

# **St. David's School of Nursing at Texas State University Round Rock, Texas**



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## **NURSING STUDENT HANDBOOK**

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The information in this handbook is intended to be informational and not contractual in nature. **Texas State University-San Marcos reserves the right to amend, alter, change, or modify the provisions of this handbook at any time and in any manner that the St. David's School of Nursing or Administration deems is in the best interest of the University and its students.**

The Texas State Nursing Program complies with the American with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, as well as state and local requirements regarding students with disabilities. Under these laws, no otherwise qualified and competitive individual with a disability shall be denied access to or participation in service, programs and activities of Texas State and the nursing program solely on the basis of the disability. Students with concerns regarding a disability must register with the Office of Disability Services and must provide all required evidence of documentation of disability.

For more information go to: [www.ods.txstate.edu/](http://www.ods.txstate.edu/). See also the current undergraduate catalog.

**The information in this version of the St. David's School of Nursing Student Handbook is subject to change without notice and may not reflect the most recent changes. This handbook is not intended to nor does it contain all regulations that relate to students.**

*"There are seasons, in human affairs, when new depths seem to be broken up in the soul, when new wants are unfolded in multitudes, and a new and undefined good is thirsted for. There are periods when to dare, is the highest wisdom."*

*--William Ellery Channing (1829)*

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*"To keep the lamp burning, we have to keep putting oil in it."*

*--Mother Theresa*

## INTRODUCTION

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Welcome to St. David's School of Nursing at Texas State University! This handbook has been designed and published to serve as a reference for students enrolled in the Bachelor of Science in Nursing (BSN) Degree Program at Texas State University. The purpose of the handbook is to provide answers to questions that may arise during your application and course of study. Please keep it available for frequent reference. Every effort is made to keep the information in this handbook updated and current. **Information may be subject to change without notice.**

***ACTION:*** ALL students are required to read this handbook and sign verification of having read the handbook. You will find several forms at the end in the attachments that require your signature. The Student Handbook Verification and the Confidentiality Agreement forms will be provided for your signature. **All signed forms are to be submitted to the Admission and Retention Coordinator, St. David's School of Nursing, at orientation.** The forms will be kept in your student file.

In this handbook, you will find information about the nursing program, performance and progression requirements, expectations, and more. If at any time you need clarification or more information regarding anything in this handbook, please feel free to consult the faculty and/or staff in the nursing program.

This handbook is not intended to contain all guidance and regulations as they relate to students. The provisions of this handbook do not constitute a contract, express or implied, between an applicant or student and Texas State. The University reserves the right to withdraw courses at anytime, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective as Texas State determines and will apply to both prospective students and to those already enrolled.

Other references that nursing students may find helpful include:

Texas State Student Handbook online at the Dean of Student's website: [www.dos.txstate.edu](http://www.dos.txstate.edu) to "Student Resources" and to "Student Handbook".

Texas State Undergraduate Catalog online at [www.txstate.edu/academicaffairs/](http://www.txstate.edu/academicaffairs/) or for a more current version [www.txstate.edu/academicaffairs/CATALOG/catalogindex.html](http://www.txstate.edu/academicaffairs/CATALOG/catalogindex.html).

*"At the beginning of each new day, place your dreams in front of you  
so that you always move in the right direction."*

*--Gloria Brandburg*

**Texas State University-San Marcos**

*The noblest search is the search for excellence.*

—**Lyndon B. Johnson**

Thirty-Sixth President of the United States, 1963-1969

Texas State University Class of 1930

***Our Mission***

Texas State University-San Marcos is a public, student-centered, doctoral granting institution dedicated to excellence in serving the educational needs of the diverse population of Texas and the world beyond.

***Shared Values***

In pursuing our mission as a premier institution, we, the faculty, staff and students of Texas State University-San Marcos, are guided by a shared collection of values. Specifically, we value:

- An exceptional undergraduate experience as the heart of what we do;
- Graduate education as a means of intellectual growth and professional development;
- A diversity of people and ideas, a spirit of inclusiveness, a global perspective, and a sense of community as essential conditions for campus life;
- The cultivation of character and the modeling of honesty, integrity, compassion, fairness, respect and ethical behavior, both in the classroom and beyond;
- Engaged teaching and learning based in dialogue, student involvement and the free exchange of ideas;
- Research, scholarship and creative activity as fundamental sources of new knowledge and as expressions of the human spirit;
- A commitment to public service as a resource for personal, educational, cultural and economic development; and
- Thoughtful reflection, collaboration, planning and evaluation as essential for meeting the changing needs of those we serve.

**Texas State University-San Marcos**  
**College of Health Professions**

***Vision Statement***

The Texas State College of Health Professions will be a nationally recognized premier center for educating professionals in a broad array of healthcare fields, increasing the knowledge, research, and community coalitions necessary to enhance and restore the health and well-being of the whole person and of society.

***Mission Statement***

The College of Health Professions educates and prepares healthcare professionals in a student centered learning environment. The College excels in teaching, research, and service while responding to the healthcare needs of the state and nation. To accomplish this, the Texas State University's College of Health Professions unites faculty, students, the healthcare communities, and consumers in coalitions that nurture the academic, scholarly, and service aspects of healthcare.

*“Often people attempt to live their lives backwards; they try to have more things, or more money, in order to do more of what they want so they will be happier. The way it actually works is the reverse. You must first be who you really are, then do what you need to do, in order to have what you want.”*

*--Margaret Young*

**St. David's School of Nursing at Texas State University  
Round Rock, Texas**

***Vision***

The Texas State University School of Nursing will provide supportive and creative educational programs, which inspire those who teach and those who learn, based on mutual respect and a commitment to contribute to the health of individuals, families, communities, and the environment.

***Mission***

The Texas State University School of Nursing educates and prepares graduates, using innovative teaching strategies and state-of-the-art technology, to function in professional nursing roles to promote, maintain, and restore health and wellness and to prevent illness among diverse individuals and communities. Graduates demonstrate competence as critical thinkers who effectively collaborate as members of the inter-professional health care team and utilize scientifically-based interventions. These future nurses will provide ethical, safe, and effective patient-centered care and contribute to present and emerging research and health management practices.

***Values***

In pursuing excellence in nursing education, we the faculty and staff of the School of Nursing are guided by shared values. We believe in:

- Educational opportunities which provide for intellectual and professional growth and that challenge students to excel in nursing
- A holistic approach to nursing education across the continuum of health and the lifespan
- Diversity and a spirit of inclusiveness with respect for the dignity and moral wholeness of every person without conditions or limitations
- Cultivation of character and the modeling of honesty, integrity, caring, compassion, fairness, respect, and ethical behavior
- Teaching and learning based on student involvement and free exchange of ideas and diverse perspectives
- Research, scholarship, and creative activity as a source for evidence-based practice and generation of new knowledge as an expression of the human spirit

- Commitment to public service and advocacy as a resource for personal, educational, cultural, and economic development in promotion of a healthy environment
- Caring, thoughtful reflection, collaboration, planning, and evaluation to meet diverse and changing healthcare needs, practices, and resources
- Professional competency, systematic use of the nursing process, leadership, critical reasoning, and lifelong learning leading to safe, quality patient care
- Interprofessional activity allowing for the advancement of science and positive patient outcomes.

## *Goals*

We the faculty are committed to:

- Graduate well-prepared Bachelor of Science in Nursing (BSN) students who are able to obtain Registered Nurse licensure and function at the beginning practice level
- Equip graduates to adapt to rapid changes in healthcare delivery and practice
- Build a foundation for BSN graduates to pursue excellence through certification by the American Nurses Credentialing Center (ANCC)
- Provide educational programs to prepare registered nurses at the MSN and/or the Doctorate in Nursing Practice (DNP) or PhD levels
- Develop an overall plan for faculty scholarship
- Pursue funding to promote diversity in the admission and graduation of students
- Provide faculty access to professional development
- Assess, identify and develop a plan to address community needs
- Develop educational partnerships with community organizations and other community entities in order to obtain input for the development of academic and service delivery programs to enhance community health knowledge
- Become a continuing nursing education (CNE) provider through the Texas Nurses Association (TNA)
- Collaborate with University Advancement and Development to support a sustainable plan for nursing programs.

### *Nursing Program Student Educational Outcomes*

At the completion of the nursing program, a graduate of the School of Nursing at Texas State University will be able to:

- Facilitate safe, holistic and effective patient/family centered care outcomes through use of evidence-based research and other science-based frameworks to promote and maintain health and prevent disease.
- Demonstrate professional accountability and responsibility for nursing judgments and actions within an ethical and legal framework, utilizing the most current knowledge.
- Demonstrate leadership in the provision and coordination of safe, cost effective and high quality nursing care
- Advocate for patients, families, communities, and the nursing profession, applying values and utilizing an ethical framework, critical reasoning, and cultural competence.
- Utilize information and technology to communicate, manage knowledge, educate, mitigate error and support decision making.
- Provide entry-level professional nursing care to clients across the lifespan in a variety of health care settings.

*“Happiness comes of the capacity to feel deeply, to enjoy simply,  
to think freely, to risk life, to be needed.”*

*--Storm Jameson*

***Texas State University-San Marcos Nursing Program  
Curriculum Conceptual Frame (Environmental Scan)  
Optimized Nursing Care for the 21<sup>st</sup> Century***

The curriculum conceptual frame is an environmental scan that addresses the theories and concepts to give structure to the curriculum and enable the faculty to make consistent decisions about aspects of the curriculum development, coordination, implementation, and evaluation.

The conceptual frame is based upon a review of literature concerning the current and anticipated need for generalist BSN nurses to provide nursing services in the 21<sup>st</sup> Century. Reference sources include numerous current professional documents and reports by the American Association of Colleges of Nursing (AACN), American Nurses Association (ANA), Institute of Medicine (IOM), Texas Coordinating Board for Higher Education (THECB), Texas BON, Academic Center for Evidence-Based Practice, Nursing Education Capacity Summit-Blowing Open the Bottleneck (2008), and current literature related to nursing and healthcare in the 21<sup>st</sup> Century.

The curriculum is designed to prepare graduates to pursue evidence-based holistic nursing practice, to provide coordination of care, and to use clinical and information technology. Graduates will be socialized to provide beginning leadership for change in nursing and the healthcare system. The curriculum emphasis is on prevention, rehabilitation, health maintenance, and healing in ambulatory as well as acute settings, recognizing the life styles and diversity trends in the population, impact of expanding technology for communications and treatment, and the skills of critical thinking and decision-making based on evidence-based practices.

The conceptual frame is based on the Vision, Mission, Shared Values and Goals of the faculty of the proposed nursing program. We recognize that students are a product of their environment, both culturally and technologically, and teaching modalities must consider learning styles to provide relevant knowledge, skills and practices in order for the students to be effective critical thinkers and decision-makers as professional nurses upon graduation.

The three circles in the center of the framework represent the interaction between the nurse and the client. Clients are defined as individuals, families, or communities. Human responses of the client and nurse form a relationship in which the nurse provides healing practices for the purpose of attaining health promotion, disease prevention, and safety. To accomplish these purposes, the nurse uses critical thinking and information technologies to coordinate the care of the client.

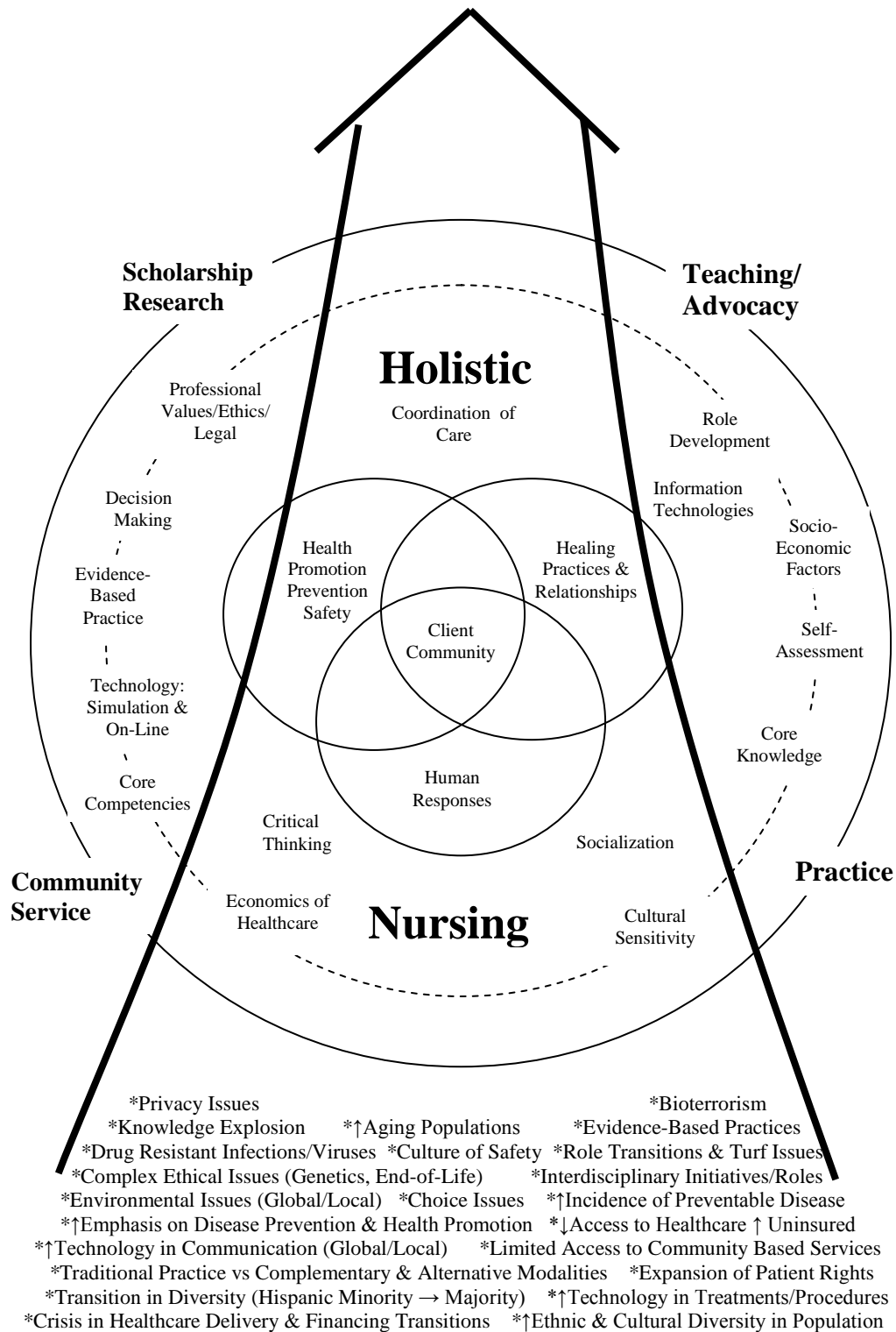
Components of the curriculum to prepare professional nurses to practice in the 21<sup>st</sup> Century are found in the broken lines that form the inner circle. Simulation and on-line learning in addition to clinical experiences are used to enhance the role development of the nursing students. The

curriculum provides core knowledge and core competencies. The student is sensitive to the client's cultural diversity as well as socioeconomic factors. Professional nursing practice role development is reflected in student's decision making based on critical thinking and current evidence for practice, as well as consideration of the economics of healthcare, professional values, ethics, and legal standards.

The outer circle represents the characteristics of the graduate of the Texas State program. Graduates of Texas State will continue to develop their nursing practice based on the foundations of this program. Major strengths of the graduate are the ability to utilize evidence-based practice and technology in conjunction with client teaching and advocacy. The graduate will continue life-long learning through practice, scholarship, research, and community service.

The topics at the base entering the arrow into the future represent the current healthcare environment in which the students will practice. The arrow sweeps upward integrating the environment into the curriculum toward the ultimate goal of optimal nursing care for the 21<sup>st</sup> Century. These topics also represent specific content and concepts that are integrated in selected courses of the curriculum.

**Figure 1: St. David's School of Nursing Conceptual Frame**  
Optimized Nursing Care for the 21<sup>st</sup> Century



## *SECTION 1: BACKGROUND*

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The main campus of Texas State University is in [San Marcos](#), a growing community of 50,000 people, halfway between Austin and San Antonio. Authorized by the Texas Legislature in 1899, Southwest Texas State Normal School opened its doors in 1903. Over the years, the Legislature broadened the institution's scope and changed its name, in succession, to Normal College, Teachers College, College, University, and in 2003 to Texas State University-San Marcos (Texas State). Each name reflects the university's growth from a small teacher preparation institution to a major, multipurpose university.

Texas State offers nearly 200 undergraduate and post-graduate degrees throughout nine academic colleges to approximately 34,000 diverse students who come from around the globe. The nursing program, located at the [Round Rock Higher Education Center \(RRHEC\)](#), is one of the newest additions to the academic offerings.

The [RRHEC](#) is the official name of Texas State's location in Round Rock, Texas which is located an hour north of the main campus in San Marcos. Only upper division courses leading to bachelors and master's degrees and certificate programs are offered at the RRHEC. Students who complete their degree requirements at the RRHEC earn their degrees from Texas State University-San Marcos.

Round Rock, located 15 miles north of Austin, is one of the fastest growing communities in the nation with a population of 108,000 people. The community supports three hospitals: St. David's Round Rock Medical Center, Scott and White Hospital, and Seton Williamson, all members of large health care networks within Texas. In addition to these hospital systems that offer a wide range of medical services, the Lone Star Circle of Care, a system of 18 community health clinics, provides affordable access to healthcare serving the health needs of the uninsured and underinsured.

### ***History***

A nursing program at Texas State had been discussed since the creation of the College of Health Professions (CHP) in the early 1970s. Requests for a bachelor's degree program in nursing were submitted by Texas State to the Texas Higher Education Coordinating Board (THECB) in the late 70s and early 80s, but were denied due to the perception that existing programs could handle the need. Some 30 years later, the critical shortage of nurses prompted community leaders, educators, healthcare executives and legislators to provide strategies for responding to the growing healthcare needs of Texas residents.

In 2003, Central Texas community leaders, healthcare executives, and elected officials contacted Texas State to discuss the nursing shortage and to make a commitment to support and seek funding for a nursing program at Texas State. Through the efforts of The Texas State University System, Texas State's administration, state legislators, and healthcare donors, Texas State undertook an ambitious plan to develop a school of nursing to offer a Bachelor of Science in Nursing (BSN) program. In 2008 Texas State leaders moved forward with the design for a nursing building at the RRHEC and hired a Nursing Director and two tenured nursing faculty. The plan identified completion and occupancy of the building, along with and admission of the first class of 100 juniors, for fall 2010.

Texas State originally planned a generic BSN program as the initial offering while anticipating future educational options such as the articulated program for diploma and ADN graduates, graduate programs such as the Master's of Science in Nursing (MSN) to prepare nursing faculty and administrators, and the Doctorate in Nursing Practice (DNP) to prepare advanced practice registered nurses.

The BSN Program was organizationally placed in the St. David's School of Nursing (SON), which became a new academic unit within the CHP. The CHP prepares undergraduate and graduate students in the disciplines of Clinical Laboratory Science, Communication Disorders, Health Administration, Health Information Management, Physical Therapy, Radiation Therapy, and Respiratory Care.

The generic BSN curriculum was originally proposed for 130 hours, including 67 hours of Texas State core curricular and prerequisite courses, and 63 hours of nursing courses (changed to 65 core and 65 nursing for fall 2011). Students spend their first 4 academic semesters completing the core and prerequisite courses and applying to the nursing program. They spend the final five semesters, including one summer semester, completing the nursing requirements. The curriculum was designed to accommodate the latest teaching technologies and learning strategies to provide students with the knowledge and skills needed for professional nursing practice in the 21<sup>st</sup> Century. In addition to the extensive practice and simulation laboratory training, clinical experience was planned in a variety of clinical settings including hospitals, ambulatory centers and clinics, residential programs, public school entities, and other healthcare related settings. Diversity in admission of students to reflect the communities and populations served was a goal of the faculty and administration. Student retention initiatives were planned and instituted to help students overcome academic challenges, thereby, maximizing the perseverance and graduation rates.

In addition to the Director and two associate professor faculty hired in 2008, six additional faculty were employed in fall 2009 to prepare the curriculum for the admission of students in fall 2010. A total of eleven full time faculty began the fall 2010 semester with the incoming students.

Adjunct clinical nursing faculty have been hired as needed to assist with the required student clinical/field experiences in various healthcare service settings. The faculty are responsible for arranging the various clinical rotations of students at healthcare facilities and preparing curriculum delivery in the classrooms and simulation laboratories.

The nursing building, funded by \$36 million in tuition revenue bonds, is a 77,740 gross square foot, three story building with a creative design based on best practices incorporated into recently designed nursing school facilities. Construction of the new nursing building was completed in April 2010. The building supports the innovative curriculum in a variety of clinical practice and simulation labs with the most current equipment and manikins, wireless capability, a variety of classrooms and seminar rooms, as well as spacious student and faculty areas. The curriculum was designed to promote learning and research, and to make maximum use of the facility resources. Additionally, the building has been designed to accommodate future expansion in programs, including research, and enrollments as resources allow. The adjacent Avery building provides various student and faculty support services including on-site library, technical support, writing center, student services, food service, classrooms, and student/faculty areas.

Start up funding for initial operations and implementation of the nursing program was provided by the Texas Legislature through a state line item of \$2 million, and with a gift of \$6 million from the St. David's Community Health Foundation. Scott and White Medical Center and Central Texas Medical Center designated specific gifts in support of the nursing program and students. Texas State has allocated new university faculty/program funds until formula funding is received.

Approval for the program was received from various authorized agencies prior to opening the BSN program in the fall 2010. Approval from the Southern Association of Colleges and Schools (SACS) was given in September 2008 (see Appendix A). In January 2009 Texas State University received approval for operation and funding of a Nursing Program from the Texas Higher Education Coordinating Board (THECB ) (see Appendix B). The Texas Board of Nursing (BON) quickly followed with approval for the operation of the nursing program at its July 2009 meeting in Austin (see Appendix C). An application for accreditation by the Commission on Collegiate Nursing Education (CCNE) was submitted in January 2010, with full accreditation anticipated prior to graduating the first class in spring 2012.

## *SECTION 2: FACULTY AND BUILDING*

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### ***Degree Offered***

The Nursing Program offers a Bachelor of Science in Nursing (BSN, Major in Nursing). The BSN graduate is prepared to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and to meet the minimum competencies for beginning practice as a Registered Nurse. The graduate is prepared to pursue clinical excellence and certification by the American Nurses Credentialing Center (ANCC) and to continue formal education for the Master's Degree in Nursing (including Advanced Practice Registered Nurse, education, and administration) and doctoral programs.

### ***Nursing Faculty***

The nursing faculty, along with the Director and Dean, are responsible for the quality of the nursing program and the graduates. Faculty will make every effort to fulfill the vision, mission, shared values, and goals of the program to provide students with the knowledge and skills that are expected as professionals. Faculty will work with the students to accommodate special situations provided the standards and outcome objectives of the program are not jeopardized.

The curriculum and related learning experiences are designed to provide the students with a sound professional nursing base for general nursing practice. The more the students engage in the learning activities, the more the students will gain.

The faculty members are available to meet with students to discuss their goals and concerns. Office hours are posted and appointments may be made at other mutually convenient times.

Nursing faculty are designated as Faculty of Record for each course and other faculty may assist in teaching those courses.

### ***Nursing Building***

The nursing classes and practice labs are conducted in the Nursing Building in Round Rock. Faculty offices are on the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the Nursing Building. The Director's suite is on the 3<sup>rd</sup> floor.

Office hours for the Director's office and staff in the Nursing Building are from 8:00 am to 5:00 pm during business days. Faculty office hours will be posted at the beginning of each semester. Summer hours are usually different, as determined by the University, and are posted each year.

No food or open containers of liquid are allowed in the auditorium (room 114) with the exception of water. No food or drinks are allowed in labs. The entire RRHEC campus, including the Nursing Building, is designated as a smoke-free environment.

The copy/fax machines for student use can be found in student workrooms on the first and second floors and in the RRHEC building located on the Round Rock campus.

Security phones are located throughout the campus.

A family restroom is located on the first floor by the auditorium and in the standardized patient lab on the second floor. Other restrooms are located on each floor.

### ***Clinical Simulation Laboratories***

The Texas State St. David's School of Nursing laboratories are designed to simulate clinical settings providing students the opportunity to learn and enhance their skills prior to working with actual clients. This is accomplished through the use of clinical case scenarios, faculty guidance, and resources that facilitate critical thinking and clinical decision-making.

The Nursing building has 8 state-of-the-art labs. The rooms are equipped with human patient simulators, bedside computers with Internet access, digitalized video, and computer assisted instructional software, and other interactive software.

The following clinical laboratories are available for student learning experiences on the second floor:

1. Basic Skills Lab
2. Medical-Surgical Lab
3. Critical Care Lab
4. Maternal-Child Lab
5. Two Individual Simulation Labs
6. Health Assessment Lab
7. Standardized Patient Exam Lab
8. Home Care lab

The practice labs are common facilities shared by faculty and students of the program. The policies and procedures established for the simulation laboratories allow students and faculty to share the use of these rooms with a minimum of difficulty and/or inconvenience.

The clinical practice labs have both scheduled classes and flexible time slots that are available for students' practice and remediation. Eating or drinking is not allowed in the labs. Students are encouraged to utilize the student lounges in the Nursing Building or the RRHEC Building next door for eating and taking breaks.

All equipment and furniture should be returned to its proper place or storage area when not in use. Do not remove any equipment/supplies from the lab without approval from a faculty member.

Personal property may be left in the lab area at your own risk. The St. David's School of Nursing and the faculty are not responsible for student personal property.

## SECTION 3: STUDENT SERVICES

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### ***Academic Advising: 512.716.2932***

Sheryl Gage is the academic advisor for the School of Nursing. Mrs. Gage's office is located in room 117 of the Nursing Building. She is happy to assist nursing students with academic concerns, planning, GPA and program requirements as well as general university questions. Nursing students may stop by, email ([sg35@txstate.edu](mailto:sg35@txstate.edu)) or call.

### ***Disability Services: 512.716.4007***

The Office of Disability Services is committed to meeting the needs of students with disabilities both on campus in San Marcos and at the School of Nursing in Round Rock. Nursing students' disability services are coordinated by Cecilia Ortiz ([co18@txstate.edu](mailto:co18@txstate.edu)), the Texas State Student Development Specialist in the One-Stop Center at the Round Rock Higher Education Center (RRHEC). Please note that the processes for accessing some services and accommodations at the School of Nursing (SON) will differ from those described for the Texas State-San Marcos campus.

- Process for Students with Disabilities who are either not registered or registered with the Office of Disability Services (ODS) [www.ods.txstate.edu/about/RRHEC.html](http://www.ods.txstate.edu/about/RRHEC.html)

### ***Financial Aid: 512.716.4007***

Cecilia Ortiz ([co18@txstate.edu](mailto:co18@txstate.edu)) in the One-Stop Center at the Round Rock Higher Education Center (RRHEC) is the financial aid representative for the School of Nursing. Additional resources include:

- Financial Aid and Scholarships ([www.finaid.txstate.edu/](http://www.finaid.txstate.edu/))
- Monies for nursing students ([www.nursing.txstate.edu/enteringclass/resources/scholarships.html](http://www.nursing.txstate.edu/enteringclass/resources/scholarships.html))

### ***Clinical Injury or Exposure***

If a student experiences a sharps injury, or exposure to blood or body products, the Centers for Disease Control (CDC) protocols of the clinical facility will be followed and an incident report must be completed by the faculty and submitted to the Director and to the Dean. Note: It is recommended that the student be seen within two (2) hours of the injury. (See Attachment F for the *Student Liability Insurance Incident Report Form*.) Students are responsible for any expenses incurred.

## ***Student Health Insurance***

It is recommended that all students at Texas State University have health insurance coverage.

- Academic HealthPlans, Inc.  
For those who do not have coverage, Texas State University has partnered with Academic HealthPlans, Inc. to offer an optional preferred provider insurance policy. For detailed information: [www.healthcenter.txstate.edu/INSURANCE/student-health-insurance.html](http://www.healthcenter.txstate.edu/INSURANCE/student-health-insurance.html).
- National Student Nurses' Association's injury and sickness insurance: 800.505.5450  
SON students who are members of the NSNA can purchase student injury and sickness insurance provided by United Healthcare Student Resources. Spouses and dependents may also be eligible for these benefits. For detailed information: [www.uhcsr.com/NSNA](http://www.uhcsr.com/NSNA)
- Many additional student health insurance options can be found on the Internet.

## ***Texas State University Student Support Services***

Texas State University *in San Marcos* provides resources and programs to support student progression and retention. For a detailed list see:

[www.vpsa.txstate.edu/programs-and-services/student-services-a-z.html](http://www.vpsa.txstate.edu/programs-and-services/student-services-a-z.html)

Texas State University *in Round Rock* provides:

- Writing Center: [www.writingcenter.txstate.edu/rrhec](http://www.writingcenter.txstate.edu/rrhec)
- Library Services: The RRHEC Library Services room is located on the 2nd floor of the Avery Building. <http://rrhec.library.txstate.edu/>
- Veterans Affairs: A Veteran's Affairs Benefits Specialist is available at the One Stop Center in Round Rock. Students can call 512.716.4023 or go to the Veterans Affairs Web site at [www.va.txstate.edu/](http://www.va.txstate.edu/) for more information.
- Counseling Services at the Round Rock Higher Education Center
- Counseling Practicum Clinic (CPC) and Career exploration services (CES).  
[www.txstate.edu/clas/Professional-Counseling/RRHEC-Counseling-Practicum-Clinic.html](http://www.txstate.edu/clas/Professional-Counseling/RRHEC-Counseling-Practicum-Clinic.html)
- Food services – Avery Building
- One Stop Center at the Round Rock Higher Education Center
  - Financial aid information
  - Accommodations for students with disabilities.

## **On-line Texas State University Resources**

- Writing Lab: [www.txstate.edu/slac/online-assistance/owl.html](http://www.txstate.edu/slac/online-assistance/owl.html)
- Grammar, Spelling and Punctuation: [www.txstate.edu/slac/online-assistance/gsp.html](http://www.txstate.edu/slac/online-assistance/gsp.html)
- Writing Center: [www.txstate.edu/slac/online-assistance/gsp.html](http://www.txstate.edu/slac/online-assistance/gsp.html) Writing Center

Textbooks can be ordered online at [www.bookstore.txstate.edu](http://www.bookstore.txstate.edu), or in person through the Texas State Bookstore located in the LBJ Student Center on the main campus in San Marcos. Textbooks can be shipped to the student's home or available for pickup at the LBJ Student Center (San Marcos) by the student.

### ***Health Services and Resources***

Nursing students do not pay a health services fee with their tuition each semester so they are unable to access services at the Student Health Center in San Marcos. Two health care resources include:

- LoneStar Circle of Care ([www.lscctx.org/](http://www.lscctx.org/))  
Services include: Adult primary care, behavioral health, dentistry, family planning, obstetrics and gynecology, pediatrics, pharmacy and senior care.
- 2-1-1  
The most encompassing database of resources including healthcare services in Central Texas is the 2-1-1 Texas Community Resource Database.  
[www.unitedwaycapitalarea.org/get\\_help\\_2-1-1/search\\_2-1-1\\_database.php](http://www.unitedwaycapitalarea.org/get_help_2-1-1/search_2-1-1_database.php)

### ***Mental Health Services and Resources***

- Texas State University Counseling Center on campus in San Marcos: 512.245.2208  
Nursing students **do** pay with their tuition services offered at the Counseling Center. The Center is on campus in San Marcos; it is located in the LBJ Student Center, Room 5-4.1. For specific information about the Center and their special programs:  
[www.counseling.txstate.edu/](http://www.counseling.txstate.edu/)

Same day appointments: 512.245.2208

Call at 8AM; these appointments are limited and are usually filled by 8:15AM. Students can probably get Initial Consultation (ICON) the same day. The Counseling Center has Initial Consultation slots throughout the day.

There is also an on-call counselor at the Center for students who would benefit from talking with a counselor on the telephone. The on-call counselor can help students with their situation, as well as consult with parents, staff, and faculty. **Important: Nursing students are to tell the counselor that they are a nursing student and where they live.**

If a student has an emergency situation such as thoughts of hurting themselves or others, here is how to get help:

#### Monday through Friday

- Call the Counseling Center in San Marcos and speak with an on-call counselor: 512.245.2208.

- Important: Nursing students are to tell the counselor that they are a nursing student and where they live.
- The on-call counselor can help students with their crises, as well as consult with parents, staff, and faculty.

Or

- Call a 24-Hour Crisis Hotline:
  - Serving Texas State University and Hays County: 877.466-0660 (Toll Free)  
Students are to indicate they are a Texas State student when calling.
  - Austin/Travis County: 512.472.HELP (512.472.4357)
  - After Hours STAR Counseling Crisis Hotline (Round Rock): 800.440.9789
  - Bastrop/Burnet/Caldwell/Fayette/Gonzales/Guadalupe/Lee/Williamson Counties:  
800.841.1255 Toll-free
  - Williamson County Sherriff's Department: Call 9-1-1  
Crisis Intervention Team: 7 Days 24 Hours
- or
- Call 9-1-1

**Additional mental health resources:**

- LoneStar Circle of Care: Behavioral health ([www.lscctx.org/](http://www.lscctx.org/))
- 2-1-1
- The most encompassing database of resources including mental health services in Central Texas is the 2-1-1Texas Community Resource Database.  
[www.unitedwaycapitalarea.org/get\\_help\\_2-1-1/search\\_2-1-1\\_database.php](http://www.unitedwaycapitalarea.org/get_help_2-1-1/search_2-1-1_database.php)
- Students can also speak with Lynn Heimerl, Admission and Retention Coordinator at the St. David's School of Nursing (phone: 512.716.2910; email: [lh46@txstate.edu](mailto:lh46@txstate.edu)) to discuss resources and options. Her office is in room 117 in the Nursing Building.

## *SECTION 4: GENERAL POLICIES*

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### ***Student Nursing Organization***

The Student Nursing Organization is organized as a chapter of the National Student Nurses Association. Nursing students are encouraged to participate in school, state and national student nursing activities. [www.health.txstate.edu/nursing/EnteringClass/SNO.html](http://www.health.txstate.edu/nursing/EnteringClass/SNO.html)

### ***Criminal Background Check***

Conditions that may disqualify nursing student graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility are found in Attachment G. It is a requirement for each nursing student to read and sign the attachment. The original signed form will be kept in each student's file.

### ***Student Liability Insurance***

All students participating in a clinical, internship or practicum activity as part of the nursing program at Texas State University are required to purchase liability insurance, or demonstrate proof that they have liability insurance. Students have the option of providing their own liability insurance, but they must provide a copy of the policy prior to any clinical, internship or practicum placement.

Students will be informed of the amount of the insurance premium. This premium covers the Fall, Spring and Summer semesters. Only money orders made out to Texas State University can be accepted. Any student who fails to pay the insurance fee by the last day of the first full week of classes will be administratively dropped from the course.

### ***Immunizations and Health Certificate Requirements***

It is a policy of the College of Health Professions that each student must provide a Health Certificate completed by a healthcare provider. It is also a policy to document certain immunizations using the Immunizations and Tests Form before the student can be placed in a clinical assignment. See the School of Nursing website for information on these requirements and the respective forms to be submitted. Students must stay current on immunizations and any other required vaccinations. Failure to meet immunization requirements will exclude students from clinical experiences. Students may also be required to meet certain health related requirements, including drug screening.

## ***Drug Screening***

All incoming students to the School of Nursing will be required to have a clean drug screen, consistent with the requirements of our education partners. For cause drug screening may be requested throughout the program. Refer to Attachment C - Disciplinary Policy and Procedure.

## ***Basic Life Support for Health Care Professionals***

It is required that nursing students attain Basic Life Support certification for Healthcare Providers. It is suggested that this training is completed during the months of May or June immediately proceeding the first semester of nursing school.

### **The three acceptable cards are:**

1. American Heart Association (AHA) "Healthcare Provider (HCP)" card (two year certification)
2. American Red Cross "CPR Professional Rescuer & AED for Healthcare Providers" card (two year certification)
3. The Military Training Network (MTN) BLS for Healthcare Providers card--an AHA affiliate (two year certification)

*“Decide what you want, decide what you are willing to exchange for it.*

*Establish your priorities and go to work.”*

*--H.L. Hunt*

## ***Technology Requirements***

Students are required to have a laptop that meets posted specifications, a PDA/ Smartphone, and a student response system for course and administrative activities, library access, and test taking.

Texas State provides each of its authorized users with a computer account, known as a Texas State NetID that facilitates access to the University’s information resources. In accepting a Texas State NetID or any other access ID, the recipient agrees to abide by the applicable Texas State policies and legal statutes, including all federal, state and local laws. Texas State reserves the right at any time to limit, restrict, or deny access to its information resources and to take disciplinary and/or legal action against anyone in violation of these policies or statutes.

One such policy, reflected in the Appropriate Use of Information Resources brochure (UPPS 4.0.1.07), clearly outlines the University’s expectations regarding the use of its computing and other information resources and specifically prohibited behaviors. These prohibited behaviors include harassment, virus infusion, bandwidth monopolization, and a host of others. Students should especially note the prohibition against unauthorized duplication, use and/or distribution of software and other copyrighted digital materials (including copyrighted music, movies, graphics,

etc.) All software and many other digital materials are covered by some form of copyright, trademark, license and/or agreement with potential civil and criminal liability penalties. Exceptions must be specifically authorized by the copyright/trademark holder or by the fair use provisions of the copyright law. If questions contact IT Assistance Center at (512) 245-4822.

## *SECTION 5: CLASSROOM CONDUCT*

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### *Attendance*

It is the expectation of the St. David's School of Nursing that students will attend **all** classes at all times. If, however, there is an unusual circumstance causing the absence, it is up to the instructor's discretion to determine an acceptable substitution for missed class assignments and/or participation to meet the course's objectives. There is no makeup for missed clinical. Attendance is required for participation points. If students are receiving financial aid, 80% attendance is required. Absences must be reported to the federal student loan agency.

### *Dress Code*

St. David's School of Nursing is a professional school and we often have members of the public visiting our facility; therefore, we require students to dress in a professional manner at all times. There is a very specific St. David's School of Nursing uniform policy for clinical settings. Within the St. David's School of Nursing building we can be a bit more relaxed; however, general rules of dress still apply.

1. Body piercing, other than ears, must not be visible.
2. Revealing clothing should not be worn or, at a minimum, must be covered while in the St. David's School of Nursing.
  - a. Revealing clothing consists of:
    - i. Midriff baring or strapless shirts
    - ii. Short-shorts or short skirts
    - iii. Low-rise pants and/or low-cut shirts that reveal "cleavage"
    - iv. No undergarments should be visible.

Please remember that you are representing St. David's School of Nursing and the nursing profession. As such, you are expected to maintain an appropriate level of professionalism at all times.

### *Classroom Behavior*

All classes are considered important and should be taken seriously. Students are expected to behave in a manner commensurate with their status as mature, intelligent, and professional students. Students are expected to pay attention and not perform extraneous activities during class, seminar or lab time. For example, use of PDA/cell phone/text messaging and use of

internet (other than as directly related to the class activity) are considered inappropriate classroom behaviors. Inappropriate classroom behavior may be reflected in the course grade.

### ***Enforcement of Rules***

Students are expected to comply with the rules of conduct and professional behavior in a pre-professional nursing program. The faculty will evaluate professional behavior in classrooms. If a student knowingly violates the code of professional conduct, disciplinary action will be applied. The severity of this action will be based on the infraction and could include dismissal from class and/or from the Nursing Program. For this reason, the Nursing Program reserves the right to enforce the following policy:

Due to the unique responsibilities for patient care in nursing services, each faculty member is required to evaluate the professional behavior of students in classrooms, labs and clinical settings.

Student behaviors are also discussed in the University Code of Student Conduct as set forth in the Texas State Student Handbook.

*“When you make a mistake, admit it. If you don’t you only make matters worse.”*  
*--Ward Cleaver*

## *SECTION 6: PRACTICE AND CLINICAL LABORATORY*

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### ***Pre-Clinical Requirements***

Prior to participating in clinical rotations, students are required to demonstrate to the faculty that they have met the following requirements:

1. Malpractice liability insurance premiums are paid and coverage documented. Costs are subject to change without notice;
2. College of Health Professions Health Report is completed and signed by a physician. The Health Report must include: proof of immunizations for poliomyelitis, mumps, measles, tetanus, hepatitis B, and a chest x-ray or TB test;
3. Hepatitis B vaccine series is complete, or at least the first of the three-part series has been administered, documented and the remainder scheduled;
4. Current Basic Life Support (BLS) for healthcare providers; and
5. Must have personal transportation.

### ***Clinical Setting***

Clinical experiences will be in various facilities including, but not limited to, the St. David's School of Nursing building (practice and simulation labs), hospitals, nursing homes, outpatient clinics, day care centers, schools, after school programs and residential facilities.

### ***General Policies for Clinical Rotations***

Following is a list of general policies regarding clinical rotations. Specific assignments and responsibilities will be provided by the faculty at the time of each assignment.

1. Clinical placements are made at the discretion of the faculty. Assignments are made keeping in mind the learning value of a site, the student's previous assignments and experiences, learning needs of other students. Assignments will not be made based solely on the convenience for the student;
2. The clinical assignments are made in various Texas hospitals and healthcare facilities. The rotations will involve travel and is the responsibility of the student;
3. Students are to abide by clinical site rules and regulations, and regulations in general, particularly regarding coffee breaks and lunch periods. Personal calls while at the clinical site should only be made when absolutely necessary;
4. Students are required to complete the St. David's School of Nursing evaluation forms for courses and clinical experiences. This helps the faculty and Director in future planning.

### ***Personal Appearance***

As a student you represent not only Texas State but also the professional image of nursing. To uphold this image in the clinical setting, nursing students are required to be well groomed and dressed to reflect a professional image. Student identification must be visible at all times. Student appearance must also be in compliance with clinical site dress code when necessary. Appropriateness is at the discretion of the clinical faculty. The clinical faculty reserves the right to dismiss a student from a clinical site based on unprofessional or inappropriate dress or behavior. The following are minimal expectations of the personal appearance of a Texas State nursing student.

1. Hair – must be clean and pulled back from the face so as not to fall forward while giving client care. No unusual hair colors; must have human color hair. Beards or moustaches for men will be neatly trimmed.
2. Make-up – should be light and appropriate so as to reflect a professional image.
3. Nails – need to be smooth, of a fingertip or shorter length and clean. Polish may be clear or light in color and in good condition. Artificial nails are **not allowed** in client care areas, as they are an infection control risk.
4. Jewelry – should be minimal – no more than one ring band per hand, one set of post earrings to lobe of ears, no hoops or dangling earrings, as they are a safety issue. No other visible piercings or tongue piercings are allowed. One small necklace that fits snug to neck or is able to be tucked into a shirt – a dangling necklace is a safety issue.
5. Personal cleanliness – the student will maintain a level of personal hygiene that keeps the student free of offensive odors such as body odor, a strong smell of smoke, perfume and cologne.
6. Tattoos must be covered at all times while in the clinical area. Exceptions will be made at the discretion of the clinical faculty.

### ***Practice Lab and Clinical Attire***

1. Texas State Nursing ID badge;
2. Clean and neat maroon colored scrubs embroidered with Texas State University – Nursing;
3. Clean, all white, non-permeable (preferably leather), and closed-toed shoes.
4. A white lab coat with St. David's School of Nursing patch on the sleeve identifying individual as a Texas State University Nursing student. Lab coat to be worn over professional business casual attire when appropriate;

5. Appropriate undergarments under clinical uniform or business attire (i.e., full coverage and not visible). A maroon or black long-sleeved plain t-shirt may be worn under the scrub top;
6. Any exceptions may occur on a course-to-course basis and will be addressed in the course syllabus.

### ***Pre-Clinical Attire***

1. Texas State Nursing ID badge;
2. A white lab coat with St. David's School of Nursing patch on the sleeve identifying individual as a Texas State University Nursing student. Lab coat to be worn over professional business casual attire when appropriate;
3. Professional business casual attire. No denim apparel, jogging suits, sweat pants, sweat shirts, shorts, miniskirts, tank tops, low cut tops or low slung pants;
4. Appropriate undergarments (i.e., full coverage and not visible);
5. Closed-toed shoes;
6. Any exceptions may occur on a course-to-course basis and will be addressed in the course syllabus.

### ***Clinical Evaluation***

Formative evaluation is an ongoing process which provides data that can be used to develop a more complete evaluation of the student's performance in the course. Formative evaluation (ongoing) is done at intervals specified by the faculty. Learning Contracts will be utilized to supplement the evaluation form when necessary.

Students will sign and date each Learning Contract, documenting they have read the evaluation and understand their present level of achievement. They will note the identified changes necessary to bring their level of achievement to a satisfactory level.

Students will complete a self-evaluation at midterm and on completion of the course. This will include a rating of individual objectives and a narrative summary report.

The following scale will be used in the evaluation process:

- |           |                                                                                                                                                                                                                                      |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>S</b>  | <b>Student practices in a safe, accurate, proficient, coordinated, and confident manner. Student demonstrates appropriate affect and desired outcome each clinical day. Paperwork received, complete with minimal corrections.</b>   |
| <b>NI</b> | <b>Student practices in a safe and timely manner utilizing supportive cues and frequent verbal cues from faculty or nursing personnel. Student fails to demonstrate appropriate affect and desired outcome on each clinical day.</b> |

- Paperwork received, completed. Comments offered, student receptive to suggestions. Corrections made based on comments, has shown improvements.**
- U Student practices in an unsafe, unskilled, inefficient, continuously needing verbal and physical cues.**
- Student lacks confidence or is unable to demonstrate behavior/skill.**
- Paperwork inconsistently completed after counseling, unable to incorporate comments or no changes made based on comments/counseling regarding repetitive error.**
- NA Procedure or skill is not applicable to the current week's evaluation.**
- NO The procedure or skill was not observed by the clinical faculty during the current week's lab/clinical.**
- A Absent from lab/clinical. Excused or unexcused. A student will not be able to demonstration "Satisfactory" mastery of skills or procedures when absent from clinical.**

A satisfactory grade will be given to students maintaining a clinical competency rating of primarily "S". An unsatisfactory grade will be given to students maintaining a clinical competency rating of "NI" or "U".

Summative evaluation (final) is the composite of the clinical behaviors for the course. Satisfactory achievement of ALL of the level competencies is mandatory to successfully complete the course. This includes satisfactory completion of the critical clinical experiences and demonstration of professional behaviors. Summative evaluation is scheduled with the clinical experience is completed.

### ***Untoward Event***

While working at any clinical site, students must **immediately** report any critical incident (injury, fall, medication error, etc.) in which they are involved. The incident must be reported to the clinical faculty. Students must follow the facility's policies regarding Occupational Safety and Health Administration (OSHA).

The faculty must notify the Director of the Nursing Program and the Dean's office as soon as they are informed of a potential lawsuit and furnish copies of the incident reports from the student and the on-site faculty to the Dean's office.

Upon receipt of any official document notifying them of inclusion in a lawsuit, the student must furnish a copy to the Director of the Nursing Program who will in turn furnish a copy to the Dean's office immediately.

The Dean's office will notify the university attorney and the insurance carrier and furnish copies of all documents to the insurance carrier as soon as possible.

Copies of all correspondence will be maintained in the Dean's office.

**NOTE:** Any copies of accounts related to the incident, such as written statements that are prepared by the student, faculty, and agency staff will be furnished to the student liability carrier. All of these documents are subject to "discovery" by the injured party's attorney. "Discovery" means that they are entitled to copies of all these documents; therefore, it is important not to include anything other than facts.

## SECTION 7: CONFIDENTIALITY AND PRIVACY

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### *Privacy*

Anyone who has access to private and personally identifiable information concerning Texas State employees, faculty, students, clients, affiliates or others who have access to any information made confidential by Texas State policies or law (including but not limited to the Family Education Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Gramm-Leach-Bliley Act of 1999) will take reasonable and necessary steps to maintain the privacy of such information. Private and personally identifiable information includes but is not limited to social security numbers, driver's license numbers, unpublished home addresses or phone numbers, personal account numbers, computer passwords and accounts, financial information, collection of credit card information for services, and protected health information (patient records and information).

### *Confidentiality*

Confidentiality measures relate to the client as well as other information that the student may access in the clinical area such as facility related information. Such information must be de-identified for use in the classroom, laboratory, and clinical rotations. The Health Insurance Portability & Accountability Act (HIPAA) training is required prior to clinical assignments and facility guidelines will be followed at all times. **All patient information must remain confidential at all times.**

Students must not disclose information to unauthorized individuals including but not limited to facility personnel, family, or friends. In classroom discussions, information will be discussed in a "de-identified, de-personalized" manner unless otherwise consented to.

Students may not replicate by any means or remove any part of the medical record for any purpose.

Students should not access records of clients to whom they are not assigned.

Students are not to have access to their own medical records or those of family or acquaintances while at the clinical sites. There are proper procedures one must follow to access one's own medical information.

The primary purpose of a medical record is to document the course of the client's healthcare and to provide a medium of communication among healthcare professionals for current and future

patient care. In order to fulfill these purposes, significant amounts of data must be revealed and recorded. The client must be assured that the information shared with healthcare professionals will remain confidential; otherwise, the client may withhold critical information that could affect the quality of care provided.

As students in the nursing program, you will have access to medical information and data at the clinical sites. It is imperative that the confidentiality of this information be honored. For this reason, all students who enter the program will be required to read and sign a copy of the Confidentiality Agreement. **This signed form will be kept in the student's file in the St. David's School of Nursing.**

### *Student Files*

All students in the Nursing Program will have a file that is maintained by the Nursing Admission and Retention Coordinator. This file includes the program application form, correspondence between the student and the program, degree outlines and summaries as they are completed, and any disciplinary documentation.

The School of Nursing Academic Advisor updates the student's degree plan and forwards it to the College of Health Professions Advising Center. The official degree plan is used for graduation certification and is maintained in the College of Health Professions in San Marcos.

Students have access to their student files. A request should be made through the Director and a program faculty member must be present while the files are being reviewed. Student files may NOT be removed from the SON Office of Admissions. No information is to be added to or deleted from the file without permission of the Director.

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords certain rights to students concerning their educational records. FERPA affords students a right to inspect and review their educational records (with exceptions) and to request their records be amended, to have limited control over the disclosure of information contained in their records, and to file a complaint with the U.S. Department of Education concerning alleged failures of the University to comply with the requirements of the FERPA.

Anyone with knowledge or suspicion of a violation shall report the incident promptly to their immediate supervisor or faculty or the Director. Information acquired in the investigation of any known or suspected violation shall be confidential unless disclosure is authorized or required by law.

Violation of privacy and confidentiality laws and policies may subject the violator to disciplinary or criminal action.

For more information go to [www.dos.txstate.edu/TxState-Handbook/Rules-and-policies/](http://www.dos.txstate.edu/TxState-Handbook/Rules-and-policies/)

## *SECTION 8: ACADEMIC PROGRESSION*

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Students enrolled in the Nursing Program are required to maintain a grade of at least a "C" in all courses in the nursing curriculum. To graduate with Bachelor of Science in Nursing students must have a minimum GPA of 2.50 in their nursing coursework.

Nursing courses are offered in a lock-step sequence. Each course will be offered only once each academic year; therefore, progress in the program may be delayed if the student falls out-of-the sequence due to failure to successfully complete nursing courses. A student may repeat a nursing course only once. If the student does not earn a grade of at least "C" upon repeating the course, the student will need to reapply to the St. David's School of Nursing. No more than two nursing courses may be repeated one time. To clarify:

- One nursing course may be repeated once (a two total times).
- Two courses may be repeated once each. If the student fails a third course, they will be dismissed from the Nursing Program.
- If a student earns less than a "C" in a nursing course and this course has a co-requisite course this co-requisite will need to be repeated.

A student who is out-of-sequence (whether due to illness, course failure or other reasons) cannot be assured of a space in subsequent courses, though every effort will be made to accommodate him/her. The decision is based upon the Admission, Progression, and Graduation Committee's review and consideration. A student who has earned less than a "C" in a nursing course **WILL NOT** progress in the Nursing Program. Failure or withdraw failing is considered a "failure." A grade of at least a "C" must be earned in the repeated course and co-requisite before the student may continue in the curriculum. A repeated course grade of less than "C" will require the student to apply for readmission to the nursing program on a space availability basis only.

### ***Remediation***

The Nursing Program provides a variety of remediation opportunities for students. Students who self-identify, or have been identified by faculty, that they are having academic difficulty, should contact the Nursing Admission and Retention Coordinator to plan and arrange for remediation. The earlier the need for remediation is identified, the more effective the remediation may be. The remediation program cannot guarantee success for the student, but the faculty and staff will take all reasonable measures to help the student manage their challenges and to progress in the nursing program. The Office of Disability Services should be contacted, as indicated.

Incoming Fall 2011 students will also have an opportunity to participate in the Statewide At-Risk Tracking and Intervention for Nurses grant project sponsored by the Texas Higher Education Coordinating Board.

### ***Grading Policy***

The nursing faculty has determined a grading scale for all nursing courses in keeping with the minimum passing criteria of the credentialing organization. The evaluation scale is as follows:

90	-	100	A
80	-	89	B
75	-	79	C
70	-	74	D
69 & below			F

### ***Exams and Competency Validation***

Each course will have required activities or assignments and examinations to validate learning and competency. An overall earned course average of 75% is required of all students in order to pass all nursing courses. In order to pass nursing courses with a clinical practicum component, the student must achieve a 75% average or above on theory exams, which may include quizzes, unit exams, and a comprehensive final as defined in the course syllabus.

In addition to the course exams, students will be required to take a series of Assessment Technologies Institute (ATI) exams to guide the faculty and student on the student's readiness to eventually pass the National Council Licensure Examination for Registered Nurses, (NCLEX-RN®). The ATI exams are assigned to a particular course each semester. The results of the ATI exams will highlight areas of strength and weakness for each student and allow for additional preparation on content, as needed. Faculty may provide additional learning experiences for students based on need. ATI exam grades are factored into the course grade either as an overall percentage of the course grade, or as part of the testing grade as defined in the course syllabus.

### **Medication Administration & Calculations: Nursing Program Examination Requirements**

#### **General Purpose:**

Medication dosage calculation is a critical component of clinical nursing practice. It is imperative that drug dosages be calculated correctly for safe patient care. In order to ensure that

students have mastered dosage calculations, they will be required to pass medication exams in selected nursing courses. In addition to dosage calculations, students will be required to know how to read medication orders accurately, including medical abbreviations.

### **Requirements:**

Students will be required to pass all medication exams administered in the nursing program. The passing score is 95%. Each student will have 3 opportunities to pass any given medication exam; however, failure to pass the exam after the third attempt will lead to failure to progress in the nursing program. Please refer to the admission and progression policies regarding readmission.

### **Preparation:**

Students will be given assignments in the courses to assist in preparation for the medication exams. Practice quizzes will also be available so students will know what to expect on the medication exams.

### **Helpful Guidelines:**

1. Do assignments on time. The information is learned by practice not cramming. Students need the time provided to master the content.
2. The medication calculation textbook offers 4 methods to do drug calculations. All methods are acceptable. Students should choose the method that works best for them.
3. If a student experiences difficulty at any time, they should seek help quickly. Do not delay. The faculty is committed to their success and will assist them if they seek help.
4. Rounding, if needed, should be done after arriving at the final answer. Do NOT round at each step in the calculation. Rounding is done only when you arrive at a dose that is not realistic to give. For example, one cannot give 3.07 tablets; therefore, one must round to 3 tablets. The rounding rule states that ***if the hundredth column is 5 or greater, the tenth column is increased by 1***. In the example of 3.07 tablets, the 7 rounds up to make the number 3.10. However, realistically one still cannot give 3.10 tablets, so rounding will continue to the tenth column. Because 1 is less than 5, drop the 0.10 to be left with 3. The realistic answer is to give 3 tablets. The medication calculation textbook covers rounding in the Basic Math Review Section.

5. Practice, practice, practice calculation problems consistently. There are ample practice problems in the textbook, textbook CD-ROM and student resources online provided by the textbook.
6. Students may use a calculator when completing calculation problems for practice and in the clinical area. Only calculators provided by the St. David's School of Nursing may be used during any examinations.

**Remediation:**

If a student is unsuccessful on the first or second attempt to pass any given medication exam, they will be required to develop a plan for remediation with the instructor of record for the course. The remediation plan must be completed prior to the date of the repeat medication exam.

## SECTION 9: ETHICS AND PROFESSIONAL CONDUCT

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### *American Nurses Association Code of Ethics*

Nursing students are expected to be familiar with and perform consistently with the Code of Ethics for Nurses.

#### American Nurses Association Code of Ethics for Nurses

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

The nurse's primary commitment is to the client, whether an individual, family, group or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

### ***Professional Conduct***

Inherent in the profession of nursing are values that are demonstrated through professional conduct. Examples of professional values include: demonstrating a commitment to nursing; demonstrating cooperation and collaboration; placing the client's welfare first; exhibiting personal as well as intellectual responsibility and adhering to the nursing program and clinical facility policies. These are areas by which the student is evaluated in the area of professional conduct.

In keeping with the philosophy of Texas State, a student is expected to exhibit professional behavior when performing nursing activities or representing the Nursing Program in any capacity.

When in the clinical area or any clinical experience, the student should be identified as a Texas State nursing student by proper uniform, and/or identification as listed in the Dress Code Policy (see Section 6: Practice and Clinical Laboratory, page 26). The student is expected to exhibit a professional manner, which includes but is not limited to having a neat, clean appearance and utilizing appropriate language and behavior.

The student will notify the clinical faculty or preceptor appropriately when she/he is tardy, absent, or for any reason unable to complete nursing responsibilities, will be absent from the clinical setting, or must leave the clinical area prior to the end of clinical time.

The student is expected to deliver care in a nondiscriminatory and nonjudgmental manner that is sensitive to client diversity. When providing care, the student places the client's welfare first by: being accessible and prompt in answering the client's requests; establishing a priority of activities which reflects the client's needs; and being responsible and reliable when needs are identified by the client, staff or clinical instructor. The student delivers care in a manner that preserves and protects client autonomy, dignity, rights and confidentiality.

The student interacts professionally, both written and verbally, with faculty, staff, clients, and peers when giving and receiving information. When a question or unclear situation occurs, the student follows the appropriate channels of communication and authority for clarification (faculty, course coordinator, Director, Dean). The student's written work/charting is accurate, has a professional appearance, and is completed according to standards of the clinical site and Texas State. Cellular phones, beepers and pagers are to be used in emergency situations and according to clinical site policies as well as at the discretion of the faculty.

The student is a cooperative team member who considers the needs of the entire group when working together, giving and receiving assignments, and accepting the roles and responsibilities of others in the group. The student accepts and acts upon constructive criticism.

The student exhibits intellectual and personal responsibility by readily acknowledging mistakes and/or oversights, and takes action to correct the situation. The student is honest and truthful when interacting with clients, peers, faculty and staff, and in completing written work such as charting, care plans, and assessment guides. The student completes her/his own work, not representing anyone else's work as being their own. The student identifies group collaboration on projects when indicated and appropriate. Refer to Policy on Academic Honesty in the Undergraduate Catalog, which will extend to the class and clinical experience.

### ***Unprofessional Conduct***

If displaying unprofessional conduct, the student may be sent away from the classroom, clinical or laboratory setting by the faculty or designated authority. The instructor then notifies the Director. The Director will notify other College officials as deemed necessary. Documentation of the conduct will be completed as appropriate.

### ***Independent Work***

Students are expected to do their own work unless an individual course instructor has indicated that group activity is acceptable. In the class, seminars and practice labs, students are expected to participate by sharing observations and impressions.

Students may share notes and resources to facilitate one another's learning; however, it is considered unethical for one student to ask another for copies of papers, projects, old exams, or to show or exchange answers before, during or after exams, clinical validations or demonstrations.

Students are expected to do their own work on all graded material submitted for course requirements. Since dishonesty harms the individual, fellow students, and the integrity of the university, policies on academic dishonesty will be strictly enforced.

It is considered unethical for a student to secure and/or make copies of an exam that is to be administered or one that has previously been administered.

Any conduct considered to be unethical is cause for immediate dismissal from the program according to the Texas State Student Handbook. Any observances of such conduct by faculty or reports to faculty will immediately be investigated.

## ***Texas State Academic Honor Code***

*(Courtesy of the Texas State Student Handbook)*

As members of a community dedicated to learning, inquiry, and creation, the students, faculty, and administration of our University live by the principles in this Honor Code. These principles require all members of this community to be conscientious, respectful, and honest.

**WE ARE CONSCIENTIOUS.** We complete our work on time and make every effort to do it right. We come to class and meetings prepared and are willing to demonstrate it. We hold ourselves to doing what is required, embrace rigor, and shun mediocrity, special requests, and excuses.

**WE ARE RESPECTFUL.** We act civilly toward one another and we cooperate with each other. We will strive to create an environment in which people respect and listen to one another, speaking when appropriate, and permitting other people to participate and express their views.

**WE ARE HONEST.** We do our own work and are honest with one another in all matters. We understand how various acts of dishonesty, like plagiarizing, falsifying data, and giving or receiving assistance to which one is not entitled, conflict as much with academic achievement as with the values of honesty and integrity.

**THE PLEDGE FOR STUDENTS.** Students at our University recognize that, to insure honest conduct, more is needed than an expectation of academic honesty, and we therefore adopt the practice of affixing the following pledge of honesty to the work we submit for evaluation: I pledge to uphold the principles of honesty and responsibility at our University.

**THE PLEDGE FOR FACULTY AND ADMINISTRATION.** Faculty at our University recognize that the students have rights when accused of academic dishonesty and will inform the accused of their rights of appeal laid out in the student handbook and inform of the process that will take place. I recognize students' rights and pledge to uphold the principles of honesty and responsibility at our University.

**ADDRESSING ACTS OF DISHONESTY.** Students accused of dishonest conduct may have their cases heard by the faculty member. The student may also appeal the faculty member's decision to the Honor Code Council. Students and faculty will have the option of having an advocate present to insure their rights. Possible actions that may be taken range from exoneration to expulsion. Academic Offenses Academic work means the preparation of an essay, thesis, report, problem assignment, or other projects which are to be submitted for purposes of grade

determination. Violation of the “Honor Code” includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion and the abuse of resource materials. Cheating means engaging in any of the following activities: Copying from another student's test paper, laboratory report, other report or computer files, data listing, and/ or programs; use of materials during a test that are not authorized by the faculty administering the test; and/or collaborating without authorization with another person during an examination or in preparing academic work. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the content of an un-administered test. Substituting for another student or permitting another person to substitute for oneself in taking an examination or preparing academic work. Bribing another person to obtain an un-administered test or obtain information about an un-administered test. Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough or final versions of an assignment by a professional typist. Plagiarism means the appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit. Abuse of resource materials means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials. Penalties for Academic Dishonesty Students who have been found responsible for committing academic dishonesty may be subject to:

**A. Academic Penalties:**

1. A requirement to perform additional academic work not required of other students in the course;
2. A reduction to any level of the grade in the course, or on the examination or other academic work affected by violation of the Honor Cord; and/or
3. A requirement to withdraw from the course with a grade of “F” or “W”.

**B. Disciplinary Penalties:** means any penalty which may be imposed in a student disciplinary matter pursuant to The Official Texas State Code of Student Conduct.

*“A problem is a chance for you to do your best.”*

*--Duke Ellington*

***Texas State College of Health Professions Grade Appeals  
Policy and Procedure 04.01(rev. 6/2010)***

**PURPOSE**

1. A purpose of this policy is to establish a procedure through which a student in the College of Health Professions may appeal a final course grade earned in a course offered by a department or program in the College of Health Professions.
2. A purpose of this policy is to define the composition of the Grade Appeal Committee of the College of Health Professions. For the purposes of this policy, the following definitions will be used:

“Texas State” refers to Texas State University-San Marcos.

“College” refers to the College of Health Professions.

“Chair” refers to the director of a school, department or program within the College and through which the course was offered.

“Committee” refers to the Grade Appeals Committee appointed by the College’s Dean.

“Sub-committee” refers to a sub-committee of the Grade Appeals Committee appointed by the Grade Appeals Committee Chair.

“Committee Chair” refers to the chair of the Grade Appeals Committee.

“Instructor” refers to the professor, instructor or lecturer of record for the Academic or clinical course for which the grade is being appealed.

“Appeal” refers to the appeal of the grade the student has earned in a course.

**POLICY**

A Texas State student has the right to appeal the grade earned in a course completed at Texas State. The Texas State policy is printed in the appropriate Texas State catalog.

The policy for “Change of Grades” for undergraduate students states, “Students who wish to protest a grade earned in a course should first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department Chair/Director. If no satisfactory conclusion can be reached at this level, the student may appeal to the College Dean whose decision is final.” (*Texas State Undergraduate Catalog, 2010-2012, page 32*). In accordance with Texas State’s records

retention policies, a student appeal for a change of grade must be filed no later than two years after the grade is issued.

The policy for “Change of Grade” for graduate students states, “Students who wish to protest a grade earned in a course should first discuss the grade with the instructor. If no resolution is reached, the student may appeal the grade to the department Chair/Director. If no satisfactory conclusion can be reached at this level, the student may appeal to the College Dean whose decision is final. In accordance with Texas State’s records retention policies, a student appeal for a change of grade must be filed no later than two years after the grade is issued.” (*Graduate Catalog, Texas State, 2009-2011*, page 47).

It is the policy of the College that the University policy for grade appeals will be followed. The Grade Appeal Committee is an advisory body to the Dean. The procedures for completing a grade appeal will be reviewed on an as needed basis, but no less than every three years. The grade appeal policy will be made available to students by inclusion in a department or program student handbook, or by any other mechanism deemed appropriate by that department or program.

### **COLLEGE GRADE APPEALS COMMITTEE**

1. The Dean will appoint a Grade Appeals Committee:

- Will consist of a representative from each academic unit;
- Be appointed on a rotating basis;
- Serve for a 3 year term, with the possibility of an additional term, and when a member is unable to complete a term, a replacement will be appointed to fill the remaining portion of the term;
- Committee members will receive a copy of the current policy at the time of the appointment.

2. A Committee Chair will be appointed by the Dean. The Committee Chair:

- Will serve a one year term, with the possibility of reappointment;
- Must have served as a member for at least one year prior to appointment as Committee Chair;
- Has authority to request additional information from the student or the instructor prior to the Committee review of the appeal;
- Has discretionary authority to appoint the sub-committee for review of a grade appeal;
- Has the authority to direct the review by the full committee or by a subcommittee.

3. A committee member who was the instructor of the course for which the grade has been appealed may not be present during the deliberative process.

4. A committee member who represents the department or program from which the appeal has been

made will serve as an ex-officio member of the committee and, may be present during the committee's discussion of the appeal, but may not be present during the committee's deliberative process.

5. A sub-committee will be appointed by the Committee Chair and will:

- Be made up of at least three members of the committee,
- Have a sub-committee chair appointed by the Committee Chair to be responsible for completing the appropriate paperwork to document the sub-committee recommendations,
- Not include a member who was the course instructor or represents the department or program from which the appeal has been made.

## **PROCEDURE**

1. **Student Responsibility:** Once the final course grade has been assigned, a student who does not believe the final course grade was appropriately assigned:

- Must first attempt to negotiate a resolution with the instructor by submitting a written request for reconsideration within two years following the date grades were submitted to the Registrar's Office.
- Must appeal to the Chair/Director if the instructor is unavailable during that period or is no longer employed by Texas State.
- If the student is unable to negotiate a satisfactory resolution with the instructor of record, the student must submit the appeal to the Chair/Director using the College of Health Professions Grade Appeal Form (Attachment H).
- It is the student's responsibility to provide all documentation requested on the Grade Appeal Form in an objective and thorough manner. Failure to provide all such information will result in the Committee's rejection of the appeal upon receipt.
- If at any time during the appeal process the student wishes to substantially alter the basis of the appeal, the student must re-initiate the process beginning with an attempt to negotiate a resolution with the course instructor

2. **Instructor Responsibility:**

- Attempt to negotiate a resolution with the student appealing a final course grade.
- Provide appropriate objective documentation of the response to the student's appeal on the Grade Appeal Form within 10 working days of receipt of the written appeal.
- Provide additional information to the Committee when requested to do so by the Committee.

3. **Chair/Director Responsibility:** Upon receipt of an appeal the Chair/Director will:

- Notify the instructor of the continuing appeal and allow the instructor to clarify the process through which the grade being appealed was earned by the student.
- Review all materials submitted regarding the appeal by the student and the course instructor.
- Within 10 working days of receipt of the written appeal provide a written decision on the Grade Appeal Form.
- Provide the instructor with a copy of the written decision.

#### **4. To Complete the Appeal:**

- If the student is satisfied with the decision of the Chair/Director, the student will respond on the appropriate section of the Grade Appeal Form.
- If the student is not satisfied with the decision of the Chair/Director the student will respond on the appropriate section of the Grade Appeal Form to request the Chair/Director to forward the appeal to the Dean's Office.

#### **5. Dean's Responsibility:** Upon receipt in the Dean's Office, the Dean will:

- Notify the Committee Chair of the appeal.
- Provide the appeal packet to the Committee Chair for initial review.

#### **6. Grade Appeals Committee Responsibility:** Upon completing the initial review of the appeal, the Committee Chair will:

- Notify the committee of the appeal or appoint a sub-committee to review the appeal.
- Determine if additional information will be needed for clarification, then:
  - a) contact the student to request additional documentation to support or clarify the appeal,
  - b) contact the instructor to request additional documentation to support or clarify the instructor's response to the appeal,
  - c) contact the department/program/school Chair/Director to request additional documentation to support or clarify the issues of the appeal.

#### **7. Committee or Sub-Committee Responsibility:**

- Review all materials submitted for the appeal.
- Base its decision on all materials and information provided for the appeal.
- Discuss individual conclusions and come to consensus during a physical or electronic meeting of the committee or sub-committee.
- Submit a written recommendation on the Grade Appeal Form to the Dean within 10 working days of notification of the appeal.

Note: If the grade appeal occurs during a semester break, the time limit will extend into the next semester, and the ten-day limit will begin with the start of that semester. If the grade appeal occurs at

the end of the semester, the student will have an extension of ten days which will begin with the start of the next semester.

**8. Dean's Notification to the Student:**

- The Dean will review the Committee's written recommendation and documentation in support of the appeal.
- The Dean will provide written notification of the final decision within 5 working days of receipt of the Committee's written decision to:
  - a) the student,
  - b) the Committee Chair, with explanation of the decision if it differs substantially from the Committee recommendation,
  - c) the Chair/Director,
  - d) the instructor.

## SECTION 10: GRADUATION

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### ***Degree Audit Report (DARS)***

During the junior fall semester of coursework in the Nursing Program, the School of Nursing Advisor will initiate a Texas State degree outline for each student. This degree outline, called a Degree Audit Report or DARS, will serve as the agreement between the student and the university to define and delineate all prerequisite and professional coursework which must be taken for the student to receive a BSN degree. This process helps guide the student so that only the courses required for the degree are taken. The student will be able to track his/her progress toward degree completion through the Degree Works system.

The State of Texas offers a \$1000 tuition rebate program to students completing degrees without attempting more than three (3) hours in excess of the minimum number of semester credit hours required to complete the chosen degree. (See Texas State UPPS 03.01.13 or Texas Education Code 54.0065 for details.)

### ***Final Degree Audit***

Upon reaching two semesters, or 30 semester hours before completion of the BSN degree, the student should request a final degree audit by contacting the St. David's School of Nursing Academic Advisor. The final degree audit will list the courses remaining to be taken, as well as grade-point averages in all college courses, courses taken at Texas State, and in the major field of study. If the student's GPA is below state requirements for the degree, the summary can be used to decide how the averages could best be raised in the remaining course work. The final degree audit is simply the updated DARS report that is available to the student through Degree Works.

### ***Graduation Requirements***

Before graduating from Texas State with the BSN, students **must** satisfy the following requirements:

- a grade of "C" or above in each nursing course;
- Texas State overall GPA **must be** at least 2.25;
- Texas State School of Nursing GPA **must be** at least 2.50; and
- all general studies requirements met including writing intensive courses, foreign language requirements (see university catalog for specifics).

### *Application for Degree*

Students are required to APPLY for graduation during their last semester. Contact the St. David's School of Nursing Academic Advisor for the deadline dates of each semester.

***STUDENTS CANNOT GRADUATE UNLESS AN APPLICATION FOR GRADUATION HAS BEEN COMPLETED.***

## *SECTION 11: LICENSURE AS A REGISTERED NURSE*

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### ***Licensing Process***

In order to become a Registered Nurse (RN) the Texas Board of Nursing and the National Council of State Board of Nursing (NCSBN) require that educational requirements be met. When students graduate from the Nursing Program they will be eligible to take the NCLEX-RN® at a local Pearson testing center. Students will be given details about this process prior to graduation.

The NCLEX-RN® is the national examination for state registered nurse licensure. The National Council for State Boards of Nursing (NCSBN) is responsible for all nurse licensing examinations. Pearson Professional Testing provides test development and test administration services for the NCLEX-RN®.

For more information and a tutorial on the NCLEX-RN® go to [www.pearsonvue.com/nclex](http://www.pearsonvue.com/nclex).

The NCLEX-RN® is given only in a computerized adaptive testing (CAT) format. It is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. The length of the computerized exam is determined by the student's response to the items. Once a minimum number of items have been answered, testing will stop when the level of ability is determined to be either above or below the passing score of 95% or the time limit is reached.

Information and application for licensing exams are made by the St. David's School of Nursing. There is a fee of \$200 (subject to change). There may be other fees to be paid to the Board of Nursing.

The tests can be scheduled at a local testing site with details provided prior to graduation. Students will be given instruction on the use of the computer prior to the test; however, some of the written tests in the Nursing Program will also be on computer to familiarize students with that process.

### ***Multi-State Licensure Compact***

The State of Texas, through the Texas Board of Nursing (BON), requires all registered nurses be state licensed. Texas participates in the Multi-State Licensure Compact so RNs licensed in Texas may also practice in Compact states. Check the BON website for current states participating in the Compact ([www.bon.state.tx.us](http://www.bon.state.tx.us)).

## ***Graduate Nurses***

Graduates pending notice of passing the NCLEX–RN®, and upon application for a full license, may be issued a temporary “permission to practice” as a graduate nurse (GN) via the BON website. Such authorization is no longer granted in hard copy. The temporary GN license is not renewable and expires when the candidate passes the NCLEX-RN®, or fails to pass the test, or on the 75<sup>th</sup> day following the temporary authorization.

The GN is in a transitional process from student to professional and, as such, should seek and receive direction, supervision, consultation, and collaboration from experienced nurses, and not practice in an independent situation.

For more details concerning graduate nurse practice and parameters, click on the following links: [www.bon.state.tx.us/practice/grads.html](http://www.bon.state.tx.us/practice/grads.html) and [www.bon.state.tx.us/olv/faqs-msr.html](http://www.bon.state.tx.us/olv/faqs-msr.html)

*“Always start every endeavor with a clear sense of purpose.”*  
*--Stephen R. Covey*

## SECTION 12: PROGRAM OF STUDY AND NURSING COURSES

### ***Bachelor of Science in Nursing***

Major: Nursing

Minimum required: 130 semester hours

#### General Requirements:

Any student who did not complete at least two years of the same foreign language in high school is required to take 6-8 hours of the same foreign language. Any student who did not complete one year of general computer science (literacy) course in high school is required to take a placement course, CLEP, or college course work. See University College section of the catalog for course options that satisfy literature, natural science, and social science components.

For the Fall 2010 entering class, see pages 48-54); For the Fall 2011 entering class, see pages 55-61).

### **Nursing Program of Study: Fall 2010 Entering Class**

#### Freshman Year:

Course Number	Course Title	Hours
CHEM 1341/114	General Chemistry I and Lab	4
ENG 1310	College Writing Part I	3
ENG 1320	College Writing Part II	3
FCD 1351 or PSY 3300	Family and Child Development or Life Span Development	3
HIST 1310	US History Pre-1877	3
HIS 1320	US History Post-1877	3
MATH 1315	Algebra	3
NURS 1200	Introduction to Nursing (Note that this course is for admission to the 2010 BSN Program only.)	2
PFW (2)	Physical Fitness (Two, 1-hour courses required)	2
PHIL 1305 or PHIL 1320	Philosophy and Critical Thinking or Ethics	3
PSY 1300	Introduction to Psychology	3
US 1100	University Seminar	1
<b>TOTAL FRESHMAN YEAR CREDIT HOURS</b>		<b>33</b>

Sophomore Year:

Course Number	Course Title	Hours
BIO 2451	Human Anatomy and Physiology I	4
BIO 2452	Human Anatomy and Physiology II	4
BIO 2440	Microbiology	4
CHEM 1342/ 1142	General Chemistry II and Lab	4
COMM 1310	Fundamentals of Human Communication, plus lab	3
ENG Literature	2310 (British Literature Before 1785) or 2320 (British Literature Since 1785) or 2330 (World Literature Before 1600) or 2340 (World Literature Since 1600) or 2359 (American Literature Before 1865) or 2360 (American Literature Since 1865)	3
NUTR 2360 or HON 3393V	Nutrition	3
POSI 2310	Political Science – Principles of American Government	3
POSI 2320	Political Science – Functions of American Government	3
ART 2313, DAN 2313, MUS 2313, or TH 2313	Intro to Fine Arts	3
<b>TOTAL SOPHOMORE YEAR CREDIT HOURS</b>		<b>34</b>

Junior Year – 1st Semester:

Course Number	Course Title	Hours
NURS 3310 and NURS 3210	Age-Specific Health Assessment and Age-Specific Health Assessment Skills	5
NURS 3300	Nursing Profession I	3
NURS 3320 and NURS 3220	Age-Specific Nursing and Age-Specific Nursing Skills	5
<b>TOTAL JUNIOR – 1<sup>st</sup> SEMESTER CREDIT HOURS</b>		<b>13</b>

Junior Year – 2nd Semester:

Course Number	Course Title	Hours
NURS 3440 and NURS 3240	Life Span Nursing and Life Span Nursing Practicum	6
NURS 3460 and NURS 3260	Psychiatric and Behavioral Health Nursing and Psychiatric and Behavioral Health Nursing Practicum	6
NURS 3302	Research and Ethics	3
<b>TOTAL JUNIOR – 2<sup>nd</sup> SEMESTER CREDIT HOURS</b>		<b>15</b>

Junior Year – 3rd Semester:

Course Number	Course Title	Hours
NURS 3330	Healthcare Systems	3
NURS 3441 and NURS 3241	Adult Health Nursing and Adult Health Nursing Practicum	6
<b>TOTAL JUNIOR – 3<sup>rd</sup> SEMESTER CREDIT HOURS</b>		<b>9</b>

Senior Year – 1st Semester:

Course Number	Course Title	Hours
NURS 4350 and NURS 4250	Childbearing Families/Pediatrics and Childbearing Families/ Pediatrics Practicum	5
NURS 4311 and NURS 4211	Nursing Care in Complex Health Environments and Nursing Care in Complex Health Environments Practicum	5
NURS 4370	Leadership and Management of Nursing Care I	3
<b>TOTAL SENIOR – 1<sup>st</sup> SEMESTER CREDIT HOURS</b>		<b>13</b>

Senior Year – 2nd Semester:

Course Number	Course Title	Hours
NURS 4272 and 4471	Leadership and Management of Nursing Care II and Leadership and Management of Nursing Care II Practicum	6
NURS 4380 and NURS 4280	Community Health Nursing and Community Health Nursing Practicum	5
NURS 4201	Nursing Profession II	2
<b>TOTAL SENIOR – 2<sup>nd</sup> SEMESTER CREDIT HOURS</b>		<b>13</b>

## Nursing Course Descriptions: Fall 2010 Entering Class

### Pre-Nursing

#### **NURS 1200 Introduction to Nursing (2-0)**

Introduction to nursing, nature and expectations of professional education and practice.

Opportunities in nursing and roles in the healthcare system. Factors to evaluate regarding career paths and options in relation to personal goals. Prerequisite to application for admission to nursing program.

### Semester 1

**NURS 3310 Age-Specific Health Assessment (3-0)**

Basic physical and psychosocial assessment and health/lifestyle history of all ages, age-specific evidence-based health maintenance and prevention of illness, cultural and age variances, teaching-learning strategies for age-specific health promotion and maintenance. Critical thinking concepts. Co-requisite NURS 3210.

**NURS 3210 Age-Specific Health Assessment Skills (0-6)**

Practice age-specific assessment, communication, and client health history skills. Experiences in simulation practice lab. Learn measures in privacy training. Co-requisite NURS 3310.

**NURS 3300 Nursing Profession I (3-0)**

History of nursing in the context of the evolving healthcare system including the laws and ethical issues that impact on nursing licensure and practice. Interdisciplinary roles and client rights. Client and nurse workplace safety and balanced lifestyle. Nursing decisions based on values, ethics, current technology, and evidence-based research.

**NURS 3320 Age-Specific Nursing (3-0)**

Therapeutic nursing processes across the lifespan including alterations in elimination, sensory stimulation and perception, rest, immune process, homeostasis, pulmonary gas exchange, musculoskeletal, renal function, fluid balance, cancer, and nutrition. Family systems theory. Complementary and alternative practices. Safe, therapeutic, legal and ethical medication use. Validation of evidence-based practice. Co-requisite NURS 3220.

**NURS 3220 Age-Specific Nursing Skills (0-6)**

Nursing process applied to activities of daily living, health assessment and accommodation of alterations. Sterile technique, safety, and comfort measures. Administration of medication. Basic nursing procedures for chronic and acute conditions. Experiences in simulation lab, primary care clinics, day care, school, after school programs, and nursing homes. Co-requisite NURS 3320.

**Semester 2****NURS 3440 Life Span Nursing I (4-0)**

Life span clients with chronic and acute alterations in sensory perception, metabolic/endocrine, dermatology, infections, immunology/allergy, gastrointestinal, eyes, ears, nose and throat, effects of developmental disabilities on communications and life experiences, collaborative management of medications, therapeutic procedures/treatment management, restoration and rehabilitation, client and caregiver education. Validation of evidence-based practice. Co-requisites: NURS 3240, NURS 3260, NURS 3460.

**NURS 3240 Life Span Nursing Practicum (0-6)**

Apply nursing process and critical thinking skills to alterations in acute and chronic conditions, life span client's health history and assessment with emphasis on therapeutic communication, intervention, data collection/analysis, and documentation. Experiences include simulation lab, hospitals, ambulatory surgery, homes for developmentally disabled persons, primary care clinics and health departments. Co-requisite NURS 3440.

**NURS 3302 Research and Ethics (3-0)**

Compare qualitative and quantitative research. Describe basic research process as foundation for evidence-based nursing practice and healthcare services. Identify systems for determining validity and reliability of research. Define key research terminology. Identify use of research techniques to monitor nurse sensitive client care indicators and leadership outcomes.

**NURS 3460 Psychiatric and Behavioral Health Nursing (4-0)**

Psychiatric and behavioral health concepts applied to individuals, families, and communities. Acute and chronic psychiatric illness and treatment modalities. Apply nursing process to behavioral health planning including therapeutic measures for psychiatric and behavioral health illnesses. Qualitative and quantitative research in relation to psychiatric and behavioral health. Co-requisite NURS 3260.

**NURS 3260 Psychiatric and Behavioral Health Nursing Practicum (0-6)**

Apply critical thinking skills and therapeutic nursing measures to clients with psychiatric and behavioral health illness or issues. Practice assessment and therapeutic skills. Experiences in acute client psychiatric settings, outpatient and adult behavioral day care centers, and home health agencies. Co-requisite NURS 3460.

**Semester 3****NURS 3441 Adult Health Nursing (4-0)**

Adults with acute life threatening conditions; collaborative management of therapies including medications, therapeutic procedures/treatment, client and caregiver education, restoration and rehabilitation. Critical thinking skills and judgment in critical care areas concerning cardiopulmonary, hepatic, urinary, oncology, neurology, fluid and electrolyte balance and status alterations. Co-requisite NURS 3241.

**NURS 3241 Adult Health Nursing Practicum (0-6)**

Clinical practice with adults experiencing acute life threatening conditions. Practice clinical skills, making judgments, critical thinking, taking health history and assessment with emphasis on therapeutic communication, intervention, data collection/analysis and documentation. Experiences include simulation lab, hospitals, surgery, intensive care units, rehabilitation,

home health services and hospice settings. Co-requisite NURS 3441.

**NURS 3330 Healthcare Systems (3-0)**

Healthcare systems access and barriers, policies, nursing role in healthcare delivery systems, critical thinking skills applied to the healthcare system. Socialization to the professional nursing role. Continuing and formal education for advancement. Qualitative and quantitative research in relation to healthcare systems, nursing practice, and current topics.

**Semester 4**

**NURS 4350 Childbearing Families/Pediatrics (3-0)**

Clinical skills and judgment in assisting families and individuals during childbearing and rearing, health maintenance and promotion. Apply nursing process to the families with children emphasis on development, culture and family structure variances and dynamics. Validation of evidence-based practice. Co-requisite NURS 4250

**NURS 4250 Childbearing Families/Pediatrics Practicum (0-6)**

Practice critical thinking skills and judgment to care for childbearing and childrearing families. Experiences in simulation lab, out-patient obstetrical and pediatric services, hospital obstetric and client care areas including pre and post partum, and pediatrics, schools and after school settings with mainstreamed children with disabilities. Co-requisite NURS 4350.

**NURS 4311 Nursing Care in Complex Health Environments (3-0)**

Concepts related to complex alterations in health status and compensation. Use of therapeutic communication and education with diverse individuals and groups. Interventions to include use of complementary and alternative modalities. Co-requisite: NURS 4211.

**NURS 4211 Nursing Care in Complex Health Environments Practicum (0-6)**

Application of the nursing process, including critical thinking and technical skills, to clients with complex health status alterations. Collaborative management of complex healthcare issues to include use of complementary and alternative modalities. Co-requisite NURS 4311.

**NURS 4370 Leadership and Management of Nursing Care I (3-0)**

Leadership theories applied to unit and middle management leadership. Personal attributes for nursing leadership in direct client care areas, including adult care, obstetrics, pediatrics, and behavioral health. Qualitative and quantitative research in relation to leadership and middle management process and outcomes.

## **Semester 5**

### **NURS 4380 Community Health Nursing (3-0)**

Nursing process and strategies for health promotion for diverse groups, critical thinking skills related to community issues, addiction and rehabilitation, epidemiology and public health. Impact of biological weapons, disasters and emergencies on communities, healthcare systems and nursing practice. Validation of evidence-based practice. Co-requisite NURS 4280.

### **NURS 4280 Community Health Nursing Practicum (0-6)**

Health assessment and planning for diverse community groups including education, support groups/resources, advocacy, response to situational crises, bio-terrorism and environmental emergencies, group dynamics and impact on communities. Experiences in community or public health settings, community health centers, local health departments and community service organizations. Co-requisite NURS 4380.

### **NURS 4272 Leadership and Management of Nursing Care II (2-0)**

Leadership and management theories, trends and issues in healthcare settings, resources, priorities, unit management, delegation and assignment of staff, staff evaluation, performance improvement and safety. Validation of evidence-based leadership and management process and outcomes. Prerequisite NURS 4370. Co-requisite NURS 4471.

### **NURS 4471 Leadership and Management of Nursing Care II Practicum (0-12)**

Apply leadership and management skills in a variety of nursing care situations. Nursing unit leadership, staff assignments based on assessment of client needs, resources, priorities, and competencies of staff. Oversee and evaluate evidence-based nursing care provided. Co-requisite NURS 4272.

### **NURS 4201 Nursing Profession II (2-0)**

Roles and competencies of nurses in the healthcare system. Professional organizations impacting public perceptions and policy. Quality initiatives to promote safe healthcare services, workplace safety, scope of services, staffing and ergonomics. Nursing self-governance and control of nursing practice and care environment. Prerequisite NURS 3300.

## Nursing Program of Study: Fall 2011 Entering Class

### Freshman Year:

Course Number	Course Title	Hours
CHEM 1341/1141	General Chemistry I and Lab	4
ENG 1310	College Writing Part I	3
ENG 1320	College Writing Part II	3
FCD 1351 or PSY 3300	Family and Child Development or Life Span Development	3
HIST 1310	US History Pre-1877	3
HIST 1320	US History Post-1877	3
MATH 1315	Algebra	3
PFW (2)	Physical Fitness (Two, 1-hour courses required)	2
PHIL 1305 or PHIL 1320	Philosophy and Critical Thinking or Ethics	3
PSY 1300	Introduction to Psychology	3
US 1100	University Seminar	1
<b>TOTAL FRESHMAN YEAR CREDIT HOURS</b>		<b>31</b>

### Sophomore Year:

Course Number	Course Title	Hours
BIO 2451	Human Anatomy and Physiology I	4
BIO 2452	Human Anatomy and Physiology II	4
BIO 2440	Microbiology	4
CHEM 1342/1142	General Chemistry II and Lab	4
COMM 1310	Fundamentals of Human Communication, plus lab	3
ENG Literature	2310 (British Literature Before 1785) or 2320 (British Literature Since 1785) or 2330 (World Literature Before 1600) or 2340 (World Literature Since 1600) or 2359 (American Literature Before 1865) or 2360 (American Literature Since 1865)	3
NUTR 2360 or HON 3393V	Nutrition	3
POSI 2310	Political Science – Principles of American Government	3
POSI 2320	Political Science – Functions of American Government	3
ART 2313, DAN 2313, MUS 2313, or TH 2313	Intro to Fine Arts	3
<b>TOTAL SOPHOMORE YEAR CREDIT HOURS</b>		<b>34</b>

Junior Year – 1st Semester:

Course Number	Course Title	Hours
NURS 3310 and NURS 3110	Age-Specific Health Assessment and Age-Specific Health Assessment Skills	4
NURS 3300	Nursing Profession I	3
NURS 3221 and NURS 3220	Age-Specific Nursing and Age-Specific Nursing Skills	4
NURS 3430	Pathophysiology and Pharmacology for Nurses	4
	<b>TOTAL JUNIOR – 1<sup>st</sup> SEMESTER CREDIT HOURS</b>	<b>15</b>

Junior Year – 2nd Semester

Course Number	Course Title	Hours
NURS 3440 and NURS 3240	Life Span Nursing and Life Span Nursing Practicum	6
NURS 3460 and NURS 3260	Psychiatric and Behavioral Health Nursing and Psychiatric and Behavioral Health Nursing Practicum	6
NURS 3302	Research and Ethics	3
	<b>TOTAL JUNIOR – 2<sup>nd</sup> SEMESTER CREDIT HOURS</b>	<b>15</b>

Junior Year – 3rd Semester

Course Number	Course Title	Hours
NURS 3330	Healthcare Systems	3
NURS 3441 and NURS 3241	Adult Health Nursing and Adult Health Nursing Practicum	6
	<b>TOTAL JUNIOR – 3<sup>rd</sup> SEMESTER CREDIT HOURS</b>	<b>9</b>

Senior Year – 1st Semester:

Course Number	Course Title	Hours
NURS 4350 and NURS 4250	Childbearing Families/Pediatrics and Childbearing Families/Pediatrics Practicum	5
NURS 4311 and NURS 4211	Nursing Care in Complex Health Environments and Nursing Care in Complex Health Environments Practicum	5
NURS 4370	Leadership and Management of Nursing Care I	3
	<b>TOTAL SENIOR – 1<sup>st</sup> SEMESTER CREDIT HOURS</b>	<b>13</b>

Senior Year – 2nd Semester:

Course Number	Course Title	Hours
NURS 4272 and NURS 4471	Leadership and Management of Nursing Care II and Leadership and Management of Nursing Care II Practicum	6
NURS 4380 and NURS 4280	Community Health Nursing and Community Health Nursing Practicum	5
NURS 4201	Nursing Profession II	2
	<b>TOTAL SENIOR – 2<sup>nd</sup> SEMESTER CREDIT HOURS</b>	<b>13</b>

**Nursing Course Descriptions:  
Fall 2011 Entering Class**

**Semester 1**

**NURS 3310 Age-Specific Health Assessment (3-0)**

Basic physical and psychosocial assessment and health/lifestyle history of all ages, age-specific evidence-based health maintenance and prevention of illness, cultural and age variances, teaching-learning strategies for age-specific health promotion and maintenance. Critical thinking concepts. Co-requisite NURS 3110.

**NURS 3110 Age-Specific Health Assessment Skills (0-3)**

Basic physical and psychosocial assessment and health/lifestyle history of all ages, age-specific evidence-based health maintenance and prevention of illness, cultural and age variances, teaching-learning strategies for age-specific health promotion and maintenance. Critical thinking concepts. Co-requisite: NURS 3310.

**NURS 3300 Nursing Profession I (3-0)**

History of nursing in the context of the evolving healthcare system including the laws and ethical issues that impact on nursing licensure and practice. Interdisciplinary roles and client rights. Client and nurse workplace safety and balanced lifestyle. Nursing decisions based on values, ethics, current technology, and evidence-based research.

**NURS 3221 Age-Specific Nursing (2-0)**

Nursing concepts, introduction to the healthcare environment, lifespan caring of individuals and families, scientific basis for nursing practice including medication administration, nursing process with critical thinking to meet basic client needs of safety, comfort, hygiene, oxygenation, homeostasis, activity, nutrition, and elimination. Co-requisite

NURS 3220.

**NURS 3220 Age-Specific Nursing Skills (0-6)**

Nursing process applied to activities of daily living, health assessment and accommodation of alterations. Sterile technique, safety, and comfort measures. Administration of medication. Basic nursing procedures for chronic and acute conditions. Experiences in simulation lab, primary care clinics, day care, school, after school programs, and nursing homes. Co-requisite NURS 3221.

**NURS 3430 Pathophysiology and Pharmacology for Nurses (4-0)**

Introduction and overview of pathology, clinical pharmacology and pharmacotherapeutics, including how major drugs are used therapeutically for age-specific clients. Other topics to be covered include drug laws and regulations, patient and nurse safety. Prerequisite to NURS 3440 and NURS 3460.

**Semester 2**

**NURS 3440 Life Span Nursing (4-0)**

Life span clients with chronic and acute alterations in sensory perception, metabolic/endocrine, dermatology, infections, immunology/allergy, gastrointestinal, eyes, ears, nose and throat, effects of developmental disabilities on communications and life experiences, collaborative management of medications, therapeutic procedures/treatment management, restoration and rehabilitation, client and caregiver education. Validation of evidence-based practice. Co-requisites: NURS 3240, NURS 3260, NURS 3460.

**NURS 3240 Life Span Nursing Practicum (0-6)**

Apply nursing process and critical thinking skills to alterations in acute and chronic conditions, life span client's health history and assessment with emphasis on therapeutic communication, intervention, data collection/analysis, and documentation. Experiences include simulation lab, hospitals, ambulatory surgery, homes for developmentally disabled persons, primary care clinics and health departments. Co-requisite NURS 3440.

**NURS 3302 Research and Ethics (3-0)**

Compare qualitative and quantitative research. Describe basic research process as foundation for evidence-based nursing practice and healthcare services. Identify systems for determining validity and reliability of research. Define key research terminology. Identify use of research techniques to monitor nurse sensitive client care indicators and leadership outcomes.

**NURS 3460 Psychiatric and Behavioral Health Nursing (4-0)**

Psychiatric and behavioral health concepts applied to individuals, families, and communities.

Acute and chronic psychiatric illness and treatment modalities. Apply nursing process to behavioral health planning including therapeutic measures for psychiatric and behavioral health illnesses. Qualitative and quantitative research in relation to psychiatric and behavioral health. Co-requisite NURS 3260.

**NURS 3260 Psychiatric and Behavioral Health Nursing Practicum (0-6)**

Apply critical thinking skills and therapeutic nursing measures to clients with psychiatric and behavioral health illness or issues. Practice assessment and therapeutic skills. Experiences in acute client psychiatric settings, outpatient and adult behavioral day care centers, and home health agencies. Co-requisite NURS 3460.

**Semester 3**

**NURS 3441 Adult Health Nursing (4-0)**

Adults with acute life threatening conditions; collaborative management of therapies including medications, therapeutic procedures/treatment, client and caregiver education, restoration and rehabilitation. Critical thinking skills and judgment in critical care areas concerning cardiopulmonary, hepatic, urinary, oncology, neurology, fluid and electrolyte balance and status alterations. Co-requisite NURS 3241.

**NURS 3241 Adult Health Nursing Practicum (0-6)**

Clinical practice with adults experiencing acute life threatening conditions. Practice clinical skills, making judgments, critical thinking, taking health history and assessment with emphasis on therapeutic communication, intervention, data collection/analysis and documentation. Experiences include simulation lab, hospitals, surgery, intensive care units, rehabilitation, home health services and hospice settings. Co-requisite NURS 3441.

**NURS 3330 Healthcare Systems (3-0)**

Healthcare systems access and barriers, policies, nursing role in healthcare delivery systems, critical thinking skills applied to the healthcare system. Socialization to the professional nursing role. Continuing and formal education for advancement. Qualitative and quantitative research in relation to healthcare systems, nursing practice, and current topics.

**Semester 4**

**NURS 4350 Childbearing Families/Pediatrics (3-0)**

Clinical skills and judgment in assisting families and individuals during childbearing and rearing, health maintenance and promotion. Apply nursing process to the families with

children emphasis on development, culture and family structure variances and dynamics. Validation of evidence-based practice. Co-requisite NURS 4250

**NURS 4250 Childbearing Families/Pediatrics Practicum (0-6)**

Practice critical thinking skills and judgment to care for childbearing and childrearing families. Experiences in simulation lab, out-patient obstetrical and pediatric services, hospital obstetric and client care areas including pre and post partum, and pediatrics, schools and after school settings with mainstreamed children with disabilities. Co-requisite NURS 4350.

**NURS 4311 Nursing Care in Complex Health Environments (3-0)**

Concepts related to complex alterations in health status and compensation. Use of therapeutic communication and education with diverse individuals and groups. Interventions to include use of complementary and alternative modalities. Co-requisite: NURS 4211.

**NURS 4211 Nursing Care in Complex Health Environments Practicum (0-6)**

Application of the nursing process, including critical thinking and technical skills, to clients with complex health status alterations. Collaborative management of complex healthcare issues to include use of complementary and alternative modalities. Co-requisite NURS 4311.

**NURS 4370 Leadership and Management of Nursing Care I (3-0)**

Leadership theories applied to unit and middle management leadership. Personal attributes for nursing leadership in direct client care areas, including adult care, obstetrics, pediatrics, and behavioral health. Qualitative and quantitative research in relation to leadership and middle management process and outcomes.

**Semester 5**

**NURS 4380 Community Health Nursing (3-0)**

Nursing process and strategies for health promotion for diverse groups, critical thinking skills related to community issues, addiction and rehabilitation, epidemiology and public health. Impact of biological weapons, disasters and emergencies on communities, healthcare systems and nursing practice. Validation of evidence-based practice. Co-requisite NURS 4280.

**NURS 4280 Community Health Nursing Practicum (0-6)**

Health assessment and planning for diverse community groups including education, support groups/resources, advocacy, response to situational crises, bio-terrorism and environmental emergencies, group dynamics and impact on communities. Experiences in community or public health settings, community health centers, local health departments and community service organizations. Co-requisite NURS 4380.

**NURS 4272 Leadership and Management of Nursing Care II (2-0)**

Leadership and management theories, trends and issues in healthcare settings, resources, priorities, unit management, delegation and assignment of staff, staff evaluation, performance improvement and safety. Validation of evidence-based leadership and management process and outcomes. Prerequisite NURS 4370. Co-requisite NURS 4471.

**NURS 4471 Leadership and Management of Nursing Care II Practicum (0-12)**

Apply leadership and management skills in a variety of nursing care situations. Nursing unit leadership, staff assignments based on assessment of client needs, resources, priorities, and competencies of staff. Oversee and evaluate evidence-based nursing care provided. Co-requisite NURS 4272.

**NURS 4201 Nursing Profession II (2-0)**

Roles and competencies of nurses in the healthcare system. Professional organizations impacting public perceptions and policy. Quality initiatives to promote safe healthcare services, workplace safety, scope of services, staffing and ergonomics. Nursing self-governance and control of nursing practice and care environment. Prerequisite NURS 3300.

*“Learn the art of patience. Apply discipline to your thoughts when they become anxious over the outcome of a goal. Impatience breeds anxiety, fear, discouragement and failure. Patience creates confidence, decisiveness and a rational outlook, which eventually leads to success.”*

*--Brian Adams*

# *ATTACHMENTS*

*“Affirmation of life is the spiritual act by which man ceases to live unreflectively and begins to devote himself to his life with reverence in order to raise it to its true value. To affirm life is to deepen to make more inward, and to exalt the will to live.”*

*--Albert Schweitzer*

**TEXAS STATE UNIVERSITY-SAN MARCOS  
ST. DAVID'S SCHOOL OF NURSING  
CONFIDENTIALITY AGREEMENT**

Students in the St. David's School of Nursing at Texas State University will have access to medical records of actual patients in various types of healthcare facilities and in the classroom.

Two factors must be considered that are relative to student use of medical records in the educational process:

1. Legally, the information in the medical record belongs to the client. Any violation of confidential information about a client found in the medical record is punishable in a court of law.
2. The American Nurses Association Code of Ethics and the Texas Board of Nursing Standards of Practice stipulate "the registered nurse shall hold in strict confidence all privileged information concerning the patient and refer all inquiries to the physician in charge of the patient's medical care.
3. Persons authorized to have access to individual's personal health information may only use that information for the purpose for which it is authorized and may not re-disclose the information in any format without specific consent of the individual.

Because of legal and ethical considerations, any student enrolled in the St. David's School of Nursing that reveals contents of a medical record, except as it relates to the education process in the classroom or at a clinical site, is subject to immediate disciplinary action.

**I understand the above and hereby agree to maintain the confidentiality of all client information.**

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

**Print Name:**

**Student Handbook Verification Statement**

This is to verify that I have received and understand that it is my responsibility to read the policies and procedures contained in this Student Handbook. I hereby agree to abide by all policies and procedures as addressed therein. These include: academic policies, procedures, clinical expectations, ANA Code of Ethics, Texas State University College of Health Professions Academic Dishonesty Policy, and Confidentiality Statement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name

**This form will be kept in your student file.**

**St. David's School of Nursing  
at Texas State University  
Disciplinary Policy and Procedure**

**Policy:**

It is the policy of the St. David's School of Nursing to take a strong position regarding the safety of patients and other persons who are subject to contact with the nursing students. In addition to the criminal checks upon admission to the program and the evaluation of the admission applications by the Nursing Admission Committee, the faculty and administration remain vigilant for evidence of any unsafe behavior or conduct violations on the part of students. The faculty are accountable for enforcing of this policy and those of Texas State that relate to student conduct and the Honor Code.

It is the policy of the St. David's School of Nursing to fully investigate and take appropriate action concerning any allegations or evidence of student behavior related to criminal conduct; sexual misconduct; lying and falsification; fraud, theft and deception; substance abuse, misuse, substance dependency and other substance use disorders; and violations of the Texas State Student Honor Code and the Code of Ethics for Nurses.

The nursing program admission process documents any past history of criminal behavior, but that does not prohibit admission if the person is eligible for licensure as documented by a Declaratory Order issued by the Texas Board of Nursing. A history of criminal behavior can be considered as part of the investigation of allegations of a pattern of inappropriate behavior by the student.

The Director, faculty, and staff of the nursing program are committed to upholding the integrity of the nursing program and are, therefore; required to report to the Director any observations or knowledge of behavior subject to disciplinary action including violation of the Texas State Students Honor Code and the Code of Ethics for Nurses.

The Nursing Admission, Progression and Graduation Committee (Committee) is responsible for admission and readmission to the nursing program. The Director may designate a subcommittee of the Committee to investigate allegations of behavior subject to disciplinary action. The designated Committee is responsible for fully investigating the allegations, documenting the findings; and initiating action; and making a full report to the Director who reports to the Dean, College of Health Professions.

During its investigation of allegations of behavior subject to disciplinary action, the Committee will provide the student with (1) written notice of the allegations and the evidence that supports the allegations; and (2) an opportunity to respond to the allegations.

Texas State University policies related to disciplinary action under this policy include UPPS 07.09.03 Policy for Handling Sexual Offenses, 07.10.01 Honor Code, and 07.10.05 Threatening Behavior Consultation and Assessment Team.

The St. David's School of Nursing administration and faculty intend that this policy and procedure be interpreted consistently with related policies and procedures of Texas State University and the Texas Board of Nursing.

**Assumptions:**

The St. David's School of Nursing adopts the following assumptions as the basis for implementation of this policy and procedure:

1. Patients\* under the care of a student are vulnerable by virtue of illness or injury, and the dependent nature of the nurse-patient relationship.
2. Persons who are especially vulnerable include the elderly, children, the mentally ill, sedated and anesthetized patients, those whose mental or cognitive ability is compromised and patients who are disabled or immobilized.
3. Critical care, pediatric, and geriatric patients are particularly vulnerable given the level of vigilance demanded under the circumstances of their health condition.
4. Students are frequently in situations where they must report patient condition, record objective/subjective information, provide patients with information, and report errors in the student's own practice or conduct.
5. Honesty, accuracy and integrity are personal traits valued by the nursing profession, and considered imperative for the provision of safe and effective nursing care (Section 213.27 of 22 Texas Administrative Code).
6. Patients have the right to expect that the student will always accurately report patient conditions, signs and symptoms, and the care the student provided.
7. Patients frequently bring valuables (medications, money, jewelry, items of sentimental value, checkbook, or credit cards) with them to a healthcare facility.
8. Students may provide care in private homes and home-like settings where all of the patient's property and valuables are accessible to the student.
9. Students may provide care in settings without constant direct supervision.
10. Students are frequently in situations where they provide intimate care to patients or

have contact with partially clothed or fully undressed patients. Students may also care for these patients without constant direct supervision.

11. Students are in the position to have access to privileged information and opportunity to exploit patient vulnerability.
12. There are appropriate boundaries in the nurse-patient relationship that students must clearly understand and be trusted not to cross.
13. A student nurse's duty to maintain boundaries extends beyond a patient's discharge from nursing care, especially when it pertains to confidential medical records.
14. Sexual misconduct towards patients or in the workplace raises serious questions regarding the individual's ability to provide safe, competent care to vulnerable patients.
15. Sexual misconduct that occurs outside of the workplace, including conviction or deferred adjudication of or probation for a crime, may raise questions as to whether that same misconduct will be repeated in the workplace and therefore affects the ability of the student to safely provide patient care.
16. Student nurses who have active substance dependence, or who abuse, misuse, or engage in intemperate use of drugs or alcohol or other substance use disorder may exhibit impairment in both cognitive and motor functioning while caring for patients. Such impairment places patients at risk for harm due to the student's inability to accurately assess, make appropriate judgments, and intervene in a timely manner to stabilize the patient(s) and prevent complications.
17. The disease of substance dependence or other substance use disorders as noted above may range in severity; however, all are potentially treatable conditions. **Students who are in active recovery may be considered for readmission if it is determined that the student is able to safely provide care to vulnerable patients and provided the student can be adequately monitored for the defined period of recovery.** Recovery is a process of learning new behaviors, attitudes, and lifestyles that takes time after initial treatment to assure that the person is in a stable and sustainable state of recovery.

\* The terms "resident" or "client" are often substituted for the term "patient" in health care facilities. For the purposes of this document "patient" includes all of these terms.

### **Procedures for Reporting, Investigating and Enforcing Disciplinary Violations**

1. Faculty and staff are responsible and accountable for maintaining the integrity of the program and for reporting to the Director knowledge of allegations of a

- violation of conduct as soon as they become aware of the alleged violation.
2. The Director designates the Nursing Admission Committee or a subcommittee thereof to investigate the allegations.
  3. The investigation is conducted as soon as possible, considers each situation case-by-case using the procedures that follow depending upon the nature of the allegations.
  4. The Investigation Committee reports findings and the decision in writing to the Director. The actions may be:
    - a. Dismissal of allegations
    - b. Reprimand
    - c. Probation with conditions specified
    - d. Expulsion from the nursing program
  5. The Director enforces the actions and reports the action to the Dean, College of Health Professions.
  6. The student may appeal to the Dean, CHP, consistent with University policies including UPPS 7.10. related to violations of academic honesty such as violation of the Honor Code.

If the allegations are concerning threatening behavior, UPPS 7.10.05 applies which provides for engaging the Threatening Behavior Consultation and Assessment Team to follow up.

### **Petition for Readmission to the Nursing Program**

A person who has been terminated from the program for issues related to dishonesty or other conduct violations, may apply for readmission to the Nursing Admission Committee. The burden of proof that the person no longer poses a danger for: deception, lying or falsification regarding patient care, record keeping related to nursing practice, or other acts of deception remains with the student.

### **Procedures Relating to Criminal Conduct**

The faculty will consider each case on its own merits with patient safety as a priority. The Nursing Admissions Committee (Committee) may consider a criminal history and whether or not the history would prohibit admission to the nursing program. If there is any criminal history present the applicant must secure a Declaratory Order from the Board of Nursing prior to be considered for admission to the nursing program. The Committee has the responsibility to consider the details of infractions in relation to granting an admission. **If the criminal behavior occurs after admission, Nursing Admission Committee determines whether the conduct should result in expulsion from the Nursing Program and a report to the Board of Nursing.**

**Some of the factors to be considered include:**

- The nature and seriousness of the crime, i.e. absence of criminal plan or premeditation, presence of contributing influences, evidence of immature thought process/judgment at the time of activity;
- failure to disclose criminal offense to the faculty;
- the actual damages, physical or otherwise, resulting from the criminal activity;
- the extent and nature of the person's past criminal activity;
- conduct evidences a lack of truthfulness or trustworthiness;
- the age of the person when the crime was committed;
- the amount of time that has elapsed since the person's last criminal activity;
- work activity of the person before and after the criminal activity;
- evidence of the person's rehabilitation or rehabilitative effort while incarcerated or after release;
- a record of steady employment and has supported his or her dependents;
- other evidence of the person's present fitness, including letters of recommendation from: prosecutors and law enforcement and correctional officers who prosecuted, arrested, or had custodial responsibility for the person; the sheriff or chief of police in the community where the person resides; and any other persons in contact with the person;
- paid all outstanding court costs, supervision fees, fines, and evidence of restitution to both victim and community;
- whether conduct indicates inability to practice nursing in an autonomous role with patients/clients, their families and significant others and members of the public who are or who may become physically, emotionally or financially vulnerable;
- evidence of remorse;
- evidence of current maturity and personal accountability;
- evidence of having learned from past mistakes;
- evidence of current support structures that will prevent future criminal activity;
- evidence of current ability to practice in accordance with the Nursing Practice Act, Board of Nursing (BON) rules, and generally accepted standards of Nursing;
- the extent to which a nursing education might offer an opportunity to engage in further criminal activity of the same type as that in which the person previously had been involved;
- the relationship of the crime to the ability, capacity, or fitness required to perform the duties and discharge the responsibilities of nursing practice;
- whether imprisonment followed a felony conviction, felony community supervision revocation, revocation of parole or revocation of mandatory supervision;
- conduct that results in the revocation of probation imposed because of criminal conduct;
- evidence of the applicant's or student's safe practice;

- expunction, nondisclosure of criminal offense;
- successful completion of probation/community supervision;
- if criminal activity due to chemical dependency including alcohol, evidence of evaluation and treatment, after care and support group attendance and written verification of compliance with any treatment); and
- if criminal activity due to mental illness, evidence of evaluation, including a prognosis, by a psychologist or psychiatrist, evidence of treatment, including any medication and written verification of compliance with any treatment.

### **Procedures Relating to Sexual Misconduct**

Sexual misconduct is a crime of moral turpitude and not consistent with the professional role of the nurse. Sexual misconduct toward a patient or other person is not acceptable behaviors for student nurses. Conduct such as rape, sex disguised as treatment such as unnecessary or prolonged pelvic/breast/genital exams or touching intimate body parts when the touch is not necessary for care, and behavior such as surreptitious touch, voyeurism, or exposing the patient's body when not necessary are also unacceptable behaviors. Nurses should never engage in conduct with a patient that is sexual or may reasonably be interpreted as sexual or in any behavior that is seductive or sexually demeaning to a patient, or engaging in sexual exploitation of a patient or former patient. Even if the patient initiates the sexual contact, a sexual relationship is considered sexual misconduct for the student. The student should never use the patient to satisfy their own need or satisfaction. It is the responsibility of the student to set boundaries for the relationship. Any romantic relationship with a patient is unacceptable.

The faculty will consider each case on its own merits with patient safety as a priority. Factors to be considered include the length of time between the student nurse-patient relationship and the personal relationship, the nature of the patient's condition and therapy received, and the risk of physical or emotional harm to the patient. Whether or not a pattern of such behavior is noted, or if it is a one-time occurrence that can be a learning experience for the student can be considered. Consensual sex between a student and a behavioral health patient is absolutely unacceptable.

Sexual misconduct outside the educational or work setting is of concern and considered similarly to conduct with a patient as it reflects the student's attitude toward the wellbeing of the other person.

### **Procedures Relating to Lying and Falsification**

The safe and effective practice of nursing as a registered nurse requires integrity, accuracy, and honesty in the provision of nursing care, including:

- performing nursing assessments;
- applying the nursing process;

- reporting changes in patient condition;
- acknowledging errors in practice and reporting them promptly;
- accurate charting and reporting, whether verbal or written;
- implementing care as ordered;
- compliance with all laws and rules affecting the practice of nursing; and
- compliance with minimum nursing standards.

Failure to be accurate and honest while providing patient care and failure to keep accurate records related to care is potentially harmful to the overall care patients receive because nurses who provide subsequent care do not have a complete and accurate picture of the client's care or condition.

The faculty will consider each case on its own merits with patient safety and rights as a priority.

**Some of the factors to be considered include:**

- actual harm to the patient as a result of the lying or falsification;
- the potential for harm to patients;
- the past performance record of the student;
- prior complaints;
- accountability for the act of falsification;
- insight;
- remorse; and
- other mitigating or aggravating factors.

The faculty will also consider whether or not the student was unduly influenced by a more experienced or supervising licensed nurse to falsify patient records or care. The investigative process will be used as an opportunity to educate and reinforce acceptable standards of care.

The disciplinary action may be directly proportionate to the harm caused to the patient. If a nurse falsifies, alters, fabricates, back-dates records, or any other form of lying in the home health setting, the student may be placed on probation or may be terminated from the program.

**Lying or Falsification of Documents Submitted to the Nursing Program**

The St. David's School of Nursing takes the position that falsification of an application to the nursing program or other document submitted to the school or faculty as part of the matriculation in the nursing program is a cause for disciplinary action or termination from the nursing program. Of particular concern is if the falsification involves misrepresentation of credentials, competencies or work experience. A student nurse who falsifies patient records or engages in other dishonesty in patient care gives the faculty

reason to suspect that he or she will continue the same dishonest acts after graduation and licensure and act accordingly.

### **Procedures Relating to Substance Abuse**

The faculty will consider each case on its own merits with patient safety as a priority.

The faculty believes it is important to have a clear position on how it will deal with students who have:

- 1) been diagnosed with substance dependency or abuse, but do not have evidence of current sobriety that dates back a minimum of twelve (12) consecutive months;
- 2) exhibited impaired behavior that may be related to substance abuse, misuse, or intemperate use;
- 3) demonstrated a pattern of use of addictive substances, or pattern of substance mishandling or abuse;
- 4) shown evidence of criminal behavior or acts involving substances of addiction/abuse; or
- 5) any combination or single factor listed above.

Any of the above substance-related conditions may affect the ability of a student nurse to safely perform nursing duties, thus creating a threat to public safety or to be licensed upon graduation.

The disease of substance dependence or other substance use disorders as noted above may range in severity; however, the faculty believes all are potentially treatable conditions. Students who are in active recovery may be able to safely provide care to vulnerable patients, provided the student's practice can be adequately monitored for a defined period of recovery.

Recovery is a process of learning new behaviors, attitudes and life styles that takes time after initial treatment to assure that the person is in a stable and sustainable state of recovery. The faculty believes it has a responsibility to both the public and the student when information about a student's substance use disorder comes to the faculty's attention that information should be communicated to the Board of Nursing to ensure patient safety and to document measures to ensure that the students will be eligible for licensure upon graduation.

### **Impairment in the School/Lab or Clinical Agency**

A student may demonstrate impaired behavior in the school/lab or clinical agency due to consumption of drugs and/or alcohol either before coming to work or during work hours. The faculty will remove the student from a patient care assignment and report suspicion of impairment to the Director.

The Director or the designated investigation Committee may require “for cause” drug screens to eliminate the often unverifiable claims regarding suspected workplace impairment of the student. Positive findings will result in action by the investigating Committee. A student need not be “diagnosed” with an addictive/abusable or dependence problem to be subject to action by the Committee for impaired behavior and/or practice.

Students may obtain medications or other substances through theft from the facility or from a patient in a home or home-like setting. Theft of drugs or other substances by a nurse must be investigated as it raises the question of inappropriate use of drugs or other substances that have the potential and are likely to impair a nurse’s practice, thus raising the risk of harm to patients.

If the student is diagnosed as chemically dependent, the student may be given the opportunity to enter an approved treatment facility, provide proof of verifiable, documented sobriety for the preceding twelve (12) month period, and participate in monitoring for at least three (3) years and be considered for readmission to the program if approved also by the Board of Nursing as eligible for licensure upon graduation.

### **Crimes Related to Substance Abuse, Misuse, Substance Dependency, or other Substance Use Disorder**

The investigating Committee may consider the conviction for a crime or probation for a crime, with or without an adjudication of guilt to impose a disciplinary sanction on a student; however, evidence ascertained through the Committee’s investigation from information regarding the conduct suggests actions violating the policy the Committee may consider such evidence as a factor in its deliberations regarding any decision to impose discipline.

Students who have committed crimes such as Minor in Possession of Drugs/Alcohol, Possession of a Controlled Substance, Driving Under the Influence of Intoxicants, or Driving While Intoxicated will be required to obtain an evaluation by an approved evaluator to determine if the person has a diagnosis of chemical dependence.

### **Evidence of Verifiable Sobriety**

Evidence of sobriety may be required, including random drug screens.

**This policy and procedure is adapted from and draws heavily on the Texas Board of Nursing Disciplinary Guidelines as downloaded from the [www.bon.state.tx.us](http://www.bon.state.tx.us) May 28, 2009.**

## **Attachment D**

Policy and Procedure Statement 2.02  
Effective Date: 9/11/96  
Revised: 9/2009

College of Health Professions  
Student Liability Insurance Incident Reporting  
Review Cycle: E2YRS

### **STUDENT LIABILITY INSURANCE INCIDENT REPORTING**

1. Students should be informed prior to each clinical/internship enrollment that they must immediately report any adverse event in which they are involved. This should be reported on the attached form to:
  - a. Their on-site clinical/internship supervisor.
  - b. Their university clinical/internship supervisor.
2. The University supervisor must notify the department/program chair and the Dean's office as soon as they are informed of an adverse event, and furnish copies of the report from the student and the on-site supervisor to the Dean's office.
3. Upon receipt of any official document notifying them of inclusion in a potential compensable event, the student must furnish a copy to their university supervisor who will in turn furnish a copy to the Dean's office immediately.
4. In case of a potential compensable event, the Dean's office will notify the University Attorney and the insurance carrier and furnish copies of all documents to both as soon as possible.
5. Copies of all correspondence will be maintained in the Dean's office insurance file.
6. The Dean's office will compile all adverse reports and report annually to the College Council.

NOTE: Any copies of accounts related to the adverse event, written statements, etc. which are prepared by the student and the on-site supervisors will be furnished to the Student Liability Insurance Carrier. All of these documents are subject to "discovery" by an injured party's attorney. This means they are entitled to copies of all these documents. Therefore, it is important to include only facts in the documentation.

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Barbara Sanders, Associate Dean

Approved: \_\_\_\_\_ Date: \_\_\_\_\_  
Dr. Ruth B. Welborn, Dean

The Dean's office will compile all adverse event forms and report annually to the College Council.

**Texas State University-San Marcos**  
**College of Health Professions**  
**Adverse Event Report Form**

Date of event:	Time of event:	TX State ID:	
	Location:		
Name of person(s) involved in event:			
Address:		Phone Number:	
CHP Program:	Sex:	Date of Birth:	
Describe the activity that caused the adverse event/incident/injury:			
Any objects, equipment or substances involved?			
Did adverse event require physician/hospital visit?			
Name of Physician/Hospital:		Address and Phone:	
Signature of person completing report:	Date:	Received by:	Date:

**Texas State University-San Marcos**  
**College of Health Professions**  
**Adverse Event Report Form**  
**(Page 2)**

Follow-up/Results:	
Supervisor signature:	Date:

**Return this report to the University Supervisor and the on-site supervisor within 24 hours of the adverse event.**

Additional pages can be attached.  
College of Health Professions – Jan 2009

**Conditions that may disqualify nursing student graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility**

As noted in the Texas Board of Nursing's Rules and Regulation relating to nurse education, licensure and practice published in March 2009: *Individuals enrolled in approved professional nursing education programs preparing students for initial licensure shall be provided verbal and written information regarding conditions that may disqualify graduates from licensure and of their rights to petition the Board for a Declaratory Order of Eligibility.* Required eligibility information includes:

1. Texas Occupations Codes Section 301.252, 301.257 and 301.452 - 301.469  
<http://law.onecle.com/texas/occupations/chapter301.html>  
and
2. Texas Board of Nursing's Rules and Regulation Sections 213.27 - 213.30  
<http://www.bon.texas.gov/nursinglaw/pdfs/bon-rr-0411.pdf>

These codes, rules and regulations are listed below:

(1) Texas Occupations Codes:

- [Section 301.252: License Application](#)
- [Section 301.257: Declaratory Order of License Eligibility](#)
- [Section 301.452: Grounds for Disciplinary Action](#)
- [Section 301.453: Disciplinary Authority of Board; Methods of Discipline](#)
- [Section 301.4535 - Required Suspension, Revocation, or Refusal of License for Certain Offenses](#)
- [Section 301.454 - Notice And Hearing](#)
- [Section 301.455 - Temporary License Suspension or Restriction](#)
- [Section 301.456 - Evidence](#)
- [Section 301.457 - Complaint And Investigation](#)
- [Section 301.458 - Initiation of Formal Charges; Discovery](#)
- [Section 301.459 - Formal Hearing](#)
- [Section 301.460 - Access to Information](#)
- [Section 301.461 - Assessment of Costs](#)
- [Section 301.462 - Voluntary Surrender of License](#)
- [Section 301.463 - Agreed Disposition](#)
- [Section 301.464 - Informal Proceedings](#)
- [Section 301.465 - Subpoenas; Request for Information](#)
- [Section 301.466 - Confidentiality](#)
- [Section 301.467 - Reinstatement](#)
- [Section 301.468 - Probation](#)
- [Section 301.469 - Notice of Final Action](#)

(2) Sections 213.27 - 213.30 of Texas Board of Nursing's Rules and Regulation relating to nurse education, licensure and practice published in March 2009:

- Section 213.27: Good professional Character
- Section 213.28: Licensure of Persons with Criminal Offenses
- Section 213.29: Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in Eligibility and Disciplinary Matters
- Section 213.30: Declaratory Order of Eligibility for Licensure

\_\_\_\_\_

*By signing I acknowledge that I that I have been provided verbal and written information regarding conditions that may disqualify nursing school graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility. Required eligibility information included:*

*(1) Texas Occupational Codes Section 301. 252, 301.257 and 301.452 - 301.469; and*

*(2) Texas Board of Nursing's Rules and Regulation Sections 213.27 - 213.30.*

\_\_\_\_\_  
Student's signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print name

*The School of Nursing shall maintain written receipt of eligibility notification for a minimum of two years after the student completes the nursing program or permanently withdraws from the nursing program.*

**College of Health Professions  
Grade Appeal Review Form**  
(if additional space is required add additional pages and label appropriately)

Student: \_\_\_\_\_ PLID: \_\_\_\_\_

Local Address: \_\_\_\_\_ Local Phone # \_\_\_\_\_

Texas State e-mail address: \_\_\_\_\_

Department/program: \_\_\_\_\_ Course #: \_\_\_\_\_ Semester: \_\_\_\_\_

Faculty Member Who Assigned Your Grade \_\_\_\_\_

**Required information to be completed by student:**

You were aware of your right to appeal by:

- \_\_\_\_\_ Syllabus
- \_\_\_\_\_ Department Student Policy Manual
- \_\_\_\_\_ University Handbook
- \_\_\_\_\_ Instructor
- \_\_\_\_\_ Other Instructor
- \_\_\_\_\_ Another student
- \_\_\_\_\_ Other (please specify)

Date grade dispute was initially discussed with course instructor: \_\_\_\_\_

Date appeal was initiated: \_\_\_\_\_

**Materials to be submitted in support of this grade appeal include:**

\_\_ course syllabus \_\_ graded course materials \_\_ Texas State/CHP policy supporting appeal

Student's rationale for grade appeal:

\_\_\_\_\_  
Signature of Student Date

**(When completed submit this form to the Course Instructor to initiate the appeal process)**

Response to Grade Appeal by Instructor of Record

**Please respond to the following:**

Date grade dispute was initially discussed with course instructor: \_\_\_\_\_

\_\_\_ This response is based on materials submitted by the student (e.g. syllabus, graded material)

***or***

\_\_\_ This response is based on additional materials being submitted by the faculty member (e.g. syllabus, graded materials, grade calculation)

\_\_\_\_\_  
Signature of Instructor of Record

\_\_\_\_\_  
Date

**(Upon completion submit this form to the Department/Program/School Chair/Director)**

Decision and Rationale of Chair/Director of Department/Program/School:

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Signature of Chair/Director

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Date

**(Upon completion, provide this form to the Student to determine if continuation of the appeal process will occur)**

Student's Response to Chair/Director's Decision:

\_\_\_\_\_ I ***accept*** the Chair/Director's decision

\_\_\_\_\_  
Student's Signature Date

**(If accepted, file this form in the student's file)**

\_\_\_\_\_ I ***do not accept*** the Chair/Director's decision and request the appeal be forwarded to the Dean's Office for additional review

\_\_\_\_\_  
Student's Signature Date

**(If not accepted, submit this form to the Dean to progress the appeal process)**

\*\*\*\*\*

Recommendation and Rationale of Grade Appeals Committee:

_____	_____
Signature of Grade Appeal Committee Chair	Date

**(When completed, submit this form to the Dean for final consideration of the appeal)**

Decision and Rationale of Dean:

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Signature of Dean

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Date