SUL ROSS
THE FRONTIER UNIVERSITY of Texas

MEMBER THE TEXAS STATE UNIVERSITY SYSTEM

BACHELOR OF SCIENCE IN NURSING STUDENT HANDBOOK

2020–2022

DEPARTMENT OF NURSING
SUL ROSS STATE UNIVERSITY
ALPINE, TEXAS 79830

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Introduction

WELCOME to the Sul Ross State University Nursing Program. We are pleased that you have chosen our program. We are aware of the significant number of programs from which to choose. Every effort will be made by University Administration and each faculty member to promote your growth and achievement of professional goals.

The Sul Ross State University (SRSU) *Nursing Student Handbook* has been compiled by the faculty to provide guidelines for students applying to and enrolled in the Nursing program. The purpose of this handbook is to identify policies and procedures specific to this program and are designed to support student success. This handbook is to be used as a supplement to the *SRSU Student Handbook* and serves to bridge the policies of the University with policies specific to the nursing program. Specific information that will guide course activities is included in each course syllabus. The BSN program is an integral part of the University System**,** as reflected in the organizational framework in Appendix A.

The Nursing Program is a Department within the College of Arts and Sciences at Sul Ross State University. In addition to Nursing, the College of Arts and Sciences is home to five academic departments granting undergraduate and graduate degrees**,** including: Behavioral and Social Sciences; Biology, Geology, and Physical Sciences; Computer Science and Mathematics; Fine Arts and Communications; and Languages and Literature. In addition, the Academic Center for Excellence, which provides students with opportunities to develop their academic potential**,** and the Rio Grande Research Center**,** which promotes sponsored research in the biological, earth, and physical sciences**,** are components of the College of Arts and Sciences.

SRSU is committed to providing quality educational programs for the purpose of developing successful health-care professionals. Development of caring health professionals requires interactions and learning experiences with patients in hospitals, clinics, primary-care-provider offices, home-health agencies, and varied community health facilities. A well-equipped skills laboratory and simulation laboratory provide the first opportunity for nursing students to develop required nursing and patient-interaction skills prior to engaging in clinical learning opportunities with patients.

The SRSU administration, faculty, and staff wish you success in the pursuit of your professional goals. Faculty members who are appointed to the Nursing Program meet requirements for the Texas Board of Nursing and Sul Ross State University. Each faculty member's purpose is to guide and support student learning and to facilitate opportunities for students to achieve course objectives and program outcomes. The overall program outcomes are directed toward developing professional-nursing knowledge and skills**,** with a focus on holistic, patient-centered care, and promoting health and well-being to individuals in remote, rural border communities through nursing management and leadership skills. The various learning activities and projects provide a strong foundation for professional nursing practice and future, professional endeavors. State and national standards are reflected in learning activities for each course.

The nursing program is an integrated, concept-based curriculum that is delivered through face-to-face and online-learning environments. Classroom, on-line, laboratory, and clinically based learning experiences engage and stimulate students to accomplish course and program objectives outcomes.

Information in this handbook is updated bi-annually; however, changes may also be made throughout the academic year. If a change occurs, a personal announcement will be provided in addition to an announcement posted on the nursing website, in Blackboard nursing course sites, and via Sul Ross e-mail.

Sul Ross State University prohibits discrimination. Access to its programs or activities shall not be limited based on race, color, religion, national origin, age, gender, sexual orientation, political affiliation, or disability**.**

SUL ROSS
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ALPINE, TEXAS 79832

Office of the Dean
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Dear BSN Nursing Student:

It is a true pleasure to welcome you into the BSN Nursing Program community of the College of Arts and Sciences at Sul Ross State University. The SRSU BSN program is the only nursing program that serves the Big Bend region. Meeting the BSN workforce needs in the region, the state of Texas, and beyond is a part of our mission, and we prepare nursing professionals who are ready to lead for a better and healthier future. You have been selected for the program because of your accomplishments so far and the promise you hold for future success.

The Sul Ross State University BSN Nursing Program embraces the American Association of Colleges of Nursing (AACN) vision for BSN programs. Nurses are assuming important roles in the provision of managed care, and they are responsible for continuing care outside of traditional healthcare facilities. Nurses play a large role in educating the public and addressing the social and economic causes of health issues. This program will prepare you in a unique setting of the rural border regions of Texas. You will gain the knowledge to facilitate application of your degree in Texas and other states as well.

I encourage you to take full advantage of your time with us; working closely and seeking mentorship from our expert faculty, engaging in professional development opportunities, particularly in multicultural and rural health, attending open lectures and presentations, and seeking unique experiences.

Health care is one of the top priorities for the state of Texas, the United States, and the world community. No aspect of the priorities can or will be addressed without the expertise of nurses. The demand for highly qualified nurses in clinical care is expected to continue growing in the years ahead, since nurses are central to health care teams and the optimization of models of care.

Health and heath care remain top priorities for the United States and the globe. No aspect of these priorities can be addressed without nurses. The demand for highly qualified nurses in clinical care and leadership is expected to continue growing in the years ahead, as nurses are central to health care teams and optimizing models of care.

I wish you the very best in your journey here at Sul Ross State University.

James W. Downing

James W. Downing
Dean of the College of Arts and Sciences
Professor of Psychology

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Dear BSN Nursing Students:

Welcome to Sul Ross State University, College of Arts and Sciences. We are pleased that you have chosen a nursing focus to continue your education. Nursing is a noble profession which provides opportunities for growth, and more importantly, gratification and the feeling of accomplishment while helping others who require health and illness guidance and care. Your confidence in our baccalaureate nursing program to provide you with the necessary knowledge and skills for the nursing profession is greatly appreciated. We are aware that you have numerous nursing programs from which to choose your professional education. We will challenge your potential to acquire foundational information to achieve the first step toward becoming a registered professional nurse.

Our program of study follows state and national guidelines and requirements to facilitate employment in Texas and other states while preparing for your role in a unique setting of the rural border regions of Texas. Sul Ross State University is the University of the Texas Frontier, and we welcome your active and enthusiastic participation in our community facilities.

Nursing education synthesizes knowledge from physical sciences, behavioral sciences, humanities, and life experiences with nursing knowledge, skills, and attitudes to prepare graduates for professional nursing practice, nursing management, and leadership roles. Your experience in the nursing program will prepare you to be a generalist and member of a health-care team in a variety of settings. Courses are planned and presented using a hybrid approach to learning which includes face-to-face, on-line, skills laboratory, and simulation activities. Clinical-course activities utilize our diverse community and acute-care settings supervised by faculty, preceptors and clinical nurses.

This program opens doors for life-long professional development which begins with passing NCLEX-RN and progresses to advanced academic degrees and clinical certifications in your chosen area of practice. Best wishes in your educational adventures and endeavors! Please feel free to contact me for any questions or need clarifications.

Sincerely,

Geraldine M. Goosen

Geraldine M. Goosen, RN, PhD, CNS-BC, CCRN Emeritus

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I. VISION AND MISSION OF SUL ROSS STATE UNIVERSITY (SRSU)

The ultimate goal of higher education is to produce graduates who will be effective leaders in their chosen professions, valued members of their communities, and responsible citizens of the world.

Sul Ross State University is a public, comprehensive, Master's degree granting, multi-campus university, providing on-site and distance education in the Big Bend and US-México border regions of Texas.

Vision

Sul Ross State University seeks to be a national and international leader in achieving excellence among universities in the areas of Education, Research, Social Mobility, Service, Affordability, and Shared Governance.

Mission

Rooted in the distinctive surroundings and history of the Big Bend and the US-México border regions of Texas, Sul Ross State University provides accessible, comprehensive, and life changing education through high quality teaching, research, cultural awareness, creativity and service.

Values

Excellence
Ethics and Integrity
Diversity and Inclusiveness
Growth and Exploration
Leadership and Service
Personal Connection
Effective Communication

Sul Ross State University's principal strategy regarding excellence in academics, research, and the arts has five objectives:

Objective 1: Develop new or build on existing learning programs (including distance education programs) to create expanded opportunities to "learn by doing" across the curriculum, emphasizing tangible skills for lifelong learning and preparation to contribute to 21st century society.

Objective 2: Establish SRSU as a regional leader in providing curricular programs that leverage the educational potential of our rich and diverse campus community.

Objective 3: Support, improve, and recognize research and its impact on faculty development and student engagement and learning.

Objective 4: Support, improve, and recognize excellence in artistic endeavors.

Objective 5: Encourage and support efforts to obtain external funding for all forms of activity, including research, education, scholarly, creative, service, and outreach.

II. OVERVIEW OF THE BACCALAUREATE NURSING PROGRAM

Vision of the Nursing Program

To educate baccalaureate prepared nurses to improve and enhance the health and well-being of the diverse citizens of remote, rural, border communities.

Mission of the Baccalaureate Nursing Program

As an integral part of Sul Ross State University, the Nursing Program subscribes to and extends the University's mission. The mission of the BSN nursing program is to educate and prepare baccalaureate graduates who demonstrate professional-nursing leadership and practice roles to promote and meet the diverse health-care needs of remote, rural, border communities.

Philosophy of the Baccalaureate Nursing Program

The program's philosophy reflects a synthesis of beliefs and values shared by faculty and serves as the foundation for determining the nature, purposes, and priorities of the nursing program. Situated within the sparsely populated, remote, rural, border communities of the Big Bend and the US-México border regions of Texas, the SRSU nursing program prepares graduates to be generalists who exhibit a wide range of knowledge and abilities, a commitment to practice proficiently in multiple clinical areas, and a dedication to continual professional development.

The nature and roles of the nurse in rural border communities are distinctive and include a scope of knowledge and practice reflected in the relationships and collaborations with inter-professional colleagues and people living in the region. Through the active teaching-learning approaches of an integrated concept-based curriculum, the rural nurse creatively promotes the well-being of the community through the application of core nursing knowledge grounded in the profession's metaparadigm: person or people, health, environment, community/society, and nursing (Fawcett, 2005; Fawcett & Garity, 2009). A unique characteristic of rural nursing differs from nursing in other settings in that one's professional life is not separate from one's personal life in rural settings (Swan & Hobbs, 2018). Thus, the rural nurse continuously negotiates ways to be available to the community while maintaining the privacy of the patient as well as personal privacy.

The SRSU faculty believe that the art and science of nursing is a holistic, intellectual, and moral discipline. The rural nurse exhibits a sense of being and knowing (Carper, 1978) that is rooted within the context of the remote, border milieu of the frontier of Texas. The program's philosophy creates a framework for an innovative and stimulating learning environment conducive to preparing graduates who incorporate a holistic appreciation for human responses to health, wellness, and health challenges across the lifespan. Baccalaureate nurses prepared within this context are prepared to provide safe, holistic, and

ethical caring practices, based on nursing's unique body of knowledge, that enhance the dignity and quality of life of the individuals, groups, and communities who live and work on the Texas frontier.

Components of the philosophy that include person, environment, health, society, and nursing reflect the context in which nursing education is practiced and further developed within the rural, border region of Texas and the State of Texas as a whole.

Persons/People and communities are individuals that comprise families, communities, or populations. They are dynamic, unique, complex, holistic beings with rights, responsibilities, and inherent value possessing dignity and worth. As such, it must be clearly recognized that decisions related to health status, illness management, and the process for acquiring both are personal. Persons and people who live and work in the rural border community are self-reliant and reflect the relationships and diverse cultures within the community. Patient-centered care includes improving access to care, with a key component being access to information for providing care in a culturally relevant manner so that patients can contribute to their own care. Patient-centered care also has economic value and may lead to lower costs.

Society and community are composed of individuals, families, groups, and communities that adhere to group life, social institutions, and social processes. Human societies evolve from a variety of racial, cultural, and social backgrounds and beliefs that establish needs and goals for the members and are influenced by socioeconomic, political, cultural, and environmental conditions. **Community** is the context for nursing in border settings and is exemplified by interconnected relationships, durable patterns of interaction, and interpersonal threads that comprise the social fabric of the rural border community (Winters & Lee, 2018).

Environment is comprised of external and internal domains. External domains consist of physical, geographical, biological, chemical**,** socio-cultural, economic, political, legal, ethical, and organizational elements. Internal domains consist of bio-psycho-social-spiritual processes. The relationship between persons and the environment is dynamic. Within the rural and agricultural communities, environment reflects physical, social, and cultural aspects of geography, perceptions of distance, time, and space, as well as orientation to lifestyle, extractive occupations, the natural environment, interconnectedness of communities**,** and use of digital communications systems and technology. Community care is population-oriented and requires the nurse to develop partnerships with community leaders and networks.

Health is a multi-dimensional concept, defined by the World Health Organization (1946/2017) as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (p. 1). Health is the ability to recover and bounce back from illness and other problems and to lead a socially and economically productive life. Well-being represents other aspects of health, including spiritual as well as occupational, and is determined by the individual as having a sense of

purpose, feel able to achieve personal goals and participate in work and society (Department for Environment, Food and Rural Affairs 2009).

Within the rural border community, health is defined holistically and includes physical, mental, social, spiritual, and economical aspects that influence one's ability to work, be productive, and do usual tasks (Long & Weinert, 1989) and incorporates beliefs regarding worldview, health-care systems, formal and informal support, wellness, and healing practices.

Nursing is a practice profession comprised of an art and science, characterized by collaborative and complementary relationships that adhere to state practice acts and standards of care with legal and ethical guidelines. "The essential core of . . . nursing practice is to deliver holistic, patient-centered care that includes assessment and monitoring, administering a variety of treatments and medications, patient and family education and serving as a member of an interdisciplinary team. Nurses care for individuals and families in all phases of the health and well-ness continuum as well as provide leadership in health-care delivery systems and in academic settings" (Institute of Medicine [IOM], 2011, p. 39). Baccalaureate Nurses "provide direct patient care, nursing leadership, and translating research into nursing practice across all health-care settings" (IOM, 2011, p. 43).

Nursing within a rural, border area is exemplified by role diffusion, that of the broad generalist with specialist-skills practice, wherein the nurse holds multiple roles within the community, being known in healthcare and community settings and balancing the client familiarity and personal lack of anonymity with confidentiality. Nursing is patient-relationship centered. Professional nurses are prepared to demonstrate caring, healing concepts and practices that facilitate access to resources that promote health and well-being across the life span. Nurses assist individuals to respond and adapt to stressors that are ever-present in internal and external environments. Nursing promotes wellness by assisting individuals to accept responsibility for their own health and the prevention of illness through healthful practices that are nurturing, generative, and protective in nature. Nursing care is provided through caring interaction with an individual, a family, a group, or community. Individuals who meet state regulations may choose to practice nursing as a generalist, a specialist, or as a consultant, incorporating the processes of teaching, leadership, and management in the nursing role.

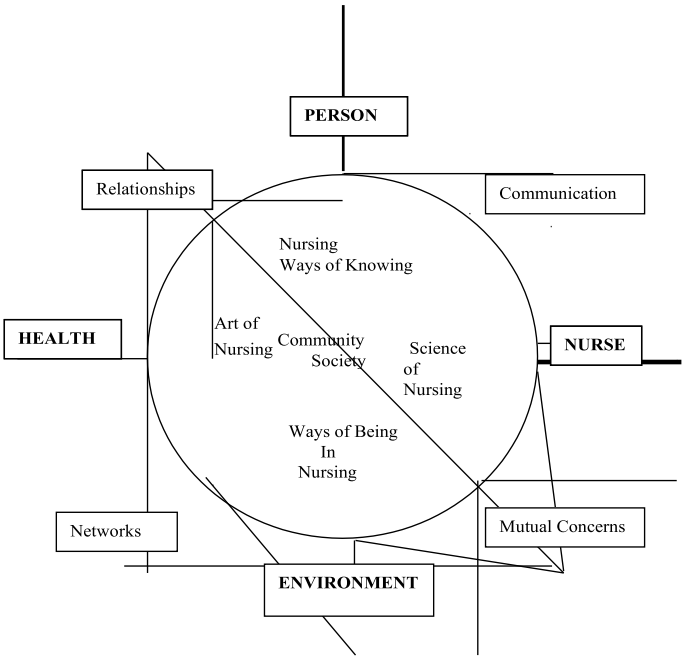
Conceptual Framework of the Baccalaureate Nursing Program

The nursing conceptual framework builds on the Mission and Philosophy of Sul Ross State University and of the Nursing Program to provide structure for the nursing curriculum. This framework unifies the teaching/learning experiences of the nursing student, building on prior knowledge and experiences for pre- and post-licensure baccalaureate nursing students. Components of the framework are incorporated in each course, building an integrated, concept-based-curriculum design (Erickson, 2002; Erickson, Lanning, & French, 2017;

Giddens & Brady, 2007) that is reflected in the outcomes of the program's graduates. The principal elements of the conceptual framework focus on the role and nature of the nurse who practices in remote, rural, border communities (Molinari & Bushy, 2012; Winters & Lee, 2018) and on the evolving apprenticeships of the professional nurse as described by Benner, Sutphen, Leonard, and Day: Knowledge Acquisition and Use, Skilled Know-How, and Ethical Comportment (2009).

The Compass Rose symbol reflects the SRSU Quality Enhancement Program (QEP) Navigating Excellence Through Effective Communication and is used and enhanced by the Nursing Program (See Figure 1). The Compass illustrates the rural nurse's role in navigating the diverse cultural, geographic and topographical, and economic complexities of the communities of the Big Bend and US-México border frontier of Texas for the purpose of promoting health and well-being. The nurse's ability to address unique health needs and communicate mutual concerns of members of remote communities is informed by nursing's paradigm: Person, Health, Environment, and Nursing. The community is the foundational center, and these concepts are reflected in the four, primary, directional facets of the compass.

Figure 1. Concept Model



The scope and nature of rural nursing include understanding and negotiating the diverse and complex network of relationships among the professional nurse, inter-professional colleagues, and rural community members. A concept-focused curriculum (Erickson, 2002; Erickson et al., 2017) provides a broad basis for students to attain and demonstrate essential professional nursing knowledge and abilities, including caring and healing, communication, cultural diversity, holistic approaches to the application of evidence-informed practices, leadership and management, nursing process, professional role-development and socialization, multiple approaches to inquiry, and innovative approaches to scholarly teaching and learning.

Ways of knowing and ways of being in nursing (Carper, 1978; Chinn & Kramer, 2015) form the foundation for the Knowledge Acquisition and Use and the Skilled Know-How (Benner et al., 2009) relative to the art and science of nursing practice. The first two achievements are given greatest emphasis at the beginning of the nurse's career and underlie the evolution of the science and art of a nurse's practice over one's professional career. The concept-based curriculum helps the nurse focus on professional role-development, the acquisition of abilities related to Ethical Comportment (Benner et al., 2009), the application of knowledge, and the development of new knowledge through inquiry and the various scientific methods.

More specific elements of the framework are incorporated into each course, building a program of study that is reflected in the excellence of the program's graduates. These elements include caring, communication, concepts, competency, cultural diversity, evidence-informed practice, leadership and management, nursing process, professional role, professional socialization, and scientific method.

CARING is a challenging principle that reflects the art and science of nursing. Compassionate caring is at the heart of nursing if we are to provide the very best patient care. Fostering a caring attitude contributes significantly to the nurse's ability to demonstrate caring in all aspects of patient care.

Caring requires the interaction and relationship with other individuals. It includes the following attributes: conscience or ethical practice, commitment to patient well-being, compassion for patients, confidence that fosters trusting relationships, competence in practice, and respectful comportment for self and others (Roach, 2002).

COMMUNICATIONis a foundational skill that reflects one's self concept (Touhy & Jett, 2016). Communication is a dynamic process, a primary instrument through which change occurs in nursing situations. Since effective communication skills are vital to all aspects of nursing care, attention is given to principles of communication in each course to enhance the potential of each student. Communication requires careful and active listening to another and includes verbal and non-verbal messages as well as interpreting or understanding the meaning each has for the person. Three, major operations that enhance communication skills include perception, evaluation, and transmission. Factors that influence these operations include gender, culture, interest, mood, values, clarity, length of the message, the presence or absence of feedback, and the atmosphere of the context. Inter-personal communication is critical to developing trusting relationships and carrying out the role functions of the professional nurse, including assessing, planning, and evaluating care and caring outcomes.

CONCEPTS are frequently viewed as the basic elements with which theories are constructed. In the case of curriculum, concepts are viewed as basic elements from which content for courses is derived. Using a conceptual approach helps the nurse focus on selected, professional components, role factors, and clinical problems encountered across disease or illness categories and populations. The conceptual approach facilitates communication among team members while adding to the body of knowledge about a phenomenon for the nursing discipline and practice across other, health-care disciplines.

Concepts represent an experience or understanding of an experience. (Chinn & Kramer, 2015). An experience is reflected in one's perceptions of objects, actions, behaviors, and interactions with others. Sources include words or symbols, objects or events, and feelings, values, and attitudes (Chinn & Kramer, 2015). Concepts range from the concrete, empiric, and measurable to abstract constructs that are not directly observed. Concepts may be applied to groups of experiences or individuals with similar characteristics, thus allowing students to relate concepts across the life span and among populations. Refinement of concepts is continuous across the curriculum.

COMPETENCY is "[a]n expected and measurable level of nursing performance that integrates knowledge, skills, abilities, and judgement, based on scientific knowledge and expectations for nursing practice" (American Nurses Association, 2010, p. 64).

CULTURE represents the shared values, beliefs, and behaviors of a community. (Touhy & Jett, 2016). Health-care expectations, behaviors, and decisions are influenced by culture and impact the nurse patient relationship. Caregiver's perspectives about health are considered within the context of the recipient's culture. The professional nurse must be aware that age, culture, religion, family, and community beliefs influence patients' health and responses to illness, treatments, and caregivers (Touhy & Jett).

Holistic approaches to caring and promoting healing and well-being incorporate the benefits of spiritual practices, religion, rituals, and cultural traditions. Complementary practices, natural remedies, and self-care activities may be integrated with traditional nursing activities and interventions. How the nurse employs these modalities impacts the therapeutic relationship and outcomes of person-centered care (Winters & Lee, 2018). Leininger's (2002) central purpose for trans-cultural nursing care is "to discover and explain diverse and universal culturally-based care factors influencing the health, well-being, illness, or death of individuals or groups" (p. 190).

EVIDENCE-BASED PRACTICE (EBP) is defined as an approach to the delivery of health care that "integrates the best evidence from research studies and patient care data with clinician expertise and patient preferences and values" (Melnyk, Fineout-Overholt, Stillwell, & Williamson, 2009, p. 49). The process of systematic review includes the compilation and analysis of data from research studies designed to support certain nursing practices and/or discourage nursing practices that are believed to be the best method of care that are passed along to new clinicians without research support. This information is available in data bases that are readily available for use in planning and implementing individualized patientcare and developing clinical-practice guidelines.

The process of conducting systematic reviews of research aids in the identification of gaps in research and encourages nursing students and graduates to contribute to research findings and expand the foundation for evidence-based improvements in patient care and nursing practice.

LEADERSHIP AND MANAGEMENT activities include concepts, theories, and strategies applied to the attainment of goals set by nurses working with individuals,

groups, families, and other social systems. The mark of a leader is the ability to identify a problem, have a goal, and know how to join others in reaching that goal. Management is the process of accomplishing organizational goals through others. Each nurse performs some degree of management across a spectrum of activities ranging from a single patient to a system of institutions caring for diverse patients in different geographic areas. Knowledge and skills of a nurse manager include concepts of power, authority, influence, and decision making, coupled with theories of change and motivation. Baccalaureate competencies focus on management of self, patients, small groups, and team members. A variety of approaches guides the student to develop capabilities for professional growth in management and leadership roles.

NURSING PROCESS is a systematic framework similar to the scientific method (Chinn & Kramer, 2015), which uses deliberate, reflective, organized steps to observe and solve problems concerning patient health-care needs. The process promotes skills of inquiry and brings both rigor and clinical-reasoning skills to the provision of nursing care. As the nurse's expertise develops, creative uses of the nursing process occur based on a synthesis of experience, self-reflection, new knowledge, and evidence.

The phases of the nursing process include:

Phase 1: Assessment—collecting information and data about the individual patient, family, or community. Data include physiological, psychological, sociocultural, developmental, spiritual, and environmental information.
Phase 2: Analysis and Diagnosis—verifying and comparing information with norms by clustering or grouping data to identify problems, discerning the cause, and identifying nursing diagnosis.
Phase 3: Planning—identifying patient goals and determining ways to reach the goals. Goals guide the selection of interventions, evaluation of patient responses, and progress. Bloom's taxonomy outlines domains of learning that drive the development of patient goals.
Phase 4: Implementation of Planned Interventions—carrying out nursing therapeutic actions and interventions according to established priority.
Phase 5: Evaluation—determining whether a patient's care goal is accomplished, is in the process of being accomplished, or is unresolved.

The nursing process is dynamic, and the phases may occur simultaneously. Clinical reasoning is an important aspect of clinical judgment and is integral to the nursing process as nurses develop practice competence (Benner et al., 2009). Developing sound clinical judgment requires recalling facts, recognizing patterns in patient behaviors, bringing facts and observations together in a meaningful whole, and accurately acting on the resulting interpretation.

PROFESSIONAL SOCIALIZATION is the process whereby knowledge, skills, attitudes, behaviors, values, ethical standards and expectations of a profession are internalized and made a part of individual identity. Nursing education is the first of many steps by which the student is socialized into professional practice. The goal of socialization is the development of professionalism. The goal of education is to teach the

student to think like a nurse, to see the world of health care through the lens of nursing, to respond to the effects of both educational and clinical experiences by developing professionalism, and to demonstrate ethical comportment (Benner et al., 2009).

PROFESSIONAL NURSE ROLE involves the internalization of unique attributes of professional nursing, including knowledge, skills, behaviors, attitudes, and values related to the role of a beginning generalist. Clinical care is guided by rules and regulations delineated in a state's nurse practice act. The experienced nurses who serve as mentors, role models, and/or preceptors interact with the novice nurses to help them to recognize limitations and assets and to raise their confidence in developing the role of professional nurse (Benner et al., 2009).

SCIENTIFIC METHOD provides a systematic approach to inquiry in areas of concern to nursing, including identifying questions and proposing and testing solutions to those questions for the purpose of verifying and improving patient outcomes or organizational processes. Several approaches to inquiry are used in professional nursing, including reflection, research, quality-improvement science, community-based inquiry, and translational science. These approaches require the nurse to be self-aware, observant, and curious about the world. The elements of the scientific methods vary based on the questions posed.

Approaches to engaging in the process of inquiry, exploring the research processes, and appraising the scholarly literature to discover research findings to support nursing practice are incorporated across the program of the student. Clarification of and differentiation between quantitative and qualitative research methodologies will assist students and graduates to become effective consumers of nursing research.

Baccalaureate Nursing Program Faculty Philosophy

Faculty believe that learning is a shared endeavor between students and faculty. As teachers we serve as mentors/facilitators, interpreters, coaches, and guides in a holistic process of teaching/learning. We encourage students to be actively engaged in learning and strive to stimulate students' curiosity and interest in exploring different ways of being and knowing in nursing. Through this teaching/learning partnership, faculty support the intellectual and moral development of nursing students, assisting them to appreciate and develop habits of thought and action that serve as the foundation for demonstrating professional nursing competencies associated with the apprenticeships of Knowledge Acquisition and Use, Skilled Know-How, and Ethical Comportment (Benner et al., 2009) in a technology-rich higher education, health, and remote, rural, border environment.

Faculty create and sustain a scholarly and innovative learning environment. Using an integrated concept-based curriculum (Erickson, 2002; Erickson et al., 2017), faculty employ a variety of transformative educational and learning strategies that incorporate integrative pedagogies (Benner et al., 2009) in nursing classrooms, web-based settings, clinical situations, simulation, and skills laboratories. Interactive approaches include didactic teaching, dialogue, unfolding case studies, reflection, and creative activities for individuals and student groups.

Faculty support student acquisition of essential skills, such as professional writing, inter-professional collaboration, use of nursing literature, and onsite and web-based technologies.

Faculty guide students' application of knowledge and development of skilled know-how (Benner et al., 2009) and their demonstration of nursing competencies, through specifically designed laboratory, simulated, and clinical and field experiences. Faculty model holistic, caring, critical-thinking skills and the use of evidence-based nursing practice for nursing students in the clinical settings. Faculty foster students' engagement with clinical experts and community leaders and their participation in promoting public health and wellness in remote, rural, border communities.

As nurses and educators, we rely on research and evidence-based findings to guide and inform our practice. As clinicians, we rely on our personal experience and knowledge of various therapies to enhance our ability to critically assess research approaches, outcomes, and implications. Faculty guide students' appreciation of various modes of inquiry and evidence as a basis for the systematic application of nursing knowledge and science in person-centered practice, for the development of new knowledge about nursing (Carper, 1978; Chinn & Kramer, 2015), to explore new and emerging patterns of practice, and to evaluate and create approaches for investigating and improving practice.

The goals of the Baccalaureate Nursing Program Administration, Faculty and Staff are to

1. Prepare highly qualified BSN graduates who demonstrate entry-level competencies for licensure and professional practice as registered nurses (RNs) and who are able to creatively address rapidly changing health-care needs of the community through innovative use of technology and evolving models of health-care delivery.
2. Provide students with a background in the sciences, liberal arts, and nursing knowledge by which to apply a holistic theoretical framework through concept-based, evidence-informed clinical reasoning and judgment and reflective practice to address the physical, behavioral, cultural, intellectual, social, and economic needs of remote, rural, border communities.
3. Provide students with the opportunity to acquire the values, knowledge, and skills which enable them to engage in implementation of nursing standards, self-learning, and a spirit of intellectual curiosity leading to independent and purposeful, life-long learning.
4. Prepare graduates who possess the knowledge and preparation necessary to successfully pursue and achieve advanced levels of professional development, including graduate education.

Baccalaureate Nursing Student Outcomes

At the successful completion of the Nursing Program, the graduate will be able to

1. Apply the art and science of nursing to the comprehensive assessment, diagnosis, planning, implementation, and evaluation of patient/family-centered-care needs for a culturally diverse community in order to promote and maintain health, prevent disease, and promote healing across the life span.
2. Provide safe and holistic relationship-centered nursing care to individuals, families, patients, and communities based on an ethical and legal framework and incorporating scientific theory, evidence from research, and competencies.
3. Demonstrate accountability and responsibility for competent clinicaljudgment essential to nursing decision-making and leadership.
4. Communicate and collaborate with patients, families, interdisciplinary team members, and communities using oral, nonverbal, written, and technological approaches to promote and support optimal working environments and health outcomes.
5. Integrate ethical behaviors, legal and practice standards, culturally sensitive conflict-management skills, and political principles to advocate for patients, families, communities, and the nursing profession.
6. Practice within established professional roles to provide cost-effective, quality health care to consumers and community members within the context of the remote, rural, border environment, in structured and unstructured settings, through formal and informal networking.
7. Assume responsibility for lifelong learning, self-care, professional development, promotion of the nursing profession, and active participation in nursing and community organizations through leadership and advocacy.
8. Utilize baccalaureate education as a stimulus for continued nursing education, academic achievement, and national/professional certifications.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from Dr. Jeanne Qvarnstrom, AVP Institutional Effectiveness at Sul Ross State University:

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (ContinuousLifelong Learning); and
4. comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

III. LIST OF ADMINISTRATORS AND FACULTY WITH CONTACT INFORMATION AND CLINICAL FACILITIES FOR THE BACCALAUREATE NURSING PROGRAM

Proposed Director: Geraldine M. Goosen, PhD, RN, CCRN-Emeritus
Office ..... (432) 837-8337
Cell Phone ..... (830) 931-4371

Department of Nursing Coordinator

Sherry Peyton ..... (432) 837-8337

Proposed Nursing Faculty:

Mary Anne Hanley, PhD, RN ..... (806) 252-1505
Pamela Haylock, PhD, RN, FAAN ..... (830) 928-2989
Lolly Lockhart, PhD, RN ..... (512) 699-6055
Michele Wilson, MSN, RN ..... (512) 789-4933
Tara Haskins, DNP, RN ..... (817) 707-6217

List of Clinical Facilities

Hospitals:

Big Bend Regional Medical Center, Alpine, TX ..... (432) 837-3447
Pecos County Memorial Hospital, Fort Stockton, TX ..... (432) 336-2004
Culberson Hospital, Van Horn, TX ..... (432) 283-2760

Community Clinics and Agencies:

Alpine Medical Center, Alpine, TX ..... (432) 837-5505
Family Health Services of Alpine, Alpine, TX ..... (432) 837-4555
Cactus Health Services, Inc., Fort Stockton, TX ..... (432) 336-8110
Fort Stockton VA Outreach Clinic, Fort Stockton, TX ..... (432) 685-2110
PermiaCare, Fort Stockton, TX ..... (432) 336-3383
Mallik Medical Clinic, Fort Stockton, TX ..... (432) 229-7108

IV. ADMISSION TO THE NURSING PROGRAM

Sul Ross State University in Alpine, Texas is proud to propose A BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM to this remote area. Graduates from the nursing program will be prepared as generalists with a broad range of nursing knowledge and skills necessary to perform as professional nurses across a variety of settings. Program graduates possess the potential for evidence-informed clinical judgment, ethical comportment, assessment skills, direct patient care, nursing leadership, and management potential in a community setting as they assume leadership roles on the health-care team. The design of the Baccalaureate nursing program is targeted to stimulate interest in providing direct patient care and pursuing expanded roles in education, advanced practice, and administration through graduate education.

Nursing Program Admission Requirements and Process

First Admission Requirements

Students interested in applying for admission to the Nursing Program must

1. Be admitted to Sul Ross State University.
2. Complete 42 semester credit hours of required core courses at SRSU or transferable from a university or college with "core complete" on the transcript. This would include students with a baccalaureate degree.
3. Complete 22 semester credit hours to meet University and Major requirements as specified in the Degree Plan on page 22.
4. Take the latest version of the TEAS examination provided by the Assessment Technologies Institute (ATI) with
    a. a cumulative score of at least 75 or higher.
    b. scores in individual areas that meet the national mean:
        1) English (grammar)-64
        2) Reading-70
        3) Math-69
        4) Science-54
5. Have a cumulative College GPA of 2.5 on a 4-point scale, with a "B" average for science and English courses, with no individual course grade lower than a C.
6. Submit all transcripts from colleges and universities previously attended to the Office of Admissions.
7. Demonstrate English Proficiency – a comprehensive score equal to the 14th grade or higher on the Weaver Readability Assessment Test (This is not a requirement for admission but must be achieved before enrollment in nursing courses.).
8. Meet designated performance standards.
9. Be in good academic standing at previously attended institutions.

Following the successful completion of the above admission requirements, potential students will be provided an Application Form for the SRSU Baccalaureate Nursing Program. All requirements on the admission form must be completed and returned to the

Department of Nursing Office on or before the specified date to be considered for final admission.

Admission Process for Transfer Students

The first step in the admission process is to meet requirements for Sul Ross State University (SRSU). Texas core courses and departmental requirements must be completed before potential students can enroll in nursing courses following acceptance in the nursing program. High school graduates or students who wish to transfer to SRSU from another college or University must apply, using the ApplyTexas Application found at www.applytexas.org.

Transfer students will go to www.applytexas.org and set up a profile. Choose *My Applications* and create a new, four-year university undergraduate admission application:

a. Start with Target University. The target university is Sul Ross State University, and the application type is **Transfer, U.S.**
b. Choose the semester. First Choice School is College of Arts and Science, (leave second choice blank). First Choice Major is **Nursing**.
c. Continue to *My applications*.

Application Requirements

Completion of all documents must be submitted to the Department of Nursing including notification from the Texas Board of Nursing (TBON) that you have been cleared to enter the nursing education program. After the following criteria are submitted, an interview will be scheduled with a designated faculty member. Guidelines and forms for selected references, health status complete with current immunizations, and references to TBON expectations will accompany the application. The following requirements included in the application packet require the applicant to provide:

1. A written summary of the reasons the applicant chose the profession of nursing.
2. Three letters of reference and completed forms from individuals chosen by the applicant.
3. Completed Health Status forms containing dates and types of immunizations.
4. Completed Licensure Eligibility Form and completion of activities designated by the TBON.

Texas Board of Nursing Requirements

To understand the role the Texas Board of Nursing plays in the admission process, you must read the following Texas Board of Nursing *Rules and Regulations Related to the Education, Licensure and Practice of Nursing:*

§213.27 (relating to Good Professional Character),
§213.28 (relating to Licensure of Individuals with Criminal History), and

§213.29 (relating to Fitness to Practice) of this chapter, as applicable. **See the Rules and Regulations for the Practice of Nursing at:** https://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/April2019BONRulesandRegulations.

Confirmation of Eligibility: For admission to the SRSU Baccalaureate Nursing Program and subsequent licensure in Texas upon graduation, applicants must provide information demonstrating that they meet requirements identified in the following rules of the Texas Board of Nursing, Rules and Regulations for the Practice of Nursing. Following is the current process for such activities:

1. Following completion of previously stated requirements, the Nursing Program Director will submit a Student Roster to the TBON.
2. Following review, the Board of Nursing will notify the applicant to submit a request for fingerprinting.
3. When the applicant is notified by the Board of Nursing, he/she will complete the request for fingerprints following instructions found at: https://www.bon.texas.gov/forms/web-requests.asp.pdf.
4. The required Criminal Background Check and fingerprinting are completed by the TBON. The steps to this process are outlined at: https://www.bon.texas.gov/students_new_accept_student.asp. Specific ***information regarding student requirements related to criminal background checks, fingerprinting, and required PDF documents are available at:*** https://www.bon.texas.gov/students.asp.
    a. Review the frequently asked questions and answers posed at: https://www.bon.texas.gov/faq_new_and_accept_student_STUDENT2.asp.
    b. Applicants whose background checks are cleared will receive a "BLUE CARD" from the Board of Nursing and must sign and submit a copy of this card with the application to the Nursing program to be placed in the student's permanent file.
5. Petitions for Declaratory Order:
    a. Applicants whose background checks are not cleared will receive an email from the TBON notifying them of this outcome. These applicants must complete and submit a petition for a Declaratory Order to the Texas Board of Nursing. Information and required fees related to submitting a petition for a Declaratory Order is available at: https://www.bon.texas.gov/rr_current/213-30.asp.
    b. The form to be completed and submitted to the TBON is available at: https://www.bon.texas.gov/forms_declaratory_order.asp.
    c. Results of the investigation must be submitted with the student's application indicating whether the applicant is eligible for licensure.
6. The Nursing Program will maintain the results of the Criminal Background Check and, if submitted, the Declaratory Order throughout the student's tenure in the Nursing Program.

LICENSURE ELIGIBILITY

The Texas Board of Nurses determines eligibility requirements for applicants for the initial licensure by examination. All candidates for licensure will be required to answer the following questions:

Y N

□ □ 1. Have you ever been cited or charged with any violation of the law?

□ □ 2. Do you have any criminal charges pending, including unresolved arrests?

□ □ 3. Have you been convicted; placed on community supervision, whether or not adjudged guilty; sentenced to serve jail or prison time or granted pre-trial diversion; or pled guilty, no contest or nolo contendere to any crime in any state, territory or country; or received a court order, whether or not a sentence was imposed, including any pending criminal charges or unresolved arrest whether or not on appeal (excluding minor Class C traffic violation)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. Please note that DUIs (driving under the influence), DWIs (driving while intoxicated), and PIs (public intoxication) must be reported and are not considered minor traffic violations. One-time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed; therefore, you may answer "No." If you have two or more MIPs or MICs, you must answer "Yes."

□ □ 4. Have you been the subject of a court–martial, Article 15 violation, or received any form of military judgment/punishment/action?

□ □ 5. Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, or refused to renew a professional license or certificate held by you now previously, or ever fined, censured, reprimanded or otherwise disciplined you?

□ □ 6. In the past five (5) years, have you been addicted to or treated for the use of alcohol or any other drug?

□ □ 7. In the past five (5) years, have you been diagnosed with or treated or hospitalized for schizophrenia or other psychotic disorders, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If your response is yes to any of these questions, you are strongly encouraged to submit a petition for "Declaratory Order" to the Texas Board of Nurses prior to acceptance or within the first notification of acceptance. For information or guidance in this process to determine eligibility for licensure by examination, contact the Texas Board of Nurses at 512-305-7400 or go to the web site: www.bon.state.tx.us. The "Declaratory Order" form can be accessed at http://www.bon.texas.gov/olv/pdfs/DOapp.pdf

_____ _____

Student's Signature Date

ESTIMATED STUDENT FEES FOR NURSING EDUCATION

Due to the complexity of nursing education programs, information about required expenditures may be helpful for students accepted for enrollment. Expenditures for tuition, housing, and everyday cost of living are **NOT** included in this tables. The figures are close estimates and may vary over time. A range of costs for e-books is provided. Tuition costs and associated fees are estimated from the Sul Ross State University Catalog (https://www.sulross.edu/page/.../srsu-**college-catalog**-student-handbook pages 30-33). Cost factors are organized by semester sequence. Costs for travel to assigned clinical experiences are not included. When feasible, students will be paired or grouped to travel to remote sites to defray expenditures. Additional information required of individual students can be discussed during the interview process.

Table 1 Estimated Expenses for Pre-Admission Expenses

1. ATI entrance Examination	$60.00
2. Weaver License	$50.00
3. Criminal Background Check	$50.00
4. Physical Examination	$100.00
5. Immunization (Hepatitis B Series & Meningitis	$125.00
6. Tuberculin Screen	$25.00
7. Drug Screen	$50.00
8. Uniforms, Lab Coat & Other Apparel	$250.00
9. School Patch (Bookstore)	$10.00
10. Nursing Equipment (Stethoscope, Bandage Scissors, Hemostats, Penlight, Calculator, Watch with Second Hand)	$150.00
11. White Shoes	$150.00
12. Basic Life Support Certification (BLS)	$50.00
Total of fees	$1070.00

SEMESTER I (Summer Semesters 1 & 2)

1. ATI Assessment, Resources, & Remediation	$480.00
2. Computer Documentation for Clinical Experience	$50.00
3. E-Books	$400.00-$800.00
4. Typhon	$60.00
5. Health Insurance	Variable
6. Liability Insurance	$25.00
TOTAL-Does not include variable costs.	$955.00-$1415.00

SEMESTER II (FALL—JUNIOR YEAR)

1. ATI Assessment, Resources, & Remediation	$480.00
2. E-Books	$300.00
3. Health Insurance	Variable
TOTAL-Does not include variable costs.	$780.00

SEMESTER III (SPRING—JUNIOR YEAR)

1. ATI Assessment, Resources, & Remediation	$480.00
2. E-Books	$100.00
3. Health Insurance	Variable
4. Skills Bag	$300.00
TOTAL-Does not include variable costs.	$880.00

SEMESTER IV (FALL—SENIOR YEAR)

1. ATI Assessment, Resources, and Remediation	**$**480.00
2. E-Books-None proposed at this time	
3. Health Insurance	Variable
TOTAL-Does not include variable costs.	$480.00

SEMESTER V (SPRING—SENIOR YEAR)

1. ATI Assessment, Resources, & Remediation	$480.00
2. Health Insurance	Variable
3. Licensure Application (TBON)	$125.00
4. NCLEX Fee (Pearson View)	$200.00
5. Passport Photo for State License	$25.00
6. Graduation Fees	$20.00
7. Graduation Cap, Gown, Tassel, & Diploma	$37.99
TOTAL-Does not include variable costs.	887.99
APPROXIMATE TOTAL FOR TWO YEARS	$5052.99-$5452.99

Class and Clinical Performance Standards

The following performance standards and activities are based on the core performance standards of the Southern Regional Education Board (SREB) Council of Collegiate Education. Applicants to the program and students enrolled in the nursing program must meet the following performance standards, including abilities and skills in cognitive, sensory, affective, and psychomotor performance. Each standard is accompanied by examples of an activity that a student would be required to perform in the nursing-education program.

Table 2. Performance Standards

Functional Ability	Standard	Examples of Required Activities: Students must be able to
Observation	Ability to actively participate in all demonstrations, laboratory exercises, and clinical experiences in the professional program component and to assess him/her for examination, diagnosis, and treatment. Such observations require functional use of visual, auditory, tactile and olfactory perceptions.	Visually discriminate incremental reading on syringes Read Sphygmomanometers and other various medical equipment Visually discriminate between different colored objects Discriminate between auditory stimuli Perform a comprehensive assessment on patients
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient-care activities	Move within confined spaces such as treatment room or operating suite Assist with turning and lifting patients Administer CPR
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	Pick up and grasp small objects with fingers such as insulin syringe, pills Perform tracheotomy suctioning Insert urinary catheter Catheter
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to a 12- hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient-care activities	Perform client care for an entire length of a clinical experience, 8-12 hours Walk/stand for extended periods of time Turn, position, and transfer patients Manually resuscitate patients in emergency situations according to professional standards
Physical Strength	Physical strength sufficient to perform full range of required patient-care activities	Push and pull 200 pounds Transfer/position/lift clients up to 150 pounds with assistance without causing harm to self or others Lift/move heavy objects from 35 – 50 pounds
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities	Move around in work area and treatment areas Position oneself in the environment to render care without obstructing the position of other team members or equipment Stoop, bend, squat, reach overhead as required to deliver care in non-emergent and emergent situations
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient health-care needs	Hear normal speaking- level sounds Hear auscultatory sounds Hear auditory alarms (monitors, fire alarms, call bells) Hear cries for help
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care	See objects up to 20 feet away Read calibrations on 1 ml syringe Assess skin color (cyanosis, pallor)

Tactile	Tactile ability sufficient for physical monitoring and assessment of health-care needs	Feel vibrations (pulses) Detect temperature changes Palpate veins for cannulation
Smell	Olfactory ability sufficient to detect significant environmental and patient odors	Detect odors from patient (foul smelling drainage, alcohol breath) Detect smoke
Cognitive/ Quantitative Abilities	Reading comprehension skills and mathematical ability enough to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis	Calculate appropriate medication dosage given specific patient parameters Analyze and synthesize data to develop a plan of care Collect data, prioritize needs, and anticipate reactions Transfer knowledge from one situation to another Accurately process information on medication container and physicians' orders, monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication-administration records, other medical records, and policy and procedure manuals
Emotional/ Behavioral Professional Attitudes and Interpersonal Skills	Emotional stability and appropriate behavior sufficient to assume responsibility / accountability for actions Professional appearance and demeanor; demonstrable ability to communicate with patients, supervisors, and co- workers to achieve a positive and safe work environment Interpersonal abilities sufficient for interaction with a diverse population of individuals, families, and groups Ability to follow instructions and safety protocols Exhibition of honesty and integrity beyond reproach	Establish rapport with patients, instructors and colleagues. Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own Deliver nursing care regardless of patient's race, ethnicity, age, gender, religion, sexual orientation, or diagnosis Conduct oneself in a composed, respectful manner in all situations and with all persons Work with teams and workgroups Establish and maintain therapeutic boundaries Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation Exhibit capacity to engage in successful conflict resolution Engage in peer accountability Tolerate physically taxing workloads Demonstrate prompt and safe completion of all patient-care responsibilities Adapt rapidly to changing environment/stress Exhibit ethical behaviors and exercise good judgment Function effectively and respond appropriately during stressful and emergency situations (physically, emotionally, and mentally
Conceptual/ Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships	Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths, etc.
Clinical Reasoning	Critical-thinking ability for effective clinical reasoning and clinical judgment consistent with the level of educational preparation to reason across time about a patient's changing condition and/or changes in the clinician's understanding	Identify cause/effect relationships in clinical situations Maintain client's physical and emotional safety Demonstrate competence in administration of meds, treatments, and procedures Use scientific method in the development of patient-care plans Evaluate effectiveness of nursing interventions Evaluate patient or instrument responses, synthesize data, and draw sound conclusions

Communication	Communication adeptness sufficient for verbal and written professional interactions Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health-care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language Written communication skills	Explain treatment procedures Speak clearly and directly Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health-care-team discussions of patient care Elicit and record information about health history, current health state, and responses to treatment from patients or family members Practice Therapeutic Communication Convey information to patients and others as necessary to teach, direct, and counsel individuals in an accurate, effective, and timely manner Communicate effectively with physicians, staff, patients, and patient's family members Recognize and report critical patient information to other caregivers
Flexibility	Adaptation to Nursing Department course-scheduling policy	Make oneself available to work the hours of an assigned schedule which could include any shift and day of the week

NOTIFICATION OF SELECTED APPLICANTS

Selected applicants will be notified of their acceptance in writing via e-mail or phone. All decision regarding student selection rests with the Admission Committee. Students who are selected for the Nursing Program will be required to attend an orientation session at a time designated by the Nursing Program. The program director or assigned counselor will advise the student regarding planning for the program of study.

Applicants who are not selected will be notified in writing and be given a meeting time to discuss the selection process with the Director of the Program. This is an opportunity to enhance individual data and build a higher competitive level for the future.

REQUIREMENTS PRIOR TO ENROLLMENT IN NURSING COURSES

Prior to enrollment in nursing courses, evidence of the following requirements must be on file in the Department of Nursing Office:

1. Completion of all core curriculum and departmental requirements prior to enrollment in nursing courses.
2. Evidence of current health insurance coverage. The student must be covered with health insurance upon admission to the nursing program. Insurance coverage must be maintained for the duration of the nursing program.
3. Submission of a health report from primary-care provider completed within 30 days of registering for the course (Form is provided). The health report must include a submission in writing of a record of all immunizations, vaccinations, or acceptable titer levels, as required by

the Texas Department of Health and Texas Education Code Sec 515.933 [Measles, Mumps, Rubella, (MMR); Diphtheria, Tetanus, Pertussis (DTap); Varicella; Meningitis; and Hepatitis "B" series] (Form is provided).

4. Current CPR certification from the American Heart Association class "C" for Health Care Providers. A current CPR card must be obtained before the applicant will be allowed to register.
5. Negative drug urine screen documented within 30 days of enrollment in nursing courses. Notification for the drug screen will come from the Department of Nursing Office.
6. Proof of liability insurance. Liability insurance is required from the beginning of clinical practice until the time of graduation. The fee for coverage is included in each semester's tuition and negotiated by the Department of Nursing.

References:
SRSU 2018-2019 Catalog -Student Health Form
https://www.sulross.edu/page/2454/student-handbook
Texas Education Code Sec. 51.933
https://statutes.capitol.texas.gov/Docs/ED/htm/ED.51.htm
Texas Higher Education Coordinating Board Rules, Chapter 21, Subchapter T, §21.612, §21.613, and §21.614.

V. UNIVERSITY, DEPARTMENTAL, AND NURSING MAJOR COURSE REQUIREMENTS

The integrated concept-based nursing curriculum is logically structured to achieve expected student outcomes. Within the context of remote, rural, border communities, key information is centered around selected concepts that focus on the health and well-being of individual, families, communities and populations across the life span. Specific learning activities and projects, didactic and clinical, are integrated across the curriculum to address unique nursing needs of selected individuals across the life span, including the care of pediatric, obstetric, and peri-operative patients and the care of geriatric persons, and those with mental-health needs. Students have the opportunity to develop knowledge and skills associated with the use of evidence-based findings in clinical decision-making, the delivery of safe and effective nursing care for individuals, families, communities, and populations, legal and ethical issues in health care, and the assumption of increasing leadership and management roles. The nursing program provides the foundation for professional-employment opportunities and stimulates students' interest in progressing to advanced-nursing roles.

The pre-licensure baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities. Satisfactory completion of the Texas Core Curriculum is prescribed by the Texas legislature and the Texas High Education Coordinating Board for all recipients of a bachelor's degree granted by any public institution of higher education in the State of Texas. The 42 hours required in the **Texas Core Curriculum** are designated in the following Degree Plan for the Baccalaureate Nursing Program. Courses needed to meet University

and College of Arts and Sciences requirements are listed in the degree plan, followed by 56 semester credit hours planned for the nursing education curriculum.

BACHELOR OF SCIENCE IN NURSING (BSN) DEGREE PLAN

Table 3. CORE CURRICULUM (42 SCH)

ENG 1301 Composition & Rhetoric I	HIST 1301 United States History
ENG 1302 Composition & Rhetoric II	HIST 1302 United States History
MATH 1314 College Algebra	PS 2305 Federal Government
CHEM 1311 Intro to Chemistry	PS 2306 State Government
BIOL 1313 General Zoology	PSY 1302 Intro to Psychology
PHIL 1301 * Humanities	ENG 2315 Environmental Literature
Creative Arts – one course ART 1301 (ART1301); FA 1302 (MUSI 1306) (MUSI 1308); MUSI 1312 (MUSI 1312); or THEA 1310 (DRAM 1310)	Communication – one course COMM 1310 (COMM 1310); SPCH 1311; or COMM 1320 (SPCH 1321)

*Also satisfies a major requirement; may satisfy both requirements but counted in total hours only once.

UNIVERSITY REQUIREMENTS (4 SCH)

SRSU 1101 First Year Seminar	Math 1342 Elementary Statistics

MAJOR REQUIREMENTS (18-24 SCH)

PHIL 1301 (PHIL 1301) Intro to Philosophy*	PSY 2310 (PSYC 2314) Developmental psychology
PSY 1301 (PSYC 2301) Intro to Psychology*	BIOL 1340 Pathophysiology
BIOL 2301 (BIOL 2301) Anatomy & Physiology l	BIOL 2302 (BIOL 2302) Anatomy & Physiology II
BIOL 2101 (BIOL 2101) Anatomy & Physiology l lab	BIOL 2102 (BIOL 2102) Anatomy & Physiology II Lab
BIOL 2320 (BIOL 2320) Microbiology	BIO 2120 (BIOL 2120) Microbiology Lab

*Also satisfies core; may satisfy both requirements but counted in total hours only once.

Table 4. CORE RN to BSN NURSING REQUIREMENTS (56 SCH)

Summer Junior	
NUR 3311 Essence of Professional Nursing in Rural/Border Communities	
NUR 3314 Nursing Pharmacology	
Fall Junior Year	**Spring Junior Year**
NUR 3201 Foundations of Nursing Informatics	NUR 3310 Introduction to Nursing Research
NUR 3304 Introduction to Rural and Border Communities	NUR 3220 Professional Nursing I
NUR 3312 Introduction to Patient-Centered Concepts	NUR 3413 Patient-Centered Concepts across the Lifespan I
NUR 3440 Comprehensive Patient Assessment in Rural/Border Comm.	NUR 3341 Competencies for Patient-Centered Care I
Fall Senior Year	**Spring Senior Year**
NUR 4321 Professional Nursing II	NUR 4222 Professional Nursing III
NUR 4414 Patient-Centered Concepts Across the Lifespan II	NUR 4415 Patient-Centered Concepts Across the Lifespan III

NUR 4542 Competencies for Patient-Centered Care II	NUR 4544 Competencies for Patient-Centered Care III
	NUR 4305 Rural and Border Community Public Health

NURSING PROGRAM OF STUDY

Students in the Nursing Program are required to take specific core courses and nursing-major prerequisites that are considered foundational to the Nursing Program. The nursing faculty believe that all of the general-education courses are central to the students' learning capacity for caring and understanding the human spirit. The science courses are foundational for students to grasp the complex concepts of disease and conditions of health in their advocacy and health-care-provider roles as BSN students and future graduates.

The *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* and the Texas Board of Nursing *Differentiated Competencies of Graduates of Texas Nursing Programs* provide direction for the baccalaureate nursing courses and address pertinent goals for baccalaureate nursing education, including patient-centered care, collaboration, evidence-based practice, quality improvement, informatics, member of the profession, and patient safety.

A total of 56 upper-division credits are required to graduate from SRSU baccalaureate nursing program. The following nursing courses are required of all pre-licensure nursing students as listed by semester. Course description for each course listed in the program of study provides insight into the course focus:

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from Dr. Jeanne Qvarnstrom, AVP Institutional Effectiveness at Sul Ross State University:

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (professionalism).

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

NURSING COURSE DESCRIPTIONS

SUMMER COURSES

NUR 3311– Essence of Professional Nursing in Rural Border Communities - This first nursing course, taken by students entering the BSN Program, introduces students to the program mission, philosophy, and conceptual framework, the faculty philosophy of nursing, and student-learning processes. Students will explore nursing's history and relationship with a rapidly evolving health-care system. Students will explore the major concepts of concern in the discipline of nursing: person, environment, nursing, and health, within the context of rural/border communities. Students will begin to appreciate personal values and the impact of culture and environment on health and wellness in the frontier regions of Texas. In this course students initiate nurse-patient relationships during the first phase of the Geriatric Project. The course introduces the students to professional writing, inquiry, reflection, and self-care and provides the foundation for individual professional development.

NUR 3314 – Nursing Pharmacology - This course is an introduction to pharmacology with emphasis on the actions, interactions, dosage, half-life, adverse effects, and nursing implications for medications in each drug classification. Emphasis on medications as a major treatment modality for all age groups will continue throughout the nursing-education experience. In addition to the focus on learning key medications in each drug classification, topics will include the roles and responsibilities of the nurse in safe administration of medications, observation and documentation of desired and adverse effects from the medication, and principles to be followed in patient-teaching within a legal/ethical framework. Rural and frontier community characteristics that pose unique challenges for successful pharmacological therapies will be addressed. Knowledge of how medication effectiveness may be altered by circadian rhythms; incompatibilities with other prescribed drugs, over-the-counter drugs, and alternative medications; conflict with nutritional intake; and poor compliance with drug intake will be acquired in classroom, skills-lab, and external clinical-learning-lab activities.

Junior Year - Fall Semester

NUR 3201 – Foundations of Nursing Informatics – This course introduces students to fundamental concepts related to nursing information, communication technologies, systems, and skills and their impact on patient-centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases, and health-care records used to communicate and manage patient-care data, support patient-care decision-making, and promote patient safety. Principles of legal, ethical, and policy issues associated with information management in health-care settings and how these concepts are used to analyze workflow, data trending, and system change in health-care settings are addressed.

NUR 3304 - Introduction to Rural and Border Communities - This course introduces the students to the concept of rural and border communities compared to urban/suburban communities. The focus is on the changes over time, differences, impact of health

awareness, and access to health care and preventive and treatment resources. This course addresses the potential for health promotion and disease prevention in the rural and border community. Skills include identifying sources of health-related information for population/community assessment as basis for policy planning. The unique role of being known to the population as a member of the community and the professional health-provider role related to confidentiality and trust will be addressed. Students will engage in the community to assess perceptions and practices. The role and challenges of the community health nurse are introduced.

NUR 3312 – Introduction to Patient-Centered Concepts - This course is an introduction to selected behavioral and pathophysiological concepts which commonly occur with patient-care situations. Analysis of these concepts includes data for all age groups. Students will obtain introductory information through class preparation and classroom discussion for each concept, which will be exemplified in the skills laboratory and external clinical agencies. Recall of growth and development will enhance knowledge for each age group and concept. Basic nursing activities linked to selected concepts will be experienced and guided with Concept-Based Clinical Competencies.

NUR 3440 – Comprehensive Patient Assessment in Rural/Border Communities - This course addresses techniques and application of bio-psycho-socio-behavioral and cultural principles of assessment applicable across the life span to individuals with health--care needs in rural/border communities. This educational process links previous, basic knowledge with concepts, the skill to utilize diagnostic tools and equipment, therapeutic communication skills, and the use of body systems assessment, screenings, diagnostic data, pathophysiologic knowledge and standardized data scales to obtain a comprehensive patient assessment. Assessment techniques will be applied in all areas of nursing, including obstetrics, pediatrics, geriatrics, medical-surgical patients, mental health, and acute care. Classroom, laboratory, and on-line experiences will be utilized throughout the semester.

Junior Year – Spring Semester

NUR 3310 – Introduction to Nursing Research - This course is one component of baccalaureate education for professional nursing focusing on students' becoming competent consumers of research in nursing and related fields. Various models of inquiry in nursing, including basic concepts, research principles, and processes and applications needed to develop critical-thinking and problem-solving skills will be examined. Theories of evidence-informed practice, appraisal of published research, and translation of findings into clinical practice serve as a foundation for knowledge development and skills that foster clinical reasoning, decision making, and practice. Students will have the opportunity to apply evidence when participating in planning and implementing nursing care, engaging in inter-professional communication, assessing population health for rural and border communities, and demonstrating professionalism and professional values.

NUR 3220 – Professional Nursing I - This course establishes the role of the registered nurse as a member of the profession with individual accountability to the public, with responsibility for coordination of patient care, and with a duty for patient advocacy. The

course addresses decision- making related to providing direct care in any setting. The course addresses the ANA Code for Nurses principles 1, 2, and 3 related to the individual, professional nurse.

NUR 3413- Patient-Centered Concepts across the Life Span I - This concept-based, integrated approach to learning continues with concepts analyzed across the life span with the inclusion of frequently occurring exemplars (diagnoses). Nursing management and treatment modalities are included for each of the exemplars. The course begins with psychosocial-cultural concepts commonly encountered in patients of any age and progresses through reproductive events which introduce the newborn infant. Concepts and exemplars in this course are foundational to developing clinical judgment required for the nursing process. Simulation activities will provide opportunities to link classroom data to potential patient clinical experiences.

NUR 3341 – Competencies for Patient-Centered Care I - This course continues the development of professional nursing skills/competencies required to provide safe nursing care to patients of all ages. Focus is on psychomotor skills with attention to the clinical judgment required to perform skills in a safe, effective manner for each age group. Competencies focus on selected curriculum concepts across the life span and settings. These are repeated and evaluated during skills and simulation labs to achieve mastery before being performed in the clinical setting. Administration of medications, including intravenous access for delivery of medications and blood products, is initiated in this course. Clinical scheduling will provide for continuation of the Geriatric Modules and initiation of Obstetric and Peri-operative Modules.

Senior Year- Fall Semester

NUR 4321 - Professional Nursing II - This course addresses the role and accountability of the professional nurse engaged in the health-care system as primary coordinator of patient care and safety. The course addresses decision-making within the health-care setting, including delegation, performance improvement, and peer review. The course addresses the ANA Code for Nurses principles 4, 5, and 6 related to the nursing-practice environment, including health-care systems and various practice settings.

NUR 4414 - Patient -Centered Concepts across the Life Span II – Coverage of health-care concepts with application of selected exemplars continues to enhance development of clinical judgment, knowledge, and skills. Exemplars for each concept include conditions across all ages with expanding intensity of conditions and complexity of treatment modalities which demonstrate evidence-based practice. Simulations are designed to enhance nursing knowledge and skill through model, related, and borderline cases for selected concepts.

NUR 4542 - Competencies for Patient-Centered Care II - This course focuses on integrated concepts for the development of the professional nurse's role in complex nursing situations across the life span. Emphasis is on knowledge and competency development while incorporating clinical judgment, professional values, and evidence-based practice within the nursing process. Learning experiences will occur in selected settings throughout the semester with guidance from faculty members and preceptors. Clinical-learning

opportunities will incorporate previously learned and current concepts. Clinical scheduling will provide opportunities for continuation of Geriatric, Obstetrical, and Peri-operative Modules. Effective communication with members of the health-care team increases the potential for positive outcomes in patients across the life span.

Senior Year – Spring Semester

NUR 4222 – Professional Nursing III - This course addresses the role of the nursing profession in the context of local, state, national, and global systems impacting health and well-being of individuals and populations. This course addresses the roles of the nurse and the profession in the evolution of regulation and policies that impact the health and safety of populations. The course prepares the nurse for graduation, licensure, and anticipation of a life-long nursing career. The course addresses the ANA Code for Nurses principles 7, 8, and 9 related to the context of nursing practice including regulation and policy.

NUR 4415 – Patient-Centered Concepts across the Life-Span III – Progression to advanced health/illness conditions is the focus of this course for each component of nursing care across all ages in the life span. Understanding biological changes consistent with advancing conditions, including influences of behavioral, psychological, cultural, environmental, and ethnicity variables, is incorporated in this course. Simulation-lab experiences provide the opportunity to demonstrate planning and implementation of nursing care for life-threatening conditions in all ages. Contrary cases which depict conditions of differential diagnosis challenge nursing management skills.

NUR 4544 – Competencies for Patient-Centered Care III - This course synthesizes concepts and skills for the development of competent, professional nursing practice in intermediate and critical-care settings. Emphasis is on knowledge, judgment, skills, and professional values within increasingly complex nursing situations with patients and families across the life span and involving multiple body systems. Development of beginning leadership and management skills will be reflected in direct-patient learning activities in all clinical sites. Decision-making related to nursing interventions, leadership, and management are evidence-based. Clinical scheduling will provide opportunities to complete Geriatric, Obstetrical, and Peri-operative Modules.

NUR 4305 – Rural and Border Community Public Health. This course emphasizes the role of community and public-health concepts and is designed and adapted to rural and border individuals/populations/communities. Assessments of national, state, and local services and policies address health promotion and disease prevention and goals. The various roles of nurses in the community health systems are explored and practiced, building on previous clinical experiences in the community. The course addresses community assessment and policy planning unique to the setting. Challenges faced by community health are explored**.** Students actively engage in local community health services in an autonomous role with Emergency Medical Services (EMS) and in the Emergency Room (ER). The course also addresses rural health issues at the state, national, and global levels.

CLASS AND CLINICAL PREPARATION TIME

HOW MUCH STUDY TIME IS ENOUGH? Each student enrolled in the nursing program has unique approaches to learning and has found methods for study which have been successful in the past. These patterns will continue with greater intensity and more precise planning, since this program incorporates classroom, computer, laboratory, and clinical time throughout the week, especially in the senior year. Literature reflects a minimum guide for study time which includes three (3) clock hours for one credit hour per week. Preparation for laboratory and clinical experience is decreased to two (2) clock hours for each credit hour per week. Careful planning and keeping a time schedule is a positive step toward achieving your professional goals. If the minimum time stated does not yield the grades you wish, increasing study preparation time will be beneficial.

VI. STUDENT PROGRESSION THROUGH THE NURSING PROGRAM

PERFORMANCE STANDARDS

The following performance standards are important to follow throughout the nursing program. Activities contribute to the students' smooth and timely progression through program requirements. Faculty assistance may be helpful to achieve some of the standards. The following activities and hints are helpful:

Attend the first-semester orientation after the student has been accepted into the program to obtain pertinent information regarding the University and the Nursing Program.
Contact the Director of the Program to obtain guidance for course registration in the first semester.
Review the *Student Handbook* to become familiar with documents that provide the foundation for the curriculum and other aspects of the program such as the Philosophy, Conceptual Framework, and Program Outcomes.
Comply with the expectations outlined in the University *Catalog*, University *Student Handbook* and the Nursing Program *Student Handbook*.
Follow expectations provided in each course syllabus.
Ensure that the student's individual degree plan is clear and unique to the student.
Have an official copy of transcripts from all colleges and universities attended provided to the University to assure that the degree plan is accurate.
Maintain high standards of academic honesty and ethical behavior.
Contact advisor promptly to resolve any questions regarding enrollment.
Attend and participate actively in all classroom, online, laboratory and clinical learning experiences.
Notify faculty prior to absence from any classroom, online, laboratory, or clinical learning experience.

Ensure that contact information, such as permanent mailing and e-mail addresses, is kept current in Blackboard.
Comply with registration, financial aid, and tuition and fees payment deadlines.
Apply for graduation by the published deadline for the semester in which degree requirements are completed.
Visit the nursing department web page regularly for important updates and to obtain information regarding the nursing program and course requirements.

ATTENDANCE/PARTICIPATION

Students are expected to be present during the designated class, laboratory, and clinical times unless the student directly contacts the course or clinical faculty in advance. During course orientation, students and faculty will review the course schedule and learning activities. The ground rules for class meetings, face-to-face or online, are outlined in the Attendance and Tardiness policy included in this handbook.

Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
Scholarly and knowledgeable participation requires that students complete assigned readings prior to joining the class discussions and activities.
Students are expected to participate actively in classroom, clinical, and online activities and to meet deadlines for each discussion, debriefing, and written assignment.
Each course requires participation in all areas for accurate evaluation of a student's performance, including responding to faculty requests or communications.
Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and may be utilized to verify student online participation

COMMUNICATION WITH FACULTY

Each course syllabus will contain information and expectations that each faculty member has for student communication. Students should contact faculty by phone, e-mail, or text as soon as possible should an emergency occur and they are unable to attend classes, participate in learning activities, or meet assignment deadlines The course and clinical faculty will specify standards and requirements for meeting assignments and grading criteria, including possible penalties for not meeting requirements. Faculty are responsible for adhering to Family Educational Rights and Privacy Act (FERPA) requirements regarding confidentiality of student information and grading processes- https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

SRSU NURSING PROGRAM GRADING SCALE

A four-point (4.0) grading system is utilized in the Nursing program. The grading scale is as follows:

A—Excellent, with a percentage grade between 90-100
B---Good, with a percentage grade between 80-89
C---Fair, with a percentage grade between 70-79
D*-Poor, with a percentage grade between 65-70
F*--Failure, with a percentage grade below 65
I---Incomplete
NR-Not Reported
W—Withdrawn

*Minimum academic requirement for retention in the program is a grade of "C" or above in all courses. A grade of "D" is considered a failing grade in the Nursing Program. A student will be given only one opportunity to repeat a course during his/her academic career at SRSU. In order to pass each nursing course, the student must achieve a minimum average score of 80% for all examinations prior to calculating the grades for other assignments to arrive at the final course grade. Students who do not achieve a grade of 80% on any given examination will work with the Success Counselor to plan and implement approaches to improve future examination grades.

An "I" must be completed before the end of the semester subsequent to the one in which the "I" was given. The grade of "I" will automatically become an "F" if not removed within the prescribed time limit; however, an extension may be requested by the faculty of record:

1. Request for an Incomplete Grade Form is submitted with the submission of grades, provided that a definitive time frame for completion is presented. An extension may be granted only for circumstances beyond the control of the student.

2. A grade of Incomplete will be marked on the grade roster at the end of the term. It is the responsibility of the faculty of record to initiate and complete a Change of Grade Form. The faculty of record will complete a Request for an Incomplete Grade Form that is filed with the Office of the Registrar, which includes a statement of the faculty of record's reason for giving an incomplete and a statement concerning the remaining work to be completed in a specified time-frame. A copy of the form will be sent to the student for a required signature with a copy returned to the faculty of record.

PROGRESSION

Each student accepted into the Nursing Program must successfully complete each course in the curriculum according to the proposed sequence. Course objectives must be met with concurrent evaluation and achievement of the following criteria:

1. The student must have declared a registered-nursing major with the office of admissions by completing the Declaration of Major Field Student Form.

2. After admission to the nursing program, the student has a total of three years to complete graduation requirements.

3. Students will abide by criteria presented in the *SRSU Student Handbook*

and the *Nursing Student Handbook*.

4. For each nursing course, the student must achieve a grade of C=75% or better.

5. Once enrolled in the nursing-program curriculum, a student who receives a D, F, or W in a nursing course or leaves the program for personal reasons, must, if eligible, re-enroll in that course before enrolling in a subsequent nursing course

6. For each didactic/classroom course, a student must achieve an average grade of 80% or above on all examinations, including the mid-term and/or final examinations. This examination average will be calculated before all other course requirements are calculated. If an average of 80% is not achieved, the student cannot progress in the program.

7. During the fourth year of the curriculum, Patient-Centered Concepts Across the Life Span and Competencies for Patient-Centered Care are considered co-requisites, which means that successful completion of both courses must be achieved simultaneously. Failure in one of the courses is considered failure in the other course, and both would need to be taken together the following year. If the student withdraws from one co-requisite course, he or she must also withdraw from the other co-requisite course.

8. A student will be readmitted only one time to the program. Following a second D, F, or break in enrollment during the program, a student is ineligible for readmission.

9. Consideration for readmission will be on an individual basis, as space permits.

10. An incomplete grade of "I" must be completed prior to the beginning of the next semester.

11. Throughout the program, it is recommended that students work no more than 24 clock-hours per week. If academic status is compromised, it will be recommended that the student decrease working hours.

WITHDRAWAL

A student considering withdrawal from a nursing course should make an appointment with the course Faculty of Record and the Program Director. All reasonable effort must be made to complete the course since withdrawal will mean that the student must wait one year to re-enroll in the program. All decisions related to withdrawal from a nursing course and reinstatement to the course rests with the nursing faculty. If a leave of absence occurs during a course, the student will either drop a scheduled course or withdraw from all courses by submitting a withdrawal request form in accordance with the *SRSU Student Handbook*. See p. 7 for Withdrawal Form http://www.sulross.edu/page/3097/withdrawal-all-classes.

If withdrawal is necessary, it is important for the student to check his or her transcript in one month to assure that there is a legitimate "W" as the grade on the transcript.
The student must fulfill any requirements specified in the readmission letter from the Nursing Program Director.

COURSE FAILURE OR WITHDRAWAL

If the student must repeat a course due to withdrawal or failure, a petition letter must be written to the Director of the Nursing Program. The letter must clearly state the reason for the withdrawal from or failure of the course and identify steps the student will take to ensure successful completion of the course when repeated. The date course requirements will be completed must be stated in the letter. If permission is granted to repeat a course, it will be on a space-available basis.
To approve the request to retake a failed or withdrawn course, the Program Director and faculty members will consider the following issues related to the student's

overall academic performance,
GPA of required courses,
GPA of science courses,
transcript for a pattern of withdrawals,
number of repeated courses,
feasibility of the plan for corrective action,
adherence to program standards, and
performance in the present or previous nursing courses.

RE-ADMISSION CRITERIA

Completion of all nursing courses must occur within a three-year interval from the time the student initially applied to the program. A student seeking readmission the SRSU nursing program must meet the following requirements:

1. Completion of a new admission packet, meeting all current admission/progression requirements.
2. Availability of space in program, since readmission is dependent upon availability for student placement.
3. Proof of current physical examination and immunizations and provision of criminal background check and drug-screen information.
4. Submission of a letter from the physician stating that the student can return to classroom and clinical activities without restrictions, **if** the student withdrew from the program due to illness, injury, surgery, or pregnancy.

Consideration for readmission of former students is based on the following:

1. Former faculty-team recommendation.
2. Academic grade average and clinical evaluation.

3. Reason(s) for failure or withdrawal, as applicable.
4. Resolution of outside extenuating circumstances, if applicable.

DISMISSAL FROM THE SRSU NURSING PROGRAM

If academic issues that arise that cannot be resolved between the student and faculty, the Program Director must be notified, with notification also provided to the Dean of the College of Arts and Science. See https://www.sulross.edu/page/2454/student-handbook. Decisions regarding dismissal of a student from the Department of Nursing rests with the nursing faculty.

VII. CLINICAL AND LABORATORY EXPERIENCES WITHIN THE NURSING CURRICULUM

Clinical resources are an important facet of professional growth in nursing. Major clinical experiences will be conducted in the Southwest Texas area facilities. Administrators and Faculty for the nursing program collaborate with local and neighboring hospitals, numerous clinics, physician offices, geriatric centers, community resources, hospice, and MHMR, and those facilities may be included in the clinical schedule to provide experience necessary to meet the clinical objectives. Knowledge of health services available in this frontier area is important for understanding types and locations of resources that may be used to promote the health and well-being of the community. Personnel at each of the learning facilities are excited about participating in your learning experiences. Health-service administrators, physicians, nurse practitioners, staff nurses, and other providers will share their expertise and provide opportunities for you to develop your role as a nursing professional.

Clinical experiences will begin in your first nursing course and continue throughout each semester as specified in each course syllabus. It is important to remember that we are guests in each of the agencies at which faculty and students are scheduled for learning activities.

The first nursing course, NUR 3311 Essence of Professional Nursing in Rural/Border Communities, provides time and opportunities for students to view the services available in the community that contribute to health care. This is a beginning overview and provides initial insight into the professional-nursing role in relation to the promotion of health and well-being for individuals, families, and communities across the life span. Subsequent courses include skill and simulation laboratories to help you develop the cognitive, affective, and psycho-motor skills required for patient care in external clinical facilities with persons of all ages.

GENERAL PERFORMANCE INFORMATION

1. Students are representatives of Sul Ross State University and must present themselves as ambassadors of this program and the nursing profession. They are expected to be respectful to preceptors, faculty, staff, patients, and their families. Reports of unprofessional behavior will result in the student's being counseled for the first time by the clinical faculty member.

2. Students should be ***professionally dressed*** and wear an ID badge that identifies them as a SRSU nursing student. These badges should only be worn by the student when the student is in a clinical setting in a nursing-student role. Students shall wear SRSU nursing uniform and/or lab coat in clinical areas in accordance with guidelines for clinical attire outlined in this handbook.

3. Students are permitted in the hospital or community agency in the role of "Nursing Students" only during the designated clinical preparation times and clinical rotations. Additional time on the nursing unit must be arranged with the faculty and/or preceptors.

4. When a student is not in the role of "Nursing Student" in a facility or community agency, the student assumes the role of "visitor" and should abide by facility or agency regulations. Sul Ross State University uniforms, lab coats, or nametags should not be worn while the student is in the role of "visitor."

MINIMUM SAFE STANDARDS IN THE CLINICAL AREA

Students must consistently meet the following safe standards during patient-care delivery in any external facility and in the skills and simulation labs:

1. Demonstrate respect for and maintenance of the nursing chain of command.
2. Maintain confidentiality according to HIPAA regulations with regard to information received about the patient during the clinical assignment.
3. Make decisions about patient care when failure to make that decision would endanger the patient.
4. Maintain communication that promotes continuity of patient care with the multidisciplinary health-care team.
5. Ensure that the correct performance of skills is validated by each clinical faculty, clinical preceptor, and/or facility guidelines.
6. Recognize own limitations.
7. Recognize that previously learned knowledge is required to properly implement the nursing care in the clinical setting.
8. Recognize that specific information about the assigned patients is required to provide safe patient care.
9. Maintain vigilance toward patient, agency, and/or staff needs.
10. Demonstrate professional comportment in demeanor, dress, and language.

Reflective Practice

Reflective practice is important for students' development of clinical judgement and reasoning and is essential for the student's professional development (Peisachovich, 2016). In 2005, Sigma Theta Tau International [STTI] defined the process and role of reflective practice in professional nursing education, practice, and knowledge development. According to Daniel Pesut, "reflection is a form of *inner work* that results in … *outer service"* (STTI, 2005, p. i.). Reflection provides students with a framework for examining and exploring their clinical experiences in order to develop professional behaviors, ethics, knowledge, skills, and compassion. Through this process they develop skills of self-inquiry, the ability to describe and appraise their own thoughts, actions, and emotions during clinical experiences in order to identify problems and create solutions for problems they face. Reflection helps students to debrief clinical simulation and practice experiences and to gain a deeper understanding of approaches to relating to patients, families, communities, and inter-disciplinary team members. By recapturing an experience through reflection, students are able to examine how theory relates to clinical experiences, to develop self-awareness, to organize their thinking (Bulman and Schutz, 2008), and to establish a personal foundation for clinical reasoning and judgment (Schön, 2004). Reflective practice contributes to the integration of knowledge and judgement to improve clinical practice and knowledge acquisition.

Guidelines for Professional Appearance and Attire

Nursing students are held to a higher standard of conduct and dress attire than other students, since they represent the nursing profession while on campus, when in the clinical setting caring for patients, and when obtaining data for clinical preparation on non-clinical days. Students are responsible for following these guidelines in the SRSU Nursing Department labs and **ALL** Clinical Settings:

1. Jewelry
    a) Only wedding bands are to be worn in the clinical area.
    b) Only one pair of small earring posts without a dangling component can be worn.
    c) Other jewelry such as bracelets, necklaces, decorative chains, or large hairclips cannot be worn.
    d) Facial, nose, tongue, or other body-visible piercings must be covered. Any body piercings that are visible must have jewelry removed and the site covered with a small dressing such as a band-aide.
2. Any tattoo that is visible outside the standard uniform must be covered while the student is in uniform or professional dress, using long-sleeved crew or turtle-neck white cotton shirt.
3. Denim, jeans, stretch pants, and tight-fitting, low-cut, bare-midriff, or torn clothing will not be worn in the clinical or laboratory areas.
4. Shoes with open toes or sling-back shoes or crocs are not to be worn with the uniform or professional attire.
5. Personal grooming:
    a) Hair should be clean, neat, of natural color, and short or secured above theneck collar and away from the face.
    b) Men must be clean shaven or have a mustache/beard that is groomedand trimmed.

c) Artificial eye lashes and other hair enhancements are not to be worn.
d) Nails much be clean and trimmed to prevent injury to clients. No nail polish or artificial nails are allowed since they are a major source of contaminants.
e) Any makeup should be minimal and conservative.
f) Strict personal hygiene is an expectation.
g) No perfumes, colognes, or scented after-shave lotion should be used as many people have allergies to fragrances.
h) Gum chewing is not appropriate in any professional setting.

6. Students must follow the clinical facility's smoking policies during clinical assignments. Student uniforms must be free of odor from tobacco smoke.
7. Consumption of alcohol while in the SRSU Department of Nursing uniform is strictly forbidden.

Uniform Policy

Students are responsible for following these guidelines in the Nursing labs and **ALL** Clinical Settings during clinical preparation times and clinical rotations:

Please note that the nursing student uniform is a uniform only, and no part of this uniform should be worn for any purpose that is not related to clinical work or lab simulations. The student uniform is expected to be clean, pressed, and professional in appearance at all times.

1. **The nursing program uniform** with SRSU Department of Nursing patch on the upper-left sleeve is required.
2. Standardized name pin and patches are available in the SRSU Bookstore. Some clinical facilities may provide a name tag while students are in their facility.
3. Clean white or black shoes with adequate support should be part of the uniform and not for everyday wear. No Logos permitted.
4. White, black socks or hose – Clean white or black socks that come above the ankle may be worn with pants. White or *neutral* color hose must be worn with skirts or dresses.
5. A plain, white, knee-length lab coat with the SRSU Department of Nursing patch on the left upper sleeve may be worn over the scrubs top. The lab coat can be purchased in the SRSU Bookstore.
6. Students should have a stethoscope and cleanable sphygmomanometer, watch with a second hand, bandage scissors, pen, and note pad available at all times while in the clinical setting.

Students deemed inappropriately attired by their clinical/laboratory faculty and/or preceptor will be counseled and asked to leave the facility, resulting in a clinical absence. The equivalent time missed will be made-up to address content/concepts addressed during the clinical absence at a time scheduled by the faculty member or preceptor.

SKILLS AND SIMULATION LABORATORY GUIDELINES

As students you will spend time in the Nursing Skills and Simulation Laboratory (Lab), especially during the first year of the nursing curriculum. The term **Skills is defined as** "an inclusive term for psychomotor skills that related to rationale, critical thinking, and clinical judgment along with physical assessment, teaching, and administration of drugs, solutions, and other treatment modalities."

The primary goal of the Lab is to provide an environment for you to become competent with your nursing skills. Whether you are learning new skills, reviewing previously learned skills, or being evaluated in preparation for clinical learning experiences with patients, the Lab will become a familiar environment. Simulation activities are a key component to the development of nursing skills and application of nursing knowledge.

You will have opportunities to practice skills and develop competencies and confidence while working in the Lab with nursing faculty and peers using a variety of simple or complex task trainers, simulators, and full-bodied manikins. By using the provided equipment and supplies, you can simulate a clinical environment where you learn and practice safely. The clinical setting is not a practice setting.

All Nursing Program policies including Academic Integrity and Attire will be adhered to in the Lab. The Lab is viewed as a clinical setting where students are referred to as nurses, not nursing students. You will receive a separate handbook with specific guidelines, forms, and procedures to follow. This Nursing Student Handbook provides general guidelines to be followed in each laboratory and external clinical assignments. Course syllabi provide specific guidance for learning experiences in addition to the **Simulation Handbook** and **Preceptor Handbook**.

LABORATORY GUIDELINES

The Nursing Skills and Simulation Laboratory is an extension of your clinical and didactic Nursing Program. Therefore, all requirements for maintaining professional behavior in both Clinical and Academic settings apply.

General Lab Practices:

1. Wear the student uniform and student ID at all times while in the lab and follow the dress code of SRSU (required of all students).

2. Start a *Professional/Clinical Portfolio* in your first course. Update your materials periodically, as the *Portfolio* will graded.

3. After your orientation to TYPHON, use that soft-ware package to organize personal information such as immunizations, all skills and lab-related information and clinical experiences in addition to evaluation forms. TYPHON provides procedure sheets, skills check-off forms, and notes and identifies when BCLS certification and health insurance requires renewal. The TYPHON program keeps track of these materials as they are used each semester. Include a copy of your BLS card and any

certifications you have. While the certifications are not a part of the Nursing program, these highlight previous life-experience and should be included in your professional portfolio.

4. Review the course syllabus for due dates and late-assignment policies.

5. Participate in the scheduled orientation to the Laboratory.

6. Review all Lab Policies and Procedures
    a. Scheduling
    b. Skills Testing (Checkoffs)
    c. Remediation Policy
    d. Competency Testing
7. Sign up for all testing and practice sessions. Time slots are on a first-come, first-served basis (sign up ASAP). Sign-up times are usually posted for the entire semester. In addition, sign-up for all checkoffs and lab requirements.

8. Review and check Lab schedules for open and closed times (Posted outside of Lab).

9. Sign in and out of the Lab for both practice and testing. Book is located inside skills Lab by front door.

10. Leave coats, book bags, and valuables in your locked vehicle. DO NOT bring into practice or testing areas.

11. Respect lab equipment at all times.

12. Review all skills guidelines for each check-off.

13. Adhere to the following rules:
    a. NO FOOD OR DRINK – may cause damage to equipment
    b. NO CHILDREN - risk of injury from equipment
    c. NO CELL PHONES or electronic devices in the laboratory during testing or in student work areas (turn phones off)

Specific In-Lab Resources and Rules:

1. Students will purchase a skills bag of their own which provides basic supplies and equipment. If you are assigned special equipment from the skills lab, it is your responsibility to keep this equipment (i.e. catheter kits or IV tubing) intact and to bring it with you to practice.

2. Skills-lab resource manuals/reference materials are available for use in the laboratories. Please DO NOT remove from lab.

3. When using the lab, students must respect lab equipment and follow guidelines for use of liquids and ointments that may damage surfaces of the manikins. When uncertain, ask questions from the laboratory assistant or faculty member.

4. If at any time your equipment becomes faulty, please return it to the lab for disposal and for replacement. Do Not Hesitate to obtain guidance from the lab instructor.

5. Designated equipment and supply practice carts and/or cupboards are available. All equipment and supplies for practice are to be stored and reused unless otherwise instructed. Please DO NOT ACCESS other areas unless instructed to do so.

6. Lab Resources: Space and equipment (manikins, simulators, IV pumps) are limited during high-usage times, i.e., right before and during testing times. Access is on a first-come, first-served basis. Consider using off times to practice. The highest demand for use of space and equipment is right after class and right before the time designated for check-off. A schedule of faculty availability will be posted in the lab.

7. Sharing of resources (space & supplies) when practicing may be necessary. Four to six students per bed/manikin is acceptable. Working in groups is also beneficial for learning.

9. When using Manikins,
    a. Wear gloves provided when handling all manikins and parts.
    b. DO NOT MOVE MANIKINS OR MANIKIN PARTS WITHOUT THE HELP OF FACULTY.
    c. DO NOT use betadine on manikins. Use specific soap or lubricant provided in the lab.
    d. DO NOT use inked labels for dressings on manikins as these will permanently tattoo the manikins.
    e. DO NOT use ink pens or pencils near the manikins as these will permanently tattoo the skin surface.
    f. Ask for assistance to use Simulation units (BP, assessments)

10. Use beds for practice and testing purposes only.

11. Individuals role-playing as patients are to remove their shoes when lying on the beds.

13. Report any malfunctioning, unsafe, or damaged equipment to faculty.

14. New equipment will be issued for most checkoffs. If you are returning for a repeat checkoff, you may not be using new equipment.

15. If you suspect or are aware that you have a latex allergy, you are responsible ~~to~~ for notifying Lab faculty. Non-latex gloves and equipment are labeled and available in the Lab.

16. Lastly, ensure that you clean and organize your workspace after use and prior to leaving the area.

CLINICAL ROTATION GUIDELINES

Nursing faculty have contracted with administrators of local and neighboring hospitals, clinics, physician offices, and community health-care facilities to provide settings in which students have opportunities to gain experiences directed toward meeting clinical objectives. Clinical experience is the key location to apply classroom experience to actuality.

Students are guests in each facility that has agreed to provide learning experiences for students. During clinical rotations students are expected to demonstrate therapeutic relationships with patients which reflect clinical reasoning and judgment as well as psychomotor, cognitive, and affective skills in accordance with course objectives.

Students will participate in orientations for assigned clinical facilities or agencies at the beginning of each semester. Agency personnel and faculty will introduce students to administrators, policies, and procedures, and expectations. Each student is accountable to comply for his or her own compliance with agency regulations. Adherence to HIPAA Regulations and maintenance of the privacy and security of individual patient information is mandatory.

Clinical schedules and care or service delivered will vary depending on the purpose or mission of particular facilities or agencies. Patients in each of the agencies will be given an opportunity to approve of having a student involved in their expected care. These guidelines must be followed in clinical settings:

1. Clinical preparation must be completed before attending the clinical experience, as specified in the syllabus and provided by the faculty of record.

2. Opportunities for students to obtain patient information prior to the scheduled clinical experience will be discussed for each clinical location.

3. Students must be present for patient report at a time identified for the clinical area and within the framework of their practice.

4. Report will provide general information and specific occurrences related to patients assigned to students.

5. Pre-and post-conferences will be planned by the faculty of record and additional clinical staff.

6. Care plans, patient education, and discharge planning forms will be provided in the course syllabus.

7. Special educational opportunities such as conferences, unit rounds, orientation to new products, seminars, or certification programs may be scheduled. The faculty of record will determine student involvement in these learning experiences.

8. All breaks, lunch, and dinner schedules will be arranged and specified by the clinical faculty and/or preceptors.

9. Medications ordered for assigned patients will be given by students as indicated by faculty and/or preceptors with designated exceptions.

10. Students must come to clinical with the ability to discuss the planned action, proper dosage, mode of administration, side effects, half-life, and contraindications for each medication that will be administered to patients during their experience time.

11. Students will be instructed as to how to check each medication identified with the original physician order before administration of the medication.

12. Due to complexities around narcotic administration, students will **NOT** administer enteral, parenteral, dermal, or intramuscular opioids (narcotics) without direct supervision from preceptors.

13. After orientation to the ordering system utilized in the clinical service, students will become acquainted with the process followed to transcribe physician orders under the direct supervision of the clinical faculty or preceptor.

14. Documentation of nursing care, patient communication, teaching, and provision of treatments will begin in the skills and simulation laboratory. Students will be allowed to place documentation in the patient record as specified by the nursing administration for each clinical service.

15. Student restrictions must be prepared in writing by the student and presented to the Director of the Department of Nursing far in advance of clinical experience. Such restrictions must be reviewed and approved by the clinical administrators before the students will be able to provide patient care.

Class/Clinical Schedule

At the beginning of each semester, a class and clinical schedule will be provided to the student. Every effort will be made to maintain that schedule; however, the schedule of classes and clinical may need to be altered due to faculty availability, preceptor availability and/or patient availability and acuity. The routine schedule of classes conducted by Sul Ross State University may need to be altered to meet the classroom, simulation lab, video-conferencing, and clinical requirements for the nursing students.

Clinical sites will be rotated to give the students a variety of experiences as required in the curriculum. Program and course objectives must be met to achieve graduation requirements. Due to changes in patient census and acuity, students may be required to travel to other cities to meet clinical objectives. Such assignments will be at the discretion of the faculty, and transportation method and expense will be the responsibility of the student unless otherwise provided by the university. Travel time to and from each facility is not included in the accumulation of clock hours necessary to meet the semester-hour requirements.

Each clinical course will have designated Lab time. Successful completion of patient scenarios and skills competencies may require additional time for evaluation and meeting course objectives. This time will be managed according to the discretion of the simulation/skills lab faculty and the faculty of record as specified in the syllabus. Students who wish to have additional time to practice skills will need to arrange this with the faculty.

Students must demonstrate requirements specified in clinical-course objectives. Each student will have a face-to-face clinical evaluation with clinical faculty at the mid-term and final week of the semester. Grades received in the Lab will be incorporated with the overall clinical grade as indicated in the clinical grading guidelines.

VIII. PROFESSIONAL STANDARDS FOR NURSING PROGRAMS AND NURSING PRACTICE

The nursing curriculum and learning activities reflect established guidelines and standards for the codes of conduct that you will follow as a nursing student and graduate. These guidelines and codes will assist you as you transition into professional nursing practice throughout your career.

TEXAS BOARD OF NURSING PRACTICE ACT AND RULES AND REGULATIONS

The Texas Nursing Practice Act (Texas Occupations Code, Chapter 301) "defines the legal scope of practice for professional registered nurses (RNs)." This statute authorizes the Board of Nursing (BON) to establish Rules and Regulations relating to nurse education, licensure and practice (2019). Students are held accountable for adherence to and demonstration of Standards of Nursing Practice (Rule 217.11) throughout the nursing curriculum.

Texas Board of Nursing (2013). Practice – Registered Nurse Scope of Practice. Austin TX: Author. Retrieved 12/2/2019 from https://www.bon.texas.gov/practice_scope_of_practice_rn.asp and https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp.

DIFFERENTIATED ESSENTIAL COMPETENCIES

Differentiated Essential Competencies (DECs) are published by the Texas Board of Nursing for nursing programs, from licensed vocational nurses to doctorally prepared registered nurses. A competency is described as "an expected level of performance that integrates knowledge, skills, abilities, and judgment" (American Nurses Association, 2008, p. 3).

The competencies guide nursing programs to meet the approval criteria established by the BON and to ensure that programs prepare graduates to provide safe, competent, care for the people of Texas. Four roles delineate the educational expectations:

- Member of the Profession,
- Provider of Patient-Centered Care,
- Patient Safety Advocate, and
- Member of the Health-Care Team

The DECs are available at the following website:
http://www.bon.texas.gov/pdfs/publication_pdfs/delc-2010.pdf.

AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN) ESSENTIALS OF BACCALAUREATE EDUCATION FOR PROFESSIONAL NURSING PRACTICE

In addition to state regulations, a key set of educational requirements have been prepared by the American Association of Colleges of Nursing. These national guidelines frequently overlap with state regulations. However, each set of guidelines must be addressed to assure that baccalaureate-nursing-education programs prepare all students to meet entry-level practice expectations upon graduation. See http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf.

AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS FOR NURSES WITH INTERPRETIVE STATEMENTS (2010)

Students are expected to demonstrate ethical behaviors as specified in the American Nurse Association Code for Nurses. The Code for Nurses is intended to serve the individual practitioner as a guide to the ethical principles that should govern his or her nursing practice, conduct, and relationships.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health-care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of Nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. See http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html.

INSTITUTE OF MEDICINE REPORT

Key materials from the Institute of Medicine (IOM) (2010) report, including the *Future of Nursing, Leading Change, and Advancing Health*, are incorporated in health-care education and address pertinent goals for baccalaureate-nursing education, including patient-centered care, collaboration, evidence-based practice, quality improvement, informatics, and patient safety. For additional information visit http://www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx.

IX. SUPPORT SERVICES AVAILABLE TO STUDENTS

Numerous support services are available for students enrolled at Sul Ross State University. Nursing students are encouraged to use these services. Faculty members will assist students to use available resources to enhance academic achievement. These services are listed in alphabetic order.

ACADEMIC ADVISING

The Program Director, faculty members, and the curriculum coordinator are available to students for assistance regarding courses to be taken progressively. Courses offered each semester are placed in the semester schedule.

ACADEMIC SERVICES FOR ACADEMIC ASSISTANCE

The Student Services Center offers writing assistance to all SRSU students in the form of paper reviews by peer tutors. Tutors will aid students in looking more critically at their own writing to examine issues such as content organization, structure, development of ideas, and grammatical errors. Online sessions are available by e-mailing your faculty member's guidelines and your paper in a Word document. The Academic Center for Excellence is located in Ferguson Hall, Room 213. Mailing address is Box C-132, Alpine, TX. Phone number: 432-837-8317; Fax: 432 837-8317.

ACCESSIBILITY SERVICES

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services, and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203, at the Alpine campus, or, at the RGC Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

Documentation by appropriate professionals should be provided to this office well in advance of the anticipated need for disability accommodations. An appointment should be made with the Coordinator to discuss individual needs and specific requests. (https://www.sulross.edu/page/2233/university-catalog)

BOOKSTORE

The bookstore is located on the Alpine campus and can be reached by phone or email at 432-837-8194 or bookstore@sulross.edu. You may also visit their website at http://www.sulrossbookstore.com/home.aspx. Bookstore hours are Monday–Friday 8:00 a.m. to 5:00 p.m.

CAMPUS ACTIVITIES

The Morgan University Center Campus Activities Office is your source for information on campus events and student organizations. Contact information is as follows: RM 108 Box C-190 432-837-8191 432-837-8192 FAX.

CAMPUS DINING FOOD COURT

The Food Court is located in the Morgan University Center. Contact: Van Lyle, Director of Dining Services, Ph: 432-837-8670.
Dining Hours & Price $7.00/$8.50/$8.75. Monday –Friday: Breakfast 7a.m.-9a.m., Lunch 11a.m.-1:30p.m., Dinner 5p.m.-7pm. Saturday: Breakfast 8:30a.m.-10a.m., Lunch 11:30a.m.-1p.m., Dinner 5:30p.m.-7p.m. Sunday: Brunch 11:30a.m.-1p.m., Dinner 5p.m.-7p.m.
Payment options: Cash, Check, or money order—made payable to ARAMARK Credit> Cards: Visa, MasterCard, or Resident Dining Memberships.

CAREER SERVICES AND TESTING CENTER

The Career Services Center is located in the Morgan University Center, Room 211. The center provides resources for student jobs, on and off campus, as well as career tools to help with Assessment, Resume Templates, Purple Briefcase, and Recruiter Registration Payment. Contact: Director of Career Services, BOX C-171, Phone # (432) 837-8178.

CASHIER'S OFFICE

The cashier's office is located in the Briscoe Administration Building in Room 205. This office handles payment of tuition and fees and other services provided by Sul Ross State University. Cash, checks, money orders, Visa, MasterCard and Discover Card are accepted.

CHILD CARE AND FAMILY SUPPORT CENTER

Located at 805 E. Lockhart, the Child Care and Family Support Center at Sul Ross State University provides affordable, year-round care for the children of SRSU students, faculty, and staff members. Serving children ages 6 weeks to 3 years old, it is currently the only licensed center in Alpine providing care for children younger than 2 years. Full-time students receive discounted tuition rates. The center is licensed by the Texas Department of Protective and Regulatory Services. Funding is provided in part by a Department of Education grant as well as through tuition payments, fundraisers, and donations. Contact: 432-837-0900.

COUNSELING

24-Hour National Suicide Prevention Hotline: 800-273-8255
https://srinfo.sulross.edu/directory/?dep=5103

The Counseling and Accessibility Office provides a supportive environment that helps facilitate positive change and promote mental health and emotional well-being. The office is staffed with licensed professional counselors who provide confidential services at no cost to Sul Ross students, staff, and faculty. Services include brief, short-term individual and group counseling, workshops, presentations, and other activities promoting mental health, such as

a comprehensive referral network to off-campus providers and Accommodation letters. To make an appointment, call 432-837-8203.

FINANCIAL AID

Financial aid is available to nursing students in the form of loans, grants, and scholarships. As new scholarships are acquired, they are announced via email. Nursing students are encouraged to apply when they receive the notification of scholarships specified for nursing but are also eligible for general funds made available. For more information regarding financial assistance, please visit, call, or email the Center for Enrollment Services at PO Box C-2, Alpine, TX 79832, Phone: (432) 837-8050 Fax: (432) 837-8411, E-mail: fa@sulross.edu. For a link to Federal Student Aid go to https://studentloans.gov/myDirectLoan/counselingInstructions.action?counselingType=fa.

GRADUATE CENTER

The mission of the **Graduate Student Center** at Sul Ross State University is to increase access to post-baccalaureate programs and to foster graduate-student success by developing and providing pro-active support services in a centralized location.

LIBRARY

Nursing Program students have access to library resources at SRSU Wildenthal Library, located on the Alpine campus. Library contact information is WLIB, Box C-109; 432-837-8123; FAX 432-837-8400. The collections at the Bryan Wildenthal Memorial Library at Sul Ross State University total over 232,000 cataloged books, 2,576 serial titles, 73 newspaper subscriptions, 46,000 microforms, 8,382 DVDs, videos, films, and audio recordings; 5,000 maps, pictures, and charts; 116,000 full text eBooks; 25,000 photographs and 142 electronic databases, with full text from over 85,000 journals, newspapers, and periodicals.

Electronic searching of the collections is provided by the Classic Catalog (WebCat), and the Library recently purchased Ebsco Discovery System (EDS) which makes searching for all materials much easier with a one-search box (All Library Search) on our website. Articles not available in full text and books not available in the library can be requested by the Sul Ross faculty, staff, and students through InterLibrary Loan. Remote access to these electronic resources is available to Sul Ross students, faculty, and staff through authentication using Sul Ross e-mail login and password.

Required textbooks for each nursing course are available in the Reference Section of the library. Answers to questions concerning the SRSU Library resources may be obtained by using *Ask a Librarian*, located on the SRSU Library home page, http://library.sulross.edu.

Special collections include the reference, curriculum, and juvenile collections and the Van Robinson Fine Press Books Collection. In addition, the Archives of the Big Bend contains thousands of books, manuscripts, and photographs depicting life and culture in the Big Bend/Trans-Pecos region of Texas from the early 1800's to the present. Because the

Archives' materials do not circulate, use of items is restricted to the Archives' reading room. The Archives is open 8:00 a.m. – 5:00 p.m. Monday through Friday.

ONLINE PERIODICAL DATABASES

The following subscription databases are available:

The Nursing Research Guide is available at the Brian Wildenthal Memorial Library and at: https://sulross.libguides.com/nursing.

Suggested nursing Databases are listed at https://sulross.libguides.com/c.php?g=144481&p=6946794.

EBSCO DISCOVERY SERVICE is available online at the Brian Wildenthal Memorial Library - https://eds.a.ebscohost.com/eds/results?vid=0&sid=8138e763-9062-48f4-81ea-d182711d61c3%40sessionmgr4008&bquery=EBSCO%2BHOST&bdata=JmNsaTA9RlQxJmNsdjA9WSZ0eXBlPTEmc2VhcmNoTW9kZT1BbmQmc2l0ZT1lZHMtbGl2ZSZzY29wZT1zaXRl.

NURSING DATABASES

- Consumer Health Complete Best Bet

  Content: Includes access to more than 500 full-text journals and magazines, more than 240 full-text health reference books and encyclopedias, more than 2,600 full-text evidence-based health reports, nearly 500 medical images and diagrams, nearly 250 animations with audio narration, dozens of articles covering teen health topics, and full-text consumer health pamphlets and leaflets.

  Access: Access on or off campus with your SRSU credentials.

- PubMed Central Best Bet

  Content: Free full-text archive of biomedical and life sciences journal literature at the U.S. National Institutes of Health's National Library of Medicine (NIH/NLM).

  Access: Open access

- Alt Health Watch

  Content: Focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness. Offers access to full-text articles from more than 190 international and often peer-reviewed journals. Provides the latest information and materials for the evolving practice of holistic medicine and therapies, with in-depth coverage across the full spectrum of subject areas.

  Access: Access on or off campus with your SRSU credentials.

- Health Reference Center Academic

  Content: Provides access to millions of articles from a wide range of full-text nursing and allied health journals, magazines, newsletters, and select consumer health information sources with full-text reference works and hundreds of health-related multimedia.

  Access: Access on or off campus with your SRSU credentials.

- MEDLINE with MeSH

  Content: Provides authoritative medical information on medicine, nursing, dentistry, veterinary medicine, the health care system, pre-clinical sciences, and more. Created by the National Library of Medicine, this database uses MeSH (Medical Subject Headings) indexing with tree, tree hierarchy, subheadings, and explosion capabilities to search citations from over 5,600 current biomedical journals.

  Access: Access on or off campus with your SRSU credentials.

- SAGE Journals Online

  Content: Includes access to more than 1000 journals spanning the Humanities, Social Sciences, Science, Technology, and Medicine, and more than 400 are published on behalf of learned societies and institutions.

  Access: Access on or off campus with your SRSU credentials.

Student or faculty ID is required to check out materials. Library services include:

- Assistance in the use of the library's collections and services.
- Loan of library materials.
- Interlibrary loan (photocopies or electronic versions of articles and loan of books from other libraries).
- Electronic database searching.
- Duplication services (photocopying, printing from microform, reproduction of archival photographs).
- Availability of computers with Internet access and Microsoft Office and other software.
- Registration for a TexShare Library Card that permits SRSU students to borrow materials from other Texas libraries.
- Group Study Rooms and Viewing Rooms for A/V media.
- Flash drives, blank CDs, and fax and lamination services available for a fee.

In addition, Free Internet Resources that may be useful to nursing students are listed at https://sulross.libguides.com/c.php?g=144481&p=945774.

Library Hours Monday-Thursday 8:00 a.m. – 9:00 p.m. Friday 8:00 a.m. – 5:00 p.m. Saturday 12:00 p.m. – 9:00 p.m. Sunday Closed. Special hours are observed during final exam weeks, holidays, and between semesters.

LOBO DEN FRESHMAN CENTER

The Lobo Den is located in Lawrence Hall 102 in Alpine, TX 79832.
The Lobo Den has been established to help meet the needs of first- and second–year students at the University. Contact: Email: loboden@sulross.edu and Phone # (432) 837-8982.

LOBO LOOKOUT Campus Emergency Alert System

The Sul Ross Campus Alert system utilizes the Blackboard Connect service, which allows campus administrators to quickly communicate with students, faculty, and staff in the event of an urgent situation on campus such as class cancellations, campus closings, severe weather, or security incidents. The privacy and priority of this information will be preserved and will not be shared with third parties for commercial purposes or other purposes than this notification system. In the event of an emergency, the campus alert system will send notifications in the form of phone calls and text and/or email messages, delivered via the mass notification system to Sul Ross students, faculty, and staff. Please follow the instructions below to enter the email address and telephone numbers at which you may be reached in the event of an urgent situation on campus.

1. Go to the Sul Ross home page and select "Banner Self Service" under My SRSU (right corner of the homepage tabs).
2. Click on Login and login to Banner Self Service using your A# and PIN.
3. Select the Personal Information link.
4. Select Update Lobo Lookout Contact Information.
5. Click on each link to add a contact email, phone number and number for a device that can receive text messages.
6. Enter the information in the textbox and click the Submit button.
7. After entering information for an item, click the Verify Your Emergency Alert System Contact Information link to return to the above screen to add more information.
8. Provide as much information as possible. Clicking on the Delete buttons will allow you to update or change the information.
9. Exit the Update Lobo Lookout Contact Information page and Exit out of Banner Self Service.

MAIL SERVICES

Located in Morgan University Center, first floor, the university post office provides full mail support with the exception of stamped cards offered by the city branch of the post office. The mailing address is Box C-1 Alpine, TX 79832, Phone # (432) 837-9193.

McNAIR SCHOLARSHIP

For information, contact Kathleen Rivers, McNair Scholar Director, McNair Scholars Program (432) 837-8019.
Sul Ross State University McNair Website:
https://www.sulross.edu/page/1345/mcnair-scholars-program.
Application to apply:
https://www.sulross.edu/sites/default/files//sites/default/files/users/docs/mcnair_proj/2019-2020_mcnair_application_packet_updated_fillable.pdf.
About Ronald McNair Program:
https://mcnairscholars.com.

MORGAN UNIVERSITY CENTER

The Morgan University Center serves as the center of the university community, welcoming students, faculty, staff, administrators, alumni, guests, and visitors. The 51,719-square-foot facility features meeting rooms, indoor and outdoor dining areas, a game room, student lounge, and a number of SRSU offices.

OFFICIAL EMAIL ADDRESS

Each student is assigned a xxxx@sulross.edu email account. This is the official means of communication and, as such, provides an online identification key and an official University e-mail address. The University uses this email address for correspondence, including policy announcements, emergency notices, event notices, financial-aid information, course syllabi and requirements, and correspondence between students and faculty members.
STUDENTS ARE REQUIRED TO REGULARLY CHECK AND RESPOND TO EMAIL MESSAGES FROM THE UNIVERSITY.

OFFICE OF THE REGISTRAR

The Office of the Registrar is responsible for the creation of the class schedule, registration of students, maintenance of student academic records (i.e., grades, change of majors, transfer work equivalency, and degree conferral), verification of enrollment and degree, and response to transcript requests.

PHYSICAL PLANT

The Sul Ross State University Physical Plant Operations is a customer-driven facilities maintenance and operation department dedicated to the success of the university community. The General Services staff provides support to many areas of the university. It includes Custodial Services, General Stores/Central Receiving, and the Motor Pool.

RESIDENCE HALL ENTRY

A form of security provided for students living in the residence halls is restricted access. Entrance doors are equipped with access readers that read ID cards programmed for access to specific areas. Only approved University faculty, staff, or students will be provided access to secured areas. Authorized individuals can be provided access for specific doors by wing, by building, within certain time frames and with a preset expiration date. At no time is it permissible to prop open the doors, use another individual's card for access, lend an ID card to someone to provide them access, or tamper or damage the security equipment (cameras, access readers, etc.).

Violations by students will be subject to administrative disciplinary action and/or criminal charges, up to and including restitution for damages.

RESIDENTIAL LIVING

Residential Living at Sul Ross State University provides a convenient, economical living arrangement for students as they pursue their academic goals. University housing options include two residence halls, efficiency apartments, and family housing. The Residential Living Office is open Monday through Thursday, 8 a.m.-8 p.m., and 8 a.m.-6 p.m. on Friday during each long semester. During the summer and holiday times, the Office is open Monday through Friday 8 a.m.-5 p.m. If you need after-hours' assistance, please call the appropriate on-call phone. Phone numbers are posted on the rightside bar.

To submit a work request: Please contact a resident assistant (RA), call us in the office at (432) 837-8190, e-mail us at reslife@sulross.edu, or submit a **work order online.** We will submit a work request on your behalf to the Physical Plant.

RECREATIONAL PROGRAMS

Recreational Programs offers a variety of activities with an emphasis on sports and fitness. Memberships are free to SRSU students and may be purchased for a small fee by employees, friends of the university, and guests. The facilities include an indoor pool, basketball/volleyball courts, a sauna, racquetball courts, a cardio room, a weight room, a multipurpose dance room, and classrooms. Facility current hours are posted online. Contact: Phone Number (432) 837-8792.

STUDENT GOVERNMENT ASSOCIATION

Student Government meetings are held in MAB RM 302 on Wednesdays at 5:30 p.m. during September 4th-18th and October 2nd, 16th, & 30th, November 13th and December 4th.

STUDENT HEALTH SERVICES

Student health services is staffed by a registered nurse. The office is in University Center Suite 211. Normal hours of operation are 8 a.m.- 5 p.m., Monday through Friday. Minor treatments, over-the-counter medication, and basic first-aid supplies are available at no cost to students. Wellness talks for student groups and American Red Cross CPR/First-Aid training for university employees can be requested by contacting health services at 837-8102 or health@sulross.edu. Sul Ross State University's nurse is an ex-officio member of SRSU's Alcohol and Other Drug Coalition, Accident Prevention, and ADA Committees.

STUDENT SUPPORT SERVICES

Student Support Services is a program designed to increase the academic performance, retention rates, and graduation rates of 160 program participants. The U.S. Department of Education-funded program offers academic advising, career/major counseling, personal support, classroom instruction, academic workshops, tutoring, financial-aid counseling, new student extended orientation, graduate admission guidance, and social/cultural activities and much more. **Come see us in Ferguson Hall 105.**

STUDENT SUCCESS REFERRAL SYSTEM

The purpose of the "student success" referral system is to refer a student who has demonstrated signs of unsatisfactory academic performance. The referral system is a proactive approach to assist students who are at risk of withdrawing or failing a course. Faculty members should first attempt to contact the student by all means necessary. The student may be referred for tutoring, advising, mentoring, writing lab, or other services deemed necessary. Referrals from faculty members or staff are appropriate when one or more of the following student behaviors or situations exists:

Inability to contact the student
Excessive absences from synchronous meetings
Lack of preparation for discussion-board forums
Missing or late assignments
Failing exams

STUDENT PUBLICATIONS

The Skyline student news magazine and *The Brand* yearbook are published by the News and Publications Department. Both publications are created, designed, and written by student staff members.

TESTING SERVICES AND THE CAREER SERVICES

The Testing Center conducts testing for many standardized tests and other exams. Information and registration packets are available at the Career and Testing office in UC 211. **Proctoring services** are available for non-students with a $30 administrative fee. Contact: **Testing Center,** UC 211C, Box C-171, Alpine, Texas 79832.

TRIO

TRIO is located in Ferguson Hall, Room 105, on the campus of Sul Ross State University, Alpine, TX 79832. TRIO serves students who meet one or more of the following requirements including: first-generation college students who come from a family where neither parent holds a four-year college degree, students who come from a low-income family, and students who have a documented disability and are registered with the Accessibility Services Coordinator. To determine income eligibility, students are encouraged to apply to see if they qualify. Contact: Phone # 432-837-8118 and email at sss@sulrooss.com.

TUTORING AND LEARNING CENTER

The Tutoring and Learning Center is located in Bryan Wildenthal Memorial Library - First Floor.
Summer Hours: Monday - Friday, 8a.m. - 5p.m. Contact at Ph. 432.837.8865 / Email - tutoring@sulross.edu.

UNIVERSITY DEPARTMENT OF PUBLIC SAFETY

The basic goals of the University Department of Public Safety are to protect life and property and to ensure the well-being of our academic community by preserving the peace. Officers are cognizant of their role to the community they serve and strive to make every effort to involve the campus community in crime suppression and prevention. The department as a whole is dedicated to quality service in its endeavor to provide students, faculty/staff, and visitors a safe campus environment.

UNIVERSITY FUNDS FOR ORGANIZATIONS

The *University Funds for Organizations (UFO)* provides funding to qualified Sul Ross student organizations for programs or activities (with a completed student organization form submitted annually to the Campus Activities Coordinator). The UFO Committee may award up to $750 per semester to a group based on need, legitimacy, benefit, and the organization's preparedness of the program or activity for which funding is requested. For details, contact the Student Government Association treasurer at (432) 837-8198 or Student Life at (432) 837-8037.

VETERANS

For assistance with your veteran's benefits, please contact Deborah Tout in the Center for Enrollment Services, Lawrence Hall Room 213, (432) 837-8048, or dtout@sulross.edu.

X. STUDENT ORGANIZATIONS AND ACTIVITIES

Members of the Charter Nursing class will have an opportunity to create a Nursing Student Organization as they become acquainted with one another. A faculty member appointed to serve as the Student Organization Counselor will work with students to establish meeting schedules and bylaws for the purpose of the organization and procedures for selection and roles of class president, vice president, secretary, treasurer, historian, photographer, and two students with an additional alternate to serve as representatives to faculty meetings.

Following successful completion and graduation of the Charter Class, activities will be initiated by class cohorts, and the organization will apply to become a part of the National Student Nurses Association (NSNA), which also includes the Texas Nursing Students' Association, Inc. (TNSA). TNSA, a division of NSNA, is a student-nursing association dedicated to promoting professionalism and leadership for today's nursing students. TNSA represents over 3,000 student nurses from across the state who are preparing for initial licensure as registered nurses. The mission statement for the TNSA is as follows: "To provide the highest education for student nurses while aiding in the development of the whole person; To have direct input into the standards on **nursing** education and influence on the educational process. To model a high level of integrity among **students** in their dealings with people as they strive for excellence in everything they do, as it is an expectation and not a goal."

STUDENT ACTIVITIES

Nursing students are encouraged to participate in university activities held on campus throughout the year. Many of the scheduled activities promote personal growth and opportunities to learn more about other groups and organizations on campus.

COMMUNITY ACTIVITIES

Participation in community activities which promote health will be encouraged and sometimes assigned as class requirements. Health-care agencies hold screening activities and healthful learning experiences throughout the year. This is an opportunity for students to experience different activities which can contribute to health and well-being.

XI. NURSING PROGRAM POLICIES

The following policies are implemented throughout the nursing program. They are presented to assist students with understanding the processes developed to guide with certain activities, expectations, and behaviors for organization and requirements. The following policies are included in this handbook:

Nursing Program Policy for Attendance and Tardiness
Nursing Program Policy for Drug Screening
Nursing Program Policy for ATI Learning and Evaluation Activities
Nursing Program Policy for Social Media
Nursing Program Policy for Remediation & Retention
Nursing Program Policy for Student Participation in Curriculum Development and Program Governance.
Nursing Program Policy for Participating in Evaluation Processes

NURSING PROGRAM POLICY FOR ATTENDANCE AND TARDINESS

Purpose:

Attendance and tardiness guidelines are followed for each course, laboratory experience, and clinical assignment.

Alerts through SRSU may affect attendance.

The Sul Ross Campus Alert system, Lobo Alert, utilizes the Blackboard Connect service, which allows campus administrators to quickly communicate with students, faculty, and staff in the event of an urgent situation on campus such as class cancellations, campus closings, severe weather, or security incidents. The privacy and priority of this information will be preserved and will not be shared with third parties for commercial purposes or other purposes than this notification system. In the event of an emergency, the campus alert system will send notifications in the form of phone calls, text and/or email messages, delivered via the mass notification system to Sul Ross students, faculty, and staff. When in doubt of scheduled assignments, phone the faculty of record for further instructions.

ATTENDANCE

Nursing students follow the SRSU attendance policy for campus/didactic courses and are expected to be present for all class meetings of the courses in which they are registered. Due to the nature of the purpose and outcomes of this program, it is important that students engage in activities and behaviors to promote their health and participation in class, simulation, and clinical experiences to achieve course and program expectations.

Students are responsible for all course announcements and course content as specified in the syllabus or communicated via e-mail or in-class.

Students are expected to participate in classroom and laboratory activities that reflect knowledge obtained from assigned material. Interactive activities are used in the classroom. Creative classroom activities encourage group participation and enhance learning.

Students must be present when scheduled to present an assignment in class, even when it is a group presentation. If prior arrangements for an absence have not been made with the faculty of record and their peers, a grade of "0" will be given for that activity.

FACULTY NOTIFICATION OF STUDENT ABSENCE

The student shall directly contact faculty of record for each course by phone call prior to being absent from class or clinical. **A text to faculty does not meet this requirement.**

Regardless of the reason for an absence, the student must, immediately following the absence, arrange with the faculty for make-up work. The student is responsible for obtaining information covered during the missed class or clinical; however, the manner in which make-up work is achieved is at the discretion of the faculty member.

Absence from Class

One course or clinical absence is allowed per course. There are no partial absences. According to SRSU policies, a student who is absent without excuse more than 9 times or who fails to participate in an online course for more than 3 weeks during a long semester may be dropped from the course and given a grade of F.

SRSU makes no distinction between excused or unexcused absences. Therefore, the faculty may count all absences except when prohibited by State law or statute. According to State law acceptable reasons for absence include, but are not limited to, personal illness, death in the immediate family, religious holy days, military or legal obligations, or school trips (Texas Higher Education Code, Section 51.911, 2019). The student is responsible for informing faculty and providing documentation when an absence meets the criteria for one or more of the identified categories.

The status of a student who misses more than the allowed number of absences will be reviewed by the faculty to determine potential to continue in the program. Recommendations made by the faculty and submitted to the student in writing will be followed to maintain student status. A faculty member may request withdrawal of a student from a class when the total number of absences exceeds SRSU criteria for "Excessive Absences."

Students who fail to comply with attendance requirements as specified in the course syllabus will be reported to the Director of the Nursing Program and potentially to the Dean of the College of Arts and Sciences. The student who has a situation in which absences from class

and clinical experiences will continue may withdraw from the program in the Registrar's office by the official drop date and receive a "WP." If University guidelines for withdrawal from a course or the program are not followed, a course grade of "F" will appear on the final grade reports.

Absence from Examinations

Students are expected to attend all scheduled examinations. Students shall directly contact faculty of record by phone call prior to being absent from an examination. **A text to faculty does not meet this requirement.**

A student who does not take an exam at the scheduled time and fails to arrange in advance for postponement of the exam will receive a grade of "0" for that exam. The "0" grade will be averaged with the student's other examination grades. Make-up examinations will be scheduled at the discretion of the faculty of record. A student absent without permission from a final exam is graded a "0" for the exam.

Absence from Clinical

Students are expected to attend all scheduled days of clinical experience. Due to variations in schedules at clinical agencies, nursing faculty and preceptors will inform students of required reporting times, as well as notification methods for each assigned clinical area. Students may not exceed one missed clinical day.

The student shall directly contact faculty, preceptor, and assigned unit by phone call at least two hours prior to being absent from the time of a scheduled clinical session. **A text to faculty does not meet this requirement.**

Failure of the student to notify the clinical faculty of absences will be followed with a written clinical warning that will be placed in the student's record.

The student is responsible for arranging a "make-up" clinical day with the clinical faculty. A make-up for clinical absence is at the discretion of the faculty of record. The student will receive a zero "0" as their grade for any additional absences or absences unable to be made up.

Tardy – Clinical and Classroom

Tardiness is defined as arriving **10 minutes** after the scheduled class or clinical starting time. Three episodes of tardiness equal one full absence from class or clinical. Due to variations in schedules at clinical agencies, clinical faculty and preceptors will inform students of required arrival time and notification methods for each assigned clinical area. It is the faculty's and/or preceptor's decision whether a tardy student will be allowed to remain in the clinical setting or be given an absence and/or a clinical warning. Students who are directed to leave the clinical area will receive a "0" for that day.

NURSING PROGRAM POLICY FOR ATI LEARNING AND EVALUATION ACTIVITIES

Comprehensive Testing and Review Program Policy
The SRSU Nursing program faculty have adopted a comprehensive testing and review program for students in the pre-licensure nursing program track. The selected comprehensive testing and review program is designed and administered by the Assessment Technologies Institute (ATI). This program is a learning tool that facilitates successful course and nursing program progression and success as well as success on the NCLEX-RN after graduation. All Sul Ross Nursing students **are required to participate** in the ATI testing, assessment, and review program. All students are encouraged to use the ATI resources as a supplemental course resource. Faculty include ATI assignments as part of coursework at their discretion. ATI proctored exams are integrated across the curriculum. Students will earn a small percentage grade derived from preparation, remediation, and performance on ATI proctored exams in courses administering a proctored exam.

Preparing for the ATI proctored exam
Practice assessments: Practice assessments specific to the assigned proctored exams will provide students with the opportunity to identify individual strengths and weaknesses and a focused review of content. ***Each student must complete the practice assessments prior to the proctored exam in order to sit for the proctored exam***. Proctored exams will be scheduled and administered in courses as appropriate for the course content completed. Any student scoring *below Proficiency Level 2 on the initial proctored exam* will remediate and sit for a proctored retake exam.

NURSING PROGRAM POLICY FOR DRUG SCREENING

Purpose:

Drug screening is currently a common practice within many businesses, health-care facilities, and academic programs. Clinical agencies require that students benefiting from their learning opportunities are free from substance/chemical agents. On admission to the nursing program, all students are required to have a negative drug screen in order to be admitted as a student. During the two years, faculty may require a drug screen due to suspicious behavior and/or upon request from clinical agency administrators.

Random drug screening may occur for students enrolled in clinical courses at any time during the fall, winter, spring, and summer quarters or for students who report to class or clinical who demonstrate behaviors indicating they may be under the influence of alcohol or illegal substances. The student must provide a urine sample with the chain of custody form within 24 hours from the time of notification.

The faculty member will request that the student be tested for drugs under the following circumstances:

1. Indication of actual use observable from impairment such as slurred speech, lack of co-ordination, incoherence, or the odor of marijuana or alcohol.

2. Possession of drugs, paraphernalia or alcoholic beverages.
3. Detailed, factual and persistent reports of misuse.
4. Abnormal and erratic behaviors such as sudden outbursts, mood swings, hostility, or unusual anxiety.
5. Involvement of suspicious accidents.
6. Apparent lapses in judgment or memory.
7. Unusual lethargy.
8. Repeated behaviors that are not in keeping with usual expectations.
9. Unusual patterns of movement or motor activity that cannot be explained.

All students are subject to random drug testing at the discretion of the Director and faculty.

Drug Testing Procedure

The faculty will document the student's behavior and confer with the program director to initiate follow-up procedures.

1. If a student denies being under the influence of unauthorized substances, a request for a drug screening will be initiated. The student will be requested to sign the consent to undergo drug screening at that specified time. If the student refuses to consent to drug screening, the student will be immediately dismissed from the program.
2. All students enrolled in the nursing program are required to consent to and complete drug screening as requested by the department.
3. Faculty will institute a Request for Drug Screen and provide verbal and written instructions for the testing procedure, including time frames for the test.
4. Faculty will arrange for transportation directly to the designated testing center.
5. After the drug screen specimen has been obtained, the student may be transported to his/her home.
6. The student will not attend the clinical rotations with pending drug-screen test results.
7. The drug screen findings will be interpreted by the designated testing center within 24-48 hours.
8. The results of the drug screen test will be sent to the Director of the nursing program. The results of the test will be kept in a confidential, locked file. Results of the test will be released to college officials on a need-to-know basis only. Records may be released only to the student or the decision-maker in a lawsuit, grievance, or other legal proceeding that may arise as a result of the positive drug test.
9. All positive drug-screen tests will be reviewed by an independent Medical Review Officer. During the review process the student will have the opportunity to
    a. Explain the case of the positive drug-screen test.
    b. Provide the name of the physician authorizing any prescription medication. The Medical Review officer will contact the attending physician for verification.

Consequences of Positive Drug Test

When a positive drug screen occurs, the student will be counseled by the program director and the Dean of Arts and Sciences. Depending on the outcome of the initial counseling sessions, the student may be suspended for a minimum of one year (12 continuous months from the date of the beginning of the suspension) from the program. The positive drug test results will be shared with the University Provost for further action, including but not limited to referral for a drug-abuse education program, referral to counseling, and/or referral to a drug-treatment program.

Positive Drug Screen Prior to Admission to the Program

A positive drug screen on admission to the program for a medication that is prescribed by a physician must be followed with a letter from the physician stating why the student is on the medication and the compliant dose the student can take when in the clinical area and still be capable of clear judgment and required clinical activities for patient-care delivery. It will be important to know how long the physician believes this medication will be required for the student. If there is change in the type of medication during the period of student activity, a letter must be sent from the physician to the director regarding the change. This letter must be sent directly to the Director of the Nursing Program and will be shared with the Chief Nursing Officer of the clinical sites. A follow-up process will be in place until the student graduates from the program.

NURSING PROGRAM POLICY FOR SOCIAL MEDIA/PERSONAL WEB SITES

Purpose: To provide guidelines for students in the Department of Nursing at Sul Ross State University regarding the expectations related to the use of social media when identified as students in the Department of Nursing.

Definition:

Social media platforms - Technology tools and online spaces for integrating and sharing user-generated content in order to engage constituencies in conversations and allow them to participate in content and community creation. Examples include, but are not limited to, Facebook, Twitter, LinkedIn, Group Me, and YouTube.

This policy discusses professional expectations as well as best practices while a student is in the Department of Nursing.

Background:

The Sul Ross State University Department of Nursing recognizes that social media can be effective tools for exchanging information. The following requirements serve as guidelines regarding the use of social media that may affect the Nursing Department. In addition, it has

the goal of protecting Sul Ross State University, the College of Arts and Sciences, the Department of Nursing students, and the Department of Nursing.

The Guidelines suggest standards of conduct for students who are associated with the Department of Nursing. The Department of Nursing does not prohibit students from joining and participating in online communities as individuals. This policy is not intended for internet activities that are about personal matters that do not associate or identify a student with the SRSU Department of Nursing, do not use a SRSU email address, or do not discuss SRSU.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. Additionally, students should remember that all content contributed on all platforms become immediately searchable and shared. The message content leaves the contributing individual's control forever and may be traced back to the individual after long periods of time.

The Texas Board of Nursing Position Statement on the use of Social Media (15.29) at https://www.bon.texas.gov/practice_bon_position_statements_content.asp#15.29 establishes practice standards regarding the use of Social Media and is included in this policy. Patient privacy is protected under regulatory or federal guidelines such as the Health Insurance Portability and Accountability Act (HIPAA) of 1996 (P.L. 104-191) and Student privacy is protected in accordance with the Family Educational Rights and Privacy Act (FERPA). Sharing patient, student, or faculty confidential information, or making harassing, threatening, or discriminating statements against faculty, staff, or students will not be tolerated.

Any online behavior violating the SRSU Department of Nursing *Student Handbook* will be treated as a violation of Student Conduct. Contact the Department of Nursing Program Director regarding the potential misuses of Social Media as defined above.

POLICY

a. Personal social media accounts should not contain the SRSU name as an identifier, e.g. username, screen name, intellectual property, logos, trademarks, and copyrights. If one is identified as a SRSU student, faculty, or staff member, the views expressed are not those of the University.

b. Persons are prohibited from sharing confidential or proprietary information about SRSU and must maintain patient and student confidentiality, per HIPAA - https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html and FERPA - https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html. Students and employees who share confidential information do so at the risk of disciplinary action, including termination. Expectations of employee and student standards of conduct exist in this medium as well.

c. University computers and hours are reserved for university-related business as approved by faculty and preceptors.

d. Persons registering a new social media account under a personal name should not use an official SRSU email address to register the account.

e. All personal representation of SRSU intellectual property on social media should adhere to the institutional standards of Student Conduct & Discipline (page 4): https://www.sulross.edu/page/2454/student-handbook.

15.29 Professional Boundaries including Use of Social Media by Nurses
(Texas Board of Nursing Position Statement)

USE OF SOCIAL MEDIA

The use of social media and other electronic communication is expanding exponentially as the number of social media outlets, platforms, and applications available continue to increase. Nurses play a significant role in the identification, interpretation, and transmission of knowledge and information within healthcare. As technological advances continue to expand connectivity and communication, rapid knowledge exchange and dissemination can pose risks to both patients and nurses. While the Board recognizes that the use of social media can be a valuable tool in healthcare, there are potentially serious consequences if used inappropriately. A nurse's use of social media may cause the nurse to unintentionally blur the lines between the nurse's professional and personal life.

Online postings may harm patients if protected health information is disclosed. In addition, social media postings may reflect negatively on individual nurses, the nursing profession, the public's trust of the nursing profession, or the employer and may jeopardize careers. In a survey by the National Council of State Boards of Nursing [NCSBN], many of the responding boards reported that they had received complaints about nurses inappropriately using social media sites. The survey results indicated that nurses have been disciplined by boards, fired by employers, and criminally charged for the inappropriate or unprofessional use of social media (NCSBN, 2018).

To ensure the mission to protect and promote the welfare of the people of Texas, the Texas Board of Nursing supports both the guidelines and principles of social media use by the NCSBN and American Nurses Association. In accordance with the NCSBN guidelines and Board rules, it is the Board's position that:

> Nurses have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. When using social media, nurses do 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 promptly report any identified breach of confidentiality or privacy [Board Rule 217.11(1) (E) and (K)].
> Nurses maintain professional boundaries in the use of electronic media. The nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Nurses do not refer to patients in a disparaging manner, even if the patient is not identified or transmit information that

may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient [Board Rule 217.11(1) (J)].
Nurses must provide nursing services without discrimination and do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments [Board Rules 217.11(1) (L) and 217.12 (6)(C), (D), and (F)].
Nurses must be aware of and comply with all laws and rules, including employer policies regarding the use of electronic devices including employer-owned computers, cameras and use of personal devices in the workplace. In addition, nurses must ensure appropriate and therapeutic use of all patient-related electronic media, including patient-related images, photos, or videos in accordance with applicable laws, rules, and institutional policies and procedures [Board Rule 217.11(1)(A)].

The use of social media can be of tremendous benefit to nurses and patients alike, for example, for dissemination of public safety announcements. However, nurses must be aware of the potential consequences of disclosing patient-related information via social media. Nurses must always maintain professional standards, boundaries, and compliance with local, state, and federal laws as stated in *22 TAC §217.11(1)(A).* All nurses have an obligation to protect their patient's privacy and confidentiality (as required by *22 TAC §217.11(1)(E)* which extends to all environments, including the social media environment.
(Adopted: 04/2012) (Revised: 01/2013; 01/2014; 01/2017; 01/2018; 01/2019)
(Reviewed: 01/2015; 01/2016)

Texas Board of Nursing (2019). *22 TAC §217.1(29) and 22 TAC §217.11(1)(J) Rules and regulations relating to nursing education, licensure and practice.* Austin, TX: Author.

NURSING PROGRAM POLICY FOR STUDENT PARTICIPATION IN CURRICULUM AND PROGRAM GOVERNANCE

Purpose:

Student participation in matters involving program planning, development, implementation, evaluation, curriculum planning, and clinical-site selection with evaluation is important for the working principles of the nursing-education program.

Policy:

Students are encouraged to serve on standing committees for the University, and it is of great importance to have student participation on the Nursing Faculty Committee as a whole. Since we are a new program, it is important to have consistent input from students to meet their needs by adding pertinent information and changing focus on some course content that may not serve the learning needs of the students. Participation in faculty

meetings will provide students with insight into maintaining and continuing development of the nursing program within the guidelines of the Texas Board of Nursing, the Texas Board of Higher Education Coordinating Board, the Department of Labor, the American Nurses Association, and the National League for Nursing. Last, but not least, obtaining and maintaining national accreditation through the Commission for Collegiate Nursing Education is a great challenge. The following guidelines are proposed to facilitate student participation in program governance:

1. Faculty meeting schedules will be planned and published early in each semester to facilitate the presence of at least one student at each faculty meeting. Students will be encouraged to meet with faculty.
2. Meeting dates and times will be planned with consideration for student clinical schedules.
3. Meeting schedules will be provided to selected student representatives.
4. It is required that a minimum of one student be present at each faculty meeting.
5. Student representatives will have one full vote each in democratic issues.
6. The agenda for each faculty meeting will include a time for student representatives to discuss class issues.
7. Student representatives will summarize meeting achievements and e-mail pertinent information to the student body. If needed, a class meeting can be called to provide discussion and input from all students.
8. At the end of the first semester, the student body will have the opportunity to verify that the two selected students and one alternate are representing them as anticipated.
9. Student representatives will be excused from faculty deliberations during the discussion of individual student issues related to grade achievement, misconduct, or disciplinary factors.

NURSING PROGRAM POLICY FOR STUDENT PARTICIPATION IN EVALUATION PROCESSES

Purpose:

Student participation in matters involving evaluation is important for the ongoing development and improvement of the nursing curriculum and program of study.

POLICY:

Students have the right and responsibility to participate in faculty, course, clinical-site, and program evaluations. Through participation in evaluation processes, students have the opportunity for input into curriculum development and the assessment of the faculty's effectiveness and student-learning needs. Students are, therefore, encouraged to participate in all end-of-semester and post-graduation evaluations. Pertinent evaluation forms will be provided to students in each course. Sul Ross State University also forwards a brief evaluation survey to each student enrolled every semester. Again, completion of this form is important to the progression and continued development of nursing-education courses. Data from student evaluations for courses, clinical, and faculty are analyzed and reflected in the Institution Effectiveness Plan Annual Report. All evaluations are anonymous.

NURSING PROGRAM POLICY FOR REMEDIATION AND RETENTION

Purpose:

Students selected to enter the nursing program have met specific requirements and qualifications as deemed important by the administration and faculty of the nursing program. Therefore, it is important for the program to retain selected students and provide guidance and remediation activities to assist each student to meet the proposed outcomes of the nursing-education program.

Benchmarks set forth for successful achievement in each course must be met. As at-risk students are identified at any time during progression through the curriculum, the following principles will be followed for each student:

1. Students must achieve an average of 80% on course examinations, including the mid-term and final examinations.
2. Students who fail to receive a grade of 80% or above on any course examination will be referred to the Success Counselor for review.
3. Referred students must make an appointment to begin the remediation process. The initial appointment may take up to one hour in length.
    a. A process such as Misseldine Review will be used to determine the overall reason for the student's lack of achievement.
    b. The Success Counselor will focus the examination review on the questions the student failed to answer correctly.
    c. The student is expected to implement the focus and guidelines prior to the next examination.
4. A follow-up appointment must be made after the next examination to review student progress. The student must keep this appointment even if the student receives a grade of 80% or above on the examination.
5. If the student receives a grade less than 80% on the second examination, the follow-up appointment with the Success Counselor will include development of a specific remediation plan to assist the student.
6. The remediation plan may include additional learning activities to support classroom and lab activities.
7. Students who are unable to achieve an average grade of 80% on examinations at mid-term will be placed on academic probation and receive a letter confirming this status. Counseling and assistance will continue with the Success Counselor.
8. A student with unusual test anxiety may be referred to an outside counselor to obtain assistance.

9. The student who is unable to achieve benchmarks is required to complete all remediation assignments.
10. Every effort will be made to assist students to achieve designated course benchmarks.

XII. ACADEMIC POLICIES

The following section is of specific interest to all students in the Nursing Program. Complete information regarding SRSU academic policies, grading, grievances, and disciplinary action and appeals must be reviewed by students. These policies are found in the *SRSU Catalog* https://www.sulross.edu/sites/default/.../11.15.2018_full_catalog.pdf and the *SRSU Student Handbook* https://www.sulross.edu/page/2454/student-handbook.

ACADEMIC HONESTY POLICY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes the following:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; or permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft, or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

ONLINE COURSES

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hour in class.). See Computer and Software Specifications section of this handbook for computer hardware requirements. Computers are available at the library on weekends.

ONLINE TESTING/ASSESSMENTS

When assigned, examinations will be given via Blackboard availability in the student's home or at the University as required by faculty. Instructions for Blackboard testing will be provided at the time of the examination. The number of examinations for each course is determined by the faculty of record.

DISTANCE EDUCATION STATEMENT

Students enrolled in distance-education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the *SRSU Student Handbook*. Students enrolled in distance-education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in

web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

GENERAL CAMPUS REGULATIONS AND CONDUCT

https://www.sulross.edu/search/google/Student%20Handbook

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The *SRSU Student Handbook* and other official University publications outline specific regulations and requirements.

PRINCIPLE OF EQUAL EDUCATION POLICY

In compliance with Title VI of the Civil Rights Act of 1964, Sul Ross State University has an abiding institutional commitment to the principle of diversity in all areas. In that spirit, admission to Sul Ross State University and any of its sponsored programs is open to all qualified individuals without regard to any subgroup classification or stereotype. These benefits include such matters as housing, financial assistance, recruitment, and any type of personnel service. **(Standard for 424B(Rev.7-97) Prescribed by OMG Circular A-102 OMB Approval No. 0348-0040)**

DISCIPLINARY/GRIEVANCE GUIDELINES

Disciplinary Action is addressed in the *Sul Ross State University Student Handbook* and is to be followed by students in the Nursing Program. Each student is expected to act in a manner consistent with Sul Ross State University's functions as an educational institution, including off-campus conduct that is likely to have an adverse effect on the University or on the educational process. The Dean of Student life or appointee will investigate alleged violations, in accordance with the *SRSU Student Handbook* (p. 96).

I. Disciplinary actions may be employed in an effort to correct academic deficiencies, clinical knowledge and skills deficiencies and/or unprofessional conduct and may include honesty and ethical behavior, accountability, confidentiality, professional conduct and courtesy, HIPAA violations, safety, responsibility within the academic institution and clinical agency, and competency and growth.

II. The disciplinary actions which are invoked will depend on the severity of the infraction (an act of omission or commission) and potential result ofthe student's

action(s). The disciplinary action taken will also depend on whether there is a pattern of behavior demonstrated.

A. Written Warning
   1. A faculty member will meet with the student to discuss an area of concern. The concern and corrective action, if needed, is documented and signed on a Faculty/Student Interaction Form
   2. The original of the interaction form is kept in the student's file. A copy will be given to the student and faculty member. The Nursing Director will be notified of the written warning.

B. Contract
   1. When a corrective action is indicated, a written contract will be formulated. This contract must be signed by the student and the faculty of record.
   2. The contract will include a description of the concern and a plan of action to correct the problem(s) and/or requirements to be met. A time period of when the requirements must be met may also be indicated.
   3. The contract will also state the consequences for failure to meet the stipulations and/or further violation of professional standards, which may include course failure and inability to progress in the program.
   4. Follow-up will take place at the end of the period specified on the contract. The faculty of record and the student will meet to evaluate the disciplinary action. The results will be stated in writing on the interaction form.
   5. The right of a student to a prompt and equitable resolution of the complaint so filed shall not be impaired by the student's pursuit of other remedies, such as filing of a complaint with the responsible federal department or agency.

STUDENT COMPLAINTS

According to University Policy (*APM* 4.07), student grievances of grades or professional conduct of faculty are the jurisdiction of Academic Affairs; grievances based on race, color, national origin, sex, age, or disability are the jurisdiction of Student Life and Human Resources (*SRSU Catalog*, p. 35). The Grievance Regarding Grades is addressed previously in this handbook.

Prior to filing a formal grievance, students are encouraged to attempt to resolve the concern directly with the individual/s involved. Students will find that most situations can be effectively addressed in this manner. In general, students wishing to review the action of an individual or Department should direct their questions to the persons responsible for the individual or Department.

Students are provided opportunities to address complaints and grievances through established University procedures for the following: sexual harassment, employment, admissions to the university, disciplinary action, parking citations, academic matters (including grade disputes), and disability accommodations, etc. Procedures for handling specific concerns should be followed.

Any student wishing to file a grievance shall contact the Dean of Student Life. All such complaints will be reviewed, and an attempt will be made to find an informal resolution. If an informal resolution cannot be achieved, you may file a formal grievance as included in Chapter 4, Section 4.07 of the *Administrative Policy Manual*, which is available in the Office of Student Life, the Library, and department offices. The Dean of Student Life can help you file the grievance (*SRSU Student Handbook* 2017-18, p. 86).

GRIEVANCE REGARDING GRADES

If you disagree with a grade you received, you should discuss it with the instructor of the course. If you are not satisfied with results of that discussion, make an appointment to discuss it with the Chair of the Department. If it is not resolved at that point, you should meet with the Dean of the School. Any grievance regarding a grade must be filed within one year of receiving the grade (*SRSU Student Handbook,* p. 14; *SRSU Catalog,* p. 64).

DISCIPLINARY APPEAL PROCESS

An appeal procedure for disciplinary sanctions is available for students. The formal appeal procedure is outlined in the *SRSU Student Handbook* (pp. 99-100). Written notice of appeal must be received by the Dean of Student Life, or, as appropriate, by the Provost and Vice President for Academic Affairs within five (5) business days after the decision. An appeal is not simply a rehearing of the original case. An appeal must be based on:

1. Whether or not a fair hearing was afforded. A fair hearing includes notice of the alleged misconduct and an opportunity to present evidence;
2. Whether or not the sanctions levied were appropriate to the offence;
3. Whether or not the finding was supported by the evidence; and/or
4. Whether or not there is an introduction of new evidence that was not available at the time of the hearing.

For more information on grievance regarding grades or the disciplinary appeals process, please refer to the *SRSU Student Handbook* or visit https://www.sulross.edu/search/google/Student%20Handbook.

XIII. GUIDELINES FOR WEB-BASED OR WEB-ENHANCED COURSES

WEB COURSE/ONLINE INFORMATION

For consistent success with web-based or web-enhanced courses, students ***must*** have continuous access to a computer and must have a reliable, high-speed internet connection in order to take full advantage of the instructional-delivery opportunities provided by the

nursing program. As a result of the increasing emphasis on mobility in today's technology marketplace, a notebook computer (laptop) is strongly recommended.

Since all course information, including the syllabus; modules; course schedules, including assignments and learning activities; and course resources, is web based, the student's computer and internet connections require adequate capabilities. If the student is purchasing a new computer, guidance from an IT representative can assure that the computer will provide access to all course activities. Information in this section provides guidance when selecting a computer and software for use during on-line courses.

COMPUTER LABS

The Computer Labs are located in the ACR Building in rooms 104, 105, and 106, as well as on the second floor of the Library. The Computer Labs are open to all registered students with a valid University ID. ACR 106 and the Library Lab are open for regular use every day. The other labs are used primarily for classes, workshops, and training.

Students may log in to any lab computer by using the same username and password as their Sul Ross email account. Students unsure of their email username and/or password can call the help desk at extension 8888 on campus or toll-free off campus at 1-888-837-2882. The computer lab in the library is open during regular library hours.

COMPUTER SERVICES

LOBO TECHNOLOGY ASSISTANCE CENTER (LTAC)
BAB-101
432-837-8888 (x8888)
888-837-2882 Toll Free
Weekdays: Monday – Friday 7:30 a.m. to 7:30 p.m. in BAB-101
Weekends: Saturday & Sunday 12:00 p.m. to 5:00 p.m. in Library 1st Floor

NOTE: Between-the-semester hours: Monday–Friday 8:00 a.m. to 5:00 p.m. BAB-101
Having IT issues and can't find the solution on our site? Call Helpdesk at **432-837-8888** to find a solution to your IT problems.

EMAIL ACCOUNTS

Upon admission to the University, a student is issued a SRSU email account. A student's email name and password will allow access to SRSU email, Blackboard, and the electronic Library. ALL University communication is conducted through the SRSU email account.

MINIMUM RECOMMENDED COMPUTER AND SOFTWARE SPECIFICATIONS

Students ***must*** have individual and personal access to a computer with Internet connectivity for file management, email, and online course activities. High-speed Internet access is ***strongly*** recommended if available.

The following hardware and software specifications are recommended:

Table 5. Minimum Recommended Computer and Software Specifications

HARDWARE	
PC Configuration Processor: 2 GHz Pentium 4 (compatible) or higher Operating System: Windows 10 (recommended) or Windows XP Memory: 1 GB RAM or higher Hard drive: 60 GB or higher 56 kbps modem minimum; however high speed strongly recommended, e.g., cable modem, DSL or LAN network interface DVD-ROM/CD-RW minimum; DVD-RW recommended USB port(s); USB 2.0 or 3.0 Sound card with speakers Screen resolution set to 1024x768 or higher Webcam [requires high-speed Internet connection] Headset microphone USB Flash drive for data storage/transfer; 1 GB or higher recommended	Mac Configuration Processor: Intel 1.33 GHz or higher Operating System: Mac OS X - 10.5 or higher Memory: 1 GB RAM or higher Hard drive: 60 GB or higher 56 kbps modem minimum; however high-speed strongly recommended, e.g., cable modem, DSL or LAN network interface DVD-ROM/CD-RW minimum; DVD-RW recommended USB port(s); USB 2.0 or 3.0 Sound card with speakers Screen resolution set to 1024x768 or higher Webcam [requires high-speed Internet connection] Headset microphone USB Flash drive for data storage/transfer; 1 GB or higher recommended
SOFTWARE	
Office 365 - a subscription-based version of Microsoft's Office Suite of applications and is available for download by active students, staff, and faculty. You will get up to 6 GB of cloud-based storage along with extra applications and collaborative features, so you have the power and flexibility to get things done from virtually anywhere. You can download the MS Office 365 suite on up to 5 computers, either PC or a Mac. Go to Sul Ross Office 365 to login. The version offered through SRSU includes a downloadable version of the following: Word Excel	

PowerPoint
Outlook
OneNote

Browser Plug-ins

Here are links to the most popular browser plug-ins. Check with your instructor on which ones (if any) you will need for your course.

- RealPlayer
- QuickTime
- Shockwave
- Flash
- Adobe Reader
- Java
- PowerPoint Viewer 2010 and higher

Talk with IT Help Desk regarding:

Up-to-date anti-virus software (free or paid)
Up-to-date anti-spyware software (free or paid)
Compression (zip) utility software (free or paid)
Internet Browser(s):
- Internet Explorer 8 or higher (free) WIN
- Firefox 3.6 (free) WIN/MAC
- Safari 3 or higher (free) MAC

SETTING UP YOUR COMPUTER FOR BLACKBOARD

Blackboard 9 is the server that will be utilized for all course activities and communication. Sul Ross email can also be utilized to communicate with faculty members or other students. Tutorials for instruction of use of the Blackboard server are available on the Technology Help Page at http://www.sulross.edu/page/2509/using-blackboard-9 and **https://tvpb.sulross.edu/start/start2.html**

You need a computer with multimedia capabilities (i.e., sound where you can use speakers or headphones and, for some classes, a webcam), a monitor capable of at least 800 x 600 resolution, broadband or dedicated Internet connection, and an internet browser (we suggest Firefox Mozilla, or Chrome) in order to access Blackboard.

We highly recommend having multiple browsers available on your computer. If you are having difficulty with Blackboard, you can switch to another browser. This is an often-used workaround for a lot of problems.

While some Blackboard operations can be performed on a smart phone, we DO NOT recommend using a smart phone for most operations. Some tasks/activities

may work, or they may not. If you experience problems, try the task or activity on a laptop or desktop computer.
Your browser must accommodate both JavaScript and Java for some functions of the course. These are functions you can turn on in your browser.
NOTE: Firewalls and popup blockers may affect your ability to access and use Blackboard.
Enabling Cookies in your Browser. In order to use Blackboard on your personal computer, your browser must be set to accept cookies (use minimum browser security settings).

After registration, students should regularly log in to the server and check to see if information of their class has been posted by the faculty of record. The login is the student's official Sul Ross email address and password. If you have not obtained an email address, call the University Help Desk at 888-691-5071. Information regarding all learning activities and communication between students and faculty must be conducted on Sul Ross e-mail or Blackboard instead of using personal e-mail accounts.

Some key basic Blackboard discussion-board terms to remember to include:

FORUM-a forum is a collection of threads. Sometimes a forum will let you make new threads,
THREAD-a thread is a collection of posts. A thread will always have at least one post in it.
POST-a post is a short message that was written by a participant using the discussion board.
REPLY-a reply is a post that is intended to be a response to another post. Guidelines for statements that reflect an acceptable REPLY will be defined/described by each faculty of record.
SUBMIT-the "submit" button on Blackboard is the button that saves your message and completes the interaction at that time.

RULES OF NETIQUETTE

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
    a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.

    b. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person's joke may be another person's insult.
    c. Do not use all caps in the message box (it is considered shouting).
    d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
    a. Use a meaningful title in the Subject line. For e-mail, include course number.
    b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
    c. Close the posting by writing your full name at the end of the message.
5. Discussion Boards are public, and the University archives all materials. Do not post anything too personal as all students in the class and your instructor will see what you write.
    a. Keep the messages you post to the Discussion Board relevant to the course and assignment and provide a rationale including references as appropriate to support your point-of-view.
    b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
    c. When posting a response, make sure you identify the post to which you are responding.
    d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
    e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
    f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
    a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source; use quotation marks and provide the original author's name, year, and page or location in the body of the narrative. When you paraphrase a source – using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
    b. If the posting is going to be long, use paragraphs.
    c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
    d. Just as you would proofread a formal paper, before posting,
        i. Read what you have written for content.
        ii. Rethink what you have written for tone.
        iii. Reread what you have written for organization and coherence.
        iv. Revise what you have written for grammar, punctuation and mechanics.

    Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.

9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

XIV. PREPARATION FOR GRADUATION

I. To receive a Bachelor of Science degree from Sul Ross State University, a student must complete the following requirements:

A. The student must complete all of the requirements for a degree as set forth in the University catalog at the time of admission to the nursing program:
   1. Core Curriculum Requirements
   2. GPA Requirement
   3. Program Requirements

B. The student must complete all the degree requirements within five (5) years from admission to the nursing program.

C. The student must complete all courses required for the Bachelor of Science Degree in Nursing with a minimum grade of "C".

II. Application for degree and commencement participation must be completed by the published deadline. Regalia may be purchased from the University Bookstore

ACKNOWLEDGEMENT OF RECEIPT OF SRSU NURSING STUDENT HANDBOOK

STATEMENT OF ACCEPTANCE OF STUDENT POLICIES

I am indicating by my signature below that I have reviewed, understand, and agree to abide by the materials and policies provided in the Department of Nursing Student Handbook and the Sul Ross State University Student Handbook, including but not limited to the following:

SRSU and DEPARTMENT OF NURSING POLICIES including:

The Use of Social Media,
Sul Ross State University E-Mail and HOWL Alert System, and
BlackBoard Collaborate https://www.sulross.edu/page/2454/student-handbook
ACADEMIC HONESTY POLICY
ACCOMODATIONS
ATTENDANCE/PARTICPATION

CIVILITY

The Department of Nursing seeks to provide an academic environment that is safe and respectful of diverse persons and points of view in the classroom, electronic, and clinical settings. Communication and behavior should be expressed and received in a respectful and professional manner. Incivility is considered unprofessional behavior. Professional behavior is a requirement for course progression.

STATEMENT OF CONFIDENTIALITY

I understand that I am required to keep any health-related information strictly confidential, including protected health information (PHI) as defined under HIPAA privacy standards. I further understand that the issue of confidentiality applies also to confidences which may come to me during class and/or other learning opportunities involving fellow students.

PUBLICITY RELEASE STATEMENT

I give my permission for Sul Ross State University to use any printed material, photographs, videos, or slide shows in which I may be referred to or be present in for publicity about the SRSU Department of Nursing.

_____
Printed Name of Student

_____ _____
Signature of Student Date

The Florence Nightingale Pledge

I solemnly **pledge** myself before God and in the presence of this assembly
To pass my life in purity and to practice my profession faithfully.
I will abstain from whatever is deleterious and mischievous
and will not take or knowingly administer any harmful drug.
I will do all in my power to maintain and elevate the standard of my profession
and will hold in confidence all personal matters committed to my keeping
and family affairs coming to my knowledge in the practice of my calling.
With loyalty will I endeavor to aid the physician in his work,
and devote myself to the welfare of those committed to my care.

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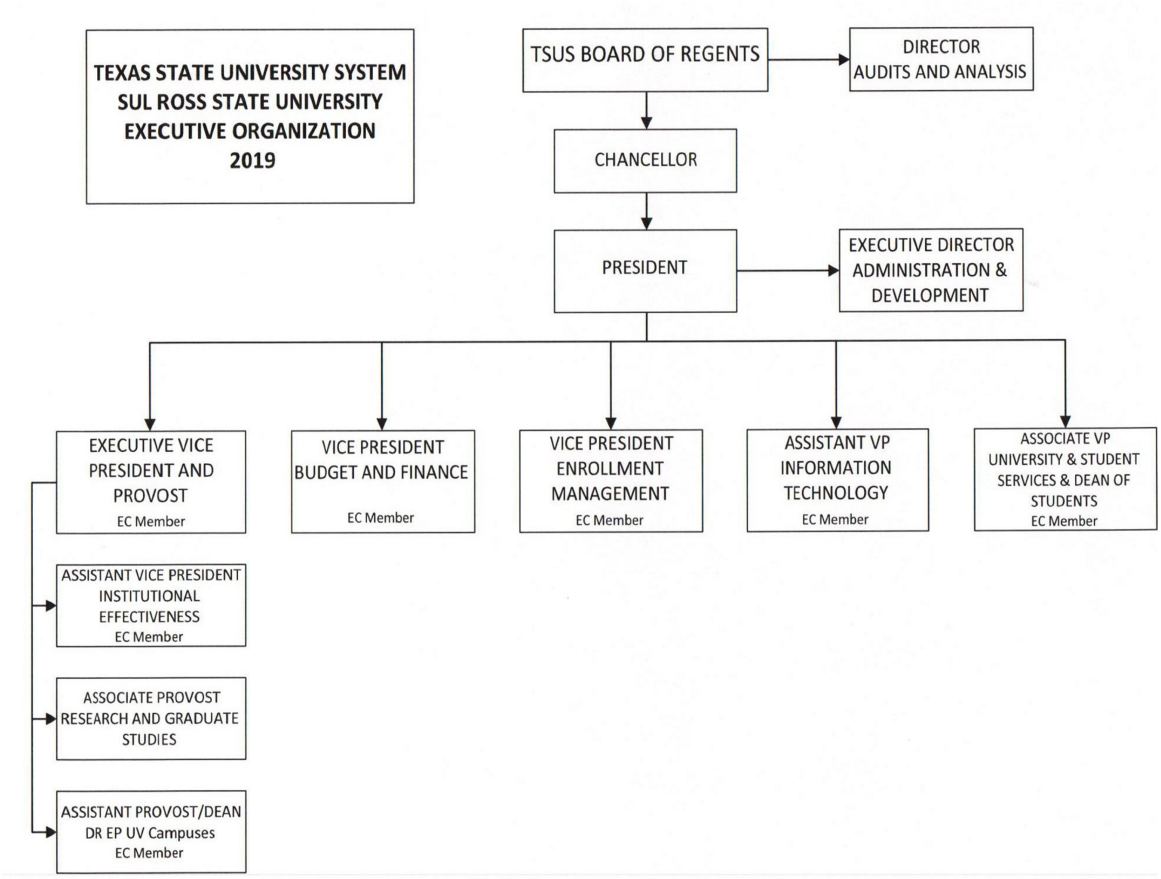
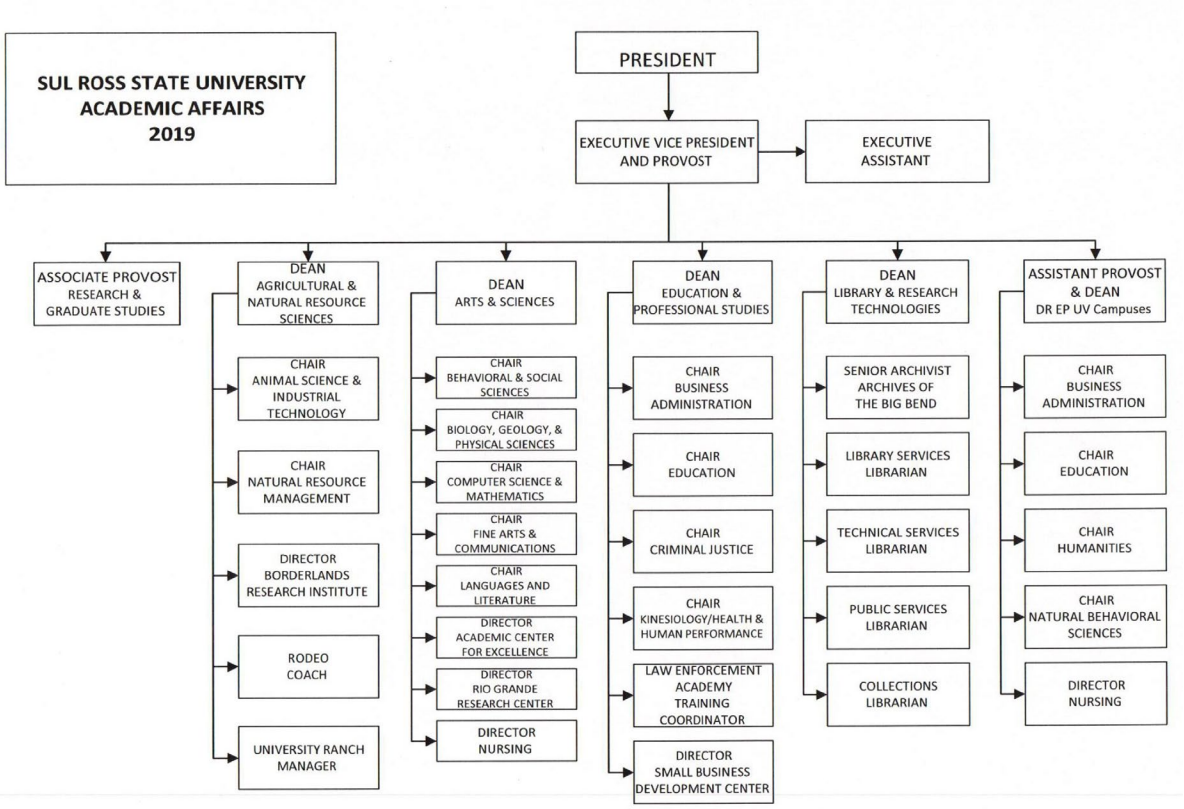
Appendix A

ORGANIZATIONAL CHARTS

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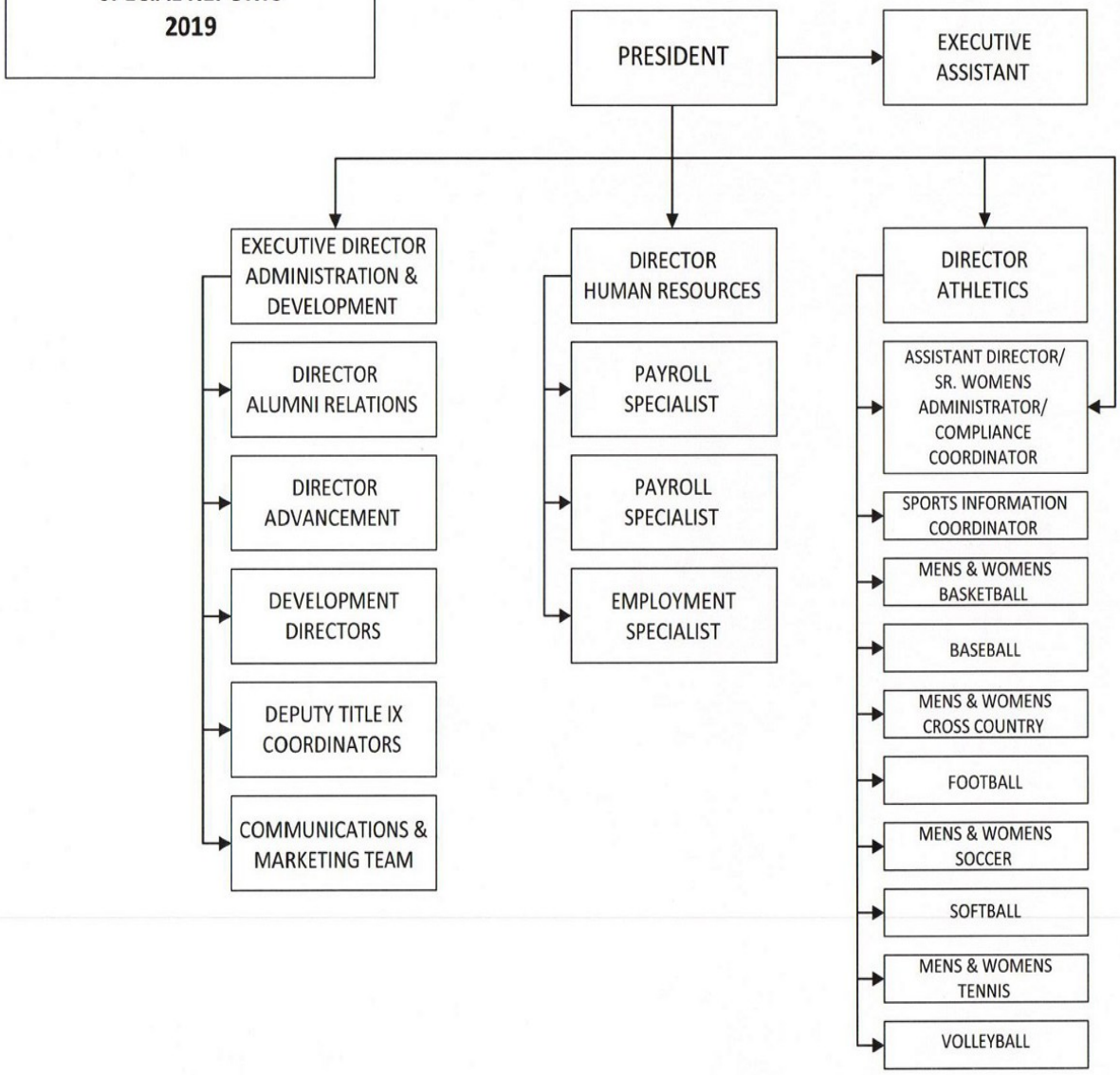
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