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Welcome from the Dean

Simpson University’s Betty M. Dean School of Nursing is an environment for students to grow as lifelong learners and followers of Jesus Christ guided by our five institutional learning outcomes. Factors contributing to the success of this program include a creative, energetic, and committed faculty and staff. The curriculum has been thoughtfully developed to produce bachelor-prepared graduate nurses who are competent and ready to practice. In addition, students who are committed, driven, and passionate inform the success of this nursing program.

The School of Nursing is both literally and figuratively the “head, hands, and heart of Jesus Christ committed to serve,” just as nursing is at the heart of healthcare. The School of Nursing faculty and staff use innovative teaching strategies to assist students with professional development needed to meet the fast-paced and ever-changing healthcare environment. The high caliber of teaching and learning that occurs within the School of Nursing, combined with our faith-infused curriculum, set this university apart from others.

The following pages of this student handbook have been developed as a reference for all aspects of the nursing program at Simpson University. This handbook will serve as a guide for the nursing program, and the policies that guide our daily life together as learners. This handbook is the authoritative word for the School of Nursing and is therefore worthy of your full attention.

Our exceptional faculty and staff are building the vision and future of healthcare. We are prepared to “model the head, hands and heart of Jesus” and delight in the opportunity to assist nursing students for service in Christ’s Kingdom. Thank you for being a part of our team and we look forward to working with you in the coming semesters.

Welcome to the School of Nursing!

Misty Smith, PhD(c), MSN, RN
Interim Dean, School of Nursing
ABOUT THE BETTY M. DEAN SCHOOL OF NURSING

MISSION STATEMENT
To model the head, hands and heart of Jesus Christ dedicated to caring and world service.

VISION STATEMENT
Committed to service through teaching, practice and research which are core to providing caring, competent, relevant, evidence based care with reliability and consistency for individuals, families, communities and populations.

PHILOSOPHY
The Simpson University School of Nursing program philosophy is based on the principles of Christianity and the Theological Position of the University. We believe each person is made in the image of God and the acceptance of this belief will enable one to reflect the examples of Christ in all relationships.

Caring and faith are integral aspects of each person’s being as he/she seek a sense of well-being. Caring is the core of nursing practice; a deeply human activity which involves the cultural, spiritual, and ethical aspects of all humans in a caring relationship—healthcare consumer and healthcare provider. Faith is foundational to each person’s belief system about his/her well-being. Acknowledging the role of spirituality in maintaining and sustaining one’s health and with an understanding that caring is demonstrated through compassion for the whole person; this Christ centered baccalaureate nursing program prepares graduates to meet the present and emergent community health concerns at local and global levels.

We believe the human person to be dynamic, holistic, and multidimensional—mind, body, and spirit. Created in the image of God, the human person has intrinsic worth and needs which are uniquely experienced and expressed within his/her environment. The manners in which their needs are met are influenced by transpersonal relationships between the individual, family, local and global community. Throughout the life cycle, each individual has the right and responsibility for his/her health and welfare.
We define health as a dynamic continuum of interactive processes ranging from wellness to end of life. Health is manifested by harmony, wholeness and comfort. We believe the quality of healthcare should be accessible to all people, and it should be delivered according to Scriptural principles of justice and love.

Education is a community responsibility shared by faculty, students, and consumers of healthcare. Learning is a life-long, collaborative process in which faculty are responsible for creating environments that are conducive to learning, and students are responsible for identifying environments that will best facilitate their learning. We believe in creativity in the learning process and continuous quality improvement in curriculum and program development.

We respect the individuality of students, recognizing that each one has a different educational, experiential, cultural, spiritual, economic and social background and unique support system.

Nursing is educative, facilitative, and curative. It is grounded in sound scientific and humanistic knowledge from diverse fields of study. Understanding that the nature of professional nursing is collaborative; nurses employ therapeutic communication techniques to assist with health promotion and wellness in a variety of settings. Nurses use knowledge from acquired theories, research, and practice related to diversity, ethics, political, legal, health promotion, communication, caring, values, information technology, critical thinking, leadership, and global health to plan and deliver holistic care in collaboration with other healthcare providers.
NURSING PARADIGM

Global Service

Nine Essentials (BSN Education)

1. Liberal Education
2. Leadership
3. Evidence Based Practice
4. Information Technology
5. Healthcare Policy & Finance
6. Collaboration & Inter-professional
7. Clinical Prevention
8. Population Health, Professionalism
9. BSN Generalist Nursing Practice

TRANSPERSONAL CARING
(SPIRITUAL, ETHICAL, CULTURAL)

NURSE
MIND
BODY
SOUL

Nursing Process

KNOWLEDGE BASE

CLIENT
MIND
BODY
SOUL
ORGANIZING FRAMEWORK & CURRICULUM

The School of Nursing curriculum and organizing framework is based on Jean Watson’s Theory of Human Caring. Watson views “the transpersonal human-to-human caring” as the essence and moral ideal of a style of nursing where human dignity and humanity are preserved and human indignity is alleviated in health-illness experiences. (Watson, 2007, page 70)

The meta paradigm of nursing includes: person, health, environment and nursing. According to Watson, a person is a “being-in-the-world” having the capacity for experiencing and perceiving. The essence of the person is the spirit or soul. A person’s power base for healing and transcendence resides in the soul, the inner self. Watson believed that health is the unity and harmony between the mind, body, and soul. Health is reflected in the harmony between self, others and nature. A person becomes ill when there is disharmony within the spheres of the mind, body and soul. (Watson, 2007, page 56)

Watson does not directly define environment, but alludes to it in one of her ten curative factors that is critical to transpersonal relationships that promotes a “supportive, protective, and/or corrective mental, physical, societal, and spiritual environment.” (Watson, 2007, page 75)

The organizing framework for the nursing program is based upon nine (9) essentials which have been identified as necessary to meet baccalaureate program learning outcomes. These concepts include: patient-centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment. The concepts are based on The Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing, 2008).

Students synthesize knowledge from the basic sciences, religious studies, and humanities as they integrate the nine concepts. Upon graduation, the nursing students will have
accomplished program outcomes and acquired the skills necessary to practice as a novice professional nurse. As they graduate, they will acknowledge the importance of active participation in their professional organizations and in taking an active role in helping to shape healthcare policy; they will have acquired the requisite skills for further study in higher education; and they will have acquired a respect for the role of service.

Watson, Jean (2007), Nursing – Human Science and Human Care - A Theory of Nursing, Sudbury, Massachusetts: Jones & Bartlett publishers

PROGRAM LEARNING OUTCOMES

Upon the completion of the BSN program, graduates will:

1. Integrate knowledge from the physical and behavioral sciences, informatics, and the humanities into professional nursing practice.
2. Integrate faith and professional practice in a manner that is respectful of others’ spiritual beliefs and congruent with personal spirituality.
3. Design competent, client centered professional nursing care for individuals, families, and populations across the health continuum in a variety of community based settings, emphasizing patient safety and quality.
4. Implement health promotion and disease prevention plans for individuals, families, and populations.
5. Demonstrate cultural competence in providing healthcare and working with others.
6. Use critical thinking and evidence-based practice and research findings in professional nursing practice.
7. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
8. Form interdisciplinary collaborative relationships to improve professional nursing practice and the quality of healthcare for all.
9. Exhibit effective communication skills for professional nursing practice.
10. Participate in political regulatory processes that influence healthcare systems and quality improvement policies.
SOPHOMORE LEVELED OUTCOMES

1. Explain the relevance of assessment and healthcare needs of culturally diverse individuals and groups over the life span.
2. Describe the role of faith in personal nursing practice.
3. Participate in direct nursing care of individuals in acute settings.
4. Recognizes the use of theory, general education, and nursing knowledge as a care provider.
5. Describe the use of critical thinking in nursing practice.
6. Describe the process of professional nursing development.
7. Identify organizations that promote professional nursing.
8. Use basic social and therapeutic communication skills when interacting with clients and peers.
9. Describe nursing potential contributions to global healthcare.
10. Use technology to acquire health information.
11. Describe the professional responsibility and accountability for continued competence and life-long learning.

JUNIOR LEVELED OUTCOMES

1. Understand the need for accountability responsibility, and advocacy in order to provide ethical, legal, and safe nursing practice.
2. Develop care for two or more patients over the life span that encompasses their physical, mental, social, and spiritual needs.
3. Incorporate faith and spirituality in the development of client care.
4. Participate in direct nursing care of individuals in busy acute settings.
5. Include liberal education and professional knowledge in the planning, implementation, and evaluation of healthcare.
6. Participate in providing services to underserved and culturally diverse groups.
7. Relate critical thinking and evidence-based information to the development of client care.
8. Recognize the importance of organizations that promote professional and social responsibility.
9. Apply therapeutic communication skills in a variety of collaborative healthcare settings.
10. Identify methods by which nurses may participate in global healthcare.
11. Implement information technology in the provision of healthcare.
12. Develop strategies to meet self-identified learning needs.

SENIOR LEVELED OUTCOMES
1. Understand the need for accountability responsibility, and advocacy in order to provide ethical, legal, and safe nursing practice.
2. Assess the physical, mental, social, and spiritual needs of diverse individuals and groups over the lifespan.
3. Incorporate faith and spirituality in the development of client care.
4. Participate in direct nursing care of individuals in busy acute settings.
5. Include liberal education and professional knowledge in the planning, implementation, and evaluation of healthcare.
6. Participate in providing services to underserved and culturally diverse groups.
7. Relate critical thinking and evidence-based information to the development of client care.
8. Recognize the importance of organizations that promote professional and social responsibility.
9. Apply therapeutic communication skills in a variety of collaborative healthcare settings.
10. Identify methods by which nurses may participate in global healthcare.
11. Implement information technology in the provision of healthcare.
12. Develop strategies to meet self-identified learning needs.
CORE COMPETENCIES

**Patient-Centered Care** – Provides holistic care that recognizes and individual’s preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

**Professionalism** - Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

**Leadership** - Influences the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

**Systems-Based Practice** - demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).

**Informatics and Technology** - Uses advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)

**Communication** - Interacts effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.

**Teamwork and Collaboration** - Functions effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007).

**Safety** - Minimizes risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).

**Quality Improvement** - Uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007)

**Evidence-Based Practice** - Identifies, evaluates, and uses the best current evidence coupled with clinical expertise and consideration of patients’ preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).
**SOURCE:** The Nurse of the Future Nursing Core Competency© Model  
(Printed with permission)

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**Bachelor of Science in Nursing Curriculum Plan**  
**Catalog Year 2019-2020**

### Year 1

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<td>Introduction to Chemistry</td>
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<td>MATH 2610</td>
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<td>NURS 3320</td>
<td>Pharmacology for Nurses</td>
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<td>NURS 3330</td>
<td>Nursing Care for Mental Health &amp; Professional Seminar</td>
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<td>NURS 4320</td>
<td>Nursing Care for the Community &amp; Public Health</td>
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<td>Nursing Research &amp; Professional Seminar</td>
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<td>ANTH 4110</td>
<td>Cultural Anthropology</td>
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<td>Health Assessment &amp; Nursing Skills</td>
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<td>NURS 2330</td>
<td>Pathophysiology for Nurses</td>
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<td>NURS 2340</td>
<td>Nursing Care of the Older Adult</td>
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<td>Hermeneutics &amp; Bible Study Methods</td>
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<td>Nursing Care of Maternal &amp; Newborn</td>
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<td>Nursing Care of Children &amp; Adolescents</td>
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<td>NURS 3380</td>
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<td>NURS 4350</td>
<td>Nursing Capstone &amp; Professional Seminar</td>
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*This course is not a graduation requirement for the Bachelor of Science in Nursing.*  
Revised: June 3, 2019

**GRADUATION**

Students completing the nursing program will participate in the Simpson University graduation ceremonies.

The California Board of Registered Nursing (BRN) regulates nursing practice per the Nurse Practice Act. Upon graduation, nursing students are eligible to apply to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) for licensure. The application and examination fee must be paid by the student. It is the student’s responsibility to periodically review their progress toward meeting the degree requirements, and properly submit the NCLEX-RN application forms and fees per BRN guidelines.

Please be advised that a license may be denied by the BRN on the grounds that an applicant has a felony conviction. To make a determination in these cases, the BRN considers the nature and severity of the offense, additional subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation. The burden of proof lies with the applicant to demonstrate documented evidence of rehabilitation.

**INSTITUTIONAL LEARNING OUTCOMES**

Constructive Thinking: To think critically by analyzing and evaluating data, arguments, and ideas; to think synthetically with creativity and imagination; and to think practically by making decisions and solving problems.

Effective Communication: To communicate effectively with different individuals and audiences in speaking, writing, and technology.

Christian Commitment: To internalize a maturing relationship with Christ as Savior and Lord manifested in spiritual and character growth, intimacy with God, commitment to the Christian community, and the confession of a Christian world view.
Cultural Engagement: To appreciate, understand, and evaluate various cultures and to interact with people and people groups with sensitivity and grace appropriate for a diverse world.

Servant Leadership: To serve God, humanity, and creation through one’s personal giftedness and professional development in accordance with God’s direction and call.

ACCREDITATION
Simpson University is accredited by the Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda, CA 94501 (510) 748-9001.

The baccalaureate (BSN) programs at Simpson University are accredited by the Commission on Collegiate Nursing Education, One DuPont Circle NW, Suite 530, Washington, DC 20036, (202) 887-6791.

COMMUNITY GUIDELINES

STUDENT CODE OF CONDUCT
Nursing students are representatives of Simpson University, the Betty M. Dean School of Nursing, and the nursing profession. Students are expected to demonstrate professional behavior in the classroom, clinical settings, and the community. Behaviors that are required of a registered nurse will be emphasized throughout the nursing program.

Nursing students are obligated to function within the framework of the professional Standards of Ethical Conduct and applicable California Nurse Practice Act, the Simpson University Student Handbook section Student Code and Policies and the policies and procedures in the Nursing Student Handbook.
Nursing students who exhibit unacceptable behaviors will meet with the faculty and receive written feedback regarding the behavior and may receive a student contract identifying actions that must be completed to remediate behavior.

There are behaviors that are serious enough to result in dismissal from the nursing program without possibility of return. These include:

- Gross negligence resulting in harm to a client or family
- Verbal threat of physical harm (Assault)
- Physical violence (Battery)
- Falsifying a medical record
- Carrying a weapon or illicit drugs/drug paraphernalia
- Stealing from a clinical site, university, or faculty
- Failure to satisfactorily complete a student contract or remediation
- Not adhering to the values set forth by Simpson University (i.e. cheating, dishonest behavior)

NURSING STUDENT COUNCIL

The purpose of the Nursing Student Council shall be to promote the interest and welfare of the nursing students. Please refer to the Nursing Student Council by-laws for more information.

AMERICAN NURSES ASSOCIATION (ANA) CODE OF ETHICS

PROVISION 1
The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

PROVISION 2
The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

PROVISION 3
The nurse promotes, advocates for, and protects the rights, health, and safety of the patient. PROVISION 4
The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.

**PROVISION 5**
The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

**PROVISION 6**
The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

**PROVISION 7**
The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

**PROVISION 8**
The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

**PROVISION 9**
The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.


**CLINICAL HEALTH REQUIREMENTS**
All students in the nursing program must comply with program health and safety requirements prior to and continuously while enrolled in the BSN program. Complete documentation of requirements must be submitted to the school designated vendor during enrollment and thereafter to maintain current immunization requirements.
HEALTH REQUIREMENTS

In the interest of your own personal safety, the safety of your patients, and other healthcare providers, there are specific health and physical requirements that must be met before your admission to the nursing program. These include:

- Assessment of current health status with a physical examination
- Tuberculosis screening as validated by a negative PPD on initial enrollment and annually thereafter
- Proof of current immunizations for:
  - Tetanus, Diphtheria, and Pertussis
  - Measles, Mumps, and Rubella (MMR)
  - Hepatitis B
  - Varicella Influenza
  - Influenza vaccine

- Physical Standards
- Mental Health Standards
  - Attendance requirements and stamina demands require the student to be in good physical and mental health. If a student requires an accommodation or cannot comply with these standards, he/she is advised to meet with the School of Nursing dean.

CLINICAL SAFETY REQUIREMENTS

Because healthcare providers care for persons who are dependent in various degrees, national guidelines have been developed to ensure the safety of the consumer. Students accepted into the nursing program are required to complete an initial drug screen and criminal background check prior to entry into the program.

- Criminal Background Checks
  - National guidelines from The Joint Commission (TJC) and state regulations (SB139) are the basis upon which Simpson University and the clinical agencies with which we have agreements require nursing students to have clear criminal background checks.
Specific procedures and instructions will be shared with the nursing student upon selection for enrollment into the program. If the background check does not clear, the student will be unable to meet the clinical requirements and enrollment will be withdrawn. Students are responsible for the cost of criminal background screening unless exempt by statute.

If there are concerns regarding criminal histories or background screening, the individual should contact the Board of Registered Nursing for clarification regarding eligibility for licensure.

- **Drug Screening**
  All students in the nursing program are subject to drug screening through the school-designated vendor prior to enrollment and at will. Simpson University and the School of Nursing maintain a **NO TOLERANCE** policy regarding substance abuse.

  A student with a positive drug screen will be denied placement at clinical agencies and will be dismissed from the program. Additionally, students must agree at the time of admission into the program that he/she could be tested at any time. Any evidence of substance abuse will result in immediate administrative dismissal from the program. Students are responsible for the cost of all screenings.

- **Live Scan Fingerprinting**
  All students in the nursing program are required to complete fingerprinting with Live Scan as indicated. Live Scan locations can be found at [www.certifixlivescan.com](http://www.certifixlivescan.com). Students are responsible for the cost of the fingerprinting.

- **Current CPR Certification**
  All students in the nursing program must have a current CPR certification from the American Heart Association for CPR and Emergency Cardiovascular Care at the Healthcare Provider level. The course will include Basic Life Support (BLS) for adult,
child and infant CPR and 2-rescuer resuscitation with a hands-on practicum and testing.

SUPPORT SERVICES

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI)

What is ATI?

- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from students ATI home page. It is highly recommended that students spend time navigating these valuable orientation materials found on the students ATI home page.

Assessments:

Assessments will help the student to identify what he/she know; as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Focused Review:

Active Learning/Focused Review is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX-RN. The student’s test report called the individual performance profile will contain a list of the topics to review. From the test results, the student can remediate these topics to review by completing a focused review which contains links to ATI review modules, media clips and active learning templates.
The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required ATI work is completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.

ATI information and resources are available by visiting the website at www.atitesting.com

**When does ATI testing occur?**

Students in the undergraduate nursing major will be required to take ATI Proctored Assessments pertaining to each of the major courses/content areas throughout the curriculum. If required, a proctored retake exam will be scheduled outside of class time with attendance required.

**What about preparations to graduate?**

During the last semester in the nursing program, focused and comprehensive ATI assessments are strategically administered to promote readiness for the NCLEX-RN. In particular, comprehensive predictor assessments are integrated within final course work and provide an opportunity to simulate the NCLEX-RN. These exams provide valuable statistics regarding a student’s probability of success on the NCLEX-RN and provide detailed information regarding strengths and weaknesses. In addition, ATI assessments and products are available and continue after graduation to assist graduates with NCLEX-RN readiness.
THE STUDENT PORTAL

Students initialize his/her Student Portal account as soon as possible by following the instructions below:

1. Go to https://portal.simpsonu.edu
2. Click on the “Change Password” link located on the right side in the grey box.
3. Enter username and temporary password, update password to sync with Simpson accounts.

HOW TO ACCESS EMAIL

Students can access university email by logging into the Student Portal at: https://portal.simpsonu.edu and select the “Email” link on the left side of the screen.

If you have a personal google account you will need to “add” your Simpson account.

On the new screen, type in your firstname.lastname@students.simpsonu.edu and the updated password to access the Student Portal.

Students are responsible for reading any emails sent through Simpson University email.

EXPERIENCING DIFFICULTIES

Should students have any questions or need assistance, please contact the Information Technology department (IT) Help Desk at 226-4940 or email them at helpdesk@simpsonu.edu.

Simpson University’s IT Office is dedicated to offering our students the best technological experience possible. Any updates to the Simpson email website will be communicated to students.

SELF SERVICE

Grades, Transcripts, and Financial Aid can all be viewed in Self Service by:

1. Accessing http://portal.simpsonu.edu, login and select the “Self Service” link.
2. Selecting the tab that corresponds to the information.
If additional help is needed, please consult the tutorial videos for Self Service available on Portal.

HOW TO USE MOODLE

WHAT IS MOODLE?
Moodle is the online learning management system used to house nursing courses. Moodle houses important course documents and weekly learning materials.

Within Moodle, courses include a syllabus and course outline. Sometimes a professor will include quizzes, journals, papers, or handouts in Moodle. Students are responsible for printing any items in the course that the professor requires or are needed to facilitate learning. If you have any difficulties with Moodle, please contact the IT department at helpdesk@simpsonu.edu, or call 530-226-4940.

HOW TO LOG IN TO MOODLE
Go to http://portal.simpsonu.edu and log in. Select the link “Moodle Live.”

HOW TO ENROLL IN A MOODLE COURSE
Courses will automatically appear in your Moodle account one-and-a-half to two weeks before the course is scheduled to begin. Registered students will be auto enrolled in moodle and classes will be made live by professors prior to the first day of class.

ONLINE LIBRARY RESEARCH GUIDE
Online Presence

Library resources, guides, and contact points are available online through different venues including:

- Library Gateway: simpsonulibrary.org
- Library Catalog: sulibrary.on.worldcat.org/discovery

When is the library open?

Fall and Spring Semesters

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<td>Sunday</td>
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<td>Monday - Thursday</td>
<td>7:45 AM - 8:00 PM</td>
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<tr>
<td>Friday</td>
<td>7:45 AM - 6:00 PM</td>
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<td>Saturday</td>
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Summer (May - August)

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<tr>
<td>Monday - Thursday</td>
<td>9:30 AM - 6:30 PM</td>
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<tr>
<td>Friday</td>
<td>9:30 AM - 3:00 PM</td>
</tr>
<tr>
<td>Saturday</td>
<td>Closed</td>
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Library hours are adjusted during holidays and for special events. Exceptions to the schedule are posted on the library’s Website: simpsonulibrary.org.

Ask if you need help

Director of Library Services Eric Wheeler ewheeler@simpsonu.edu 530.226.4943

General Library Contact library@simpsonu.edu 530.226.4117
Onsite library resources

The library has study rooms equipped with tables, wide screen monitors, and whiteboards that students and employees can reserve in advance. Many other tables and work areas are available in our public areas, and WiFi is available throughout the building. The library has public-access PCs equipped with Microsoft Office, Internet access, and scanning capability. Library users can print to the University’s SecurePrint system from library computers or their own devices. Students can pay for printouts using Red Hawk Bucks, and employees can print Simpson-related documents with their University issued ID card. Employees will need to pay per job with their own funds if they want to print personal documents. All users including guests can print per job and pay at the circulation desk. Print fees are 10 cents per page for black and white and 35 cents per page for color. The library accepts cash and credit card payments. Photocopy machines provide black and white photocopies for 10 cents per page and color copies for 35 cents per page. In addition, photocopy machines have scanning and faxing capabilities. Ask for assistance if you need help printing, photocopying, scanning, or faxing.

Search the catalog

Catalog searching is the most comprehensive tool available to you for finding library resources. It identifies the location of our physical resources (books, videos, journals, etc.) and provides immediate access to eBooks and eJournals as well as open access materials. The search field at the top right of every library page (https://simpsonulibrary.org) provides direct access to the catalog. The following links point to our basic and advanced catalog searching pages.

- Basic: https://sulibrary.on.worldcat.org/discovery
- Advanced: https://sulibrary.on.worldcat.org/advancedsearch

Search result items are identifiable as digital or physical. Most digital items are accessible by clicking buttons such View full text, View eBook, or View now, depending on whether items are books, journal articles, or videos. After clicking these links, the site may present you with a login page. See the section Authenticating for resources for instructions on logging in.
Access online databases

1. Go to simpsonlibrary.org.
2. From the top navigation bar, select FIND RESOURCES > ONLINE RESOURCES. The page includes options to browse an A to Z list of all databases or one filtered by subject.
3. See the section Authenticating for resources for instructions on logging in.

Authenticating for resources

Subscription databases always require an initial login while off-campus, and some require one when on-campus. You do not need to login until prompted to do so. When the system prompts you to authenticate, you can do so in one of two ways.

1. Enter the username (not the full email address) and password that you use to login to Simpson e-mail. If access is denied, you can reset your password using the following address: https://account.simpsonu.edu/ResetPassword
2. Enter your Simpson ID number without leading zeros as your username and your last name in all capital letters as your password. If access is denied, call the library’s circulation desk (530.226.4117) or send an e-mail message to library@simpsonu.edu.

Online databases available

General Databases

The following general resources contain high quality materials on a broad range of subjects.

1. Academic OneFile contains millions of peer-reviewed, full-text articles from leading journals and reference sources. Subjects addressed include the physical sciences, technology, medicine, social sciences, the arts, theology and literature.
2. Academic Search Complete is a multi-disciplinary, full-text database containing thousands of full-text periodicals and peer-reviewed journals. In addition to full text, this database offers indexing and abstracts for thousands more journals and other
publications including monographs, reports, conference proceedings, etc. The database includes content from the present back to the 19th century.

3. **EBSCOhost eBook Collections** contain hundreds of thousands of multidisciplinary eBook titles representing a broad range of academic subject matter.

4. **Films on Demand** is an online video platform providing thousands of video titles in the humanities, social sciences, business, economics, science, mathematics, health, medicine, and archival films.

5. **JSTOR** is a collection of scholarly journals in humanities, social sciences, and sciences that is easy to search and use.

6. **OmniFile Full Text Select** contains a wealth of essential material for learning and research across the disciplines. Full-text articles are available from thousands of publications, many of which are peer-reviewed.

7. **ProQuest Ebook Central** provides access to the Academic Complete library containing hundreds of thousands of eBooks. It features unlimited access and multidisciplinary coverage and is designed specifically for research productivity, from discovery to reading to bookshelf. Ebook Central replaces the former Ebrary and Ebook Library platforms. The new platform requires a login regardless of access location (i.e., both on- and off-campus).

8. **Sage Journals Online** is a database of hundreds of peer-reviewed journals covering many subject areas.

**Business**

1. **Business Source Elite** on the EBSCOhost platform provides full text access for thousands of business publications and includes tens of thousands of company profiles from Datamonitor.

2. **Regional Business News** provides comprehensive full text coverage for regional business publications and incorporates coverage of several regional business publications covering all metropolitan and rural areas within the United States.

**Education and Liberal Studies**

1. **ERIC** (Education Resource Information Center) on the EBSCOhost platform has millions of records that link to hundreds of thousands of education articles in Academic Search Complete and OmniFile.
2. **OmniFile Full Text Select** is a full text-only database that contains a wealth of essential material for learning and research across the disciplines including many education periodicals. Full-text articles are available from thousands of publications, many of which are peer-reviewed.

3. **Teacher Reference Center** provides indexing and abstracts for hundreds of teacher and administrator journals and magazines and adds article-level links to the full-text education journals in Academic Search Complete and OmniFile.

4. **Primary Search** provides full text for many popular magazines for elementary school research. All articles are assigned reading level indicators (Lexiles).

5. **MAS Ultra - School Edition**, a resource designed specifically for high school libraries, contains hundreds of popular high school magazines and full-text reference books, tens of thousands of biographies, more than 100,000 primary source documents, and an image collection of hundreds of thousands of photos, maps & flags.

**Music**

1. **Oxford Music Online** is the gateway offering users the ability to access and cross-search multiple music reference resources in one location. With *Grove Music Online* as its cornerstone, Oxford Music Online also contains *The Oxford Companion to Music*, which offers numerous articles on composers, performers, conductors, instruments and notation, forms and genres, and individual works; and *The Oxford Dictionary of Music, 2nd edition*, which supplements Grove’s more extensive articles with content geared toward undergraduates and general users.

**Nursing and Healthcare Management**

1. **CINAHL (Cumulative Index to Nursing and Allied Health Literature) with Full Text** is the most comprehensive source of full text for nursing & allied health journals, providing full text for hundreds of journals from the 20th century to the present.

2. **PubMed** is the National Library of Medicine’s search service that provides tens of millions of citations in MEDLINE, PreMEDLINE and other related databases with links to participating online journals. Its subsidiary service, **PubMed Central**, provides a full-text archive of literature in the biomedical and life sciences.

3. **Alt HealthWatch** focuses on the many perspectives of complementary, holistic and integrated approaches to health care and wellness and includes hundreds of full
text, peer-reviewed journals, pamphlets, booklets, special reports, original research and book excerpts. The database provides in-depth coverage across the full spectrum of subject areas covered by complementary and alternative medicine.

4. **Health Source: Nursing/Academic Edition** provides hundreds of scholarly, full text journals focusing on many medical disciplines and features AHFS Consumer Medication Information covering thousands of drug patient education sheets.

5. **AHFS Consumer Medication Information** is a trusted source and recognized standard for patient drug information, available in both English and Spanish. Published by the American Society of Health-System Pharmacists, AHFS includes more than a thousand drug information monographs written in lay language for consumers and has been a Top Ten Award Winner in the Department of Health and Human Services National Consumer Education Materials Contest. This content is updated monthly.

Organizational Leadership

1. **Business Source Elite** on the EBSCOhost platform provides full text access for thousands of business publications and includes tens of thousands of company profiles from Datamonitor.

Psychology

1. **PsycINFO** is an industry standard for serious research in the field of psychology. It is a comprehensive abstracting and indexing database with several million records devoted to peer-reviewed journals, books and dissertations in the behavioral sciences and mental health, making it an ideal starting place for scholarly research in a host of disciplines. While the database does not contain full-text, it does link to companion databases on the EBSCOhost platform.

2. **PsycARTICLES** is a database of full-text articles from journals published by the American Psychological Association, the APA Educational Publishing Foundation, and the Canadian Psychological Association.

3. **Psychology and Behavioral Sciences Collection** provides full-text coverage for hundreds of journals addressing emotional and behavioral characteristics, psychiatry and psychology, mental processes, anthropology, and observational and experimental methods.
4. **Psychotherapy.net** is a streaming video collection in which prominent therapists demonstrate techniques and comment on their work.

**Theology & Ministry**

1. **ATLA** combines a collection of major religion and theology journals with a premier index to journal articles, book reviews, and collections of essays. It includes hundreds of thousands of article and essay citations from thousands of journals and multi-author works.

**Make the best use of databases**

No two databases are exactly alike, but most of them can be searched intuitively with some success. To more fully utilize these tools, refer to database tutorials for descriptions and guides detailing advanced searches and special features. The library provides links to specific tutorials at [https://www.simpsonulibrary.org/about/tutorials-guides/database-guides](https://www.simpsonulibrary.org/about/tutorials-guides/database-guides).

**Collect, organize, and cite resources**

Most online resource platforms provide citation tools that allow users to easily extract references and citations for specific sources. You can formulate APA, MLA, and Chicago citations by searching for the resource in WorldCat Discovery (https://sulibrary.on.worldcat.org/advancedsearch) and using the platform’s citation tool. Other paid tools such as EndNote and RefWorks or free ones such as Zotero allow users to collect and organize references. Zotero downloads and tutorials are located at [https://www.zotero.org/](https://www.zotero.org/).

The Owl at Purdue website is a good resource for learning about APA, Chicago (Turabian), and MLA styles. Its URL is [https://owl.purdue.edu/owl/purdue_owl.html](https://owl.purdue.edu/owl/purdue_owl.html). In addition, KnightCite provided by Calvin College is a good resource for formulating citations in these styles from known bibliographic information. Its URL is [https://www.calvin.edu/library/knightcite/index.php](https://www.calvin.edu/library/knightcite/index.php).

**Bibliographic URLs**

- KnightCite: [https://www.calvin.edu/library/knightcite/index.php](https://www.calvin.edu/library/knightcite/index.php)
• Owl at Purdue: https://owl.purdue.edu/owl/purdue_owl.html
• Zotero: https://www.zotero.org/

Find a specific journal

Example: Journal of Abnormal Psychology

1. Go to simpsonulibrary.org.
2. Select FIND RESOURCES > SEARCH JOURNAL TITLES from the top navigation.
3. Enter the title of the journal in the Title field (i.e. Journal of Abnormal Psychology). I recommend that you select Starts with or Match exact words as the value of the field Search type. Doing so may filter out unwanted results. Alternatively, if you know the ISSN of the journal (in this case 0021-843X), enter it in the specified field. Click the button Search.
4. If more than one journal matches your search, a list of titles will display. Click on the one you wish to access. If we have holdings for the journal, a list of one or more collections will appear showing the format (full text or print), the collection name, and the date ranges held. Multiple databases will often provide holdings for the same journal title but in different date ranges.
5. If we have full text holdings, click one of the title links associated with the date range you wish to access. You will be taken to a browsable interface where you can select the specific year, volume, and/or issue of the journal. Some databases also allow you to search within the publication. If the journal search tool indicates we have print holdings, you can find the issues in the library’s periodicals room arranged in alphabetical order by title.

Find a specific periodical article


1. Go to simpsonulibrary.org.
2. Using the search feature located at the top righthand side of the page, click the tab labelled articles.
3. Enter the title of the article (i.e. *Active supervision an intervention to reduce high school tardiness*) in the top field. Enter the title of the journal (i.e. *Education and Treatment of Children*) in the field underneath it.

4. If the article exists and is accessible, the button **Access online** will appear in one or more matching records. Click on the button.

5. Depending on the database, you may be taken directly to the article or to a browsable interface where you can select the specific year, volume, and/or issue in which the article exists.

**Locate books and articles on reserve for a class**

1. Go to simpsonulibrary.org.
2. From the top navigation bar, select **FIND RESOURCES > SEARCH COURSE RESERVES**.
3. Enter the name of your course or professor.
4. If that course or professor has one or more active reserves, they will appear in a resulting list of resources.

If you are a professor and need to place materials on reserve, select **SERVICES > ADD RESERVE MATERIALS** from the top navigation and fill out the request form.

**Get books and articles through Interlibrary Loan**

1. Go to simpsonulibrary.org.
2. From the top navigation bar, select **FIND RESOURCES > REQUEST INTERLIBRARY LOAN**.
3. Login to the site to proceed. Your username is your Simpson ID number without leading zeros. Your password is your last name in all capital letters. If access is denied, call the library’s circulation desk (530.226.4117) or send an e-mail message to library@simpsonu.edu.
4. Complete the form and click **Submit**.
5. In the overwhelming majority of cases, books and digital journal articles are free and physical periodical articles cost 10 cents per page. If we must pay for an item to
acquire it, we will ask you if the price is acceptable before borrowing. You will be responsible for any costs involved.

6. For most items, you should allow a week to ten days for delivery to SU. Hard to find materials will take longer.

7. Pick items up (after notification) at the library’s circulation desk.

Renew Books Online

1. Go to simpsonulibrary.org.

2. From the top navigation bar, select SERVICES > CIRCULATION.

3. Follow the onscreen instructions to activate your account if you’ve never used the service before.

4. Click the link My Borrowed Items to access your library account.

Library news and updates

Library patrons can stay up-to-date on library developments by referring to the news feeds on our website.

- https://www.simpsonulibrary.org/about/news

E. Wheeler

Revised 5/30/2019

RESERVATION OF RIGHTS

The information in this catalog is subject to change at any time at the discretion of Simpson University and should not be relied upon as creating a contract or legally enforceable promise. The administration reserves the right to cancel any course if there is insufficient enrollment for the course. Simpson University reserves the right to change any of its policies and procedures, and any of the other information provided in this catalog, including,
but not limited to, tuition, fees, unit value per course, course offerings, curricula, grading policies, graduation and degree requirements, and admission standards at any time and for any reason, without providing advance notice to those affected.

This handbook supersedes and replaces all previous handbooks and other statements covering the topics included herein. The University catalog provides information about academics and other areas of college life, as does the Student Handbook. Consult both for a full understanding of Simpson University expectations. Where conflict exists between any of these sources, the most recent rule, regulation or policy will be upheld.

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<td>1.11 Student Rights &amp; Civility Policy</td>
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<td>1.14 Testing Environment Policy</td>
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<td>1.15 No Audio or Video Recording Policy</td>
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Section 2. Clinical

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<td>5/19 10/10</td>
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<td>2.2 Impaired Student Policy</td>
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<td>2.3 Blood-Borne Pathogens Policy</td>
<td>5/19 10/10</td>
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<td>2.4 Student Clinical Dress Code Policy</td>
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<td>2.5 Confidentiality Policy</td>
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<td>2.6 IV Medication Policy</td>
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Section 3. Other

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<tr>
<td>3.0 Nursing Student Council By-Laws</td>
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Grading Scale:

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<tr>
<td>A</td>
<td>95% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>92% - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>89% - 91%</td>
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</table>
Evaluation criteria for determining course grades are found in each course syllabus which is available electronically through the learning management system. All course work needs to be completed and turned in to satisfy course requirements in order to receive a course grade. **Final course grades are not rounded-up.**

**Exam Scores:**
Students must achieve a minimum of 76% for cumulative exam score for nursing courses. Failure to meet the 76% cumulative exam benchmark will result in course failure. If failure to meet the 76% exam benchmark occurs, the course grade will reflect the cumulative exam scores.

**Exams:**
Exam questions are to be NCLEX-style and account for a minimum of 80% of the total exam questions. Exams are to be taken at the appointed time. Extenuating circumstances will be considered individually and measures may be made to makeup exams at the discretion of the faculty. Extenuating circumstances include serious personal illness requiring immediate medical attention (a note from a health care provider must be submitted) or serious illness/death in the family (verification is required). If a student requires specific arrangements for exams, a written statement must be submitted to the faculty of each course prior to the exam.

Course exams are reviewable for two weeks after exam grades are posted. Course final exams are not reviewable. Students are not to attempt to argue back exam points but may ask clarifying questions. Students who are struggling with exams are encouraged to meet with course faculty. **Exam grades are not rounded-up.**
Clinical Evaluation:
Clinical is evaluated as a pass/fail learning experience. Clinical failure results in course failure with a grade of “F”. Students will receive a summative clinical evaluation that reflects the achievement of expected course learning outcomes. Behavior which jeopardizes patient safety is grounds for immediate removal from the clinical area and dismissal from the program.

Late Policy:
If assignments are not submitted by the deadline, points will be deducted at a rate of ten (10) percent per day.

In order for students to progress in the BSN program, the following criteria must be met:

1. MINIMUM of 76% exam scores per course is required in the School of Nursing.
If failure to meet the 76% exam benchmark, course grade will reflect cumulative exam scores.

2. A nursing student who is removed from a clinical placement for unsafe practice will not be eligible for readmission to the program.

3. A student who is in academic jeopardy (below 76%) or receive NE at mid-term will be notified of academic status. The student will be given the opportunity to officially withdraw and/or finish the course with the understanding that course failure may result. Concurrent course work that is in progress and is satisfactory may be completed. Students will not progress to the next semester until all course work is completed and pending space availability. A student who fails more than one nursing course will be dismissed from the School of Nursing.

4. Students who withdraw from a course or semester are permitted re-entry based on space availability.
Academic integrity is a serious matter. Dishonesty is an affront to the character and law of God; it violates the biblical principles of speaking truthfully, dealing honestly, and not practicing deceit. It is also an insult to the university because it damages trust, and thereby destroys the basic building block of community within the university.

Examples of Dishonest Behavior
Note: This section is meant to provide clarity on what kinds of behaviors are dishonest by their nature. This is not an exhaustive list. If there is any uncertainty about whether a non-listed behavior is right or wrong, students are encouraged to seek the counsel and advanced approval of their professors.

1. The misattribution or misrepresentation of the intellectual work of another person as one’s own, i.e., plagiarism. This includes using another person’s words, ideas or graphic materials (pictures, charts/tables, etc.) without proper citation. It is plagiarism (a) to not place quotation marks around clauses, sentences, paragraphs that have been lifted verbatim or essentially, intact from another source; (b) to use another person’s ideas without specifically identifying the source; and (c) to paraphrase the work of another person without specifically identifying the source.

2. Inventing or falsifying information in an academic exercise (e.g., making up a fictitious source or quote; intentionally giving an incorrect citation).

3. Cheating (e.g., obtaining/attempting to obtain answers from another student for an academic exercise or test; using unauthorized notes or text messages during an exam).

4. Allowing one’s own intellectual work to be dishonestly used by others (e.g., sharing a term paper, examination, or electronic file so that another student may cheat).

5. Misrepresenting or disguising one’s actions in order to deceive the instructor (e.g., fabricating a reason for having missed a class or deadline; turning in a paper for one class that was originally written for another class; buying, finding or receiving a term paper from another source and representing it as one’s own work; unpermitted collaboration on course assignments).

6. Preventing other students from successfully completing an academic assignment (e.g., theft of materials from the library; stealing a textbook, notebook or electronic file from another student; hiding materials in the library to prevent their use by others; ruining another student’s laboratory experiment).

7. Forging a signature on, or unauthorized alteration of, academic documents such as transcripts, registration forms, drop/add forms, class roster sheets, and grade books.

INTENT
We consider motivation or intent to be an important factor in determining how to deal with dishonest academic behavior. Thus we distinguish between blatant dishonesty, which occurs when a person knowingly and intentionally engages in any of the behaviors noted
above (and not limited to); and negligent dishonesty, which occurs when a person is unaware that his or her behavior is wrongful.

CONSEQUENCES
For identified offenses of academic dishonesty, the following consequences apply:

**Negligent Dishonesty**
At the discretion of the professor, may result in an automatic “F” for the assignment and may require that, in order to receive credit for the course, the student repeat the assignment (without credit for the assignment) using proper documentation.

**Blatant Dishonesty**
At the discretion of the faculty member, may result in failure of the course.

**Repeated Dishonest Behavior**
May result in student being placed on academic warning, academic suspension, or dismissal from the university by the School of Nursing.
All nursing courses required for California licensure may be challenged by qualified applicants. Nursing faculty determine if a candidate is qualified to challenge a nursing course. A qualified applicant must meet all of the prerequisite program requirements and have successfully completed previous educational programs or course work.

Examples of qualified applicants at various levels would include: Licensed Vocational Nurses, Licensed Psychiatric Technicians, Armed Service Medical Personnel and/or students who have successfully completed a portion of a nursing program which would lead to Registered Nursing licensure. It is the applicant’s responsibility to submit proof of eligibility and supporting documents to the School of Nursing.

The same grading policy for course work in the program is applied to theory challenge examinations. Skill testing follows the pattern used for clinical competency in the particular area being challenged. The nature of the challenge examination for clinical proficiency will vary with the particular course clinical expectancies. They are designed to validate:

- a working knowledge of the nursing process.
- ability to perform a comprehensive health assessment.
- ability to provide care for a patient and/or family and to provide health teaching. The same grading policy for clinical completed in the nursing program is applied to clinical challenge examinations.
The School of Nursing Attendance Policy requirements are based on the belief that a student will profit from this school if they regularly attend classroom didactic sessions and clinical laboratory sessions, including orientation week. Attendance will be taken at the beginning of class and clinical sessions. If a student is found to have absences of ten (10) percent or more in didactic that student may be dropped from the class. If a student is found to have absences of ten (10) percent or more in the clinical setting, clinical failure occurs. Absence because of extenuating circumstances (e.g., death in the family) that result in missed clinical days and assignments may be made up, when possible, at the discretion of the faculty teaching the course.

In the event of absence from lecture, the student is responsible for obtaining lecture notes and handouts. Students who have missed the previous class period will not be excused from any quiz. Missed quizzes and/or exams because of unexcused absences may not be made up. Absence from lectures, seminars, and clinical is considered academic non-performance, and a violation of regulatory bodies.

For classroom didactic sessions (theory), the student is considered absent when he/she:

- do not attend any portions of the class session
- is tardy for the second time and all subsequent events
- leaves class prior to the scheduled end of class
- is dismissed from the classroom setting due to misconduct
For clinical laboratory sessions, the student is considered absent when he/she:

- does not come to clinical at all for the day
- arrives more than 15 minutes after the stated start of clinical time
- arrives unprepared to perform clinical assignment
- leaves clinical prior to the scheduled end of the clinical rotation
- incurs a second tardy. A second tardy will result in being sent home for the clinical day with subsequent placement on probation. A third tardy will result in being sent home resulting in course failure related to not meeting the required clinical requirements.

If a student is ill on the day of clinical lab, the student must:

- notify the course coordinator and clinical instructor prior to lab/clinical
- submit a medical note to the course faculty upon return
- Students who are sent home from clinicals for any reason other than illness/personal extenuating circumstances will be placed on probation, requiring a contract to be filled out with the clinical instructor and course faculty. Failure to comply with the contract will result in course failure. Examples of students being sent home include arriving to clinical without the necessary paperwork completed or proper equipment needed to conduct the clinical day, excessive tardiness, unprofessional behavior and/or appearance, etc.

- Students who arrive late to lecture may be required to complete an additional assignment. Subsequent tardies will result in a contract. Failure to comply with the contract will result in course failure.

Tardy
Tardy is defined as arriving late for class or clinical assignments.
Licensed vocational nurses (LVN) with previous nursing education who have been enrolled in a class will be given the opportunity to receive units and credit toward course completion by challenge in theory and clinical performance.

LVN's may elect to take the non-degree program under the BRN regulation 1429-30 unit option on a space available basis. Students wishing this option must see the School of Nursing dean, for advisement.
Students who withdraw, fail or fail to progress from a class may request re-enrollment in the program. Students may utilize one fail/fail to progress and one withdrawal to be considered for re-enrollment. To be considered for re-enrollment, students must schedule an interview with the School of Nursing dean. Students activate the re-enrollment process by submitting a letter to the School of Nursing dean.

Students who wish to remain eligible for re-enrollment must meet with the course faculty and the School of Nursing dean to establish a remediation contract specifying actions that must be completed. Students must complete their remediation contracts and request re-enrollment within one year of leaving the nursing program. The request letter must document completion of the remediation contract. Students will be eligible for re-enrollment on a space available basis.

Students are ineligible for re-enrollment if they have been dismissed from any nursing program for any of the following circumstances:

- Positive Drug Screen
- Criminal Background issue during program
- Unsafe clinical practice
- Violation of Simpson University Student Code of Conduct
• Violation of American Nurses Association code of Ethics for Nurses
• Violation of Professional Standards outline by the America Nurses Association
• Gross negligence resulting in actual harm or potential harm to patient and family
• Verbal threat of physical harm (assault)
• Physical violence (battery)
• Falsifying a medical record
• HIPAA violations (breach of confidentiality)
• Carrying a weapon or illicit drugs/drug paraphernalia
• Stealing from a clinical site, university, or faculty
• Rejection for clinical placement by a clinical affiliate
• Failed two or more nursing courses
Academic grievances are defined as disagreements between students and faculty members in matters of grading, course expectations, accusations of cheating or plagiarism, and any other requirements set forth in the course syllabus. If a student believes he or she has received unfair treatment, that student shall follow the procedures for grievances as set forth below.

Arbitration Panel
The arbitration panel shall be composed of the following personnel: the Provost, a division chair (other than from the division where the grievance was generated), two faculty, and one student representative.

GRIEVANCE PROCEDURE
Step One: Informal Resolution
When an academic grievance arises between a student and a faculty member, the student shall make every attempt to reconcile the disagreement by personal conference with the faculty member involved. Faculty members are pledged to honest reconsideration of their decisions when a grievance is brought to them in a spirit of honest questioning. If the student has good cause not to meet with the faculty member pursuant to a personal conference (e.g. fear of retaliation, etc.), the student may proceed to Step Two.

Step Two: Formal Resolution
If there is no resolution of the academic grievance between the student and faculty member, the student may seek mediation by filing a written complaint with the School of
Nursing Dean. In preparing a written complaint, the student shall use the “Academic Grievance” form, which may be obtained from the office of the Provost.

The student’s written complaint must be delivered to the School of Nursing Dean and faculty member within seven days of the personal conference between the student and faculty member. If the student chooses to forego a personal conference with the faculty member, the student’s written complaint must be delivered to the School of Nursing Dean and faculty member within seven days of the circumstance(s), event(s) and/or reason(s) which serve as the basis for the complaint.

The faculty member shall have seven days from the receipt of the student’s written complaint to deliver to the School of Nursing Dean and the student a written response to the complaint.

Upon receipt of the student’s written complaint and the faculty’s response, the School of Nursing Dean shall meet with each party individually within seven days to hear each party’s position on the issues involved in the grievance.

After meeting individually with each party, the School of Nursing Dean shall schedule and hold a joint mediation conference with the student and faculty member within seven days of the last individual meeting. At the mediation conference, the division chair shall attempt to mediate and resolve the issues involved in the academic grievance.

**Step Three: Notice of Request for Arbitration Hearing of Academic Grievance**

If there is no resolution of the academic grievance between the student and faculty member pursuant to the mediation conference, the student may seek arbitration by delivering to the office of the Provost a “Request for Arbitration Hearing of Academic Grievance” which may be obtained from the office of the Provost.

The student’s Request for Arbitration Hearing of Academic Grievance must be delivered to the office of the Provost, the School of Nursing Dean, and faculty member within seven days of the mediation conference. Upon receipt of the form, the following procedure shall be followed:

1. Within two working days, the School of Nursing Dean shall deliver to the Provost copies of all documentation received from the student and faculty member.
2. Within four (4) working days, the Provost shall deliver copies of all documents received from the School of Nursing Dean to the arbitration panel.

3. Within four working days, the Provost shall notify in writing the student, faculty member and arbitration panel of the date for the arbitration hearing. The arbitration hearing shall be scheduled within ten (10) working days of the notice of the hearing by the Provost.

**Step Four: Arbitration Hearing**
The arbitration panel shall hold a hearing for the purpose of rendering a decision regarding the academic grievance. The arbitration panel’s decision on the grievance shall be final and binding upon the student and faculty member.

**Hearing Procedure:**
1. Both the student and the faculty member shall have the right to present both written documentation and oral statements regarding their respective positions. Further, both parties may call witnesses to give statements on their behalf.

2. The student will present his or her documentation, statements and witnesses first. The arbitration panel may ask questions of the student and his or her witnesses during the presentation of the student’s case.

3. Upon completion of the student’s case, the faculty member shall have the right to present his or her documentation, statements, and witnesses to the panel. The arbitration panel may ask questions of the faculty member and his or her witnesses during the presentation of the faculty member’s case.

4. Upon completion of the faculty member’s case, the arbitration panel may ask additional questions of either party.

5. Upon completion of the arbitration hearing, the arbitration panel will then convene, in a closed session, for the purpose of rendering a decision on the academic grievance. The arbitration panel shall deliver a written decision to the student, faculty member, School of Nursing Dean, and Provost within one week of the arbitration hearing.
Documentation:
1. One copy of all written documentation will be held in the Academic Office and kept in a secure, locked file for a minimum of four (4) years.

2. Access to the documentation will be available only to the Provost, School of Nursing Dean, arbitration panel, student, and faculty involved on a “need to know” basis.

Step Five: Appeal to the Cabinet

After following the procedures set forth in this document, the grievant has the right to appeal, through the President, to the Cabinet.
Transfer credit will be given for all general education courses and prerequisites demonstrated to be equivalent to those required in the Bachelor of Science in nursing program curriculum requirements as delineated in the Simpson University Catalog. Transfer credit for a non-nursing course is evaluated by the Registrar’s office based on equivalent evaluation of official transcripts from a regionally accredited college. Nursing courses are evaluated by the School of Nursing Dean and nursing faculty.

Transfer credit for nursing courses will be evaluated on an individual basis. Professional nursing courses that have been completed within the last two years and demonstrated to be equivalent to nursing courses will be given units and credit providing all prerequisites have been met.

Transfer students must meet the same prerequisite course requirements as students in the semester they are seeking placement. Students are required to submit a letter of recommendation with their application from their previous nursing Dean indicating whether they were eligible to return to the previous program.

Equivalency evaluation for nursing courses is completed by the School of Nursing dean and nursing faculty based on catalog description, course outline, and verification of successful completion by official transcript. Nursing faculty will determine the transfer students need for clinical skills competency demonstration prior to the beginning of the semester.

TRANSFER APPLICATION REQUIREMENTS:
Applicants must submit:

- Letter of intent requesting transfer
- Official college transcripts of all college work completed
- Official nursing course descriptions and course outlines for evaluation of nursing content necessary
- Letter from previous program director stating status and reason for leaving program.
Simpson University complies with the American with Disabilities Act (ADA, 1990) as well as Section 504 of the Rehabilitation Act, by affording reasonable accommodations to qualified students with disabilities.

Disability accommodations are available to students who have documentation on file in the Academic Success Center (ASC). The ASC provides tutoring for any student who needs assistance with coursework. Any student with a disability who needs academic accommodations should contact Simpson University’s Academic Success Center (ASC) to arrange a confidential appointment with the ASC Director before or during the first week of classes. Students with documented learning disabilities may speak with the ASC staff about testing and tutoring accommodations. The ASC is located in the Owen Center, 2nd floor, Suite #203. Their phone number is 226-4783.

Students requiring testing accommodations will complete exams and final in the ASC. It is the student’s responsibility to provide ASC with the exam and final schedule at the beginning of the semester in order to reserve space.

It is the student's responsibility to provide faculty with paperwork indicating accommodation in a timely fashion (provided by the ASC). It is required that students communicate with faculty as exams approach to promote a positive testing experience.
Student Rights with Accompanying Responsibilities

- To be treated with respect, civility, and dignity, to include receiving answers to questions
- To treat the instructor and other students in the class with respect, civility, and dignity
- To ask questions in good faith and in as clear a manner as possible
- To enjoy an orderly and non-distracting classroom environment
- Not to distract others in class (“Golden Rule”)
- To try sincerely to become interested and engaged in the material and class activities
- To be treated fairly and the same as other students
- Not to ask for special treatment
- To follow course policies
- To know and understand the contents of the syllabus
- To receive clear learning objectives
- To ask for explanation of any unclear ones
- To receive appropriate and effective instruction that makes good use of class time
- To come to class on time and prepared, with any homework that is due
- To receive thorough and prompt feedback on work
- To turn in assignments on time
- To read the feedback and follow it next time
- To receive accommodations to a learning disability
- To provide documentation of the disability to the instructor and the appropriate office
- To explain upfront what accommodations are needed
- To have my grades and other personal information kept private
• Not to gossip about grades
• To make a conscientious effort the first time

**Civility is behavior that:**
• Shows respect toward another
• Causes another to feel valued
• Contributes to mutual respect, effective communication and team collaboration

**Students’ Civility Responsibilities:**

**Attentiveness:** Students regularly attend class and are consistently on time for lectures and stay the entire class period. The student is alert during presentations, demonstrations and group work by taking notes, asking appropriate questions and class participation.

**Demeanor:** Students have a positive, open attitude towards peers, instructors, and others during the course of the nursing program. The student maintains a professional bearing in interpersonal relations. The student functions in a supportive and constructive fashion in situations and makes good use of feedback and evaluations.

**Maturity:** Student functions as responsible, ethical, law-abiding, Christian adults.

**Cooperation:** Students demonstrate his/her ability to work effectively in large and small groups and with other members of the healthcare team, giving and accepting freely in the interchange of information.

**Inquisitiveness:** Students acquire an interest in courses and curricular subject, demonstrating individual pursuit of further knowledge.

**Accountability:** Students will accept accountability for their personal choice and decisions with the accompanied consequences/benefits.

**Responsibility:** Students have the nursing program performance as their primary commitment. Student/student and student/faculty academic interchanges are carried out in a reliable and trustworthy manner.
Authority: Students show appropriate respect for those placed in authority within the University and society.

Personal Appearance: Students personal hygiene and dress reflect the high standards expected of the professional nurse.

Communication: Students demonstrate an ability to communicate effectively verbally, nonverbally and in writing with peer, faculty, patients and others.

Professional Role: Students conduct themselves as a professional role model at all times and in compliance with the ANA Code of Ethics for Nurses.

Judgment: Students show an ability to think critically regarding options, reflecting the ability to make intelligent decisions about personal and academic life.

Ethics: Students conduct self in compliance with Christian standards.

Standards: Students respect the rights and privacy of other individuals and does not violate the laws of society.

Consequences:

For identified incivility offenses, the following consequences apply:

At the discretion of the professor, may result in progressive discipline up to and not exclusive of expulsion from the nursing program.

For the Clark Workplace ‘Civility Index’ please see appendix A
PROCTORED ATI ASSESSMENT PROFICIENCY LEVELS

What is a proficiency level for the Proctored ATI Assessment?

Expert professors from around the USA have agreed upon the ATI scores for each Proctored Assessment. Test scores relate to different levels of proficiency. Since these exams are fairly difficult, the use of a pure percent score is not used in the course grading scale. However, the proficiency earned level is used as a way to assign points.

Listed below are the descriptions of each proficiency level:

- **Proficiency Level 3** - indicates a student is likely to exceed NCLEX-RN in this content. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content. **The goal is for all students to reach proficiency levels 2 or 3 in all areas.**

- **Proficiency Level 2** - indicates a student is fairly certain to meet NCLEX-RN standards in this content area. Students are encouraged to engage in continuous focused review in order to improve their knowledge of this content.

- **Proficiency Level 1** - indicates a student is below NCLEX-RN standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

- **Below Proficiency Level 1** - indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

If a student receives a Level 1 or Below Level 1 after completing the first proctored exam it is highly recommended that ATI Nurse Logic 2.0 is completed before the required retake.
Simpson University complies with California Board of Registered Nursing regulation SB 466 as follows:

1. Military Personnel and Veterans may be eligible to receive nursing course credit based on education and experience. This includes, but not limited to, Basic Medical Technician (Navy Hospital Corpsman, USAF Basic Medical Service Technician, and Army Medical Specialist).
   - Honorable discharge (DD214) or current active honorable service (letter from supervisor).
   - Recency of education and experience within the last five years prior to your school of nursing application.
   - Served on active military duty in the medical corps of the United States under honorable conditions.
   - Met the same eligibility requirement for admission into the School of Nursing as other applicants, including completion of prerequisites.

2. Matriculated students must notify the School of Nursing dean within 4 weeks of acceptance into the School of Nursing of their request to seek course credit for
previous education or other acquired knowledge, including military education and experience and course specifics.

- Must provide materials, documents, and evidence for consideration for a specific course(s) within 6 weeks of acceptance into the School of Nursing.

3. The student must schedule to take the ATI RN Fundamentals Challenge Exam and pass at a level 2 or higher. The student will be required to bring a photo ID to take this exam, and will not be allowed to test without proper photo identification.

4. After the student completes the computerized exam, he/she will be notified of results. If the student passes, he/she will receive course credit for NURS 2310 Foundations of Nursing & Professional Seminar. If the student fails, he/she can wait until the next application period to reapply to the program or select to continue with the enrollment process by registering for the NURS 2310 Foundation of Nursing & Professional Seminar.
Testing Environment:

It is recommended faculty wipe down and inspect the testing environment before administering an exam. No music is to be played during the exam session. Students are to remove hats, watches, ear buds, as well as loose fitting jackets. No food is allowed. Student may have water bottles that will be inspected by the exam proctor.

Students may be required to present their student ID badges upon entering the exam room. All personal items are to be placed at the front of the room, with electronic devices – silenced, off or do not disturb. Students may be provided a piece scratch paper and/or note card. All scratch paper and note cards must be turned in upon completion of the exam.

Restroom breaks are allowed at the discretion of the exam proctor. If restroom breaks are permitted, only one student at a time is allowed to leave the exam session and the student must turn in his/her exam to the proctor before going to the restroom.

For any electronic testing, students are required to have sufficient battery power and or power cords. It is highly recommended that computer operating systems are updated and current.
No Audio or Video Recording Policy:

Due to the nature of the sanctity classroom environment, students are not allowed to record audio or video during classroom sessions.
The purpose of clinical experience is to provide an opportunity for the nursing student to demonstrate competence in the cognitive (knowledge), psychomotor (skills), and affective behaviors (attitudes) necessary to practice in the professional nursing role. The clinical setting environment is one in which the nursing student is expected to progress in level of competence under supervision of the faculty and clinical professionals. Nursing students failing to apply safe clinical practice methodologies, resulting in potential for or actual patient harm, injury or death, are subject to disciplinary action. The minimum action to be taken will be a written report and reprimand, including a student statement of how the occurrence could be eliminated in the future. The maximum action will be immediate removal/dismissal from the course with no ability to return to the nursing program. The action taken will be dependent on the nature of the incident and potential or real threat to patient safety and well-being or risk for the clinical agency as determined by the nursing faculty and School of Nursing Dean.

**Standard Practice**

From entry into the clinical setting through completion the student is expected to practice in a safe and responsible manner regarding him/herself, the patient, and the environment. The School of Nursing student, participating as a member of the healthcare team, is responsible for contributing to the continuity of care and maintenance of patient safety and welfare throughout the clinical experience.

**Professional Behavior:**

Professional behavior is required in the clinical setting. Use of cell phones and/or other electronic equipment to contact family/friends is strictly prohibited and may result in the
student being excused from the clinical site. Students are expected to keep busy during the clinical day; studying or idle chatting while on the unit is not tolerated.

**Student:**

Prior to entering, the student will have demonstrated the necessary knowledge and/or skill required for participation.

Prior to entering, the student will have submitted evidence of: negative TB test, current immunizations, CPR certification, negative drug test, Live Scan, and cleared criminal background check. Students will be responsible for maintaining current documentation with the School of Nursing office. Should any type of testing and/or certification expire during the course of a practicum/clinical semester, the student will be barred from the clinical rotation, thus prohibiting successful program completion. If expiration is discovered post-semester, student will be subject to disciplinary action which may include program dismissal.

The student will not enter the clinical or classroom setting when he/she has an impairment or illness that is or may be harmful or infectious to others.

The nursing student will:

- utilize the Professional Standards of Practice as outlined by the Board of Registered Nursing.
- follow all rules and regulations as outlined in the student handbook and course information documents relative to the program.
- demonstrate honesty in all behaviors and communications.
- arrive on time and report to the Clinical Instructor. Nursing students may not leave assigned clinical area during assigned time, except during breaks when the student may go to the cafeteria.
- demonstrate behavior indicative of a drug and alcohol free professional.
- display stable mental/emotional and physical health.
- demonstrate responsibility for all personal actions.
- take appropriate steps to insure personal injury does not occur.
- abstain from all forms of sexual harassment toward fellow students, instructors, clients and agency staff.
- follow the dress code set forth in the student handbook.
• demonstrate full understanding of confidentiality, including Health Insurance Portability and Accountability Act (HIPAA) regulations, by not participating anywhere in inappropriate conversations, inappropriate sharing of information, or obtaining information which is/are not pertinent to the student’s current clinical assignment.
• demonstrate correct, accurate, and timely record keeping.
• demonstrate correct, accurate, and timely verbal communication.
• provide safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s Clinical Instructor.
• abide by the School of Nursing’s and the University’s Student Code and Policies.

Care of Patients/ Clients:

The student will:

• demonstrate correct use of all therapeutic processes, insuring physical, mental and emotional safety of the patient and their property.
• demonstrate a nonjudgmental attitude toward clients with regard to race, color, national origin, religion, socioeconomic status, age, disease process (physical and mental) and sexual preference.
• provide only care which the student has been deemed competent to perform, utilizing the level of supervision appropriate to the circumstance outlined in the clinical guidelines.
• demonstrate a team approach to patient care by communicating in a timely fashion, verbally and/or in writing all clinical information.
• adhere to all program and facility policies and procedures governing clinical practice and follow directions for the assigned experience.
• report off prior to leaving assigned unit/clinic (failure to do so constitutes abandonment of care and is subject to disciplinary action).

Care of Environment:

The student will:

• demonstrate respect for the agency through proper use and care of all equipment and property.
- demonstrate understanding of safety by using safety devices, seeking appropriate assistance, and keeping all potentially injury producing objects out of the patient’s/client’s access.
- demonstrate understanding of disease transmission by using standard precautions, proper hand washing, linen care, and isolation techniques.
- adhere to agency policies and directives.

**Failure to Meet the Standard:**

The failure of the nursing student to meet any part of the above Safe Clinical Practice Standard will cause action to be taken by the clinical instructor, course faculty, and/or School of Nursing Dean. The minimal action to be taken will be a written report and reprimand. The maximum action will be immediate failure and removal/dismissal from the course with no ability to return. The action taken will be dependent on the nature of the incident and potential or real threat to client safety and well-being or risk for the clinical agency as determined by the clinical faculty and the School of Nursing Dean.

**Procedure for Removal of Student from Clinical Site**

If a nursing student demonstrates any inappropriate behavior which may include:

a. appears in the clinical setting to be under the influence of drugs or alcohol.

b. displays unstable mental, physical or emotional behavior.

c. threatens the physical or psychological safety of themselves or others.

d. demonstrates unprofessional behavior that is disruptive to the environment and interferes with the operation of the setting.

The following procedure will be followed:

- the clinical instructor will remove the student from the area to discuss the issue with the student.
the clinical instructor will determine the immediate action to be taken, such as:
  ▪ the student will be allowed to remain in the clinical setting;
  ▪ the student will be sent home to remedy the issue and be allowed to return to clinical;
  ▪ the student will be removed from the clinical setting.
- the clinical instructor will contact course coordinator or the School of Nursing dean to inform them of the incident.
- the student will meet with the course professor to receive advisement.
- removal from clinical/class constitutes short term suspension according to University policy and will be reported to administration overseeing student conduct issues for further action before the student may return to clinical/class.

Note: The Simulation/Skills lab environment is considered clinical, and all clinical policies apply.
### Patient-Centered Care: Provides holistic care that recognizes an individual’s preference, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.

#### Examples of Expected Behaviors (not all inclusive)
- Identifies cause/effect of relationships in clinical situations
- Develop nursing care plans
- Apply theory in the clinical setting
- Identify and resolve problems
- Provides safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s clinical instructor
- Uses information or evidence from nursing and other disciplines to inform practice
- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes

**APPIE – Nursing Process**
- Interventions appropriate for clinical level/semester
- Adherence to SON clinical policies
- Actively engaged
- Maintains standard precautions/isolation/hygienic measures
- Culturally sensitive care
- Demonstrates legal and ethical behaviors to reflect standards of care (i.e. ANA)

#### Examples of Unacceptable Behaviors (not all inclusive)
- Unable to identify problems and/or resolutions
- Unable to prioritize
- Does not relate theory to clinical setting
- Unaware of cultural issues
- Threatens the emotional well-being of others
- Lacks emotional well-being
- Non-adherence to SON clinical policies
- Unsafe at the patient bedside
- Disengaged
- Lacking sensitivity to patient and his/her needs
**Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.

<table>
<thead>
<tr>
<th>Examples of Expected Behaviors (not all inclusive)</th>
<th>Examples of Unacceptable Behaviors (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understands the meaning of self-regulation and its implications for practice</td>
<td>• Allowing personal feelings to alter patient care and/or education</td>
</tr>
<tr>
<td>• Uses legislation, standards of practice and the ANA code of ethics to clarify scope of practice</td>
<td>• Utilizes words or body language that conveys disapproval or dismissal of opinion of other care providers</td>
</tr>
<tr>
<td>• Recognizes personal capabilities, knowledge base and areas for development</td>
<td>• Unable to accept or hear constructive feedback</td>
</tr>
<tr>
<td>• Follows clinical dress code</td>
<td>• Dress code violation</td>
</tr>
<tr>
<td>• Follows the rules and regulations as outlined in the student handbook and university documents</td>
<td>• Verbal or written communication and/or body language that is disruptive to learning or clinical environment, which can lead to unsafe clinical practice</td>
</tr>
<tr>
<td>• Uses information or evidence from nursing and other disciplines to inform practice</td>
<td>• Failure to communicate a patient’s condition verbally or in writing a timely manner, thus putting the patient in physical or emotional jeopardy</td>
</tr>
<tr>
<td>• Shares and communicates knowledge with colleagues, family and others to continually improve care and health outcomes</td>
<td>• Does not question aspects of patient’s condition that student does not understand</td>
</tr>
<tr>
<td>• Completes electronic documentation timely</td>
<td>• Violates confidentiality including HIPAA</td>
</tr>
<tr>
<td>• SBAR</td>
<td>• Participates in inappropriate conversations, inappropriate sharing of information, or obtaining information which is no pertinent to the student’s current clinical assignment</td>
</tr>
<tr>
<td>• Follows SON clinical policies</td>
<td>• Argumentative</td>
</tr>
<tr>
<td>• Actively engaged</td>
<td>• Does not attentively listen to others ideas and concerns</td>
</tr>
<tr>
<td>• Culturally sensitive care</td>
<td>• Lacks the ability to hear constructive feedback</td>
</tr>
<tr>
<td>• Uses appropriate tone when speaking with others.</td>
<td>• Threatens the emotional well-being of others</td>
</tr>
<tr>
<td>• Educates patient throughout shift appropriately</td>
<td>• Fails to meet clinical dress code standards</td>
</tr>
<tr>
<td>• Professional bedside demeanor</td>
<td>• Displays behavior indicative of a drug or alcohol use</td>
</tr>
<tr>
<td>• Accepts responsibility for actions</td>
<td>• Unaware of effect of self on others</td>
</tr>
<tr>
<td>• Reviews chart frequently</td>
<td>• Exhibits signs of sleep deprivation</td>
</tr>
</tbody>
</table>
### Leadership:
Influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals.

### Examples of Expected Behaviors *(not all inclusive)*
- Develop collaborative partnership with a professional context
- Exhibits professional grooming
- Adheres to ethical and legal practices
- Displays honesty and integrity in all behaviors and communications
- Takes responsibility and accepts accountability for actions
- Arrives on time and reports to the clinical instructor
- Demonstrates full understanding of confidentiality including HIPAA
- Demonstrates correct, accurate, and timely documentation
- Demonstrates correct, accurate, and timely verbal communication.
- Uses information or evidence from nursing and other disciplines to inform practice
- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes
- Actively engaged
- Maintains standard precautions / isolation / hygienic measures
- Shares an informed voice

### Examples of Unacceptable Behaviors *(not all inclusive)*
- Does not seek, recognize, or utilize learning experiences
- Threatens the emotional well-being of others
- Fails to meet clinical dress code standards
- Displays behavior indicative of a drug or alcohol use
- Unaware of effect of self on others
- Displays unprofessional communication with staff, peers or patients

### Systems-Based Practice:
Demonstrate an awareness of and responsiveness to the larger context of the health care system, and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value (Adapted from ACGME, n.d.).
### Examples of Expected Behaviors (not all inclusive)

- Uses information or evidence from nursing and other disciplines to inform practice
- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes
- Appreciates how elements of the work unit impact one’s practice
- Acknowledges the tension that may exist between a goal driven and a resource-driven patient care delivery model.
- Values partnership in providing high quality patient care
- Appreciates the role and responsibilities in using education and referral to assist the patient and family through transitions across the continuum of care
- Reviews pertinent policies (takes initiative)

### Examples of Unacceptable Behaviors (not all inclusive)

- Ignores patient need for collaborative care
- Demonstrates poor communication skills
- Does not follow facility protocols (scanning)
- Does not consider facility policies

### Informatics and Technology

Able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes. (National Academies of Sciences, Engineering, and Medicine. 2015)

### Examples of Expected Behaviors (not all inclusive)

- Uses information or evidence from nursing and other disciplines to inform practice
- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes
- Recognizes the importance of basic computer competence to evolving nursing practice
- Displays meaningful use of informatics and technology
- Timely documentation within patients charts

### Examples of Unacceptable Behaviors (not all inclusive)

- Use information or evidence outside the confines of nursing
- Demonstrates poor communication skills
- Uses electronic devices for non-nursing activities while in the clinical setting
- Does not follow facility policy (i.e. scanning)
- Incomplete documentation
**Communication:** Interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.

<table>
<thead>
<tr>
<th>Examples of Expected Behaviors (not all inclusive)</th>
<th>Examples of Unacceptable Behaviors (not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establishes rapport with clients and clients families</td>
<td>• Verbal or written communication and/or body language that is disruptive to learning or clinical environment, which can lead to unsafe clinical practice</td>
</tr>
<tr>
<td>• Establishes rapport with faculty, staff, members of the healthcare team, and peers</td>
<td>• Failure to communicate a patient’s condition verbally or in writing a timely manner, thus putting the patient in physical or emotional jeopardy</td>
</tr>
<tr>
<td>• Demonstrates the ability to express oneself clearly in conversation and interaction with others</td>
<td>• Does not question aspects of patient’s condition that student does not understand</td>
</tr>
<tr>
<td>• Demonstrates the ability to notice, interpret, and anticipate others’ concerns and feeling, and to communicate this awareness empathetically to others</td>
<td>• Violates confidentiality including HIPAA</td>
</tr>
<tr>
<td>• Seeks out and builds relationship with others who can provide information, intelligence, support, or other forms of assistance/help</td>
<td>• Participates in inappropriate conversations, inappropriate sharing of information, or obtaining information which is no pertinent to the student’s current clinical assignment</td>
</tr>
<tr>
<td>• Provides safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s clinical instructor</td>
<td>• Argumentative</td>
</tr>
<tr>
<td>• Demonstrates full understanding of confidentiality including HIPAA</td>
<td>• Utilizes works or body language that conveys disapproval or dismissal of opinions of other care providers</td>
</tr>
<tr>
<td>• Demonstrates correct, accurate, and timely documentation</td>
<td>• Does not attentively listen to others ideas and concerns</td>
</tr>
<tr>
<td>• Demonstrates correct, accurate, and timely verbal communication.</td>
<td>• Lacks the ability to hear constructive feedback</td>
</tr>
<tr>
<td>• Uses information or evidence from nursing and other disciplines to inform</td>
<td>• Threatens the emotional well-being of others</td>
</tr>
</tbody>
</table>
practice

- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes
- SBAR
- Culturally sensitive care
- Communicates assessment findings to the health care team to promote health maintenance

**Teamwork and Collaboration:** The Nurse of the Future will function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning, and development (Adapted from QSEN, 2007).

**Examples of Expected Behaviors (not all inclusive)**

- Provides safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s clinical instructor
- Uses information or evidence from nursing and other disciplines to inform practice
- Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes
- Actively engaged
- Sensitive to patient and his/her needs
- Incorporates teamwork appropriately
- Sensitive to patients needs

**Examples of Unacceptable Behaviors (not all inclusive)**

- Threatens the emotional well-being of others
- Fails to meet clinical dress code standards
- Displays behavior indicative of a drug or alcohol use
- Unaware of effect of self on others
- Lacks emotional well-being

**Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007).

**Examples of Expected Behaviors (not all inclusive)**

- Displays stable mental/emotional and

**Examples of Unacceptable Behaviors (not all inclusive)**
<table>
<thead>
<tr>
<th>Physical Health</th>
<th>Needs Unusual/Close Supervision or Guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s clinical instructor</td>
<td>Does not report error made to instructor</td>
</tr>
<tr>
<td>Demonstrates full understanding of confidentiality including HIPAA</td>
<td>Argumentative or denies errors when addressed by instructor</td>
</tr>
<tr>
<td>Demonstrates correct, accurate, and timely documentation</td>
<td>Unable to show progression of higher level learning and application in the clinical setting</td>
</tr>
<tr>
<td>Demonstrates correct, accurate, and timely verbal communication.</td>
<td>Appropriates work/research from other students as own in assignments</td>
</tr>
<tr>
<td>Uses information or evidence from nursing and other disciplines to inform practice</td>
<td>Failure to communicate a patient’s condition verbally or in writing a timely manner, thus putting the patient in physical or emotional jeopardy</td>
</tr>
<tr>
<td>Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes</td>
<td>Leaves the assigned clinical areas without reporting off to the clinical instructor or bedside nurse (failure to do so constitutes abandonment of care)</td>
</tr>
<tr>
<td>Accepts ownership when/if a mistake is made</td>
<td>Failure to participate, cooperate, or contribute to individual or group assignments</td>
</tr>
<tr>
<td>Maintains standard precautions / isolation / hygienic measure</td>
<td>Failure to be on time and assume client care</td>
</tr>
<tr>
<td>Needs unusual/close supervision or guidance</td>
<td>Verbal or written communication and/or body language that is disruptive to learning or clinical environment, which can lead to unsafe clinical practice</td>
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<td>Does not report error made to instructor</td>
<td>Failure to communicate a patient’s condition verbally or in writing a timely manner, thus putting the patient in physical or emotional jeopardy</td>
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<td>Does not question aspects of patient’s condition that student does not understand</td>
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<td>Unable to show progression of higher level learning and application in the clinical setting</td>
<td>Violates confidentiality including HIPAA</td>
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<tr>
<td>Appropriates work/research from other students as own in assignments</td>
<td>Participates in inappropriate conversations, inappropriate sharing of information, or obtaining information which is not pertinent to the student’s current clinical assignment</td>
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<td>Failure to communicate a patient’s condition verbally or in writing a timely manner, thus putting the patient in physical or emotional jeopardy</td>
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<td>Does not question aspects of patient’s condition that student does not understand</td>
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<td>Violates confidentiality including HIPAA</td>
<td>Does not attentively listen to others ideas and concerns</td>
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<td>Participates in inappropriate conversations, inappropriate sharing of information, or obtaining information which is not pertinent to the student’s current clinical assignment</td>
<td>Lacks the ability to hear constructive feedback</td>
</tr>
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<td>Examples of Expected Behaviors (not all inclusive)</td>
<td>Examples of Unacceptable Behaviors (not all inclusive)</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
</tbody>
</table>
| • Demonstrates full understanding of confidentiality including HIPAA  
  • Demonstrates correct, accurate, and timely documentation  
  • Demonstrates correct, accurate, and timely verbal communication  
  • Seeks opportunities to advocate for patients  
  • Evaluate effectiveness of nursing and medical interventions  
  • Review policies to support policy  
  • Appropriate evaluation development of outcomes | • Shows a disrespect for confidentiality  
  • Demonstrates poor communication skills  
  • Demonstrates a lack of patient advocacy  
  • Inappropriate evaluation develop outcomes for patient  
  • Unaware of policies  
  • Inappropriate care |

**Quality Improvement:** Uses data to monitor the outcomes of care processes, and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. (QSEN, 2007)
Evidence-Based Practice: Identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients’ preferences, experience and values to make practice decisions (Adapted from QSEN, 2007).

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<th>Examples of Expected Behaviors (not all inclusive)</th>
<th>Examples of Unacceptable Behaviors (not all inclusive)</th>
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<tbody>
<tr>
<td>• Provides safe therapeutic care to clients, utilizing the level of supervision that has been outlined by the student’s clinical instructor</td>
<td>• Demonstrates unsafe clinical practice</td>
</tr>
<tr>
<td>• Uses information or evidence from nursing and other disciplines to inform practice</td>
<td>• Disregard for the ANA Code of Ethics</td>
</tr>
<tr>
<td>• Shares and communicates knowledge with colleagues, clients, family and others to continually improve care and health outcomes</td>
<td>• Insensitive to culture preferences and beliefs</td>
</tr>
<tr>
<td>• Professional Nursing Standards (QSEN, NPSG, ANA)</td>
<td>• Poor application of learning from week to week</td>
</tr>
<tr>
<td>• Culturally sensitive care</td>
<td>• Builds on practice learning experience (applications) from week to week</td>
</tr>
</tbody>
</table>
Client safety is the overriding principle in the delivery of healthcare. For the healthcare professional to provide safe care, he/she must be able to make sound judgments. Thought processes and decision making can be adversely affected by excessive stress, sleep deprivation, poor mental and physical health, and the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore jeopardize patient safety.

The student whose thought processes and decision-making ability is impaired by excessive stress, sleep deprivation, poor mental or physical health, or the use of drugs and/or alcohol will be considered unsafe to provide healthcare services and be removed from the clinical setting. The student will be subject to faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid for such conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

As healthcare professionals, the faculty recognize that excessive stress, sleep deprivation, poor mental and physical health, and dependency on drugs and/or alcohol are conditions that can be treated by early recognition and rehabilitation.
All nursing students will function in the clinical setting under OSHA standards and follow universal precautions in the clinical areas.

This policy is designed to minimize the risk of exposure or transmission of blood borne pathogens. The practice of “Universal Precautions” is observed to prevent contact with blood and other potentially infectious materials. Appropriate barrier protection should be used when contact with blood or other body fluids are anticipated. The precautions are designed to protect you and the patient. Every individual is considered to be at risk for potential contamination. Latex or vinyl gloves must be worn whenever blood or body fluids, mucous membranes or non-intact skin is handled or when coming in contact with items or surfaces soiled with blood or body fluids. Gloves should be changed and hands washed after each contact. Gowns, masks, and eye protection should be used if there is potential for splashing of fluids.

Students who are exposed to blood-borne pathogens must:

- immediately report the exposure to their instructor.
- implement normal first aid procedures. Wash the exposed site with warm water and soap. Flush exposed mucous membranes with water.
- seek immediate assistance from a healthcare provider, per assigned facility policy.
- file a report of exposure according to the clinical agency where the exposure occurred.
- file a care report.
- Notify the School of Nursing dean.
- notify the course coordinator.
The Simpson University nursing student uniform will be worn to all off campus clinical assignments unless otherwise directed by the faculty.

The designated Simpson University nursing uniform consists of a black tunic and pants. The tunic has the Simpson University logo affixed to the left upper chest. This uniform will be worn in all inpatient facilities clinical rotations. A designated jacket is optional. The jacket will also have the logo affixed to the left upper chest. A designated polo shirt, with the Simpson University logo affixed to the left upper chest, and black pants will be worn for mental and community health clinical rotations as well as community events.

Personal appearance is expected to be professional and must conform to the dress code of the School of Nursing. Failure to comply with the dress code for clinicals will result in being sent home for the day, incurring placement on probation. Uniforms and ID badges are required when in the clinical setting at all times.

**Dress Code Standards**

Any student who arrives at clinical in violation of the uniform policy will be sent home and it will be counted as an absence.

Uniforms worn to the hospital or other community-based healthcare settings must be freshly laundered and unwrinkled. Uniforms must not be worn two days in a row without laundering.
Uniform fit must be consistent with a professional appearance. (i.e. no exposed cleavage, no exposed gluteal cleft, no exposed skin, no tight fitting tops or pants).

Shoes: Clean, black, polish-able leather shoes that fully enclose the foot and heel are worn with the uniform. Open heel clogs are unacceptable.

Undershirts: Visible undershirts must be black.

Socks/Stockings: Crew socks, anklet/athletic socks or hose must be worn with uniform pants.

Nametag: An official Simpson University School of Nursing nametag will be worn above the waist to all clinical assignments. A nametag will be arranged prior to the first clinical experience.

Fingernails: Students must maintain their fingernails so that the tips of the nails do not extend past the ends of their fingers. The nail surface should remain smooth. Artificial nails/wraps/ acrylic overlays or gel/gel polish are not permitted. Nail polish should be clear with no chipped or cracked surfaces.

Hygiene: Good personal hygiene including a neutral smelling deodorant is expected. Perfume or cologne is not allowed in the clinical setting.

Undergarments: Not be exposed through the nursing program uniform.

Jewelry: Other than the jewelry mentioned below, no other visible jewelry is allowed.

- Rings: Students may wear one ring as long as it does not pose a threat to patient skin integrity. A wedding set constitutes one ring.

- Earrings: One pair of inconspicuous pierced earrings is acceptable. One earring may be worn in each ear. For your own safety, hoops or dangling-off-the-earlobe earrings are not allowed.
• **Other piercings:** No other piercings or placeholders are allowed.

Tattoos: Visible tattoos must be covered in all clinical settings.

Hair: Must be clean, off the collar, neat, and contained away from the face. Hair should be a naturally occurring color (i.e. no purple, pink, blue, green, etc.). Hair should not be falling in your face or into your field when working with a patient. Hair must be secured up and off the collar.

Facial hair: Should be kept clean, trimmed, and neat.

Hand to mouth activity in a patient area (including nurses’ stations) is a breach of the Occupational Safety and Health Administration regulations. Examples: chewing gum, sucking on lozenges, eating food, drinking fluid, applying lipstick or lip balm.

While in the clinical setting, the student is responsible to provide the appropriate tools to perform their nursing responsibilities. The student is responsible for the purchase and maintenance of these items:

- watch with one-second increments
- bandage scissors
- hemostat forceps
- penlight
- stethoscope
- red skills book
- black ink pen
All students will be asked to sign a confidentiality statement for each agency that they are assigned as they are responsible for keeping confidential all patient/hospital information and conversations. At no time will any student social networks (Facebook, Twitter, My Space, Blogging, Instagram, Snap Chat etc.) include the use of faculty names, photographs, staff identities, patient and/or their families’ identities, diagnosis or health care facility since this is a breach of confidentiality and privacy.

Students in the School of Nursing are expected to adhere to the Health Insurance Portability and Accountability Act (HIPAA) regarding patient information and to respect the privacy of their peers.

Students violating any aspect of confidentiality under HIPAA will be dismissed from the School of Nursing program.
Please refer to the clinical agency's medication policy as it would supersede Simpson University's School of Nursing policy. Students must pass math and medication exam(s) required of a course prior to entering the clinical setting. Not passing the required exams will result in failure to enter the clinical setting, which may result in unsuccessful course completion. All nursing students must be accompanied by a licensed nurse for all medication administration (regardless of route).

A. **NURS 3310: Nursing Care of the Adult I.** Students must be checked off and approved by clinical instructor prior to a licensed nurse accepting supervision of all medication administration. Students in NURS 3310 should adhere to the following IV medication guidelines:

1. Continuous IV fluid maintenance (colloids and crystalloids)
2. Blood products
3. IV antibiotics (excluding first dose)
4. No IV electrolytes
5. No chemotherapy medications (observation only)
6. No IV cardiac push medications
7. No emergency ‘code’ medications
8. No IV anesthetic medications or procedural sedation medications

B. **NURS 3350: Nursing Care of the Adult II.** Students must be checked off and approved by clinical instructor prior to a licensed nurse accepting supervision of all
medication administration. Students in NURS 3350 should adhere to the following IV medication guidelines:

1. IV medications that can be administered with supervision:
   a. diuretics
   b. proton pump inhibitors (PPIs) and gastrointestinal (GI) maintenance medications
   c. anti-inflammatory agents
   d. analgesics
2. The maintenance of electrolyte and heparin drips (under direct supervision of a licensed nurse)
3. Continuous IV maintenance
4. No IV cardiac push medications
5. No chemotherapy medications (observation only)
6. No emergency ‘code’ medications
7. No IV anesthetic medications or procedural sedation medications

C. NURS 3360: Nursing Care of the Maternal/Newborn. Students in NURS 3360 should adhere to the following IV medication guidelines:

1. Continuous IV fluid maintenance only
2. No high alert medications
3. No IV cardiac push medications
4. No chemotherapy medications (observation only)
5. No emergency ‘code’ medications
6. No IV anesthetic medications or procedural sedation medications

D. NURS 3370: Nursing Care of Children and Adolescents. Students in NURS 3370 should adhere to the following IV medication guidelines:

1. Continuous IV fluid maintenance only
2. No high alert medications
3. No IV cardiac push medications
4. No chemotherapy medications (observation only)
5. No emergency ‘code’ medications
6. No IV anesthetic medications or procedural sedation medications

E. **NURS 4310: Nursing Care of the Critically Ill Adult.** Students must be checked off and approved by clinical instructor prior to a licensed nurse accepting supervision of all medication administration. Students in NURS 4310 should adhere to the following IV medication guidelines:

1. IV medications that can be administered with supervision:
   a. diuretics
   b. proton pump inhibitors (PPIs) and gastrointestinal (GI) maintenance medications
   c. anti-inflammatory agents
   d. analgesics
2. Titration and maintenance of IV drips (under *direct* supervision) of a licensed nurse
3. No IV cardiac push medications
4. No chemotherapy medications (observation only)
5. No emergency ‘code’ medications
6. No IV anesthetic medications or procedural deep sedation medications. Light to moderate sedation medications at the discretion of the instructor.
7. Medications outside of these guidelines may be administered at the discretion of the instructor.

F. **NURS 4350W: Nursing Capstone & Professional Seminar.** Students in NURS 4350W are to adhere to the IV medication administration guidelines established by the healthcare facility in which the clinical experience(s) occur.
Article I: Name
The name of this organization shall be the Nursing Student Council of Simpson University Betty M. Dean School of Nursing.

Article II: Purpose
The purpose of the organization shall be to promote the interest and welfare of the students in the Betty M. Dean School of Nursing.

Article III: Functions
The function of the Nursing Student Council shall be to:

A. Represent the student body on matters of nursing curriculum at Curriculum Committee meetings.
B. To bring to the attention of the administration student body concerns.
C. To serve as a liaison between the students, administration and faculty via timely communication.

Article IV: Election of the Member of the Student Council
Section 1: All election of class representatives shall be under the supervision of the Nursing Student Council and subject to such regulations as it may prescribe which are consistent with this constitution.
Section 2: All students interested in running for Nursing Student Council will submit their name to be placed on the ballot two (2) weeks prior to elections.
Section 3: Self nominations will be accepted from any member of the nursing student body who is in good academic standing at the time of elections. In order to be eligible for candidacies one must have a minimum grade point average of 3.25, not failed or failed to progress any nursing courses, or received a School of Nursing contract.

Section 4: The election of the Nursing Student Council shall take place during the month of September of each academic year, with tenure of office for the remainder of the academic year.

Section 5: There shall be a minimum seven (7) members of the nursing student council: one (1) sophomore, two (2) juniors, two (2) seniors, one (1) RN-BSN; and one (1) faculty advisor. The elected student council will determine the chairperson for the function of organizing and documenting meetings.

Article V: Duties and Responsibilities of Nursing Council Members

Section 1: Members shall attend all regular and special meetings of the Nursing Student Council.

Section 2: Members shall inform the Council at a regular or special meeting of resignation. This must be followed by a letter of resignation to be forwarded to the chairperson to be kept in the Council files.

Article VI. Chairperson Duties and Responsibilities

Section 1: The chairperson will be selected by the nursing student council members.

Section 2: The duties of the chairperson shall be to:

A. Lead the nursing council members in achieving the mission of the School of Nursing and serve as an advocate for all areas of concern to the nursing student body.

B. Preside over meeting of the Nursing Student Council according to adopted rule or order/conduct.
C. Develop the agenda for each meeting in association with the faculty representative

D. Notify the nursing student body of meetings by visibly posing communication at least two (2) weeks prior to the meeting.

E. Complete the meeting minutes one (1) week post the scheduled meeting and distribute to community of interest.

F. Submit a hard copy of the approved meeting minutes to the dean one (1) week after meeting minutes are approved.

G. Serve as a mentor to the next chair.

**Article VII. Meetings of the Nursing Student Council**

Section 1: Regular meetings of the Nursing Student Council shall be held on the grounds of Simpson University and held as least four (4) times each academic year.

Section 2: Special meetings may be called by the chairperson or when petitioned by any voting members of Nursing Student Council.

Section 3: A quorum of four (4) members is required to conduct business.

Section 4: All regular and special members of the Nursing Student Council must be held under the chairmanship of the chairperson.

Section 5: All regular meeting of the Nursing Student Council shall be open to all members of the nursing student body in a nonvoting capacity.
Appendix A - Clark Workplace ‘Civility Index’

This index is not an empirical instrument; instead it is an evidence-based questionnaire designed to assess civility, increase awareness, generate discussion, and identify ways to enhance civility acumen. It may be completed as a self-assessment tool using the following stem, “How often do I ……”, or it may be used to assess a work group using the stem, “How often do my co-workers [including myself]…” Find a quiet place, void of distractions, and carefully consider the behaviors below. Respond as truthfully and as candidly as possible by answering 1) never, 2) rarely, 3) sometimes, 4) usually, or 5) always regarding the perceived frequency of each behavior. Circle a response for each behavior, and then add up the number of 1-5 responses to determine the overall civility score. Scores range from 20-100.

Ask yourself, how do often do I… (1) Never (2) Rarely (3) Sometimes (4) Usually (5) Always
OR Ask yourself, how often do my co-workers [including myself]…

1. Assume goodwill and think the best of others 1 2 3 4 5
2. Include and welcome new and current colleagues 1 2 3 4 5
3. Communicate respectfully (by e-mail, telephone, face-to-face) and really listen— 1 2 3 4 5
4. Avoid gossip and spreading rumors 1 2 3 4 5
5. Keep confidences and respect others’ privacy 1 2 3 4 5
6. Encourage, support, and mentor others 1 2 3 4 5
7. Avoid abusing my position or authority 1 2 3 4 5
8. Use respectful language (avoid racial, ethnic, sexual, gender, religiously biased terms) 1 2 3 4 5
9. Attend meetings, arrive on time, participate, volunteer, and do my share 1 2 3 4 5
10. Avoid distracting others (misusing media, side conversations) during meetings 1 2 3 4 5
11. Avoid taking credit for another individual’s or team’s contributions 1 2 3 4 5
12. Acknowledge others and praise their work/contributions 1 2 3 4 5
13. Take personal responsibility and stand accountable for my actions 1 2 3 4 5
14. Speak directly to the person with whom I have an issue 1 2 3 4 5
15. Share pertinent or important information with others 1 2 3 4 5
16. Uphold the vision, mission, and values of my organization 1 2 3 4 5
17. Seek and encourage constructive feedback from others 1 2 3 4 5
18. Demonstrate approachability, flexibility, and openness to other points of view 1 2 3 4 5
19. Bring my ‘A’ Game and a strong work ethic to my workplace 1 2 3 4 5
20. Apologize and mean it when the situation calls for it 1 2 3 4 5

**Scoring the Civility Index:** Add up the number of 1-5 responses to determine your ‘civility’ score

90-100—Very civil
80-89—Moderately civil
70-79—Mildly civil
60-69—Barely civil
50-59—Uncivil
Less than 50—Very uncivil

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

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I have received, reviewed, and sought clarification of the School of Nursing student handbook and its contents. I have also received and reviewed the Simpson University Student Handbook and Simpson University Catalog. Having read these documents, I understand my responsibilities and will adhere to the policy outlined as a student in the School of Nursing at Simpson University.

This acknowledgement will be placed in my student file.

________________________________________  ____________
Signature                        Date

________________________________________
Printed Name