UNDERGRADUATE NURSING PROGRAMS HANDBOOK

(BSN) Traditional Bachelor of Science in Nursing Degree

(BS-BSN) Second Bachelor's of Science in Nursing Degree

(RN-BSN) Bachelor of Science in Nursing Degree

2024-2025

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PREFACE

Part 1 of this document has information relative to all nursing students in our program. It is designed to familiarize you with policies that apply to everyone, regardless of degree or program. We hope that these pages will assist you throughout your academic years and that you will become well acquainted with its contents. This handbook describes your rights, privileges, and responsibilities as a nursing student.

All nursing students pursuing a degree (BSN, MSN, DNP) or degree/certificate of completion (RN- BSN, RN-MSN, Master's, or DNP) will find the policies in the Student Handbooks that are pertinent to them. Policies related to the undergraduate degree can be found in Section 2 of the Undergraduate Nursing Programs Handbook. Some of the information found in this document may also be found on the SU Nursing Website.

Section A: MISSION STATEMENTS

Mission Statement of Salisbury University

Mission

Salisbury University is a premier comprehensive Maryland public university, offering excellent, affordable education in undergraduate liberal arts, sciences, pre-professional programs, including education, nursing, social work, and business, and a limited number of applied graduate programs. Our highest purpose is to empower our students with the knowledge, skills, and core values that contribute to active citizenship, gainful employment, and life-long learning in a democratic society.

Salisbury University cultivates and sustains a superior learning community where students, faculty, and staff are viewed as teachers, scholars, and learners, and where commitment to excellence and openness to a broad array of idea and perspectives are central to all aspects of University life. Our learning community is student-centered, where students are taught by professional educators in small classroom settings, where faculty serves as academic advisors, and where virtually every student has an opportunity to undertake research with a faculty mentor. We foster an environment where individuals make choices that lead to a more successful development of social, physical, occupational, emotional, and intellectual well-being.

The University recruits exceptional and diverse faculty, staff, and undergraduate and graduate students from across Maryland, the United States, and around the world, supporting all members of the University community as they work together to achieve institutional goals and vision. Believing that learning and service are vital components of civic life, Salisbury University actively contributes to the local Eastern Shore community and the educational, economic, cultural, and social needs of our State and nation.

Values

The core values of Salisbury University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live. The goals and objectives of our strategic, academic facilities, and enrollment plans, as well as our financial commitments, reflect our fundamental values, In addition to these principal values, the University embraces the long-honored tradition of honesty and mutual regard that is and should be a defining characteristic of higher education. The "Salisbury University Promise" is a statement of integrity and respect for others to which we ask all new students to commit as a way of highlighting the University's values and expectations for our students.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury University views itself as a just community where there is respect for the value of global, societal and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

Mission Statement of the Salisbury University School of Nursing

Mission

The School of Nursing at Salisbury University prepares undergraduate and graduate students with the knowledge, skills, and core values integral to excellence in professional nursing practice and life-long learning. SON faculty, staff and students engage in activities to collaborate with local communities to promote optimal health outcomes.

Vision

The SON will be nationally recognized for preparing innovative nurse leaders who anticipate and navigate the challenges of dynamic, diverse, and complex health and healthcare environments to substantially improve health outcomes.

Values

As members of the nursing profession, we embrace the culture of CARE: caring, accountability, respect, and excellence. Our core values serve as the foundation of our work, how we interact with one another, and help guide the strategies we employ to fulfill our mission, vision, and strategic goals. These values include:

- **C**aring (civility, kindness, altruism, service)
- **A**ccountability (advocacy, responsibility, fidelity, lifelong learning)
- **R**espect (diversity, inclusivity, integrity)
- **E**xcellence (evidence-based practice, scholarship, innovation)

Goals

- 1.0 Provide exceptional evidence-based education to undergraduate and graduate nursing students.
    - 1.1 Enroll and graduate an exceptional and diverse student body to reflect the population we serve
    - 1.2 Foster an inclusive, interprofessional educational climate
    - 1.3 Use state-of the art technologies to deliver interactive educational experiences
    - 1.4 Recruit and retain exceptional faculty from diverse backgrounds
    - 1.5 Expand enrollments to meet workforce needs
    - 1.6 Obtain sufficient space and physical resources to meet program and student needs
- 2.0 Serve as a resource for the community.
    - 2.1 Contribute to nursing knowledge through faculty and student scholarship, leadership, and practice
    - 2.2 Expand collaborations with community-based organizations and educational institutions
    - 2.3 Engage in activities that promote health and wellness in the community
    - 2.4 Provide leadership at the statewide level in workforce development initiatives
    - 2.5 Improve the lives of individuals, families, and communities by addressing social determinants of health

Approved by NDO April 13, 2007; revised 2013, revised 5/22/17; Endorsed by SNO May 17, 2021

Section B: SCHOOL GOVERNANCE

The School of Nursing believes that students have the right as well as the responsibility to participate in the governance of the School of Nursing. Students are encouraged to familiarize themselves with their rights and to voice their opinions in matters pertaining to academic affairs. The interest and participation of students are considered vital to the development and maintenance of the academic environment.

Student Representation on SNO and on Nursing Program Committees

The Bylaws of the School of Nursing Organization (SNO) states that there shall be student representation on the following standing committees:

SNO	Includes all faculty members of the School of Nursing and carries out School business. Student members: an Undergraduate representative who is the President of the Student Nurses' Association (SNA) (or in his/her absence, the Vice President of the SNA) with voting privileges,and a Graduate representative with voting privileges.
School Standing Committees	Student members are invited to join committees as noted below with voting privileges limited to the following: general policies; curricular issues and revisions; resources and utilization issues; and programmatic effectiveness. However, students shall not attend those committee meetings nor shall they have voting privileges regarding individual admission and progression decisions, scholarship selection, and other situations in which individuals are considered for employment.
Undergraduate Curriculum	Oversees the undergraduate curriculum One first degree BSN and one second degree BSN student, both with voting privileges

Graduate Program	Oversees the graduate program curriculum and admissions Student members: Two students with voting privileges preferably one representing the Master's program and one representing the DNP Program
Resources	Oversees the resources (equipment, space, SU library) of the School of Nursing Student members: Two students with voting privileges
Student Policies	Oversees the admission, progression, and other related policies pertaining to undergraduate students Student members: Two undergraduate students with voting privileges
Program Effectiveness	Oversees program satisfaction evaluation methods Student members: Two students with voting privileges

Section C: COMMON POLICIES FOR UNDERGRADUATE AND GRADUATE STUDENTS

Official email
Students must use their SU email accounts provided to them by the University. Students will be held responsible for information communicated to them via SU email.

Plagiarism
Misrepresenting other's work as one's own is one type of academic misconduct. Students are expected to properly cite all references according to the most currently published American Psychological Association (APA) guidelines. When ideas are taken from an author, citing the source is required. Any words that are direct quotes must be placed in quotations. When statements are paraphrased, the source must also be cited accordingly. Students, who fail to do so, either deliberately or from ignorance, will be penalized. The penalty, which is based on the severity of the plagiarism, may range from deduction of points from the assignment to the issuance of an F in the course and/or removal from the course. The decision about the penalty is at the discretion of the course faculty member.

TurnItIn
Statements can be found on MyClasses Learning Management System sites for individual courses.

Expected Student Behavior

Civility
The following outlines Salisbury University School of Nursing's Civility Statement, Civility Pledge, and Civility Policy.

Salisbury University, School of Nursing, Civility Statement

According to the American Association of Colleges of Nursing, professional values and their associated behaviors are foundational to the practice of nursing. Inherent in professional practice is an understanding of the historical, legal, and contemporary context of nursing practice. As discussed in the American Nurses Association Code of Ethics for Nurses with Interpretive Statements, nurses are required to "create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect." (ANA, 2015a). The nursing profession will not tolerate violence of any kind from any source. All registered nurses and employers in all settings, including academia, must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence; to promote the health, safety, and wellness of registered nurses; and to ensure optimal outcomes across the health care continuum. The ANA Position Statement (2015) on incivility states that nurses must commit to and accept responsibility for developing healthy interpersonal relationships with one another. Furthermore, the ANA (2019) defines incivility as rude, discourteous, or disrespectful actions that may or may not have a negative intent behind them. Such statements apply to all nursing students, faculty members and staff associated with the School of Nursing. As part of professional conduct, the aforementioned individuals are expected to demonstrate civil behaviors within and outside the classroom and clinical settings at all times. Examples of uncivil behaviors include but are not limited to:

- Lack of compliance with the Salisbury University Promise
- Failure to honor appointment times
- Disrespectful and/or disruptive behavior (i.e., argumentative interactions)
- Inappropriate use of cell phones, smart phones, or related devices during class or clinical
- Holding distracting conversations
- Use of micro aggressive behaviors (i.e., making sarcastic remarks, gestures, disapproving groans)
- Sleeping in class
- Demanding make-up examinations, extensions, or other favors
- Dominating class discussion
- Refusing to answer direct questions
- Publicly diminishing an individual or organization's reputation

Incivility can also take the form of rude and discourteous actions, gossiping and spreading of rumors, and refusal to assist a classmate or colleague, all of which may offend the dignity of a coworker and violate professional standards of respect. Additional examples that may violate respect towards others include name-calling, using a condescending tone, expressing public criticism, and talking negatively about others without their knowledge. The negative impact of incivility can be significant and far-

reaching and can affect individuals, peers, stakeholders, and organizations (Clark, 2013a). Incivility is not always directed at any specific person or persons. Additionally, incivility experienced through email or other online forums affects recipients in a similar fashion as face-to-face incivility does (Clark, 2013b). Caring is one of Salisbury University's School of Nursing core values and civility is identified as a component of caring. In alignment with the American Nurses Association recommendations to demonstrate respect and a professional demeanor to help reinforce civility and positive norms, all students in Salisbury University's School of Nursing are expected to adhere to civility 'best practices' identified by the ANA (2019) including:

- Use of clear communication verbally, nonverbally, and in writing (including social media).
- Treatment of others with respect, dignity, collegiality, and kindness.
- Consideration of how personal words and actions affect others.
- Avoidance of gossip and spreading of rumors.
- Rely on facts and not conjecture.
- Collaborate and share information where appropriate.
- Offer assistance when needed, and, if refused, accept refusal gracefully.
- Take responsibility or be accountable for one's own actions.
- Recognize that abuse of power or authority is never acceptable.
- Speaking directly to the person with whom one has an issue.
- Demonstrate openness to other points of view, perspectives, experiences, and ideas.
- Being polite and respectful and apologize when indicated.
- Encourage, support, and mentor others, including new nurses and experienced nurses.
- Listen to others with interest and respect.

As a community of adult learners, Salisbury University's School of Nursing student behaviors are expected to reflect professional and ethical nursing practice. Applying key concepts of civility, professionalism, and ethical practice are essential to student success in all programs.

The following is the pledge of *integrity* and *respect for others.* All students, faculty members and associated staff are expected to abide by the values and expectations of the School of Nursing.

The Salisbury University School of Nursing Civility Pledge:

As a member of the Salisbury University School of Nursing community:

> *I will promote an ethical, respectful, and professional academic work and learning environment.*

I will strive to foster a culture of civility and kindness by treating all members of the Salisbury University community and partners including my colleagues, peers, faculty members, staff and students with dignity and respect.

I will support a learning environment that embraces the shared values of Caring, Accountability, Respect, and Excellence.

I will demonstrate these values through civil interactions with one another and a commitment to professional behaviors within and outside the classroom and clinical settings.

I will strive to bring honor to myself and the School of Nursing by adhering to civility 'best practices' identified by the American Nurses Association.

Each member of the SU SON community is responsible and empowered to seek and provide mutual support and assistance to assure that these values are reflected in our daily work and professional encounters.

Student Civility Policy

Outcome: Demonstrate Professional Behavior, Respect and Civility

Salisbury University's School of Nursing Civility Pledge Goal:

To foster an ethical, respectful, professional academic work and learning environment for all members of the School of Nursing. Provision 1 of the *Code of Ethics for Nurses with Interpretive Statements* identifies that nurses practice with compassion and respect for the inherent dignity, worth, and unique attributes of every person. This pledge is founded on Provision 1.5 of the *Code of Ethics for Nurses with Interpretive Statements*, which requires all nurses to

"create an ethical environment and culture of civility and kindness, treating colleagues, coworkers, employees, students, and patients with dignity and respect."(p4). Additionally, "disregard for the effects of one's actions on others, bullying, harassment, intimidation, manipulation, threats, or violence are always morally unacceptable behaviors." (p4).

To honor this commitment, all members of the School of Nursing commit to fostering a healthy work and learning environment that promotes respect, teamwork, collegiality, professionalism, and productive discourse. When we disagree, we will restrict our differences to the issue itself while continuing to respect the person with whom we disagree. We pledge to abide by our vision, mission, and cocreated norms and to communicate and interact with civility, professionalism, and respect.

Each student is expected to demonstrate professional behavior as reflected by the ANA Code of Ethics, ANA standards of Professional Performance and Standards of Practice. Students will fulfill professional roles including advocate, direct care provider,

and educator. Students will treat peers, faculty, members of the healthcare team, patients and families with respect and compassion. Each of these people comes from different cultural backgrounds and holds different values. Students will respect these differences providing professional, empathetic and holistic health care for all.

According to legal standards, student nurses are expected to uphold the ANA Code of Ethics. Students whose behavior does not comply with the ANA Code of Professional Conduct presented here will receive sanctions which may include but are not limited to the disciplinary action steps as outlined in the Professional Misconduct Behavior Policy. The policy can be found at Professional Behavior Concerns Policy.

A student may be dismissed on the first occurrence of incivility based on the severity of offense. A learning contract may be issued, or probation note. Incivility offenses will remain on the student's record throughout the program.

References

American Nurses Association (2015). *Incivility, bullying, and workplace violence*. https://www.nursingworld.org/~49d6e3/globalassets/practiceandpolicy/nursing-excellence/incivility-bullying-and-workplace-violence--ana-position-statement.pdfLinks to an external site.

American Nurses Association (2015a). *Code of ethics for nurses with interpretive statements*. https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/Links to an external site.

American Nurses Association (2019). *Protect yourselves, protect your patients*. https://www.nursingworld.org/practice-policy/work-environment/end-nurse-abuse/Links to an external site.

Clark, C. M. (2013a). *Creating and sustaining civility in nursing education*. Indianapolis, Sigma Theta Tau International.

Clark, C. M. (2013b). National study on faculty-to-faculty incivility: Strategies to promote collegiality and civility. *Nurse Educator*, *38*(3), 98–102.

School of Nursing Professional Behavior Policy

Professional behavior on clinical sites is expected of nursing students from the outset and throughout the nursing major. An incident of any substandard behavior of a severe nature may be the basis for dismissal from the program. Examples of such behavior could include, but not be limited to, abusive behavior towards patients, faculty, students or agency staff, intoxicated behavior, fraudulent acts of care (such as falsification of medical records), and gross disregard for patient safety either by acts of commission or omission. Salisbury University School of Nursing Professional Behavior Policy can be found at https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/_files/BehaviorPolicyHandbook.pdf

Social Media Policy

The School of Nursing supports the use of social media to reach audiences important to Salisbury University such as students, prospective students, faculty, and staff. This document serves as the office policy for student use of social media at the School of Nursing at Salisbury University. These guidelines apply to all students creating or contributing to any kind of social media affiliated with the School of Nursing. Nursing students are expected to conduct themselves in accordance with standard professional and ethical practices and abide by state and federal laws regarding privacy and confidentiality at all times. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media. Violations of privacy and confidentiality may occur intentionally or inadvertently and may result not only in dismissal from the nursing program but also possible civil and criminal penalties.

Definition

Social networks are defined as "web-based services that allow individuals to 1) construct a public or semi-public profile within a bounded system, 2) articulate a list of other users with whom they share a connection, and 3) view and traverse their lists of connections and those made by others within the system" (Boyd & Ellison, 2007). Social media includes but is not limited to:

- Blogs, and micro-blogs such as Twitter
- Social networks, such as Facebook
- Professional networks, such as LinkedIn
- Video sharing, such as YouTube, Second Life, and vlogs (video logs)
- Audio sharing, such as podcasts
- Photo sharing, such as Flickr, Instagram, SnapChat, and Photobucket
- Social bookmarking, such as Digg and Redditt
- Public comment sections on web pages (such as those for online news sites), RSS feeds, Allnurses.com
- User created web pages such as Wikis and Wikipedia, and
- Any other internet-based Social Media application similar in purpose or function to those applications described above.

Policy

- Maintain ethically prescribed professional boundaries surrounding the nurse-patient relationship in the online environment in addition to the classroom and testing areas.
- Follow HIPAA guidelines at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or web page.
- Promptly report any identified breach of confidentiality of privacy to clinical faculty or other appropriate authority.
- Protect confidential, sensitive, and proprietary information: Do not post confidential or proprietary information about the university, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Salisbury University nursing student.
- Do not transmit or place online individually identifiable patient information.
- Be familiar with and use conservative privacy settings regardless of the content on social media profiles and seek to separate personal and professional information online.
- Practice restraint when disclosing personal information on social networking sites. Even seemingly innocuous pictures and comments can impact the respect and trust patients and peers have for Salisbury University nursing students, now and in the future.

- Be aware of your association with Salisbury University School of Nursing in online social networks. If identifying yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify views as your own. When posting your point of view, neither claim nor imply that you are speaking on Salisbury University School of Nursing's behalf unless you are authorized to do so in writing.
- Understand that patients, colleagues, institutions, and employers may view postings.

In accordance with the *Nursing Code of Ethics*, it would be a violation of human rights if students:

- Take any pictures in any clinical, laboratory, or practice site without appropriate approval.
- Share, post, or transmit any personal information, health information, or images of other by way of any electronic media. Sharing this information is a violation of patient rights to confidentiality and privacy.
- Engage in communication with patients and their family members or legally appointed decision makers on social networking sites.
- Post on behalf of Salisbury University School of Nursing or as an official representative for the Salisbury University School of Nursing.
- Refer to anyone or any group in a disparaging, disrespectful, or threatening way, even if the person or group has not been identified. This includes, but is not limited to patients, families, faculty, and staff.

Considerations

- Privacy does not exist in the world of Social Media. Consider what could happen if a post becomes widely known and how that may reflect on both you and Salisbury University School of Nursing. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. Archival systems save information even if a post is deleted.
- Anonymity is a myth. Write everything as if you are signing it with your name.
- Consider the professional image you would like to portray. Future employers hold you to a high standard of behavior. By identifying yourself as a Salisbury University School of Nursing student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even patient/clients. Ensure that content associated with you is consistent with your professional goals.
- You are legally liable for what you post on your own site and on the sites of others. Individual bloggers have been held liable for commentary deemed to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts).
- If in doubt, don't post.

Consequences

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program. Please refer to the Salisbury University Policy and Procedures Concerning Student Behavior in the Health Professions Academic Programs.
- Each student is legally responsible for individual postings and may be subject to liability if

individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.)
Approved May 2014

Code of Conduct/Academic Misconduct

The University expects all students to conduct themselves in accordance with the highest standards of personal integrity and academic honesty. The School of Nursing expects all students to adhere strictly to the code of conduct and the principle and spirit of academic integrity as described in the Salisbury University "Student Code of Conduct, Policies, and Procedures" https://www.salisbury.edu/administration/student-affairs/office-of-student-conduct/

Accountability in Clinical Experiences

The faculty in the School of Nursing places a high value on student accountability, honesty, and safety in clinical experiences. Clinical experiences include learning activities that take place in campus labs, the R.A. Henson Medical Simulation Center, and in affiliating community organizations (hospitals, health department, clinics, schools etc). Accordingly, students are held to the standards of accountability, honesty, and safety in clinical performance. Accountability means that students are answerable or responsible for their actions. Personal accountability is the responsibility that students have to themselves and to the patients entrusted to their care including maintaining confidentiality related to health care under HIPAA.

Public accountability is the responsibility that students have to the University, the nursing profession and to the society in general. The primary goals of accountability in nursing are to maintain high standards of care and to protect clients from harm. Honesty is defined as demonstrating truthfulness in all one's words and integrity in one's actions. Safety is defined as protecting self, other health care providers, and clients from physical and psychosocial harm.

A student who is not responsible in a manner that the clinical instructor evaluates as serious, may be disciplined as appropriate, including, but not limited to, the assignment of a grade of "F" in the course. Examples of misconduct warranting discipline include, but are not limited to, 1) fraudulent or dishonest behavior, 2) behavior or judgment that compromises the safety of a client, 3) behavior that demonstrates continuing disregard for the rights of other members of the university community or public, 4) violation of rules of professional conduct established by accrediting or licensing bodies. Other conduct not listed here may also be grounds for dismissal from the Program and/or the University.

Dress Code for Nursing Majors

Students are to comply with dress code policies as set forth by the School, as well as the policies of the individual clinical facilities where they are assigned. While many policies are designed to protect the safety of students and patients under their care, these policies also serve to guide students to properly represent both the University and the profession. Dress code requirements will vary among healthcare agencies. Any questions regarding these guidelines and students' general appearance are to be clarified by the clinical instructor and/or the individual agency.

School of Nursing guidelines for general appearance while in the clinical setting:

1. Piercings must be limited to one small earring/stud per ear lobe. For safety reasons, students must refrain from wearing hoops or dangling earrings;
2. Fingernails must be clean and neatly trimmed (no more than 1/4 " long);
3. Long hair must be pulled back when nursing care is being given.

In addition, the following may not be permitted in some clinical agencies:

1. Visible jewelry in body piercings, including but not limited to nose, facial or tongue studs, or multiple ear piercings (including those in the upper ear and ear gauges);
2. Artificial nails and/or fingernail polish or only fingernail polish that is clear/neutral;
3. Hair of an unnatural color, as well as, glitter spray, sequins, and other similar artificial adornments;
4. Tattoos (body art)--many facilities require that visible tattoos be covered as they may be offensive to patients/families and/or public;
5. Perfumes, scented lotions, aftershaves and other scented products;
6. Facial hair (men)--if allowed, must be closely trimmed.

Students who do not comply with the School and/or clinical agency policies will be asked to remove or cover the article in order to be in compliance. Students may not be allowed to participate in clinical. Participation will be at the discretion of the instructor and/or clinical agency. Additionally, violation of the School and/or clinical agency uniform guidelines may negatively impact the clinical grade.

The University shall have no obligation to refund tuition, otherwise, accommodate the student, or make any other special arrangements in the event the student is unable to meet the individual dress code requirements of the clinical agency.

Academic Advising

Once traditional student transitions to their sophomore year, they will be assigned a faculty member from the School of Nursing. Second degree students are advised by the Undergraduate Program Chair. Ordinarily, the student will keep the same faculty advisor throughout the program. The student's faculty advisor is key to providing advice in scheduling and other academic matters.

Student Evaluation of Nursing Program

The faculty believes that a systematic ongoing evaluation is essential to the development of an educationally sound professional program. Evaluation promotes the search for effective, efficient, and innovative approaches to learning and provides quality control. It provides a sound basis for making decisions regarding modification and changes, resulting in the continuing improvement of the educational program.

Purposes of the evaluation of the program are to:

1. Determine to what extent students and graduates are prepared to meet the purposes and objectives of the professional program.
2. Promote continuous improvement in the overall program in order to better achieve these purposes and objectives.
3. Encourage personal/professional growth and responsibility of faculty and students through participation in the evaluation of the educational program.

Students participate in the evaluation process by providing written evaluations of all nursing courses and of the teaching effectiveness of faculty members. Students have opportunities to share information through student representatives to School committees, by representation on course teams, and through other informal channels of communication. Students are also asked to complete an end-of-program evaluation at the time of graduation.

Writing Formal Papers

The School of Nursing endorses the University policy for Writing Across the Curriculum. Therefore, writing assignments are included in all nursing courses. Specific guidelines are provided by the course faculty. The School mandates the resource style listed below to be followed in the preparation of formal papers. The APA style must be followed carefully and consistently.

> American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).: American Psychological Association. Website: http://www.apastyle.org

Grievance Procedures

Students have a right to grieve a grade and to grieve charges relating to academic misconduct. There are stipulated processes for such grievances. The student is referred to the *Salisbury University "Code of Community Standards"* in the event that such procedures are needed.

Requirements and Application for Graduation

Degrees of Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), or Doctor of Nursing Practice (DNP) are awarded to nursing students who have completed all required courses in their respective curricula and are students in good standing at the University. (See *Salisbury University Catalog*, "College Curricula," and the nursing program *Curriculum Guide*).

Students must submit an application for graduation to the Office of the Registrar during the semester before they graduate, typically in the first semester of their senior year. The deadline for this application is published each semester on the university website.

Section D: HEALTH REQUIREMENTS AND RELATED POLICIES

Health Examination Policy

Initial Health Physical Examination

Because our clinical agencies require specific health information, all nursing students are required to have a completed health examination submitted one MONTH prior to the start of the nursing program.

Therefore all students must have a health examination in June, July or August. **Students taking longer than three years to complete their nursing curriculum will be required to have a second health examination.** The University Student Health Center does not provide this service.

The SU School of Nursing form must be used for the health examination and may be obtained from the School's website. The student is also required to submit a Technical Standards Verification form signed by the physician/health care provider verifying that the student is both physically and mentally fit to provide safe care to patients.

Tests for Communicable Diseases

Health care workers, including students in health care clinical experiences, are at risk of contracting a variety of communicable diseases and are also at risk for spreading communicable diseases to vulnerable populations. The Centers for Disease Control (CDC) has specific recommendations for health care workers, in addition to the usual adult immunization recommendations, to better protect health care workers and the populations they serve.

The SU School of Nursing requires its students to provide proof of certain immunizations and/or immunities prior to the start of the program to assist the School in facilitating clinical placements that are required for program completion. Most, if not all, clinical sites require proof of the immunizations and/or immunities required by the program prior to clinical placement.

Please be advised that failure to receive and provide proof of immunizations (and/or proof of immunity) required by clinical sites may impact a student's ability to participate in clinical experiences that are required for program completion. Please also be advised that some clinical agencies may require immunizations in addition to those required by the program. Students with any questions about communicable diseases or immunizations should contact the Clinical Coordinator in the School of Nursing.

Initial Requirements Table of Immunizations

Tetanus, diphtheria, and pertussis (Tdap)	One time Tdap booster within the past 10 years. If Tdap booster was given more than 10 years ago, proof of Td within the past 10 years is required
COVID-19	Evidence of vaccine, either 1 dose (Johnson & Johnson) or 2 doses (Pfizer or Moderna); booster as recommended by CDC
Measles,Mumps, Rubella (MMR)	Evidence of 2 doses of MMR given at least 4 weeks apart OR Laboratory evidence of immunity (Positive titers) for each of these: Measles, Mumps and Rubella
Varicella vaccination	Physician Documentation of disease OR 2 doses of Varicella vaccine at least 4 weeks apart OR Laboratory evidence of immunity (positive titer) for varicella
Hepatitis B	Complete series of vaccinations for Hepatitis B OR has completed the first two doses of the 3-dose series of Engerix-B, and provides date for the third dose scheduled, to be completed within 8 months. Or has completed the 2 d ose series of Heplisav-B. May also provide documentation immuity via positive titer.
Tuberculosis	Proof of a two-step tuerculosis skin test (TST) at least one week apart, done within the last 12 months OR proof of two consecutive annual tuberculin skin tests (TST) completed within the last 12 months. If you have a positive result, you must provide a copy of a negative Chest X-ray report. Please also include dates of prophylaxis therapy, if completed.

Program Requirements for Theory Courses

The maintenance of health requirements throughout the program is mandatory. Students who do not maintain current CPR certification or updated immunizations, including an annual PPD and flu vaccine will be receive a 3% point deduction from the final course grade. It is the student's responsibility to read notices sent via email by the CastleBranch tracker system as well as reminders sent via email from the School of Nursing regarding upcoming requirements that are due and to submit documentation of updated requirements to CastleBranch by the due date.

Program Requirements for Clinical Courses

The maintenance of health requirements throughout the program is mandatory. Students who do not maintain current CPR certification or updated immunizations, including an annual PPD and flu vaccine, will not be allowed to participate in clinical activities. In addition to any clinical course-assigned penalty, students who do not maintain current CPR certification or updated immunizations, including an annual PPD and flu vaccine, will receive a 3% point deduction from the final course grade. Missed clinical days may, in turn, impact the student's clinical course grade and could result in course failure. It is the student's responsibility to read notices sent via email by the CastleBranch tracker system, as well as reminders sent via email from the School of Nursing regarding upcoming requirements that are due, and to submit documentation of updated requirements to CastleBranch by the due date.

Returning Students Annual Requirement

A tuberculosis screening test (PPD) is required annually. Students who submitted a previous x-ray due to a positive PPD must sign and submit a form verifying the absence of symptoms by August 15th. Students who have not finished the Hepatitis B vaccination series prior to entering the program must submit verification of completion by August 15th.

Annual Influenza Immunization Requirement

Annual influenza vaccination is required of all SU nursing students with submission of documentation to Castlebranch.com. Students who are not in compliance with this requirement will not be permitted to participate in clinical experiences. This vaccination is generally available on campus during the fall semester (at a small charge to students) or at local clinical agencies (free of charge).

Waiver of Receipt of School of Nursing Required Immunization(s)

If a student is unable to receive a required immunization(s) because of a medical contraindication, they must sign a Waiver of Receipt of School of Nursing Required Immunization(s) form prior to each academic year for which they are not able to fulfill the requirement. *The Waiver of Receipt of Required Immunizations must be signed by a licensed healthcare provider.*

Uploading Relevant Information to Tracker Service

Students are supplied with detailed instructions to submit the completed documents to the online service known as Castlebranch.com where student health records will be confidentially maintained. Submitted materials are reviewed to verify that the student is eligible for participation in the clinical courses. Students are responsible for the annual cost of this service. No student will be allowed in a clinical agency without fulfilling this requirement. The student may also send a copy of the completed health record to the University Health Center.

Health Maintenance by Students

Significant Change in Health Status

Students must report any significant change in their health status that impacts their ability to meet the SU Nursing Program technical standards or be in compliance with the health requirements outlined on the Technical Standards Verification form. *By definition, any situation that curtails clinical performance activities for more than one clinical absence or creates a pattern of absences (e.g. every other week), and/or involves a hospitalization/medical observation will be considered a "Significant Change in Health Status".*

The following are common examples (not an exhaustive list) of changes in health status: diagnosis of mononucleosis or other infectious/communicable illnesses/diseases, disabling headache lasting more than one clinical week, fractures or other injuries affecting physical ability, hospitalizations, behavioral health issues, or other emergency events.

A variety of factors, including length of time (more than one clinical absence or a pattern of absences), hospitalization/medical observation, clinical agency policies, and adherence to the usual standard of medical care, will enter into the determination of what kind of documentation is required before a student can return to clinical experiences.

1. **The Length of Absence from Clinical.** If the resolution of the health problem requires more than one clinical absence, the Change of Health status will be deemed significant and will require documentation and signature by a provider stating that the student meets technical requirements.
2. **Hospitalization/medical observation** will be considered a significant change in health status and will require documentation and signature by a provider stating that the student meets technical requirements.
3. **Compliance with Clinical Agency Policies**. SU Nursing students and faculty must meet the health requirements of our clinical affiliates. If a student has had a significant change in health status as determined above, documentation and signature by a provider stating that the student meets technical requirements will be required.
4. **Adherence to the usual Standard of Care**. If medical, psychological, and other types of interventions are ordinarily part of care, [e.g., rest, limitation of weight-bearing, use of casts/boots, crutches, restrictions on lifting, medications that alter cognition, etc.], students may not return to clinical until they provide documentation and signature from a provider stating that the student meets technical requirements.

Clinical instructors will assess the situation regarding student clinical participation. The instructor, in consultation with the Course Coordinator and the Clinical Coordinator of the SU School of Nursing, will *make the decision as to whether the student has had a "Significant Change in Health Status" and the kind of documentation needed prior to returning to clinical.*

Student Responsibilities for Significant Change in Health Status

The student must be aware that:

1. Suspected changes in health status must be reported to clinical instructors.
2. Clinical agency policies regarding health requirements may vary widely from location to location and by the population served e.g. policies for working with pregnant women, infants, and children are generally stricter.
3. After a "*Significant Change in Health Status,"* a new, updated Technical Standards Verification form and or note must be completed and signed by a licensed health care provider indicating that the student is safe to return to clinical experiences.
4. Clearance to return to clinical experiences will not be granted until all medical documents have been uploaded and accepted by the Immunization Tracker system.

Standard Precautions

Due to the nature of the practice of nursing, students may come in contact with patients or specimens

capable of causing disease. Thus, it is critical that infection control techniques and precautions be followed. Appropriate standard precautions and needle and sharps precautions, as defined by the Centers for Disease Control, are followed by the School of Nursing. Each year, every nursing student must complete training on "Standard Precautions" to prevent the transmission of blood-borne diseases.

In order to limit transmission of blood-borne diseases, students are not permitted to perform invasive procedures on themselves or other students in the Nursing Resource Lab. Invasive procedures include, but are not limited to, any form of injection or venipuncture. In addition, students may not practice invasive procedures on themselves, other students, or agency staff in the clinical setting. However, students are permitted to perform invasive procedures in clinical care settings on clients with direct supervision of appropriately licensed personnel. During such procedure, students could potentially be exposed to blood or body fluids. There is also the potential for exposure during university flu clinics that are staffed by nursing students under the supervision of nursing faculty.

Standard precautions should not be relaxed for any reason. Despite the careful practice of standard precautions, it cannot be guaranteed that students will not be exposed to blood and body fluids. This policy delineates what students and clinical faculty should do in the case of actual or suspected exposure.

General Procedure Following Exposure, Illness, or Injury

If an exposure/illness/injury occurs during student experiences, the student is responsible for immediately reporting the incident to the clinical faculty and to the agency where the incident occurs. The initial care following any injury, illness or exposure to blood or body fluid which happens to a student during clinical experiences may be done through the clinical agency or through the student's provider of choice (private medical provider or urgent care) as determined by the student. If the incident incurred by the student while at an agency with a clinical affiliation agreement with the University and the student so chooses, the initial care should be handled following the same procedure used for employees of the agency (for example, the emergency department, employee health, or county health department). Regardless of the place for initial care (agency or private medical provider), the student or the student's appropriate insurance carrier will be responsible for any and all charges incurred. The post-exposure or follow-up care should be conducted by the student's choice of private medical provider**.** While students are not required to maintain their own health insurance, they are urged to doso. Such exposures are to be reported to the Clinical Coordinator by the Course Coordinator.

Exposure to Blood or Body Fluids

Any blood or body fluid contamination by percutaneous, mucous membrane or increased risk of skin exposure is considered a MEDICAL EMERGENCY. Therefore, it is imperative that the student notifies his or her clinical instructor immediately after any exposure has occurred (even if only suspected exposure) so that appropriate investigation, follow-up, and prompt post-exposure prophylaxis can occur. Post-exposure prophylaxis, in some circumstances, should begin within one to two hours following exposure.

It is strongly recommended in the case of exposure that the initial care is provided by the agency in which the exposure occurred since the agency may be in the best position to facilitate testing of the

source patient. If exposure occurred outside an agency capable of providing appropriate testing, the clinical faculty should contact the appropriate manager/supervisor of the agency to elicit the support of that person to deal with the source patient. The manager/supervisor will facilitate obtaining consent for testing from the source person and refer the person to the local health department. Expenses for the lab testing, in this case, will be borne by the agency or the county health department.

Summary Steps: Exposure Procedure

In the event of actual or suspected exposure:

1. The student will **immediately** flush mucous membranes with water or saline and cleanse wounds thoroughly.
2. The student will report exposure to the clinical instructor **immediately** in order to have the clinical instructor provide further information and to facilitate prompt investigation into the incident and referral treatment, if necessary.
3. The clinical instructor will RECOMMEND to the student that the student seeks initial care in the agency's appropriate area of care (the emergency department, employee health, or county health department). However, the student may choose to seek initial care through his/her own medical provider. In this case, the student may be excused from clinical to seek medical care.
4. The clinical instructor will notify the clinical course coordinator and the Clinical Coordinator (text message, email, or phone call) that an actual or suspected exposure has occurred.
5. The clinical instructor will assist the student in completion of the documentation of the incident in the clinical agency.
6. The clinical instructor will complete the appropriate departmental form, "Report of Unusual Occurrence" found on the "O" drive under "Forms". This form should be submitted to the Clinical Coordinator within 5 days.
7. The post-exposure care should be conducted by the student's choice of medical provider.

CPR Certification

Current certification in cardiopulmonary resuscitation (CPR) by the American Heart Association or the American Red Cross is required for all students. The course must be designed for a health care provider. Students are supplied with detailed instructions to submit the completed document to the online service. The proof of CPR certification must be uploaded and approved in order to participate in any nursing clinical course.

Liability Insurance

Students are automatically billed by the University each semester that the student is registered in a clinical nursing course for malpractice insurance (extent of coverage is $1,000,000-3,000,000).

Drug Screen Testing

Due to changing clinical site and agency regulations, Salisbury University students who accept admission to any the nursing program (BSN, MSN, DNP) must now complete drug screen testing to participate in clinical experiences. This testing is managed through the PreCheck system. Instructions for completion are provided by the School of Nursing. The cost of testing is the responsibility of the student. It is highly possible that in the near future all students may be required to undergo additional drug screen testing for some or all clinical experiences including both routine and random drug screening. The School of Nursing will provide information for students as it becomes available. Students who do not complete this requirement will be unable to remain in their respective programs.

Policy on Alcohol/Drug Use
The School of Nursing recognizes that alcohol abuse and drug use are societal problems that can affect nursing students, faculty, and all in the profession. These problems can adversely influence the learning environment, and persons with impaired judgment and skills are not safe in providing care in any health setting. ***Students must be free of alcohol and illicit drugs in order to participate in any clinical experience.***

Education
The School of Nursing is committed to including education on drug and alcohol use in the curriculum. The faculty and students will be educated on the recognition of symptomatic behaviors, their adverse consequences in a health care setting, the belief that drug and alcohol problems are amenable to treatment and rehabilitation, and the philosophy that those individuals in the profession with addictive illnesses should be given the opportunity to seek treatment. These beliefs are articulated in the position statement of the American Association of Colleges of Nursing (AACN), the Maryland Board of Nursing, the SU Code of Conduct, Policies, and Procedures, and the SU Nursing Student Handbook.

Clinical Placement Drug and/or Alcohol Testing
If a student is rejected for placement by a facility based on the results of a positive drug and/or alcohol test, the student will be counseled on his/her rights to challenge the results of the test. If the student challenges the results and is unsuccessful, the student will be referred to the SU Student Health Center for further evaluation and treatment. The student will not be permitted toparticipate in the clinical rotation and may face disciplinary action within the School of Nursing and the University. Such disciplinary action may range from failure in the nursing course through dismissal from the nursing program and/or dismissal from the University. Any disciplinary proceeding that may be initiated will be conducted according to the School of Nursing Student Handbook Disciplinary Procedures and/or University Student Code of Conduct, Policies, and Procedures, as appropriate.

Students Found to Be Under the Influence of Illicit Drugs and/or Alcohol
Students must be free of alcohol and illicit drugs in order to participate in any clinical experience. Students in violation of drug and alcohol policies detected by behavioral signs and symptoms may be subject to disciplinary action ranging from failure in the nursing course through dismissal from the nursing program and/or dismissal from the University. Students evidencing behaviors in clinical settings including but not limited to, alcohol on breath, pupillary changes, slurred speech, motor incapacities, or other signs and/or physical symptoms suggesting impairment, will be questioned by faculty. If in the faculty member's judgment, it is reasonable to believe that impairment exists, then students will be asked to leave the clinical setting **immediately**. Family, friends, or public safety officers are expected to provide safe transportation for the student away from the clinical site. Students will also be referred to the SU Student Health Center for evaluation and treatment. Any disciplinary proceeding that may be initiated will be conducted according to the School of Nursing Student Handbook Disciplinary Procedures and/or University Student Code of Conduct, Policies, and Procedures, as appropriate.

Disciplinary Action
Discipline for alcohol and/or drug violations will be implemented in accordance with the Policy on Behavior of Health Professions Handbook and/or the SU Student Code of Conduct, Policies, and Procedures. Sanctions imposed for alcohol and/or drug violations range from course failure to suspension from the Nursing Program and/or the University for typically one year, to expulsion from the Nursing Program and/or University.

Procedures for readmission to the Nursing Program after a drug/alcohol related suspension are described in the Nursing Program Student Handbook Disciplinary Procedures – Procedures for Readmission. Students seeking readmission after a drug/alcohol related suspension will typically have to satisfy conditions prior to readmission, as well as conditions after readmission, including, but not limited to, providing the School of Nursing with evidence of the student's rehabilitation and continuing rehabilitation efforts, as well as evidence that the student is safe to return to the program and unlikely to incur future violations. A second documented incident of unsafe impaired behavior or violation of the drug/alcohol policy will result in expulsion from the nursing program with no possibility of re-entry.

The University has no obligation to refund tuition and fees, or otherwise, make accommodations if a student's drug/alcohol policy violation renders them ineligible to complete required clinical experiences and courses or obtain a license to practice nursing.

Criminal Background Check
Due to changing clinical site and agency regulations, Salisbury University students who accept admission to the nursing program will likely be asked to undergo one or more criminal background checks in order to participate in some clinical rotations. It is highly possible that in the near future all students will have to undergo criminal background checks for some or all clinical experiences. The School of Nursing will provide information for students as it becomes available and it will be the students' responsibility to assume the responsibility of the cost and have the background check completed.

Students are advised that if they have been convicted of a felony or have pled nolo contendere to a felony or to a crime involving moral turpitude, they may not be eligible for some clinical placements and may be unable to complete program requirements. Likewise, they may be ineligible for licensure as a Registered Nurse in some states including Maryland.

All students must sign a Notice of Possible Implications of Criminal Convictions and Required Criminal Background Checks. This form states that the student is aware of the possibility of a criminal background check and the implications for licensure if they have a criminal background. The student is responsible for the cost of the criminal background check.

TRANSPORTATION

Learning experiences are planned in various health care facilities, community agencies, and other selected sites. **Please note: Nursing students are responsible for providing their own transportation to and from assigned clinical experiences**. **As with everyday life, students are individually responsible for assuring their own safety.** Students must therefore have access to individual transportation. Students traveling for lab or clinical experiences may have additional expenses for travel.

SCHOOL RESOURCES

The Lucy Tull Nursing Resource Laboratory and the Health Assessment Laboratory

The Lucy Tull Nursing Resource Laboratory and the Health Assessment Laboratory comprise the Nursing Resource Laboratories and are located on the second floor of Devilbiss Hall. The purposes of the NRLs are twofold: providing a simulation of a clinical setting for the practice and mastery of clinical nursing skills and providing a place for study.

Richard A. Henson Medical Simulation Center

Simulation experiences typically involve high-fidelity medical manikins which can beremotely controlled to enact planned scenarios demonstrating various clinical events. The simulation experiences are video recorded (typically with multiple cameras) for later review by instructors and students. Alternatively, 'standardized patients' (trained actors) may interact with student clinicians and portray various illnesses (e.g. mental health symptoms). The interactions between student and 'standardized patient' are video recorded for later review and feedback. The Richard A Henson Medical Simulation Center is located at 106 Pine Bluff Road.

SALISBURY UNIVERSITY RESOURCES

The University provides additional services to facilitate student success. These include personal and career counseling, study skills enhancement, test taking strategies, and reading and writing tutoring. Students may contact these offices themselves or ask their faculty advisor to do so. Occasionally, faculty may require students to seek assistance from these offices.

University Computer Labs

University computer labs are located in Fulton Hall, the Guerrieri Academic Commons, and the University Center. Some lab hours are reserved for formal classes, but each lab has open hours every week. Hours of operation are posted early each semester on the information technology website. Student monitors are always available in the labs whenever they are open. All computers in these labs are linked to the SU network providing access to Microsoft office products, statistical packages, e-mail and the internet. Several nursing applications are also available through the Network Application Launcher Icon.

University Writing Center
The University Writing center offers a place where writers can meet to talk about their work with trained consultants. Their services are free of charge to any member of the Salisbury University community. Appointments can be made online at http://www.salisbury.edu/uwc/.
Walk-ins are accepted if a consultant is available.
Writing Center Highlights:

- All sessions are confidential
- Assistant available for any kind of assignment
- Assistance can be given at any stage of writing (rough draft or final work)
- Individual or group sessions available

Writing Center consultants all have strong writing skills and backgrounds in multiple disciplines of academia - not just English. The writing center is located in Room 260 at the Guerrieri Academic Commons Phone: 410-543-6332 (or Salisbury University extension 36332).
For questions: please contact http://www.salisbury.edu/uwc

Information for Veterans
Salisbury University is committed to providing quality services and programs for veterans. We recognize and appreciate your service to and sacrifice for our country, and we look forward to assisting you as you achieve your educational and career goals. Please visit http://www.salisbury.edu/veterans for more information.

Career Services
Students are encouraged to contact the center in order to facilitate the development of a resume for professional purposes. This would include activities related to professional development, letters of recommendation, etc. The website is at http://www.salisbury.edu/careerservices/

Guerrieri Academic Commons
Many nursing courses identify required readings that are kept on reserve in the Academic Commons. A reference librarian, appointed as the primary resource person for the School of Nursing, will assist students in locating literature, journals, and other related resources. The librarian will also assist students with computer searches. Several databases of health care related journals are available in the library and/or via the library website. For more information, go to the website of the Library at http://www.salisbury.edu/library/

Center for Academic Achievement
The Center for Student Achievement is located in Room 270 of the Guerrieri Academic Commons, (410-677-4865). The mission of the Center is to enhance student learning, academic success and personal growth through engagement in the Salisbury University academic community. For more information, go to the website http://www.salisbury.edu/achievement

Part II. Undergraduate Nursing Program

Section A: OVERVIEW OF BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAMS

Baccalaureate preparation for the practice of professional nursing requires a substantial liberal education base for the study of the theory and practice of nursing. The courses that students take prior to the beginning of the upper-division nursing courses comprise the liberal arts and sciences as a foundation for nursing. At Salisbury University, we have 3 courses of study that lead to a BSN degree.

Traditional BS in nursing for 1st BSN degree seekers who wish to become registered nurses. In this four-year program, the first two years focus on general education and supporting courses that provide the foundation for a liberal education as well as the nursing major. These courses are offered at Salisbury University, or students may transfer approved, comparable courses from other educational institutions.

The nursing component of the curriculum is four semesters in length. Courses in the theoretical basis of nursing practice with a wide variety of related clinical laboratory experiences are developed and taught by faculty of nursing. Clinical laboratory experiences are designed in collaboration with health care delivery institutions and other health related agencies in the area.

BS in nursing (2nd-degree students) for those with a bachelor's degree in another field who wish to make a career change. The curriculum, acknowledging the education, career and life experiences of the individual requires fewer pre-requisites for the nursing courses than the basic baccalaureate nursing program of study. Students may complete the second bachelor's degree (BSN) in three semesters of full-time study over 12 months or 16 months.

RN to BS for registered nurses (RNs) who already hold a resident state or compact state license as an RN. The students typically have a previous Associates Degree or Diploma Degree in Nursing, and may or may not already hold a Bachelor's Degree in a non-nursing field. Depending on the individual's academic coursework, the RN to BSN may be completed in one year of full-time study.

Clinical Placements and the Nursing Curriculum
Regardless of track, clinical placements for any given nursing course will be made on a space-available basis in clinical agencies. Placements in agencies within the City of Salisbury, Wicomico County, or the State of Maryland are not guaranteed. Placements will ordinarily be on the Eastern Shore of Maryland, Delaware, and the Eastern Shore of Virginia. Requests by students for specific placements can sometimes be honored, but there is no guarantee of this.

Students should be aware that drug testing and background checks are commonly required by clinical agencies. Students who have been convicted of a felony, or have pled *nolo contendere* to a felony or to a crime involving moral turpitude, may not be eligible for some clinical placements and may be unable to complete program requirements. Likewise, they may be ineligible for licensure as a Registered Nurse in some states, including Maryland.

Section B: STANDARDS OF PRACTICE AND ACCREDITATION

The Salisbury University Nursing Programs were developed and guided by the following standards and documents:

American Association of Colleges of Nursing (AACN). (2021). *The Essentials: Core Competencies for Professional Nursing Education*.

American Nurses Association (ANA). (2021). *Nursing: Scope and Standards of Practice. 4th ed.* Washington, D.C.: Nursebooks.org.

Commission on Collegiate Nursing Education (CCNE). (amended 2018). *CCNE Standards for Accreditation of Baccalaureate and Graduate Programs.*

Maryland Board of Nursing (MBON). (2017). *Nurse Practice Act. Annotated Code of Maryland, Health Occupations Article, Title 8; Code of Maryland Regulations Title 10, Subtitle 27.03.(*Last Updated: April 6, 2021).

Section C: END-OF-PROGRAM STUDENT OUTCOMES FOR UNDERGRADUATES

Salisbury University prepares undergraduate nursing students in accordance with the *ANA Standards and Scope of Practice, 4th ed.* (2021) and the *CCNE Standards for Accreditation of Baccalaureate and Graduate Programs* (amended 2018). Upon completion of the undergraduate program students will be able to:

Integrate knowledge from the liberal arts and sciences into nursing practice. (EBEPNP 1) (Cognitive Level: Synthesis)

Practice holistic nursing care with individuals, families, groups, and communities, across the lifespan and across the continuum of healthcare environments. (EBEPNP 2) (Cognitive Level: Applying)

Integrate health promotion and disease prevention strategies to improve the health of individuals and populations across the continuum of care. (EBEPNP 3) (Cognitive Level: Creating)

Utilize research findings and best evidence applicable to direct and indirect care. (EBEPNP 4) (Cognitive Level: Applying)

Assess factors that impact quality, safe, and equitable care of individuals and populations. (EBEPNP 5) (Cognitive Level: Evaluating).

Demonstrate interprofessional collaboration to improve health outcomes. (EBEPNP 6) (Cognitive Level: Applying).

Identify resources to provide safe, quality, and equitable care to diverse populations. (EBEPNP 7) (Cognitive Level: Understanding)

Utilize information and communication technologies and informatics processes to manage and improve the delivery of safe, high-quality, and efficient healthcare services. (EBEPNP 8) (Cognitive Level: Applying)

Develop a professional identity that includes accountability and behaviors that reflect nursing's characteristics and values. (EBEPNP 9) (Cognitive Level: Creating)

Recognize the role of self-awareness to foster leadership development, lifelong learning and well-being of self and the profession. (EBEPNP 10) (Affective Level: Valuing)

Revised Learning Outcomes Adopted 5/18/23

Section D: COURSES OF STUDY

Curriculum Guides

Curriculum guides outlining the courses of study for undergraduates for the baccalaureate degree in nursing can be found at the following:

First Degree Traditional BSN

https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/first-bachelors.aspx

Second Degree

https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/second-bachelors.aspx

RN-BSN for Registered Nurses

https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/rn-to-ms.aspx

Section E: UNIFORM POLICIES for UNDERGRADUATE NURSING MAJORS

Approved student handbook revisions (5/12/17)

Attire for Pre-Clinical Experiences

Professional dress:

1. Dress slacks/pants (no jeans, leggings, or shorts), dress or skirt below the knee-length or longer
2. Knit golf-style shirt or dress shirt
3. White or maroon scrub jacket or lab coat with SU logo must be worn
4. SU Identification badge obtained from the Gull Card office (this is not your SU ID)

Hospital/Clinical Uniform:

1. The clinical uniform consists of a scrub top and bottom.
2. Closed-toe, primarily white or black shoes; the construction of the shoe should be of a material that is impermeable to liquid. Clogs are permissible but should not have holes/perforations.
3. White or maroon scrubs with SU logo must be neat, clean, pressed, well-fitted, and in good repair.
4. White or maroon scrub jacket or lab coat with SU logo may be worn over scrubs
5. SU Identification badge obtained from the Gull Card office (this is not your SU ID)
6. Long sleeve undershirts may be worn under scrub shirt as long as they are a solid color (white, black, maroon, or gold) without any prints or graphics.

Community-based Clinical Uniform

1. Name badges serve as official identification for an SU nursing student and must be visible.
2. Some community-based clinical experiences will require that the nursing student wear the Salisbury University uniform. In that instance, the uniform should be neat, clean, pressed, well fitted and in good repair.
3. In some courses students may need to wear business casual attire. This means the student should appear to be aspiring to the role of a professional nurse. Jeans, leggings, tight or revealing clothing and tee shirts are not permitted. Shoes or boots should be sensible for the setting, the student must consider each clinical setting carefully.
4. In a community-based setting the best guide for appropriate attire will be the student's preceptor and/or the clinical faculty.

Uniform requirements will vary among agencies and clinical specialties. Students must clarify requirements with their clinical instructors.

Care of Uniforms
Students must wear clean and pressed uniforms to each clinical experience. Uniforms (including lab coats or scrub jackets if worn in patient rooms) should be laundered after each clinical experience to prevent contamination.

It is recommended that uniforms be laundered separately from general household laundry, using soap and water and that thorough tumble-drying be utilized to achieve thermal disinfection.

Important to Note:

No part of the uniform with the SU nursing should be worn for any type of non- school related social activity. It is acceptable for the student to perform personal duties traveling to and from clinical while in uniform, but the student will use good judgment and must recognize the fact that they are representing the Salisbury University School of Nursing while in uniform.

Section F: STUDENT NURSES ASSOCIATION (SNA)

The Student Nurses' Association of the School of Nursing is an official campus organization that is an affiliate of the Salisbury University Student Government Association. All majors in the Undergraduate Nursing Program are members of this dues- free organization.

This organization offers opportunities for self-governance and leadership and provides an official means for channeling student views and concerns to the faculty. It also offers opportunities for students to become involved in professional and community service.

The Student Nurses' Association meets regularly during the academic year. Information concerning the meetings and activities of the Student Nurses' Association is in the School of Nursing.

Section G: ACADEMIC POLICIES
APPLICATION AND ADMISSION TO THE NURSING MAJOR

Details of specific application processes for all undergraduate programs can be found at this website: https://www.salisbury.edu/explore-academics/programs/undergraduate-degree-programs/majors/nursing.aspx

FIRST-DEGREE TRADITIONAL BACHELOR'S DEGREE STUDENTS

Application and admission to upper division (junior/senior level core curriculum) nursing courses within the major is a separate process from application and admission to the University. Admission to the University does not guarantee acceptance to begin the upper division nursing courses. Students are eligible to begin the upper division required nursing courses upon successful completion of the admission requirements (including all science and prerequisite courses) and approval by the School's Student Policies Committee. That is, students must complete all prerequisites prior to the fall semester of the junior year, request official transcripts from all colleges other than SU be sent to the SU registrar's office, and inform the School of their request to be considered to begin the upper level courses. The application process for the School of Nursing is online through Nursing CAS. Nursing CAS is a third-party system that compiles all documents required for admissions. All transcripts including SU transcripts must be sent to CAS and verified. All information and deadlines related to applying through CAS can be found at this website: https:// www.salisbury.edu/academic-offices/health-and-human-services/nursing/first-bachelors.aspx

Decisions regarding permission to begin the upper division nursing courses occur during the spring semester of the applicant's sophomore year, and students are notified of their status in writing approximately at the end of March. Accepted applicants begin upper division courses the following fall semester. Due to course sequencing, students are admitted to the upper division nursing courses in the fall semester only. All applicants are considered on a competitive and space-available basis. Decisions to accept students to the upper division courses are holistic in nature and include information from cumulative GPA(s) from SU and/or all institutions attended, overall academic record, and having completed, or a plan to complete, all prerequisites prior to the start of the fall semester.

SECOND BACHELOR'S DEGREE STUDENTS

Admission of Second-Degree students is a **two-step process**. Students must **first apply and be accepted to Salisbury University**. Once admitted to the University, the student must **then apply to the School of Nursing** through Nursing CAS as described above**.**

Admission Requirements for the Second Bachelor's Degree Program
Applicants for admission to the Second-Degree program must meet all University requirements and be admitted to the University by the Admissions Office. Once admitted to the University, applicants are reviewed by the School of Nursing for admission to the Second-Degree program. Admission is competitive and is based on an evaluation of the applicant's overall qualifications.

In order to be eligible for admission to the Second-Degree program, students must meet the following requirements:

1. Students must have completed a bachelor's degree from an accredited college or university with a recommended minimum cumulative grade point average for previous academic work of 3.0 on a 4.0 scale.
2. International students must demonstrate proficiency in the English language. Additional Salisbury University requirements for admission of international students must be met. All international applications will be reviewed by a University International Student Admissions Counselor.
3. Applicants must demonstrate mastery in the following subjects: basic statistics, microbiology (equivalent to SU BIOL 211), anatomy and physiology (all body systems-equivalent to SU BIOL 215 & BIOL 216), chemistry (equivalent to SU CHEM 121) and pathophysiology (equivalent to SU HLSC 301). Mastery may be established by earning academic credit for course work or by successfully challenging a department exam given for the course. Arrangements for challenge exams must be made by the student with the appropriate academic departments.
4. Enrollment in the nursing program will be conditional upon successful completion of the prerequisites prior to the start of the fall semester.

RN STUDENTS

This RN-BSN program is for RN students (currently licensed as an RN) pursuing a BSN as a nursing major. A total of 120 credits must be completed to earn a BSN degree. Upon admission to the nursing major at Salisbury University, students may receive up to **sixty (60)** academic transfer credits from their Associate Degree Program. They will therefore need to complete additional credits (see checklist below) for the BSN degree. At least 30 of the credits must be upper division courses taken at SU. Upon satisfactory completion of all prerequisite and required coursework, Registered Nurses with an active unencumbered Maryland or compact RN license will be awarded 30 additional credits after completion of all required coursework at Salisbury University. See link for additional information. https://www.salisbury.edu/explore-academics/programs/undergraduate-degree-programs/majors/nursing.aspx

REQUEST FOR PART-TIME ENROLLMENT IN NURSING PROGRAM

Students accepted to 1st-degree upper division courses are expected to complete the nursing curriculum on a full-time basis. *In the rare case of an extenuating circumstance(s)* that precludes one from continuing as a full-time student in the major, the student is to meet with his/her academic advisor to discuss the situation including the development of a modified progression plan for the part-time study. The student must prepare a written request noting the reason(s) requiring part-time status and for what period of time he/she wishes to enroll part-time (current, upcoming semester only, or on an ongoing basis, etc.). This written request, along with any relevant documentation, is to be submitted to the Chair of the Student Policies Committee (SPC) for consideration by the Committee.

The Committee will make every effort to notify the student of the decision within ten (10) business days of receiving the written request. In the event that the part-time enrollment request in the major is granted by SPC, the Program Chair will be notified. The student will then meet with his/her academic advisor to review the modified progression plan, a copy of which will be placed in the student's file.

Section H: PROGRESSION POLICIES FOR ALL UNDERGRADUATE NURSING STUDENTS

Once students are accepted into the nursing program, every effort is made to promote successful completion. Students who experience difficulties in a particular nursing course should first meet with the course faculty or coordinator to discuss their status and any specific strategies to enhance success. They may also consult with their nursing academic advisor to discuss strategies or concerns regarding progression.

Section I: GRADING POLICIES

GPA Maintenance Requirements

After admission to the first nursing course at Salisbury University, a minimum cumulative grade point average (GPA) of 2.0 with a grade of "C" or higher in all required nursing courses must be maintained for progression and continuance in the nursing program. Students whose cumulative GPA falls below 2.0 will not be permitted to take any required nursing courses until they are in good academic standing as defined in the *Salisbury University Catalog*.

Students who earn less than a "C" in any required nursing course must retake the course and earn a grade of "C" or better to continue in the program. This policy applies to any course taken to satisfy the School's graduation requirements, including the one nursing elective course required for first-degree students and the two nursing elective courses required of RN to BS students. Elective courses must be taken as *graded* courses (A, B, C, D, F) to satisfy graduation requirements. Students taking any additional nursing elective courses beyond the required elective course(s), may take it in the "pass," "satisfactory," or "audit" grading option.

Students may repeat only ONE required nursing course ONE time. Therefore if a student earns a grade of less than "C" in two courses with a NURS prefix, even if one of the courses is a nursing elective or a course already being repeated, they will be dismissed from the nursing program.

Course Grades in Required Nursing Courses
Student evaluation for both the theoretical and clinical courses is based on the achievement of specific course objectives. These objectives are presented in the course syllabus of each nursing course. A final course grade of "C" or better in required nursing courses, both theory and clinical, is necessary to advance in the nursing program. Students should consult their course syllabi for detailed delineation of course grading procedures.

Theory Courses

In order to achieve a final course grade of "C" or better in a theory course, the student must achieve a final course grade of ≥ 70%. The grade will include unit tests, papers, projects, and final exams. Tests, papers, and projects will be weighted by specific courses. All courses determine the exact weight of their exams, papers, and projects. The final grade will be a weighted grade.

The Department grading scale for theory courses is as follows:
A ..... 90 - 100%
B ..... 80 - 89%
C ..... 70 - 79%
D ..... 60 - 69%
F ..... Below 60%

Clinical Courses

In order to achieve a final course grade of "C" or better in a clinical course, the student must achieve a final grade of "C" or better in the course objectives listed in the course syllabus. The determination of grades is made by the clinical instructor based on the quality of students' clinical performance of clinical objectives.

The Department grading scale for clinical courses is as follows:
A ..... Outstanding
B ..... Very good (Above Expected)
C ..... Satisfactory (Expected)
D ..... Less than satisfactory
F ..... Unsatisfactory

Repeating Nursing Courses

Approximately two weeks after grades are posted, students who have earned grades of "D" or "F" in required nursing courses will receive a letter indicating when the course may be repeated, along with recommended changes to their progression plan. First-degree and second-degree students will receive this letter from the Student Policies Committee. Within two weeks of receipt of this letter, students must notify the Chair of Student Policies Committee in writing of their plans.

Because only one required nursing course may be repeated, those students receiving a second grade of less than "C" either in a repeated course or any other required nursing course, will receive written notification that they are dismissed from the nursing program. They will also be referred to the College of Health and Human Services Advising Coordinator.

Withdrawal from Nursing Courses

Students who withdraw from one or more nursing courses during a given semester must submit a formal letter requesting to re- enroll in the program noting the reason(s) for withdrawal. This letter requesting re-enrollment in the nursing program must be submitted to the Student Policies Committee by June 1st for re-enrollment in Fall or January 1st for re-enrollment in Spring. The designated committee will consider the reason for withdrawal, as well as, the student's entire academic record when making a determination about re-enrollment in the program. Students who withdraw from required courses and/or the nursing program for any reason are not guaranteed re-enrollment.

Section J: DISMISSAL POLICIES

Suspension or Dismissal from the University

In the event that a student is suspended or dismissed from the University for any reason, a letter from the student requesting readmission to the nursing program must be submitted to the Student Policies Committee by June 1st for re-enrollment in Fall or January 1st for re- enrollment in Spring. Students who are suspended or dismissed from the University are not guaranteed readmission to the nursing program. A student who is dismissed from the University for any reason is automatically dismissed from the program.

Section K: ADDITIONAL LEARNING RESOURCES

Elsevier Adaptive Quizzing (EAQ)

EAQ is a formative assessment tool that serves up personalized questions to help students succeed in their courses and study more effectively for high-stakes exams including the NCLEX-RN licensure exam. Students will have assignments in EAQ in many of their courses throughout the nursing program.

Nursing Resource Laboratories (NRLs)

The Nursing Resource Laboratories (NRLs) are comprised of the Lucy Tull Nursing Resource Center and the Health Assessment Lab. They are located on the second floor of Devilbiss Hall. The purposes of the NRLs are twofold: providing a simulation of a clinical setting for the practice and mastery of clinical nursing skills and providing a place for study.

The NRLs are open approximately 25 hours a week and are staffed by lab assistants who are usually senior level nursing students. It is the responsibility of the lab assistants to assist students in skill practice and promote competency by verification of mastery of each skill. In addition, the lab assistants are available to assist students in using other resources in the labs and may be able to assist students studying for various nursing courses. Individual tutoring is also available by appointment/and or request by faculty.

The NRLs contains a variety of materials and equipment to augment the nursing student's individual learning and to be used in the education of the community through the student's clinical experience. Some equipment may be borrowed from the lab and policies are in place for check out of certain items to students. The NRLs also have a small library of books and journals available for use in the lab as well as check out.

A small number of networked computers, located in the lab, provide access to nursing related software and DVDs. Students may use instructional materials in the lab at any time during open lab hours. The lab assistants can assist in setting up a viewing station for an individual student or a small group.

Any comments concerning the operations of the lab, supplies, equipment, etc., should be directed to the coordinator of the NRLs, the student lab coordinator, or the Resources Committee of the School of Nursing.

Near the end of the spring semester, application packets for NRL lab assistant positions are distributed. Any student interested in a position as a lab assistant should submit the completed application with two faculty recommendations to the lab coordinator.

NRL Guidelines for Skills Mastery

There are two types of clinical skills, those needing practice time and competency verification by a lab assistant and those that need practice time but do not need competency verification by a lab assistant. The course syllabus will identify which skills will need practice only versus practice and verification by a lab assistant.

In preparation for learning skills, students should review assigned web-based video clips and performance steps outlined in their clinical nursing skill textbook. Faculty provide a live demonstration of skills and guide initial skills practice. Students are then required to spend time in the NRL, coached by student lab assistants, to practice skills until mastery is achieved. For certain skills, students must also schedule an appointment for one-on-one competency verification by a lab assistant.

Sufficient time for practice prior to scheduled competency verification is essential. During competency verification lab assistants are not to coach or assist the student in the performance of the skill. Students who are unable to perform the skill smoothly and independently will be stopped and asked to spend more time on practice. They will then schedule another appointment for competency verification. The lab assistants using the following criteria will evaluate satisfactory or unsatisfactory completion of a skill:

Satisfactory:

1. Student is able to complete their performance of the skill safely.
2. Performance was organized and demonstration smooth.
3. Student is able to demonstrate and or discuss pertinent information about the emotional, physical, and psychological needs of the client.

Unsatisfactory

1. Student is unprepared; has not reviewed or practiced designated skill.
2. Student required a reminder to prevent actual or potentially unsafe situation and/or

incomplete performance.
3. Student disorganized, basic principles of skill neglected, essential steps omitted.
4. Student unable to relate pertinent information about the emotional, physical, and psychological needs of the client.

When the students have completed the skill satisfactorily, the lab assistant will sign students' competency verification sheet (found in the course syllabus) and initial in the skill Competency Verification List in the Lab Notebook. It is the students' responsibility to have the lab assistant sign their competency verification sheet.

If students do not perform the skill satisfactorily in the clinical area after having the competency of the skill verified in the lab, the clinical faculty member may:

- Require that students return to the lab for additional practice and/or
- Require that students return to the lab to repeat their competency verification of the skill

RICHARD A. HENSON MEDICAL SIMULATION CENTER

Simulation experiences typically involve high-fidelity medical mannequins which can be remotely controlled to enact planned scenarios demonstrating various clinical events. The simulation experiences are videotaped (typically with multiple cameras) for later review by instructor and students. Alternatively, 'standardized patients' (trained actors) may interact with student clinicians and portray various illnesses (e.g. mental health symptoms). The interactions between student and 'standardized patient' are filmed for later review and feedback. The Richard A Henson Medical Simulation Center is located south of the SU Campus, at 106 Pine Bluff Road.

There are several important reasons for using simulation within health care education including:

1. Allowing students to have experiential learning where clinical opportunities are limited or entirely not available (e.g., neonatal intensive care, pediatric acute care, labor/delivery/postpartum/recovery, etc.);
2. Providing students with exposure to simulated symptoms of rare events that if not identified in the clinical setting would most assuredly result in death or harm.
3. Simulating invasive procedures that pose real risks to actual patients, and
4. Reducing litigable risk to the student and the institution by using simulators instead of real patients.

HONORS, SCHOLARSHIPS & AWARDS

Honors, Scholarships, and Awards

There are a variety of nursing scholarships and awards available to incoming freshmen nursing majors, as well as, nursing students enrolled in upper division nursing courses. Some scholarships are available for second-degree and graduate students. Scholarships are awarded by the School, the College of Health and Human Services, and also by the Henson School of Science and Technology. Please refer to the following websites for a complete and detailed listing of School and Department-sponsored scholarships for nursing majors.

School of Nursing:
https://www.salisbury.edu/academic-offices/health-and-human-services/nursing/financial-aid.aspx

Henson School and Lucy Tull Scholarships:
https://www.salisbury.edu/academic-offices/science-and-technology/about/henson-scholars.aspx https://salisbury.academicworks.com/opportunities/975

Salisbury University Scholarship Page: https://salisbury.academicworks.com

Maryland State Nursing Scholarship Program

The Maryland State Nursing Scholarship program represents another avenue of financial aid specifically available to nursing majors who are Maryland residents. For more information about the Maryland State Nursing Scholarship program, visit **http://www.mhec.state.md.us** or call the Maryland Higher Education Commission @ 410-767-3300 or 1-800-974-0203.