

Cheryl Phenicie School of Nursing



STUDENT HANDBOOK
2022-2023

Handbook

This handbook provides students with information about the programs of study at Cheryl Phenicie School of Nursing (SON). It sets forth, in general, the policies, and guidelines for the SON. The SON reserves the right to change policies and procedures without notice.

Purpose of the Handbook:

1. To provide guidance for new and continuing students.
2. To describe general policies about the nursing program.
3. To inform students of their rights and responsibilities as a nursing student.

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Introduction

Welcome to Cheryl Phenicie School of Nursing, Alliance University

Alliance University's core values were penned and adopted over the decade. The legacy of these values began in 1882. Our core value of *social relevance* is defined as an objective *to prepare students to serve in ministerial, educational, healing and community-building professions.*

Our nation stands on the brink of a predicted shortage in nurses and the need for thousands of new nurses, according to the U.S. Bureau of Statistics. Alliance University rises to meet that need by offering the new Bachelor of Science in Nursing program.

Explore this exciting new undergraduate degree program at Alliance University that will lead to opportunities in a wide variety of healthcare settings. Whether you decide on working in a hospital, a health clinic, a school, in medical missions work abroad, or as an educator, you'll find a strong foundation available to you at Alliance University. In addition to studying in an intentionally diverse environment where personal transformation takes place, you will encounter a faculty with solid experience—professors who will provide you with an academically excellent program and mentor you for success.

Are you passionate about serving others?

Are you enthusiastic about promoting and assisting with restoring health?

Do you have a thirst for learning complex scientific principles?

Do you have the ability to problem-solve and work in emergency or crisis situations?

Do you want to advocate for the voiceless who have unmet healthcare needs?

Alliance University can equip and empower you with the tools it takes to make a unique difference in the healthcare industry in urban, suburban or rural regions of our country—and even in other nations. We're ready to help you get started on the road to success!

Elizabeth Simon, RN, Ph. D, ANP

Dean, Professor

Alliance University School of Nursing

Alliance University Nursing Program Plan

Semester	Course#	Course Name	Credit	Semester	Course#	Course Name	Credit
Fall Year 1	PMN 101	Intro to Spiritual formation	2	Spring Year 1	LIB 101	Information Literacy	1
	PSY 101	General Psychology*	3		PSY 244	Human Growth and Development*	3
	ENG 101	College Writing I*	3		ENG 102	College Writing II*	3
	HIS 113	History of World Civilization I*	3		HIS 114	History of World Civilization II*	3
	MAT 110	College Algebra*	3		BIO 115	Principles of Nutrition*	3
	CHE 103	Essentials of Chemistry*	4		BIO 213	Anatomy and Physiology I*	4
	Total Credits		18		Total Credits		17
Fall Year 2	BIB 102	Old Testament Literature*	3	Spring Year 2	PMN 201	Nyack Heritage	1
	ENG 201,202	Global Literature I or II*	3		NUR 292	Foundation for Nursing Practice	5
	BIO 214	Anatomy and Physiology II*	4		BIO 315	Human Pathophysiology*	3
	BIO 220	Microbiology*	4		NUR 204	Health Assessment across the Lifespan	3
	FNA	Fine Arts Elective*	3		MAT 340	Statistics for Behavioral Science* or	3
					PSY 337	Statistics for Social Science*	
	Total Credits		17		Total Credits		15
Fall Year 3	NUR 301	Worldview Perspectives: The Christian Nurse	3	Spring Year 3	BIO 301	Genetics Seminar*	3
	NUR 393	Adult Health Alterations I	4		NUR 302	Evidence for Nursing Practice	3
	PSY 342	Psychopathology*	3		NUR 391	Nursing of Women and Childbearing Families	4
	NUR 203	Principles of Pharmacology	3		NUR 392	Nursing Care of Children & Adolescents	4
		Total Credits			13		Total Credits
Fall Year 4	NUR 402	Management and Leadership in Nursing	3	Spring Year 4	BIB 201	New Testament Literature*	3
	NUR 394	Adult Health Alterations II	4		NUR 403	Transition to Professional Nursing Practice	3
	NUR 490	Community Health Perspectives	4		NUR 493	Health Alterations III	4
	NUR 491	Mental Health Nursing	4		SOC 347	Contemporary American Society	3
		Total Credits			15		Total Credits

* LIBERAL ARTS CREDITS 67

NURSING COURSE CREDITS 51

Total 122 credit

History

The President, Board of Trustees and a generous donor had a vision to see Alliance University prepare Christian nurses for global service. The vision was stimulated by the work of a Christian nurse ministering to the lost in a spiritually dark world. After decades of prayer and having witnessed the impact of health care workers on the lives of hurting people around the globe, the donor's passion for establishing a nursing program at Alliance intensified. In 2004, the donor contacted the Board of Trustees at Alliance about the potential for a program to develop professional nurses. The vision was met with enthusiasm, but funding did not seem possible. The following April prayers were answered. The Lord worked through the donor to provide the funding to begin the nursing program. A one million dollar gift was received and Alliance began searching for a program Dean to develop the curriculum.

In 2009, the School of Nursing was established at Alliance University. Here, students will prepare for the ministry of nursing in a Christ-centered environment which has a rich history of academic excellence.

Alliance nurses will be educated in a culturally diverse environment to effectively prepare them for real world experiences, and global opportunities for ministering to the health care needs of vulnerable populations. An Alliance University education is a personally transforming experience as students develop the knowledge, skills, and passion for the ministry of nursing and lifelong service.

"I tell you the truth, whatever you did for the least of these brothers of mine, you did for me"
Matthew 25:40

Vision

To send Christian nurses into the world to show Christ's love as they minister to the healthcare needs of all people.

Mission

Alliance School of Nursing exists to educate, encourage, equip, connect, and mobilize Christian nurses to meet the health care needs of global communities.

Philosophy

Alliance University is a fully accredited liberal arts university rooted in the Christian faith, serving The Christian and Missionary Alliance, the church, the community and the world. Alliance seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility. We are committed to promoting Christian knowledge, moral maturity, and spiritual development in our students. At Alliance, students are prepared for lives of ministry and service. The faculty of the School of Nursing supports the mission of Alliance University. We are dedicated to assisting students from all cultures in the development of attitudes, knowledge, and skills needed to model Christ in the practice of nursing. Our curriculum is under girded by faith in a sovereign God who directs our vision, mission, and practices.

Christian nursing is a calling to deliver compassionate care to a hurting world in response to

God's grace and His desire for healing (*shalom*) for mankind. Compassionate nursing care is not limited to physical healing, but encompasses the spiritual and psychosocial aspects of humanity. Nurses have a specialized body of knowledge in addition to knowledge gained from the biological and behavioral sciences. Nursing knowledge is acquired through empirical testing, personal, aesthetic and ethical methods. All knowledge emanates from God. We believe students learn by being active participants in the educational process. Knowledge from the liberal arts prepares students for lifelong learning and continual discovery.

While healthcare is the principle concern of nursing, health practices cannot be considered devoid of the context of the socio political and cultural systems. Advocacy is an essential attribute of professional nursing practice. Nurses advocate for others by providing direct care, coordination of care, and through social and political advocacy aimed at reducing health care disparities. The heart of nursing is service to others. At Alliance, our service toward others is motivated by, and a reflection of our love for Christ. In serving others, we believe Christ is glorified.

Excellence is a cornerstone of the Alliance University experience. Faculty in the School of Nursing endeavor to mentor students toward excellence by modeling Christ in all we do. Through Christian nursing education, students enter the practice of Christian nursing and prepare to serve others to the best of their ability. We believe that an attitude of service is the key to a meaningful and rewarding career as a professional nurse.

Conceptual Framework

Godly Living

Godly living is foundational to the delivery of nursing care from a Christian worldview. Students grow in their relationship with God through engaging in spiritual disciplines such as; prayer, faith, scripture study, and through obedience to the Word of God and the prompting of the Holy Spirit. A personal relationship with Christ and obedience to his Word is a living testimony of Godly living. The call to Christian nursing requires a willingness to obediently conform to God's standards as evidenced by Godly living.

Person

Persons are created in the image of God (Genesis 1:27) for the purpose of having a relationship with God (Deuteronomy 6:4-6), through the person of Jesus Christ (Matthew 22:37-39). Each person can choose to reject or accept this relationship. Persons are mind, body, soul and spiritual beings. They shape and are shaped by cultural norms and life experiences. As complex beings each person has unique attributes, yet commonalities that bind individuals together. The diversity within the human state is valued and enriches our experience in the world.

Health

Perfect health is in harmony with God. Health is characterized by wholeness of mind, body, spirit, and soul, not merely by the absence of disease. While health is an important goal of individuals, the importance of health to society cannot be over emphasized. Health care disparities

tend to follow socio-economic gradients and require a community approach to healing. Attitudes about health, perception of good health, and measures to determine health status are culturally defined.

Environment

The environment consists of a relatively stable set of stimuli surrounding an individual. Human beings can selectively interact with environmental stimuli and are also exposed to it in a passive manner. A reciprocal relationship between humans and environments exists in which the human is influenced by external stimuli that have the capacity to alter the internal environment of an individual. In turn, the individual alters the natural world through his/her interaction or lack of action with it. God created all things in the environment, yet remains separate from it.

Nursing

The goal of nursing is to help others in the performance of activities contributing to health that they would do for themselves if they were able (Henderson, 1966). The role of the nurse is multifaceted but all nursing care activities are focused on advocating for those in need. Advocacy takes place through direct client care, research, care coordination, support of public policy to improve equitable resource allocation for the vulnerable, and health promotion activities. The art and science of nursing include interventions aimed at the relief of suffering, holistic healing, and the provision of compassionate presence. Nurses are essential members of the global healthcare workforce. Global engagement requires nurses to view the world as the community.

Service

Service to others is the hallmark of Christian nursing. In serving others we glorify God. Serving others provides an avenue for personal transformation, changing both the nurse and the recipient of care. The call to Christian nursing requires a willingness to serve others.

Cultural Competence

The values, beliefs, and cultural understanding of individuals shape their worldview and ultimately determine their behavior patterns. Understanding how persons exist in the world is central to excellent nursing practice. Cultural competency extends the notion of cultural understanding to include the ability of the nurse to intervene appropriately and effectively with persons of diverse cultures. Nursing care must be delivered within the context of culture for care to have meaning for the recipient of care. The client's conception of health, illness, and the parameters of nursing care must be considered. The culture of both the nurse and client influences the professional-client interaction.

Program Outcomes

Graduates of the Alliance University School of Nursing will be able to:

1. Pursue truth and knowledge as the foundations of Christian nursing practice.
2. Practice the profession of nursing competently and compassionately.
3. Exhibit value for each person as created in the image of God, and provide nursing care to diverse populations with sensitivity to cultural values.
4. Develop Christian character essential for a servant leader and seek opportunity to serve beyond the call of duty.
5. Discover opportunities as a practitioner of the profession and advance in the practice of profession as a life-long learner and influential leader.

Note: The nursing curriculum, courses and requirements are subject to approval and revision as the program undergoes review by regulatory accrediting agencies, including New York State Education Department and the Commission on Collegiate Nursing Education.

Nursing Program Policies

Admission Criteria

Freshman applicants

- Minimum high school Grade Point Average (GPA) of 3.0.
- Meet or exceed score of 60% on Assessment Technologies Institute Test of Essential Academic Skills (ATI TEAS).

Transfer applicants

- Minimum college cumulative GPA of 2.7 and GPA of 2.7 in math and science courses.
- Complete all prerequisite courses (math and science minimum grade of C+) taken within last 7 years: Chemistry, Anatomy & Physiology 1 & 2, Microbiology, Nutrition, College Algebra, College Writing 1 & 2, General Psychology.
- Meet or exceed score of 66% on ATI TEAS.
- Clinical Phase Application deadline on May 15th to begin fall semester and November 1st to begin spring semester of Sophomore Year.

Nursing Program Requirements

- Meet the admission criteria for freshman or transfer applicant.
- File a separate application for clinical phase admission after meeting the nursing prerequisite requirements stated below (Clinical Application Deadline: May 15th - Fall Semester, Nov 1st - Spring semester).
- Completion of the following courses with a minimum grade of a C+:
 - College Algebra (MAT 110), Essentials of Chemistry (CHE 101), Principles of Nutrition (BIO 115), Anatomy and Physiology I and II (BIO 213 and 214), Microbiology (BIO 220), College Writing I and II (ENG 101 and 102), and Human Growth and Development (PSY 244)
- Completion of General Psychology (PSY 101) with a minimum grade of a C.
- There is a 7 year limit for math, science, and psychology courses transfers.
- Cumulative GPA of 2.7 or higher

- Cumulative GPA of 2.7 in math, science, and psychology courses with minimum course grade identified above. Students may repeat up to three math and science courses during the nursing program. A failure on the course retake will lead to dismissal from the nursing program.
- Freshmen students must have a minimum college GPA of 2.7 at the end of their first year to progress to the sophomore year.
- Students will be permitted to progress to the clinical phase based on the availability of clinical practicum sites in a selective process. Progression to the clinical phase is at the discretion of the program.
- Once progressed to the clinical phase, students are required to take courses at Alliance University.
- A \$1,500 nonrefundable nursing entrance fee is reflected in the billing statement when entering the clinical phase.

ATI TEAS

- This is the entrance exam for the school of nursing. To qualify, candidates need a minimum composite score of 60% for freshmen and 66% for transfer students. Official ATI TEAS transcript must be submitted before June 1st and/or before the clinical application deadline. The ATI TEAS exam is offered year round; however, candidates may only take the exam three times in a calendar year with a one month wait period between test dates to permit time for thorough preparation for the 2nd attempt. Scores above 66% do not guarantee acceptance.
- Students are strongly encouraged to use the ATI TEAS SmartPrep course prior to taking the exam. The ATI TEAS SmartPrep course provides individual users with study plans that are tailored to their needs and allows them to prepare more efficiently and remediate key areas of need.

Transfer Policies

Transfer applicants to full-time programs are expected to have completed the academic preparation required of students entering as freshmen. If required courses were not taken in high school, the equivalent courses may be taken at the college level prior to transfer.

To transfer to the nursing major, students must meet the following criteria:

- Meet general admission requirements.
- Meet or exceed the ATI TEAS Exam with a minimum score of 66%.
- Cumulative GPA 2.7 or higher.
- Cumulative GPA of 2.7 or higher for the following core courses: A& P 1 and 2, General Chemistry with lab component, Microbiology, College Algebra, and Principles of Nutrition.

Additional criteria considered for admission include secondary school performance, college performance, recommendations, results of required examinations, and leadership qualities reflected in school and community extracurricular activities. An interview, additional testing, or specific coursework may be requested at the discretion of the program.

Students will be accepted based on the availability of clinical practicum sites. Admission is at the discretion of the program or committee.

Transfer Credits

The College may grant credit according to our transfer credit policy and Nursing degree requirements. There is a 7 year limit for science course transfers.

Math and science courses must have a C+ to be transferable.

Syllabi from the previous program may be requested to ensure course equivalency.

Nursing clinical credits are not transferable (NURxxx courses) Certain non clinical NUR courses may be transferred at the discretion of the program.

Clinical Practicum

During the spring semester of the sophomore year, students will engage in clinical practice at various clinical settings. Students are required to maintain and meet the health clearance requirements to register for clinical nursing courses. Students will not be permitted to continue clinical nursing courses if the required documents are not submitted by the deadline. Participation in clinical courses requirements are, but not limited to:

- Criminal background check with a 'no record' verification
- Annual negative 10 panel drug toxicology screen and more frequently based on requirements of the clinical affiliates, including randomly at the discretion of the College and or clinical affiliates.
- Initial 2 step Purified Protein Derivative (PPD) testing and then annual PPD testing.
- Valid and current American Heart Association (AHA) Basic Life Support Course Certification.
- Uptodate Immunization records.
- Annual influenza vaccination.
- Covid-19 Vaccination Record Card with vaccination series including booster.
- Proof of immunity to MMR, varicella, and Hepatitis B.
- Complete physical health exam within the past year and annually thereafter.
- Physical and mental ability to perform in the role of a nursing student.

The student may be assigned day and/or evening clinical rotations that may occur during the week and/or on the weekend over the course of the program. Students are assigned to health care facilities in boroughs of New York City, Rockland County, Westchester County, and Long Island. It is the responsibility of the student to arrange transportation to and from clinical sites.

In the event that a clinical day is cancelled, students will be required to participate in on-site clinical practicum or simulation education at any scheduled time during the entire semester. All clinical days are required to attend unless a student has an excused illness. Ten percent reduction for each clinical day absence per discretion of the instructor.

When there are planned onsite and virtual simulation rotation schedules, the instructor has a right to change the rotation schedule under any circumstances. For example, if on-site scheduled student has an exposure of COVID or becomes sick, another student will be scheduled immediately. Students will not plan any work or personal schedules during the scheduled clinical days.

Fees and Projected Expenses

Clinical fee per term	1,500
Nursing major lab	50
Books per semester	500
Personal Laptop and privacy screen protector	varies
Uniforms and nursing supplies	200-300
American Heart Association Basic Life Support Certificate	65
Castle Branch fee with Background check and Forensic Uring Drug Toxicology 10 Panel	135
Health Insurance and annual physical examination fee	varies
Transportation fee to field agencies	varies

Progression Policy

To progress in the clinical phase, students must meet the following criteria:

- Maintain a cumulative GPA of 2.7 or higher.
- Successful completion of all required nursing courses with a grade of “C+” or greater.
- Conditionally admitted students must complete all of the requirements stipulated in their admissions letters before progressing to the next semester or they will be dismissed from the Nursing program.
- Unsatisfactory clinical grades, performance, or an “F” in the clinical warrants the entire nursing course to be retaken.
- Achieve satisfactory completion of nationally standardized tests throughout the curriculum
- Achieve satisfactory clinical evaluations and clinical skills laboratory performance as well as meet the course didactic requirements to progress in the clinical phase.
- Demonstration of godly living and satisfactory standards of conduct.
- Update all clinical requirements prior to each semester to register for clinical nursing courses. Students will not be permitted to continue clinical nursing courses if the required clinical documentations do not meet the deadline.
 - Valid American Heart Association Basic Life Support certificate
 - Initial 2 step PPD testing and then annual PPD testing
 - Annual urine drug screening and randomly by the College or clinical affiliation requests
 - Annual Influenza vaccine proof
 - Additional health clearance and compliance by affiliated clinical agenciesStudents may need to provide additional documents to participate in the clinical portion of the program. Students are required to submit health documents through Castle Branch at <https://portal.castlebranch.com/NY81>.

A 10 panel forensic urine drug test and background check will be required before the start of the clinical portion of the program and annually every year after that. Random drug testing may be requested at any time by the Dean at any time throughout the program. Students who test positive on the drug test screen without valid documentation will be withdrawn from the program. Students who are not cleared for the criminal background check and positive drug test screening are eligible to reapply after one year. The students are required to have negative drug screening results and/or have cleared up the issues on their criminal record. Students are solely responsible for the costs for the criminal background check and drug screening.

Course Failure Policy

- A required nursing course may be repeated only once
- A single nursing course failure will lead to probation
- Failure to maintain a GPA of 2.7 will result in probation
- Failure of two nursing courses leads to dismissal
- A withdrawal from any required course is considered a course failure.
- Students repeating a nursing course must complete the entire course, including the laboratory and clinical components of the course.

Eligibility for Licensure

Students who successfully complete the requirements for graduation with a Bachelor of Science degree with a major in nursing will be eligible to take the National Council Licensure Examination (NCLEX-RN). Students must meet all requirements in the state in which they plan to take the examination. The School of Nursing will assist students in their application process to the State Board for licensure.

It is the responsibility of the student seeking licensure in states other than New York to verify licensure requirements are met. Students must check with the state agency where licensure is desired for its requirements.

Academic Guidelines

Regular class attendance is necessary for success in the nursing program. Students must attend all class meetings. If an absence occurs, whatever the cause, the student is responsible for the course work missed. Students must contact faculty personally about absences before the absence occurs, unless providentially hindered. Course faculty decides the make-up work or grade and lists the policy in each course syllabus. The following guidelines apply:

- a) Students must attend all scheduled class times (lecture, lab, and clinical).
- b) All clinical and skill lab times should be made up within one week. If a student is unable to attend the makeup, an additional makeup time may be scheduled at the convenience of the Lab Coordinator/Clinical instructor. Only one reschedule is permitted for lab quizzes, with two total opportunities. If students do not attend the second makeup time, they will receive a score of "0."
- c) Late arrivals may be considered absences according to the policy of the syllabus.
- d) Absence during an exam including calling in sick will be carefully monitored and addressed. A grade of will be given for any unscheduled absence on an exam day/test day. In case of an unavoidable circumstance, students will produce evidence of the situation that prevented them from taking the exam and will be allowed to take the exam/quiz at the instructors' convenience. For inclement weather, the School of Nursing will follow Alliance University policy for canceling lecture and lab times. Clinical faculty will notify clinical students if clinical experience is canceled. Otherwise, students are expected to be in attendance. A student who commutes to the college should make traveling arrangements ahead of time and make every effort to attend scheduled clinical

Dismissal Policy

A student may be dismissed for dispositions and behaviors deemed unprofessional by the nursing faculty. All students will be reviewed annually by the faculty with particular attention given to behavior and attitudes during clinical experiences. Patient safety is paramount and any student that may put a patient at risk because of attitude or behavior may be dismissed from the program. Students who demonstrate unprofessional/unsatisfactory behavior will be given a Risk for Clinical Failure form explaining his/her inappropriate behavior and steps required to correct the behavior and pass clinical. If students do not correct the behaviors noted on the Risk for Clinical Failure form, they will fail clinical, and in effect, fail the full course. A copy of the Risk for Clinical failure form is retained in the student's permanent record in the office of the School of Nursing.

Students will be dismissed from the nursing program if any of the following occur:

- Failure to achieve progression, according to the nursing program's progression policy.
- Failure to maintain a cumulative GPA of 2.7
- Breaches of the standards of conduct as published in the Alliance University

Undergraduate Catalog

- Failure to pass drug testing.
- Background check reveals information that does not align with Alliance University mission, vision, and nursing's code of ethics.
- Students may repeat only two different required math and science courses and each course may only be repeated once. A failure on the course retake will lead to dismissal from the nursing major.
- Failure of any three prerequisite courses required for nursing (including psychology) will lead to dismissal from the nursing major.
 - A required nursing course may be repeated only once
 - A single nursing course failure will lead to probation
 - GPA lower than 2.7 leads to probation
 - Two probation periods leads to dismissal
 - Failure of two nursing courses leads to dismissal
 - Any course failure, must be repeated at Alliance University
- A withdrawal from any required course without prior approval from your faculty advisor or the Dean of SON is considered a course failure

Test Proctoring Policy

Please note the seating arrangements and strategies related to testing. There will be additional proctors to help you during testing.

- Students will be seated in the classroom and lab.
- Bags, belongings, and electronic gadgets will be left in the lab.
- For electronic testing students will be seated facing towards the back wall. There will be a walkway between the rows for proctors to walk. The last row (back of the class) will face the wall.
- Anyone found using phones or related equipment will be asked to leave the testing area.
- Academic dishonesty will culminate in dismissal.
- All questions will be shuffled in a pool for administration. Passwords for tests will be given in the classroom.
- Students will not be allowed to leave before 40 minutes for 1 hour test and 1 hour 20 minutes for 2 hour tests.
- There will be 2 proctors in the classroom and one in the lab.
- IP address will be used by IT to monitor testing activities.
- Students will take an active role in promoting academic integrity

School of Nursing Grievance Policy

Students may formally appeal a course failures or dismissal from the Nursing program initially by submitting a written appeal letter to the School of Nursing Grievance Committee. The letter must outline the student's explanation for his/her performance during the semester and include a plan for improvement. In addition, students need to include a new progression plan to account for course progression in the subsequent semesters. A petition to the Grievance Committee will be reviewed with the Dean of the School of Nursing for all students desiring readmission after dismissal from the School of Nursing. The Grievance Committee may vote to accept the student's petition for readmission, deny readmission, or accept conditionally. All students readmitted to the nursing program are required to achieve a "B-" in any repeated nursing classes and must adhere to the conditions of the Grievance Committee.

Alliance University Grievance Policy

Alliance University utilizes a grievance procedure that complies with the Higher Education Act of 1965, Section 494C(j). This procedure applies to all cases dealing with discrimination by race, handicap, or gender, including harassment, or to any other grievance. In no case will any adverse action be taken against a student for filing a grievance. The final determination of each formal grievance will be made by a person or persons not directly involved in the matter. Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. These grievances will be reviewed by the grievance committee. Letter to the grievance committee can be sent to the administrative assistant of the School of Nursing. Please include course name, semester, year, and your initials in the document title. Example: NUR393FA20AZ. If this does not solve the problem, a formal complaint may be made in writing to the respective academic dean whose judgment is final. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester. Final Academic appeal is for the student seeking a review after all previous appeals to the program in which they are registered have been exhausted by complying with the grievance procedures specified above. The findings of the Academic Appeal Committee are final and no further appeals will be granted. Students may expect a final decision within 14 days of the date of their appeal. Students may remain enrolled until the appeal is processed; however, if a student's appeal is denied mid-semester, they will immediately be dropped from courses. Students whose appeal is approved may register for classes, provided the add/drop period of registration period hasn't passed. The student will be placed on academic probation for the subsequent semester. The student will commit to the action plan delineated by the Committee. In addition, the student acknowledges that the failure to follow the action plan will result in administrative withdrawal, assuming full financial and academic responsibility. The catalog states "no refund is given for courses dropped after the add/drop period". Students who are admitted to Alliance University/ATS based on falsified records forfeit admission and may be administratively withdrawn and forfeit any access to academic records.

Readmission Policy

A student whose enrollment at Alliance University has been interrupted for one regular semester or more must be accepted for readmission before being allowed to register for courses. Students must meet all requirements for readmission of both the College and School of Nursing. Students must meet the progression criteria and curriculum requirements stated in the School of Nursing's Student Handbook for currently enrolled students

Graduation Policy

To earn the Bachelor of Science degree with a major in nursing (BS), nursing majors must complete a minimum of 122 semester hours (at least 45 semester hours must be taken at Alliance University). In addition, the following requirements apply:

- Earn a cumulative GPA of at least 2.7 and a grade of at least a C+ or better in all nursing courses
- Complete successfully the comprehensive clinical skills competency examination in the clinical skills laboratory
- Students must attend live NCLEX review, as a course requirement (Transitions)
- Proof of completion of at least 4000 NCLEX style questions

Service Learning Project

Students are strongly recommended to complete at least 20 hours of [service learning](#) before graduation.

Competency in Written Work

The ability to write clearly according to the rules of the English language is an essential quality of professional nurses and a liberal education. The student is responsible for improving writing skills throughout the undergraduate education. Written work should include ongoing improvement in the areas of: critical thinking and articulation; writing style; and format.

- *Critical Thinking and Articulation:* Writing must demonstrate the student's ability to articulate an understanding of the content for assignments.
- *Writing style:* All written assignments will be graded for correct spelling, proper use of grammar and syntax, paragraph construction, neatness and legibility. Effective academic style writing is the expectation in the nursing program as preparation for a professional nursing career.
- *Format:* The most recent The American Psychological Association (APA) format is expected for all writing assignments.

- Written assignments with deficiencies in these areas may be returned to the student ungraded. Students may obtain appropriate assistance from academic support for written assignments as they continue to improve their writing ability.

Evaluation of Students by Faculty

Evaluation of students in the classroom, clinical skills laboratory, and in clinical practice areas is the responsibility of the faculty member. The faculty use various evaluation methods. Students will receive either a verbal or written mid-semester evaluation. At the end of the semester, students will receive both a verbal and written evaluation. Students can access grades electronically through the College portal. Also, Enrollment Services sends an email confirmation of grades each term unless the student requests in writing to Enrollment Services to have them in paper format. Faculty members will discuss clinical evaluations with students twice a semester (middle of the semester and at course completion.) Faculty decide which evaluation tool is used across the curriculum through the School’s committee structure. The evaluation tool reflects a student’s placement in the curriculum. The student’s permanent file in the Office of the Nursing School holds the completed, signed clinical evaluation form. Students who show a need to improve may get a “Plan for Progress.” The Plan for Progress is to help students develop an action plan to improve academic performance. The Plan is an important communication tool for faculty to clarify expectations for academic and clinical success to students. Additionally, the Plan for Progress tool is used to communicate with other faculty members about ongoing student learning needs.

Faculty Office Hours

Faculty members’ will post office hours on their office doors each semester. Postings are for students’ convenience. Students unable to meet with faculty during scheduled office hours should schedule an appointment with the faculty member. Students are responsible for attending all scheduled appointments.

Grading

The grading scale for the School of Nursing will be:

A = 4.00 (100% - 93%)	C = 2.00 (77% - 73%)
A- = 3.70 (92% - 90%)	C- = 1.70 (72% - 70%)
B+ = 3.30 (89% - 88%)	D+ = 1.30 (69% - 68%)
B = 3.00 (87% - 83%)	D = 1.00 (67% - 63%)
B- = 2.70 (82% - 80%)	D- = 0.70 (62% - 60%)
C+ = 2.30 (79% - 78%)	F = 0.00 (59% - 0%)

Tutoring

Weekly tutoring sessions are offered for all clinical courses. All students who are on probation are required to attend mandatory tutoring for the duration of the semester in which they are probationary. Anyone who scores below 70 on the first exam of a course will be required to attend tutoring for that course.

Students with Disabilities

To enter, remain and progress in the nursing program, all students must have the following abilities. Examples of abilities listed below are not inclusive.

- * Students must have sufficient physical mobility to travel independently to and within hospitals, homes, clinics, schools, and other health-related agencies. They must have the gross and fine motor capability to provide safe care to clients independently. This requires the ability to sustain work requiring delivering services at the bedside, standing/walking for 8-12 hours, traveling independently, reaching, bending, lifting up to 50 pounds, and quick movements.
- * Students must have sufficient tactile and manual dexterity to (a) accurately manipulate equipment, (b) complete a physical assessment (palpation, percussion, auscultation), (c) prepare and administer medications, (d) legibly print dates and times on medication vials, (e) perform cardiopulmonary resuscitation, (f) use a computer keyboard, (g) legibly and accurately document nursing care, and (h) perceive attributes of objects such as dimension, shape, temperature or texture.
- * Students must have sufficient visual, auditory, and sensory acuity to provide safe and competent patient care.
- * Students must have sufficient receptive, written and oral communication skills to accurately receive, read, interpret and comprehend the English language in written and verbal forms in order to (a) to communicate effectively and professionally with clients, faculty, staff, and peers from a variety of social, emotional, cultural and intellectual backgrounds; (b) teach clients and families; (c) accurately document, interpret, and comprehend nursing interventions and actions and client responses; and (d) communicate data about clients in a timely manner.
- * Students must have sufficient emotional stability and cognitive skills to (a) process information in a reasonable amount of time; (b) make clinical judgments accurately; (c) identify cause and effect relationships in clinical situations; (d) establish and maintain appropriate relationships with clients, faculty, staff, and peers; and (e) have adequate environmental awareness in multiple, complex settings that may be stressful and noisy and may be potentially harmful. This includes exposure to communicable diseases, personal injury, death of patients, and violence in the workplace.

Change in Health Status

Students who experience a change in their health status that affects their ability to function safely or meet course objectives in the practicum and/or classroom setting must notify their assigned faculty. The faculty member may require documentation from the student's health care provider indicating that the student has no restrictions in performing duties required of the course prior to continuing with the registered course.

Clinical Practice Guidelines

Professional Conduct

Professional conduct is an important hallmark of the nursing program. Therefore, students are expected to demonstrate professionalism in all aspects of their educational experience. The classroom and all interactions between students, faculty, and staff are considered the same as the professional nursing workplace. The standard for professional behaviors is rooted in the Scriptural admonition for excellence, integrity, and service to the Lord (Col. 3:22-25).

Essential VIII of the Essentials of Baccalaureate Education for Professional Nursing Practice from the American Association of Colleges of Nursing indicates the importance of including professional behaviors in a BSN program to prepare nurses for the nursing profession. Key areas of concern are integrity, responsibility and accountability, moral standards, personal appearance and communication. The ANA Code for Nurses defines professionalism which includes the following criteria:

- The nurse provides services with respect for human dignity.
- The nurse assumes responsibility and accountability for individual nursing judgments and actions
- The nurse maintains competence in nursing.
- The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation [and] accepting responsibilities
- The nurse participates in the profession's efforts to implement and improve standards of nursing.
- The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.

Civility is behavior that shows respect for one another and is important in professional relationships. Following are the examples of disruptive behaviors.

- Talking in class
- Arriving late/leaving early
- Cheating
- Wasting class time
- Being unprepared

- Dominating discussions
- Cell phone use during class
- Showing general disrespect and poor manners toward instructor and other students
- Acting bored or apathetic
- Sleeping in class
- Not paying attention
- Sending inappropriate emails to instructors or other students

Code of Ethics

Students must abide by the code of ethics for nurses by the American Nurses Association. The Code for Nurses is available for purchase online at the American Nurses Association website or at www.nursingworld.org/ethics

Confidentiality/HIPAA

Each student in the nursing program is responsible for knowledge of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) laws. All client information is confidential. This includes information learned about a client in the clinical area, pre/ post-conference or classroom discussions. All students will refrain from providing identifying client information in the classroom or seminar discussions. Release of confidential information (including verbal communication, written communication, or electronic mail) to any people not in direct need of the information to care for a client or for nursing education may result in dismissal from the nursing program. **Students are not permitted to share ANY information about their clinical day on social networking sites including general comments about their personal opinions about the experience.**

Social Media

Students are not permitted to video record, audio record, or take pictures in the clinical agencies. Students are not permitted to post clinical agency or patient related information on any forms of social media. Violation of this policy may result in course failure and/or dismissal from the School of Nursing.

Malpractice Insurance

Malpractice insurance is provided through Alliance University. However, students have the option of purchasing additional malpractice insurance at their own discretion.

Identification

Students are required to wear the College ID badge when taking part in or observing in clinical areas and have ID badges readily available when on the college campus.

Uniform Policy

The Nursing School expects students to present a professional image when representing the College and professional nursing. The official student uniform must be ordered through the uniform company identified by the SON. Information about ordering the official uniform will be made available to students at the mandatory fall/spring class meeting before the first semester of clinical courses. On rare occasions students may be out of the boundaries of the uniform policy to comply with agency standards. If exceptions to policies occur, clinical faculty will notify students in writing any changes.

Clinical Uniform Policy

The official uniform must be worn for all clinical experiences and includes:

- Only clean white leather shoes in good repair are permitted. *No mesh shoes, Canvas shoes, or clogs are not permitted.*
- Clean, white socks above the ankle or hose may be worn with pant uniforms. Only white hose can be worn with dress uniforms.
- All uniforms must be clean, pressed, and loosely fitted. Students may need to buy new uniforms to maintain uniform policy.
- The School Of Nursing patch must be worn in the designated area:
Left sleeve of uniform top- *If it's a short-sleeved top*, half way between the shoulder seam and the top of the cuff. *If it's a long-sleeved lab jacket/cardigan*, the same distance from the shoulder seam as the short-sleeved top. (Complete instructions for attaching the patch to the uniform will accompany uniforms on delivery).
- The official Alliance University ID must be worn in addition to the clinical facility ID if one is issued.
- Lab jackets with a School of Nursing patch may be worn over the uniform in the clinical area for warmth. No sweaters are permitted. A clean white T-shirt or turtleneck without logos or words is permitted under the uniform but long sleeves must be kept dry and away from hands.
- Uniforms are only to be worn in the clinical site and clinical learning lab. It is not permitted to wear them outside these designated areas without permission.

Clinical General Guidelines

- Students who do not adhere to dress and uniform policy will be asked to leave the clinical areas and will be documented.
- Untied hair must be clean and neat and off the collar. Long hair cannot be worn in a ponytail that hangs into work areas when bending over a patient or sterile field. Hairpins must be professional and close to hair color. All hair accessories must be the same color as your hair. Only natural hair colors are permissible.
- Students are required to maintain excellent personal hygiene.
- No perfume, cologne or scented lotions are permitted to be worn in clinical areas.
- Modest makeup is permitted.
- Men may have short, well groomed beards or mustaches or be clean shaven.
- No artificial nails are permitted. Nails are to be natural, short, and well groomed. Fingernails are NOT to extend past the fingertips. Natural, pale pink or light beige colored nail polish is allowed. Nail polish should not be chipped.
- No jewelry may be worn in the clinical area, except a wedding band.
- One small post earring may be worn in each ear lobe.
- No visible piercing or placeholders other than the lower ear lobe.
- No visible tattoos.
- Natural or white undergarments must be worn.
-

Professional Dress with Lab Jacket

Students will be notified of clinical attire prior to the specialty clinical rotation

School of Nursing Dress Code

Student dress should reflect Christian standards of modesty and good taste. Clothing should be clean, neat, and appropriate. Students are required to adhere to the dress code within the School of Nursing (classroom, labs, conference rooms, etc).

Modest clothing does not expose –midriff, undergarment, cleavage, body contours, and chest.

- Tops should not expose midriffs
- Undergarments should not be visible
- Tank tops are not permitted
- Tight fitting tops or bottoms are not permitted
- Cleavage should not be visible

Student Involvement

Student Leaders

The School of Nursing offers several opportunities for leadership and involvement in student-led clubs and committees including chapters of Nursing Christian Fellowship (NCF), and the National Student Nurses Association (NSNA). During the spring semester, new officers will be nominated and installed. Leaders and officers of registered/recognized student organizations must be in good academic standing with a 3.0 GPA or higher and must not have failed any nursing courses. These qualifications also apply to any students who wish to participate in the Curriculum Committee, and the Systematic Evaluation Committee. Students wishing to only attend NCF meetings will not have to meet these requirements.

Student Clubs

Student Nurses Association (SNA)

Nursing Christian Fellowship (NCF)

Sigma Theta International Honor Society of Nursing – Zeta Omega Chapter

Student Officer's Criteria:

1. Student must model Christ's life
2. Have passion to inspire other students
3. Good academic standing with a GPA above 3.0
4. Preferably without failure of nursing courses

Student Nurses Association (NSA)

Students are expected to join the National Student Nurses Association (NSNA), of which the SNA is a local chapter. *NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession.* Please refer the mission statement and core values to the <https://www.nсна.org/about-nsna.html>

Nurses Christian Fellowship (NCF)

Nurses Christian Fellowship is both a ministry and a professional organization for nursing students, nurses and educators. Its mission and ministry can be found from <https://ncf-jcn.org/>

The mission of NCF is for nursing students and faculty to be encouraged, equipped, empowered:

- Encouraged to grow in faith in the context of nursing school
- Equipped to integrate faith with nursing through Bible study and spiritual care resources
- Empowered to share your faith with other nursing students and faculty

Note that the mission of NCF has both internal and external components. NCF chapters care about the spiritual growth of both Christians and non-Christians on campus.

Sigma Theta International Honor Society of Nursing – Zeta Omega Chapter

Students that meet academic criteria set forth by Sigma Theta Tau will be inducted into the Nursing Honor Society. The honor society consists of and recognizes nurse leaders and scholars who display superior achievement, leadership qualities, high professional standards and commitment to the ideals and purposes of the profession of nursing. Students eligible must meet the following criteria: complete at least ½ of the nursing curriculum; have a GPA of at least 3.0. GPA and rank in the upper 35 percent of the graduating class.

Student Governance

Students may participate in governance by semester community hall meeting, Nursing Curriculum Committee, Systematic Program Evaluation Committee. Alumni are encouraged to participate in the Advisory Board Meeting.

Semester Community Hall Meeting - Alliance University SON gathers information from its students on an ongoing basis to address issues as they are presented. The Dean meets with students yearly to respond to student suggestions, concerns/complaints placed in a suggestion box in the SON. Any additional issues will be discussed in the community hall meeting.

Alliance University Student Government allocates student activity fees, charter student organizations, and represents students on matters of college policy. Nursing students are engaged in SON governance through the NSNA and NCF chapters. In addition to participating in these meetings, students attend college wide chapel three times a week, SON department chapels at least four times a year, and attend the Assembly twice a year. Students' feedback and suggestions are taken into serious consideration for program and curriculum revisions. Feedback from Curriculum Committee reports lead to the majority of policy and operational changes in the SON. The SON faculty will be the chair of each Committee.

Nursing Curriculum Committee

The Nursing Curriculum Committee reviews, advises, and makes policy recommendations on issues related to undergraduate education to the Dean of School of Nursing. The Committee develops, reviews, and makes policy recommendations regarding the curriculum and educational goals of the College in accordance with current accreditation standards.

The Nursing Curriculum Committee shall:

- Annual review undergraduate curricula
- Undertake short and long-term planning for undergraduate curriculum
- Review recommendations on non-substantive and substantive changes in the curricula.
- Review new courses following the established curriculum guidelines

The Systematic Evaluation Committee

The purpose of the Evaluation Committee is to implement the Evaluation Plan of the SON, monitor data for trends (NCLEX pass rates, NCSBN, NCLEX summary, course evaluations, employment rates, graduation rates, alumni practice survey), monitor the accreditation status of the nursing programs in accordance with accreditation standards.

The Systematic Evaluation Committee shall:

- Develop and collect evaluation data in accordance with current accreditation standards.
- Update the annual calendar of evaluation activities for accreditation on a regular basis.
- Oversee evaluation activities for accreditation reporting status.
- Annually review evaluation data including course evaluation, clinical evaluation, teaching evaluation, Kaplan data, 1st NCLEX-RN passing rate, and Alumni survey.
- Undertake assurance of meeting the targeted goals and objectives.
- Recommend revisions to the Evaluation Plan

School of Nursing Honor Pledge

I pledge to uphold the honor and integrity of to the highest moral and ethical standard
I pledge myself, my fellow students, and my God to uphold the standards and integrity of a Christian academic lifestyle.

I commit myself to respect and support the Alliance University Honor code in letter and spirit.

I am aware that I cannot give, receive or witness any unauthorized assistance in any academic work.

I will not accept or condone the actions of those who choose to violate this code.

I accept responsibility for my own actions and for what other members of the community may do in my presence.

I believe defend Proverbs 11:3

“The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity”

So help me God.

School of Nursing Catalog

Liberal Arts and Science Core Component -----		62
LIB 101	Information Literacy -----	1
ENG 101-102	College Writing I and II -----	6
ENG 201 or 202	Global Literature I or II -----	3
HIS 113-114	History of World Civilization I and II -----	6
MAT 110	College Algebra -----	3
MAT 340 or PSY 337	Statistics for Behavioral Science or Statistics for Social Science	3
CHE 103	Essentials of Chemistry -----	4
BIO 115	Principles of Nutrition -----	3
BIO 213-214	Anatomy and Physiology I and II -----	8
BIO 220	Microbiology -----	4
BIO 301	Genetics Seminar -----	3
BIO 315	Human Pathophysiology -----	3
PSY 101	General Psychology -----	3
PSY 244	Human Growth and Development -----	3
PSY 342	Abnormal Psychology -----	3
SOC 347	Contemporary American Society-----	3
FNA 101 or 115	Fine Arts Elective -----	3
Bible Component -----		9
PMN 101	Introduction to Spiritual Formation -----	2
BIB 102	Old Testament Literature -----	3
BIB 201	New Testament Literature -----	3
PMN 201	Nyack Heritage -----	1
Nursing Major Component -----		51
NUR 203	Principles of Pharmacology -----	3
NUR 204	Health Assessment across the Lifespan -----	3
NUR 292	Foundation for Nursing Practice -----	5
NUR 301	Worldview Perspectives: Christian Nurse -----	3
NUR 302	Evidence for Nursing Practice -----	3
NUR 391	Nursing Care of Women and Childbearing Families	4
NUR 392	Nursing Care of Children and Adolescents -----	4
NUR 393	Adult Health Alterations I -----	4
NUR 394	Adult Health Alterations II -----	4
NUR 402	Management and Leadership in Nursing -----	3
NUR 403	Transitions to Professional Nursing Practice -----	3
NUR 490	Community Health Perspectives -----	4
NUR 491	Mental Health Nursing -----	4
NUR 493	Health Alterations III -----	4
Total Credits Required -----		122

Course Description

Note: The number in parentheses next to the name of each course indicates the course credit. The numbers at the end of each course description indicates lecture, laboratory, and clinical hours consecutively.

Any changes in course sequence, needs prior approval from the Dean of the School of Nursing.

Enrollment in the following Level 1 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher: GPA 2.7 for core math and science courses (MAT 110, CHE 103, BIO 115, BIO 213 with a C+ or higher), complete PSY 101 (with a C or higher), ENG101 and 102, and pass TEAS Assessment.

NUR 201 - Introduction to Professional Nursing (3) Students explore perspectives of professional nursing practice from the viewpoint of the School's conceptual framework. Historical and contemporary influences on nursing practice are examined. Nursing knowledge development is explored through use of mid-range and practice level theory. The nurse's role as a care provider, coordinator of care, and member of a profession around the globe are included (3-0-0).

NUR 203 - Principles of Pharmacology (3) (Prerequisites: BIO 213, BIO 214, BIO 220) Students will integrate concepts from chemistry, biology, and human physiology to safely administer pharmacologic therapy. The course includes concepts of basic pharmacodynamics and pharmacokinetics. Herbal and folk remedies are included (3-0-0).

NUR 204 - Health Assessment across the Lifespan (3) A holistic approach to health assessment is the focus of the course. Frameworks for physical, psychosocial, spiritual and cultural aspects of clients across the lifespan are included (2-2-0).

NUR292 – Foundation for Nursing Practice (5) (Co-requisites: NUR203, NUR204, PSY244) The course explores conceptual bases of professional nursing. Historical and contemporary influences on nursing practice and nurses' roles are examined. Basic nursing therapeutic skills and frameworks for clinical decision making are discussed. The concepts of communication and psychomotor nursing interventions are explored from a global perspective. Providing safe care environments is emphasized.

Enrollment in the following Level 2 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher, complete all Level 1 nursing courses and BIO 214, BIO 220 with a C+ or higher, and complete PSY244 with a C or higher.

NUR 301 - Worldview Perspectives: The Christian Nurse (3) Explores the art of nursing from a Christian worldview perspective. Nursing is viewed as a vocation, a calling for service to God through caring for others. Contrast competing worldviews popular in postmodern literature with Biblical perspectives (3-0-0).

NUR 302 - Evidence for Nursing Practice (3) (Prerequisites: NUR 201, NUR 290, NUR 393, MAT 330, PSY 337) The role of the baccalaureate prepared nurse in determining evidence for nursing practice is examined. Principles of empiric testing, ethical, aesthetic and personal knowing are explored (3-0-0).

NUR 391 - Nursing of Women and Childbearing Families (4) (Prerequisites: NUR 201, NUR 290, NUR 393) This course focuses on the care of the childbearing family throughout the maternity cycle. Cultural variations of women and families are included. Health care needs of women throughout the adult life cycle are explored (3-0-4).

NUR 393 - Adult Health Alterations (4) (Prerequisites: NUR 201, NUR 203, NUR 204, NUR 290). Care of adults experiencing acute and chronic health alterations. Students will analyze client data, develop a plan of care and implement therapeutic nursing interventions according to accepted standards of nursing care. Nursing care will be evaluated for effectiveness through an evidenced based nursing framework (2-2-4).

NUR 392 - Nursing Care of Children and Adolescents (4) (Prerequisites: NUR 201, NUR 290, NUR 393) Evidence based care of children and adolescents are explored. Concepts of health promotion/health maintenance are applied to pediatric clients. Health care needs of children around the world are examined (3-0-4).

Enrollment in the following Level 3 nursing courses requires that the student earn a cumulative grade point average of 2.7 or higher and complete all Level 1 and Level 2 nursing courses and BIO 315, BIO 301, MAT 330 and PSY342 with a grade of C+ or better in each course.

NUR 394 – Adult Health Alterations II (4) (Prerequisites: NUR 301, NUR 302, NUR 393) Care of adults experiencing chronic health alterations of clients with GI system, male and female reproductive disorders, oncological and hematological conditions. Students will analyze client data, develop a long term plan of care, case studies and implement therapeutic nursing interventions according to accepted standards of nursing care. Intermediate nursing therapeutic skills, and frameworks for clinical decision-making are the focus of this course. Principles of terminal care, pain management and palliative care is the focus of this course (2-0-8).

NUR 402 - Management and Leadership in Nursing (3) (Prerequisites: NUR 201, NUR 290, NUR 393) Key concepts related to the role of the nurse as manager are examined. Theories of planned change are explored (3-0-0).

NUR 403 - Transition to Professional Nursing Practice (3) (Prerequisites: NUR 201, NUR 290, NUR 393, NUR 391, NUR 392, NUR 490, & NUR 491) Transition to the role of graduate nurse is the focus of this course. A review of legal standards for safe nursing practice, principles of professional ethics, and NCLEX preparation is included (3-0-0).

NUR 490 - Community Health Perspectives (4) Explore health promotion and restorative health needs of adults in a variety of community settings. Primary, secondary, and tertiary care, based on the Healthy People 2020 guidelines is emphasized. The role of the nurse in advocating for community health needs of the global community is described (3-0-4).

NUR 491 - Mental Health Nursing (4) Explore concepts of mental health nursing using select theoretical frameworks. Emphasis is on assessing for mental health alterations, promoting optimal psychological functioning, and therapeutic communication techniques as a treatment modality (3-0-4).

NUR 493 - Health Alterations III (4) (Prerequisites: NUR 391, NUR 392, NUR 394, NUR 402, NUR 490, NUR 491) Advanced principles of acute and chronic health alterations are examined with an emphasis on emergency nursing issues. Synthesis of biological, social, and nursing sciences to plan care for clients with co-morbid health states is the focus (2-0-8).

NUR 400 - Electives (1-6 credits) Independent study in a selected nursing specialty. RN Students completing BSN degree are allowed to work with an instructor to meet mutually agreed objectives of the course work and evaluation methods. Credit allocation depends on the workload and objectives achieved.

Student Contract

I understand the School of Nursing Handbook 2022-2023 is available on the School of Nursing (SON) website. I have had an opportunity to review the contents. I agree, as a student enrolled at the SON, to uphold the policies and procedures. The policies and procedures are subject to change during my course of study. It is my responsibility to be informed of these changes.

Print Name: _____ Date: _____

Signature: _____ Date: _____