
Worked to stay up-to-date on new information/clinical skills.					
Encouraged the development of students' critical thinking skills.					
Employed evidence-based practice based on clinical and patient outcomes during the course / rotation.					

Demonstrated understanding of Nursing Program coursework and practicum courses.					
Made themselves available to Students outside of the course / rotation.					
Clinical Site	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Adhered to Limestone University and Nursing Program policies and procedures.					
Adhered to professional and facility policies and procedures.					
Provided a stimulating learning environment.					
Provided Students with adequate instructional and/or clinical supplies/equipment.					
Policies and procedures of the facility were thoroughly explained.					
Provided Students with the appropriate training, which enabled them to better function at the facility.					
Provided for student safety					
Provided students exposure to new information, equipment, and techniques.					
Provided a supervised atmosphere where Students could integrate their knowledge through clinical experiences.					

What strengths did you note about the preceptor during this clinical rotation?
_____
_____

 Weaknesses?_____

In what ways could this Clinical Preceptor be more effective? _____
What did you think about this clinical experience / rotation? _____
_____
Should the Nursing Program continue to utilize this site? _____

Student Signature: _____**Date:** _____

Faculty Signature:_____**Date:**_____

Limestone University
Program Evaluation of Clinical Site and Clinical Preceptor

Clinical Site Name:_____

Clinical Preceptor:_____

Semester / Year:_____

Instructions: This evaluation is to be completed by a Nursing faculty member on an annual basis. Please elaborate on items marked "Disagree" or below.

Clinical Site	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
Provided the Students with preceptor supervision at all times.					
Provided Students with adequate supplies and/or equipment (including but not limited to appropriate universal precaution materials).					
Provided the Program with access to and documentation of an up-to-date Emergency Action Plan for all pertinent facilities.					
Provided the Program with access to and documentation of an up-to-date Blood borne Pathogen Exposure Control Plan.					
Provided the Program with access to and documentation of an up-to-date Communicable Disease Policy.					
Provided the Program with access to and documentation of the facility's policies and procedures.					
Provided all parties appropriate and timely feedback					
Communicated regularly with the Program faculty / director.					
Provided the Students with a safe and stimulating learning environment.					
Provided Students exposure to new information, equipment, and techniques.					
Professional Attributes	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Required respect from others.					
Demonstrated the quality of being respectful towards others.					
Demonstrated confidence in professional abilities.					
Adhered to facility dress code.					
Adhered to professional and facility policies and procedures.					
Displayed a positive attitude towards the employment setting.					
Demonstrated enthusiasm towards the profession.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Observed
Promoted professional development and awareness.					
Demonstrated a good rapport with faculty, fellow staff members, medical professionals, and Students.					
Communication Skills	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Clearly stated rules and expectations for clinical experience/rotation; Provided appropriate orientation.					
Encouraged Students to engage in discussion about relevant topics and always to ask questions.					
Dealt with problems quickly.					
Corrected individuals in a professional manner.					
Provided feedback in a timely fashion					
Demonstrated good communication skills with faculty, fellow staff members, medical professionals, and Students.					
Educational Abilities	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**	**Not Observed**
Knowledgeable about their profession.					
Worked to stay up-to-date on new information/clinical skills.					
Encouraged the development of Students critical thinking skills.					
Employed evidence-based practice based on clinical and patient outcomes during the course/rotation.					
Provided ample opportunity for application of knowledge					
Demonstrated understanding of and compliance with Nursing Program policies and procedures.					
Demonstrated understanding of Nursing Program practicum course objectives.					

Comments:_____

_____

_____

_____

Faculty Signature:_____ **Date:** _____

Reviewed by Program director _____ **Date :**_____

Limestone University
Weekly Clinical Evaluation of Student

Student Name: _____ Semester / Year:_____

NU Course Practicum: _____

Instructions: Clinical instructors, please complete based on your weekly interactions with the BSN student during assigned clinical time period. Please sign and return to the course instructor at the end of the course.

Evaluation scale: P= Proficient, NI= Needs Improvement, U= Unsatisfactory, NO= Not observed
- Proficient = able to correctly demonstrate / articulate knowledge, skills, behaviors; correctly perform skills, follow guidelines / procedures without prompting
- Needs Improvement = able to demonstrate / articulate beginning knowledge, skills, or behaviors, follow guidelines / procedures either mostly correct / with errors / or with some prompting
- Unsatisfactory = unable to correctly demonstrate knowledge, skills, or behaviors, follow guidelines / procedures; requires much prompting; does not perform

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Domain 1 knowledge for nursing practice															
Apply knowledge of nursing science that develops a foundation for nursing practice (1.1b)															
Demonstrates ethical decision making (1.2e)															
Demonstrates clinical reasoning (1.3a)															
Domain 2 Person centered care															
Demonstrates empathy (2.1a)															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Demonstrates compassionate care (2.1b)															
Establishes mutual respect with individual & family (2.1c)															
Considers individual beliefs, values, and personalized information in communications (2.2b)															
Demonstrates the ability to conduct sensitive or difficult conversations (2.2d)															
Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity (2.2e)															
Perform clinically relevant, holistic health assessment (2.3c)															
Distinguish between normal and abnormal health findings (2.3e)															
Communicate findings of a comprehensive															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
assessment (2.3g)															
Synthesize assessment data in the context of the individual's current preferences, situation, and experience (2.4a)															
Create a list of problems / health concerns (2.4b)															
Prioritize problems / health concerns (2.4c)															
Engage the individual and team in plan development (2.5a)															
Prioritize care based on best evidence (2.5c)															
Anticipate outcomes of care (expected, unexpected, and potentially adverse) (2.5e)															
Monitor the implementation of plan of care (2.6d)															
Reassess to evaluate goals (2.7a)															
Modify plan of care as needed (2.7b)															
Assist the individual to engage in self-care (2.8a)															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Facilitate continuity of care based on assessment of assets and needs (2.9a)															
Recognize when additional expertise and knowledge is needed to manage patient (2.9d)															
Domain 3 Population Health															
Define a target population (3.1a)															
Assess population health data (3.1b)															
Engage with other health professionals to address population health issues (3.2a)															
Describe assess and equity implications of proposed interventions (3.3a)															
Describe the impact of policies on population outcomes, including social justice and health equity (3.4b)															
Articulate a need for change (3.5a)															
Implement messaging															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
strategies appropriate to audience and stakeholders (3.5d)															
Implement infection control measures and proper use of PPE (3.6e)															
Domain 4 Scholarship for the nursing discipline															
Use best evidence in practice (4.2c)															
Provides citations for evidence.															
Domain 5 Quality & Safety															
Identify sources & applications of national safety and quality standards to guide nursing practice (5.1b)															
Recognize how to prevent workplace violence & injury (5.3b)															
Domain 6 Interprofessional partnerships															
Communicate individual information in a professional, accurate and timely manner (6.1f)															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Engage in the work of the team as appropriate to one's scope of practice & competency (6.2c)															
Communicate with team members to clarify responsibilities in executing plan of care (6.3c)															
Demonstrate respect for the perspectives and experiences of other professions (6.4b)															
Domain 7 System-based practice															
Recognize the impact of health disparities and social determinants of health on care outcomes (7.2b)															
Knowledgeable of system policies and processes across continuum of care															
Domain 8 Informatics and healthcare technologies															
Enter accurate data when chronicling care (8.2a)															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Evaluate how decision support tools impact clinical judgement and safe patient care (8.3b)															
Use patient care technology & information systems to support communication & decision making															
Domain 9 Professionalism															
Reflect on one's actions and their consequences (9.1b)															
Safeguard privacy, confidentiality, and autonomy in all interactions (9.1f)															
Communicate in a professional manner (9.2g)															
Follows communication protocols for safe practice															
Demonstrate personal and professional honesty and integrity (9.3c)															
Arrives on time and prepared for clinical															

Criteria	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	Comments
Demonstrates professional dress & behavior															
Domain 10 Leadership															
Integrate comprehensive feedback to improve performance (10.2b)															
Demonstrate leadership behaviors in professional situations (10.3c)															
Demonstrate self-awareness of one's own implicit biases and their relationship to one's culture and environment (10.3g)															

Course	Faculty Print	Faculty signature	Faculty Initials

Expanded Comments / Date & Instructor Initials:_____

_____
_____
_____
_____
_____

Nursing Skills Competency Checklist

Skills guidelines and checklists available through ATI resources.

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
Vital Signs								
NU	**Temperature:**							
	Axillary							
	Oral							
	Rectal							
	Tympanic							
	Infrared							
	Pulses:							
	Apical							
	Radial							
	Pedal							
	Carotid							
	Blood Pressure							
	Manual							
	Automatic							
	Orthostatic							
	Respirations							
	Pulse oximetry							
	Pain Scale							
Hygiene								
	Bed Bath							
	Perineal care							
	Catheter care							
	Denture care							
Bed making								
	Occupied							
	Un-occupied							
Transfers								
	Bed to chair							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Chair to bed							
	Lift							
	stretcher							
Body mechanics								
	Lifting							
	Turning							
Elimination								
	Bedpan							
	Urinal							
	Condom cath							
	Adult diaper							
	Bedside commode							
Ambulation								
	Gait belt							
	Cane							
	Walker							
	Crutches							
	Assisting a fall							
ROM Exercises								
	Active							
	Passive							
Positioning								
	Lateral							
	Prone							
	Supine							
	Fowlers							
	Sims							
	Dorsal recumbent							
	Trendelenburg							
	Logrolling							
	Lithotomy							
Safety measures								
	Restraints							
	Vests / jacket							

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Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Wrists / ankles							
	Mittens							
	Siderails							
	Assessment / Charting							
Physical Assessment								
NU	General survey							
	Skin / hair							
	Chest							
	Heart sounds							
	Lung sounds							
	Abdomen							
	Musculoskeletal							
	Peripheral pulses							
	Reflexes							
	Pupils							
Documentation								
	Nursing notes							
	Nursing diagnosis							
	Nursing care plan							
	EMR charting							
	MAR charting							
	Procedures							
	Patient teaching							
Reporting								
NU	SBAR							
	Procedures							
	Physician orders							
	Critical labs							
Infection Control								
	Universal precautions							
	Alcohol hand rub							
	Handwashing							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	PPE:							
	Gloves							
	Gown							
	Goggles							
	Mask							
	Contact precautions							
	Droplet precautions							
	Airborne precautions							
	Reverse isolation							
	Biohazard waste							
	Sterile gloving							
	Sterile field							
	Sharp safety							
**Specimen collection**							
	Urine:							
	Random							
	Clean catch							
	24 hr collection							
	Sterile cath							
	Indwelling cath							
	Stool							
	Sputum							
	Wound culture							
	Nasal swab							
	Blood							
**Skin integrity & wound care**							
	Types of wounds							
	Measuring wound							
	Cleaning							
	Dry sterile dressing							
	Irrigating wound							
	Wet to dry dressing							
	Hydrocolloidal dressing							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Removing sutures							
	Removing staples							
	Steristrips							
	Montgomery straps							
	Abdominal binder							
	Breast binder							
	Negative pressure wound vac							
	Drains							
	Penrose							
	Jackson Pratt							
	Hemovac							
	T-tube							
**Pressure ulcers**								
	Risk factors							
	Prevention measures							
	Assessing							
	Treatments							
	Documentation							
**Oxygenation**								
	Pulse oximetry							
	Nasal canula							
	Mask (type)							
	Incentive spirometer							
	Ambu bag							
**Tracheostomy Care**								
	Trach care							
	Tying							
**Suctioning**								
	Oropharyngeal							
	Nasopharyngeal							
	Tracheostomy							
	Endotracheal Tube							
**Drainage systems**								

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Measuring output							
	Troubleshooting							
	Patient teaching							
**Enteral Tubes**							
	NG tube:							
	Insertion							
	Removal							
	Irrigating							
	Feedings							
	Site care / dressing							
	GT tube:							
	Feeding							
	Site care / dressing							
**Bowel elimination**							
	Enemas							
	Incontinence pouch							
	Ostomy care							
	Irrigating							
**Urinary elimination**							
	Insertion							
	Removal							
	Indwelling							
	Straight							
	Care							
**Diabetes monitoring**							
	Capillary blood glucose							
	Sliding scale insulin							
	Hypoglycemic s/sx							
	Hyperglycemic s/sx							
**Perioperative Care**							
	Preoperative:							
	Informed consent							
	Surgical checklist							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	**Explain**	**Observe**	**Demo**	**Explain**	**Observe**	
	Teaching							
	Deep breathing							
	Splinting / coughing							
	Incentive spirometry							
	Leg exercises							
	Turning							
	Postoperative:							
	Vital signs							
	Sedation rating							
	Pain management							
	Nausea management							
	Intake / output							
	Diet							
Orthopedic Care								
	Pin care							
	Cast care							
	Abduction pillow							
	Braces							
	Traction							
	Splints							
Pediatrics								
	Vital signs							
	Immunizations							
	Growth chart							
	Developmental assessment							
	Physical assessment							
Obstetrics								
	Antepartum:							
	EDD / OB history							
	Fetal position							
	Cervical dilation							
	Contractions							
	FHR monitoring							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Stages of labor							
	Postpartum:							
	Fundal assessment							
	Fundal massage							
	Lochia							
	Bonding							
	Breast / bottle							
	RhoGam							
	DVT assessment							
	Edema							
	Pericare							
	Newborn care							
	APGAR							
	Ballard							
	PKU							
	Newborn assessment							
	Newborn meds							
	Feeding							
	Swaddling							
	Vital signs							
Therapeutic Communication								
	Patient							
	Family							
	Grief							
	Crisis							
	Healthcare team							
	Peers							
	Leaders							
Administration								
	HIPAA							
	Consents							
	Delegation							
	Admission							
	Discharge							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	Explain	Observe	Demo	Explain	Observe	
	Transfer							
	Teamwork							
	Critical Care							
	Applying EKG monitor							
	Recognition of major dysrhythmias							
	Oral & topical medications							
	Medication orders							
	MAR							
	Rights							
	3 checks							
	Splitting tabs							
	Liquid medication							
	Administering oral medications							
	Applying transdermal patch / gel							
	Eye drops							
	Ear drops							
	Rectal suppository							
	MDI							
	Dry powder inhaler							
	Injectable medications							
	Ampule prep							
	Vial prep							
	Mixing insulin							
	Intradermal inj							
	Subcutaneous inj							
	Locating IM sites							
	IM inj							
	Intravenous Therapy							
	Peripheral IV insertion							
	Site selection							
	Catheter gauge							

Course	Skill	Date of 1st attempt & Observer initials Check off methods:			Date of 2nd attempt & Observer initials Check off methods:			Evaluation comments
		Demo	**Explain**	**Observe**	**Demo**	**Explain**	**Observe**	
	Tubing							
	Changing IV bags							
	Secondary							
	Regulating drops by gravity							
	IV pump use							
	Site assessment							
	Capping							
	Blood transfusion							
**Central Venous Access Devices**							
	Types							
	Dressing change							
	Care							
	Flushing							
	Removal							
**Medication calculation**							
	PO							
	Injectable							
	IV							
	Pediatric dose							
	IV drip rates							
	Calculating BSA							
	Unit conversion							

Course	Faculty Print	Faculty signature	Faculty Initials

Pre-Licensure BSN Student Exit Survey

Student Name: _____

Graduation Date: _____ Date Entered Limestone University: _____

I. The feedback obtained from this evaluation will be used to strengthen the BSN Program.

1. Are you currently employed in the healthcare setting?
2. Where do you plan to work / apply to work as an RN?
3. Do you have a job in the healthcare field as an RN already aligned to start after graduation and NCLEX?
4. Have you thought about continuing your nursing education at the graduate level?
5. Do you feel prepared to enter nursing graduate programs?
6. Do you feel that the clinical experiences in your BSN program required were valuable?
7. Did you feel that the Nursing Faculty, Staff, and Clinical Preceptors were approachable and available to help you?
8. Did you feel that the clinical facilities provided quality clinical experiences?
9. Were you able to evaluate clinical settings?
10. Were you able to evaluate your clinical instructors?
11. Were you able to evaluate your faculty?
12. Did you feel you received experiences in a variety of clinical settings / spheres of care?
13. Did you feel that the classroom environments were conducive to learning?
14. Did you feel the clinical equipment and environments on campus were conducive to learning?
15. Did you access any learning support services such as tutoring, writing center, or librarian help while a student?
16. Did you feel you could share concerns with faculty?
17. Did you feel that you could provide feedback on learning or instructional materials?
18. Did you feel that the Nursing Program was consistent in its policies and procedures?
19. Was your experience in Limestone University's BSN Program positive?
20. Are you overall satisfied with your BSN education at Limestone University?
21. In your opinion, what could be done to improve Limestone University's BSN Program?
22. Will you provide your personal contact information for future correspondence?

II. Likert Scale: For the following questions, please select the appropriate number that indicates your satisfaction related to the quality of your education in the following Content Areas.

Very Satisfied	Somewhat Satisfied	Satisfied	Somewhat Dissatisfied	Strongly Dissatisfied
5	4	3	2	

1. You received education of **nursing concepts** throughout clinical courses?

5	4	3	2	1

2. You received education and clinical experiences in the Content Area**: Physical Assessment and Health Promotion.**

5	4	3	2	1

3. You received education and clinical experiences in the Content Area: **Foundational Nursing skills and concepts.**

5	4	3	2	1

4. You received education in the Content Area: **Pathophysiology**.

5	4	3	2	1

5. You received education in the Content Area: **Information technology & management**.

5	4	3	2	1

6. You received education and clinical application opportunities in the Content Area: **Pharmacology.**

5	4	3	2	1

7. You received education in the Content Area: **Nutrition.**

5	4	3	2	1

8. You received education in the Content Area: **Healthcare policies, finance, and regulation.**

5	4	3	2	1

9. You received education in the Content Area: **Professionalism and Professional Role Development.**

5	4	3	2	1

10. You received education and clinical experiences in the Content Area: **Population Health.**

5	4	3	2	1

11. You received education in the Content Area**: Quality & Safety**.

5	4	3	2	1

12. You received education and clinical experiences in the Content Area: **Families: Maternal & child health?**

5	4	3	2	1

13. You received education and clinical experiences in the Content Area: **Mental health?**

5	4	3	2	1

14. You received education and clinical experiences in the Content Areas: **Acute and chronic complex adult health?**

5	4	3	2	1

15. You received education in the Content Area: **Evidence-Based Practice & Research**.

5	4	3	2	1

16. You received education and clinical experiences in the Content Area: **Leadership & management**?

5	4	3	2	1

17. You participated in **interprofessional activities / events / projects**.

5	4	3	2	1

18. You received education about **Social Determinants of Health**.

5	4	3	2	1

19. You received education and application opportunities in **Ethical Decision Making**.

5	4	3	2	1

20. You received education in **Diversity, Equity, & Inclusion**.

5	4	3	2	1

21. You received education and application experiences in **Clinical Judgment** and decision making.

5	4	3	2	1

22. You received education and application opportunities in effective **Communication**.

5	4	3	2	1

23. You received education in the **History and Evolution of the Nursing Profession**.

5	4	3	2	1

24. You received education in **Public Health**.

5	4	3	2	1

25. You received education and opportunities to demonstrate **compassionate care**.

5	4	3	2	1

26. You received education and opportunities to perform **person-centered care** across **4 spheres of care**.

5	4	3	2	1

Comments:

_____
_____
_____
_____

**RN-BSN Program
Student Exit Evaluation**

Student Name:_____

Graduation Date: _____ Date Entered Limestone University: _____

I. Short Answer: Please answer the following questions candidly. The feedback obtained from this evaluation will be used to strengthen the RN-BSN Program.

1. Are you currently employed?

2. Do you plan to seek a new position or employment elsewhere after graduating with a BSN?

3. Have you thought about continuing your nursing education beyond the BSN?

4. Do you feel that the clinical experiences required were valuable? Why or why not?

5. Did you feel that the Nursing Faculty, Staff, and Clinical Preceptors were approachable and available to help you?

6. Did you feel that the Nursing Program was consistent in its policies and procedures?

7. Was your Experience in Limestone University's RN-BSN Program positive?

8. In your opinion, what could be done to improve upon Limestone University's RN-BSN Program?

Comments:_____

_____

_____

II. Likert Scale: For the following questions, please circle the appropriate number that indicates your satisfaction related to the quality of your education in the following Content Areas.

Very Satisfied 5	Somewhat Satisfied 4	Satisfied 3	Somewhat Dissatisfied 2	Strongly Dissatisfied 1

1. You received education in the Content Area: **Evidence-Based Practice & Research**.

5	4	3	2	1

2. You received education in the Content Area: **Assessment and Health Promotion**

5	4	3	2	1

3. You received education in the Content Area: **Leadership & communication**

5	4	3	2	1

4. You received education in the Content Area: **Genetics and genomics**

5	4	3	2	1

5. You received education in the Content Area: **Pathophysiology**.

5	4	3	2	1

6. You received education in the Content Area: **Population Health**.

5	4	3	2	1

7. You received education in the Content Area: **Healthcare Policies, politics, and regulation**.

5	4	3	2	1

8. You received education in the Content Area: **Professional Role Development**.

5	4	3	2	1

9. You received education in the Content Area: **Nursing informatics & Information technology**.

5	4	3	2	1

10. You received education in the Content Area: **Quality & Safety.**

5	4	3	2	1

11. You were educated in ethical decision making.

5	4	3	2	1

12. You participated in interprofessional activities / events / projects.

5	4	3	2	1

Comments: _____
_____
_____
_____
_____
_____

Appendix I
Nursing Handbook Agreement

I, _____ (print name), have thoroughly read and

understand all of the policies, procedures, and conditions that are set forth in the BSN

Handbook. I have been given ample opportunity to have any and all of my questions

answered regarding the policies, procedures, and conditions of Limestone University's

Nursing Program. Furthermore, my signature on this document signifies that I agree to

comply with all of the policies, procedures, and conditions in this Handbook, and I

authorize the release of pertinent personal information and documentation by the

Nursing Program to applicable parties as related to my education. This includes, but is

not limited to, the Office of Academic Affairs, Office of Student Services, and/or Affiliate

Clinical Sites. I am aware that at any time if I am in violation of the policies, procedures,

and/or conditions set forth in this Handbook, disciplinary procedures may be invoked. I

am also aware, that if I choose to leave or are dismissed from the Nursing, I forfeit all

scholarships awarded through the Nursing Program.

Student Signature: _____Date: _____