



HOWARD PAYNE
UNIVERSITY

Student Handbook

2025-2026

SCHOOL OF NURSING
1000 Fisk, Brownwood TX 76801 Phone: (325) 649-8182

Welcome to Howard Payne University School of Nursing!

This student handbook contains general information, guidelines, and policies specific to your educational path while you pursue your baccalaureate degree in the School of Nursing. These policies will be practiced in conjunction with those in the *Howard Payne University Student Handbook* and the *HPU Catalog*.

The School of Nursing supports the university vision: “Howard Payne University aspires to be a premier Christian university, intentionally engaging the life of the mind and the life of the Spirit.” The Howard Payne University School of Nursing mission is to educate baccalaureate nursing students in a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

We are excited to walk with you through this journey towards your nursing career.

TABLE OF CONTENTS
SCHOOL OF NURSING STUDENT HANDBOOK

Contents

Welcome to Howard Payne University School of Nursing!	2
Table of contents	3
Introduction	6
Academic Calendar	7
School of Nursing Administrative Office	7
Program Approval	7
HPU School of Nursing Mission statement	7
Philosophy	7
Conceptual Framework	8
Program Outcomes	9
Differentiated Essential Competencies (decs) of Graduates of Texas Nursing Programs	10
Licensure eligibility information	10
Ensuring eligibility for licensure is the responsibility of the student.	10
Graduation from the School of Nursing does not guarantee licensure.	11
Expunged and Sealed Offenses	12
Orders of Non-Disclosure	12
Admission to the School of Nursing	13
Admission Criteria Includes:	13
Pre-Entrance Examination: ATI TEAS® Version 7 Testing Requirements	14
ATI TEAS® VERSION 7 EXAM RE-TEST REQUIREMENTS	14

Health records and immunizations	15
Insurance.....	15
Professional Liability Insurance.....	15
Student Health Insurance	15
Nursing practice discipline requirements	16
Student evaluation and progression	18
Detailed Test Plans	19
NCSBN Distribution of Content.....	19
Grading Scale.....	20
Nationally Normed Testing.....	20
Nationally Normed Testing in the Final Semester.....	21
Testing Standards.....	21
Medication Administration and Calculation Exams.....	22
Withdrawal, reinstatement, or dismissal from the nursing program	22
Student Conduct	23
Reasons for Dismissal from the Nursing Program	23
Unsafe Clinical Performance.....	24
Corrective action contract.....	26
Evaluative conference	26
Graduation requirements.....	27
Grade changes and appeals	27
Clinical requirements	27
Clinical Learning Experiences	27
Dress/Appearance Code	27

Jewelry	28
Hair	28
Nails	28
Other	28
Clinical Uniform	29
Safety precautions for blood/body fluid exposure	29
General university information and procedures	30
Campus Safety and Emergency Guidelines	30
University Statement on Discrimination	30
Student Support Services	30
Students with Disabilities	30
Communication with faculty and problem solving	31
Use of social media and electronics	32
Student membership on nursing committees	32
Family education rights and privacy act (FERPA)	32
Health Insurance Portability and Accountability Act (HIPAA)	32
Use of an electronic device at the bedside	33
APPENDICES	35
APPENDIX A Policies Related to Students	36
APPENDIX B Resources for Students	74
APPENDIX C Forms	76

Howard Payne University School of Nursing Student Handbook

INTRODUCTION

This handbook serves as a reference for students enrolled in the Bachelor of Science in Nursing (BSN) degree program. The purpose of this handbook is to provide written student policies and information specific to your nursing degree plan and curriculum. It may be necessary to establish new policies or revise current policies for the best interest of the program and/or students. Students will be notified of any significant changes that are made and how these changes will impact them.

The *Howard Payne University Student Handbook* and the *Howard Payne University Catalog* also contain written student policies. Both documents are located on the Howard Payne University website (www.hputx.edu).

While attending Howard Payne University, students must comply with all policies in the *Howard Payne University Student Handbook*, the *School of Nursing Student Handbook*, and the *Howard Payne University Catalog*.

All students are required to read the *School of Nursing Student Handbook* and sign verification of having received, read and understood the handbook and the verification form to inform students of licensure eligibility information, conditions that may disqualify them upon graduation from licensure, and the right to petition the Board for a Declaratory Order of Eligibility as required in Texas Board of Nursing (TBON) Rule 214.8, and policies related to good professional behavior. Signature forms may be printed from the last several pages of the handbook. All signed forms must be submitted prior to the 10th day of class. These forms will be kept in each student's file.

Howard Payne University School of Nursing reserves the right to make changes to the information and policies contained within the Student Handbook at such times as it deems appropriate. If changes are made to program policies, constituents will be notified electronically via HPU email and new acknowledgement forms will be obtained from constituents. At any given time, the most current edition of the Howard Payne University School of Nursing Student Handbook will be available on the School of Nursing webpage.

“For I know the plans I have for you,” declares the Lord, “plans to prosper you and not harm you, plans to give you hope and a future.” Jeremiah 29:11

Academic Calendar

See this link on the HPU website for an up-to-date version of the Academic Calendar:

<https://events.dudesolutions.com/hputx>

School of Nursing Administrative Office 325-649-8182

Program Approval

The Howard Payne University School of Nursing received ongoing full approval from the Texas Board of Nursing on May 16, 2024 to offer the Pre-Licensure Baccalaureate Degree in Nursing Degree.

Accreditation

The baccalaureate degree in nursing at Howard Payne University is accredited by the Commission on Collegiate Nursing Education (www.ccnaccreditation.org).

Howard Payne University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award degrees at the associate, baccalaureate, and masters levels.

HPU SCHOOL OF NURSING MISSION STATEMENT

The mission of the School of Nursing is to educate baccalaureate nursing students in a Christ-centered academic community dedicated to excellence by developing and equipping the whole person for intellectual inquiry, personal and professional integrity, and service to God and humanity.

Philosophy

The faculty of the HPU School of Nursing function as an integral part of Howard Payne University and in accord with the mission and core values of a liberal arts education. The faculty believe in the National Council of State Boards of Nursing's (NCSBN) Integrated Processes.

1. Nursing Process – a scientific, clinical reasoning approach to client care that includes assessment, analysis, planning, implementation and evaluation.
2. Caring – interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse provides encouragement, hope, support and compassion to help achieve desired outcomes.
3. Communication and Documentation – verbal and nonverbal interactions between the nurse and the client, the client's significant others and the other members of the health care team. Events and activities associated with client care are recorded in written and/or electronic records that demonstrate adherence to the standards of practice and accountability in the provision of care.
4. Teaching/Learning – facilitation of the acquisition of knowledge, skills and attitudes

- promoting a change in behavior.
5. Culture and Spirituality – interaction of the nurse and the client (individual, family or group, including significant others and population) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care, the applicable standard of care and legal instructions.
 6. Clinical Judgment- the observed outcome of critical thinking and decision-making. It is an iterative process with multiple steps that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern and generate the best possible evidence-based solutions in order to deliver safe client care

Conceptual Framework

A nursing competency-based education approach is the framework for the program curriculum. Competencies across ten domains are integrated throughout and across the curriculum. See the image below for the ten domains in the Competency-Based Curriculum.

Domain	Competencies
Knowledge for Nursing Practice	Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
Person-Centered Care	Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
Population Health	Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
Scholarship for Nursing Discipline	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
Quality and Safety	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Interprofessional Partnerships	Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
Systems-Based Practice	Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
Informatics and Healthcare Technologies	Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Professionalism	Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
Personal, Professional and Leadership Development	Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Note. The curriculum also addresses BSN content inclusive of diagnostic testing, critical thinking that promotes linking and integration of concepts, evidence-based practices, leadership and management, nursing research, community health, assessment and interviews, and case studies.

Program Outcomes

The HPU School of Nursing graduate will:

1. Use the nursing process as a guide to competently deliver holistic (physical, psychosocial, and spiritual), ethno-culturally sensitive, ethical and evidence-based nursing care to clients across the life span in a variety of settings (Nursing Process).
2. Demonstrate accountability and Caring behaviors promoting an atmosphere of mutual respect and trust for incorporating professional, ethical, moral and legal aspects into nursing practice (Caring).
3. Demonstrate strong communication skills in each stage of the nursing process and accurately document client care verbally, in writing and in electronic records that demonstrates safety, adherence to the standards of practice and accountability in the provision of care (Communication and Documentation.)
4. Synthesize clinical reasoning and knowledge to provide patient-centered care for individuals, families, and communities and facilitate the acquisition of knowledge, skills and attitudes promoting a change in behavior. (Teaching and Learning)

5. Integrate Biblical principles, Christian virtue, and ethics into interactions of (individual, family or group) which recognizes and considers the client-reported, self-identified, unique and individual preferences to client care and applicable standards of care (Culture and Spirituality)
6. Demonstrate clinical judgment skills by using critical thinking and decision-making processes utilizing nursing knowledge to recognize and analyze presenting situations during client assessment, prioritize observed client concerns, prioritize and generate the best possible evidence-based solution(s) in order to take action with appropriate evaluation to deliver safe and effective client care (Clinical judgment).

Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs

The HPU School of Nursing has mapped the curriculum according to the DECs and a concept-based framework. Courses have been analyzed to ensure specific content to incorporate professional values, ethics, safety, diversity, confidentiality and The Nurse Practice Act.

The program prepares students to utilize knowledge, skills, and attitudes to recognize and analyze healthcare needs, apply relevant knowledge, appropriate methods for meeting healthcare need of individuals and families and evaluate the effectiveness of nursing care. Examples of teaching/learning methodology include patient case studies, exemplars, patient reviews, integrated care plan notes, nursing lab skills, simulation experiences, research and professional papers/presentations, community education, service-learning hours in health-related organizations and hands on technology application work (electronic medical records, acuities, risk management, library databases, professional nursing websites/healthcare). Learning experiences provide for progressive development of values, knowledge, judgment and technical skills in both didactic and clinical learning experiences. The clinical evaluation tool provides evidence of progression by increasing point requirements each semester. Each semester clinical skill acquisition is increased and progresses from simple to complex. Didactic learning incorporates exemplars each semester which progress from separate nursing concepts to complex integrated collaborative concepts from all three domains.

LICENSURE ELIGIBILITY INFORMATION

Nursing students have a responsibility to understand the Texas Board of Nursing rules with regard to licensure and what may cause students to be or to become ineligible to take the NCLEX licensure exam in Texas. The following licensure information was obtained from the Texas Board of Nursing (BON) website (<http://bon.state.tx.us/>). Students are encouraged to visit this website to familiarize themselves with the nursing practice standards, board rules and regulations, and licensure eligibility criteria.

Ensuring eligibility for licensure is the responsibility of the student.

This section serves as documentation that the nursing student has been informed of licensure eligibility information, conditions that may disqualify a nursing student from licensure, and the

student's right to petition the Texas Board of Nursing. Graduate nurses must pass the NCLEX and the jurisprudence exam to become licensed registered nurses.

Graduation from the School of Nursing does not guarantee licensure.

The Texas Board of Nursing is tasked with the mission to protect and promote the welfare of the people of Texas. To this end, the board requires licensure as a registered nurse before one begins to practice within the scope of practice for a registered nurse. Licensure is required in order to use the title Registered Nurse (RN). Graduates from approved clinical nursing programs who pass the jurisprudence exam are eligible to take the NCLEX licensure examination. Each nurse licensed in the State of Texas is responsible to know and comply with the Nursing Practice Act and the board rules and regulations. All students are required to become acquainted with these documents.

The policy of the HPU School of Nursing is to comply with the Texas Board of Nursing's Rules and Regulations relating to nurse education, licensure, and practice as currently published. Students should refer to the Texas Board of Nursing Rules and Regulations as follows:

- 213.27 – Good Professional Character
- 213.28 – Licensure of Individuals with Criminal Offenses
- 213.29 – Fitness to Practice
- 213.30 – Declaratory Order of Eligibility for Licensure

Declaratory Order by the Texas Board of Nursing:

Per Texas Board of Nursing Rule §213.30, nursing graduates seeking licensure in Texas are required to submit a complete an electronic set of fingerprints for the purposes of obtaining a criminal history from the Texas Department of Public Safety and the Federal Bureau of Investigations.

Certain conditions may disqualify nursing students from licensure. Being aware of these conditions prior to entering a school of nursing is important for students and faculty. Therefore, students who may have these conditions will be advised of their right to petition the Texas Board of Nursing for a Declaratory Order of Eligibility.

https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf

For any criminal offense, including those pending appeal, the student must answer the following questions:

Have you:

1. been convicted of a misdemeanor?
2. been convicted of a felony?
3. pled nolo contendere, no contest, or guilty?
4. received deferred adjudication?
5. been placed on community supervision or court-ordered probation, whether or

- not adjudicated guilty?
6. been sentenced to serve jail or prison time? court-ordered confinement?
 7. been granted pre-trial diversion?
 8. been arrested or have any pending criminal charges?
 9. been cited or charged with any violation of the law?
 10. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

Applicants to the Board for examination must be able to answer “No” to these questions.

Expunged and Sealed Offenses

While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, the student has the responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. Submitting a copy of the Court Order expunging or sealing the record in question with your application is recommended. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed will, at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character of the nurse.

Orders of Non-Disclosure

Pursuant to Texas Government Code §552.142(b), if you have criminal matters that are the subject of an order of non-disclosure, you are not required to reveal those criminal matters on this form; however, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness of duty issue. Pursuant to other sections of the Government Code Chapter 411, the Texas Board of Nursing is entitled to access criminal history record information that is subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character. The following questions may be asked:

- Are you currently the target or subject of a grand jury or governmental agency investigation?
- Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? (You may exclude disciplinary actions previously disclosed to the Texas Board of Nursing on an initial or renewal licensure application.)
- *Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or a psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder? (You may answer "No" if you have completed and/or are in compliance with Texas Peer Assistance Program for Nurses (TPAPN) for mental illness OR if you have previously disclosed to the Texas Board of Nursing, have remained compliant with your treatment regimen, and

have had no further hospitalization since disclosure.)

- *In the past five (5) years, have you been addicted or treated for the use of alcohol or any other drug? (You may answer "No" if you have completed and/or are in compliance with TPAPN.)

**Pursuant to the Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code §301.466.*

ADMISSION TO THE SCHOOL OF NURSING

There are specific admission criteria for entrance to the Howard Payne University (HPU) School of Nursing Pre-Licensure Baccalaureate Nursing Education Program. The HPU university catalog contains this information.

Admission Criteria Includes:

1. Must be a United States Citizen and/or eligible to be employed in the United States.
2. Accepted or currently enrolled as a student at HPU
3. Completed application packet (Early Admission Due Date: March 1; Late Admission Due Date: May 1)
4. American Heart Association Basic Life Support (CPR) Healthcare Provider 2-year certification
5. Immunization Records – **Must be completed by August 1.**
 - a. Hepatitis B (3 HepB immunizations)
 - b. Measles, mumps, rubella (1 does of MMR or evidence of immunity)
 - c. Meningococcal (MenACWY) (within 5-year period)
 - d. Tetanus, diphtheria, & pertussis (TDAP) (must be current within 10 years)
 - e. Varicella (evidence of immunity, immunization--2 doses, or titer)
 - f. Zoster for individuals over 50 years old (2 doses of RZV preferred or 1 dose of ZVL)
 - g. Pneumococcal for individuals over 65 years old (1 dose of PCV13 and PPSV23 one year after receiving PCV13)
 - h. Negative TB skin test (TST) within the previous 12 months and TB symptoms screening questionnaire answering **no** to all questions. The skin test result must include the mm of induration.
 - i. Influenza Vaccine Annual (1 dose in the previous 12 months)
6. Recommendation Forms (2); from a former college instructor/professor
7. 3.0 GPA cumulative
8. ATI TEAS® 7th Edition entrance exam (See Pre-Entrance Examination: ATI TEAS® 7th Edition Testing Requirements)
9. Completion of HPU General Education Requirements/Courses
10. Nursing prerequisite courses - **NOTE: ** B or Higher and * C or Higher**
 - a. Pathophysiology or General Biology **
 - b. Introduction to General, Organic and Biochemistry **

- c. Anatomy and Physiology - I & II *
 - d. College Algebra*
 - e. Intro to Psychology*
 - f. Fundamentals of Microbiology*
 - g. Life Span Development*
 - h. Health Profession Seminar
 - i. Medical Terminology
 - j. Introduction to Probability and Statistics
11. Criminal Background Check completed and cleared by the Texas Board of Nursing as eligible to sit for the NCLEX-RN exam (follow the instruction on the following form https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf to complete the background check)
 12. Letter of Standing (If transferring from another nursing program).

The selection process is governed by the HPU School of Nursing Faculty. Once students have completed admission paperwork and have submitted all information required by July 1 the faculty will utilize an admission criteria worksheet to rate students and admit based on rating and number of open seats.

Pre-Entrance Examination: ATI TEAS® Version 7 Testing Requirements

1. The ATI TEAS® Version 7 score will be utilized along with all other HPU School of Nursing admission requirements to consider eligibility for the School of Nursing.
2. A minimum score of 64 in the Reading and Math and a composite score within the “Proficient” range is required on the ATI TEAS® Version 7 Individual Performance Profile.
3. If a minimum score requirements are not met, applicants will have the option to re-take the ATI TEAS® Version 7 exam. Applicants are limited to two (2) exam attempts within each application cycle.
4. Only scores from ATI TEAS® Version 7 test taken within one (1) year of the application deadline for which the student is applying will be considered.
5. ATI TEAS® Version 7 exams are offered in the following formats
 - a. Remote testing proctored by ATI® or HPU (\$125)
 - b. In-person in Thompson Academic Complex Room 201 (\$70)
 - c. At another institution (Student will need to indicate Howard Payne U BSN as the institution to send the transcript)
6. Create an ATI® account on the www.atitesting.com website prior to the exam day and select Howard Payne U BSN as your institution.
7. On the exam day, applicants will need to bring a valid state or government issued photo ID (ex: Current HPU Student ID, valid driver’s license or passport) and ATI® username and password.

ATI TEAS® VERSION 7 EXAM RE-TEST REQUIREMENTS

Applicants who must re-test are required to wait 30 days. Applicants may only take the ATI TEAS® Version 7 test twice within the academic year, between January 1 and December 31. These factors and deadlines should be considered when scheduling to take the initial test. The identical procedure will be utilized taking the second test, as set forth in the initial test.

HEALTH RECORDS AND IMMUNIZATIONS

Being free of communicable diseases is critical for students, and students must be protected against communicable diseases during clinical experiences. During the application for admission process, students must submit verification of all immunizations required by the university as well as those required by the School of Nursing. (Deadline will be stated in acceptance notification.) See Admission Requirements for the list of immunizations required. Other vaccinations may be required by specific clinical agencies. Students will be informed of additional requirements as needed.

INSURANCE

Professional Liability Insurance

Students must have professional liability insurance prior to the start of courses with a clinical practicum. Professional liability insurance for students will be provided and maintained by Howard Payne University paid by student fees for the program.

Student Health Insurance

All students enrolled at HPU School of Nursing must have personal health insurance. Students must provide proof (copy of insurance card) of current personal health coverage upon admission to the School of Nursing and must maintain coverage throughout the entire program. Any exposure or injury incurred while performing class/clinical duties in the School of Nursing are the financial responsibility of the student. Likewise, payment for required testing such as titers for immunization status and drug screening are also the responsibility of the student.

NURSING PRACTICE DISCIPLINE REQUIREMENTS

Students are expected to attend all clinical practicum rotations, including lab and clinicals. Students must provide their own transportation to clinical sites. Clinical experiences may be scheduled during the day, evening, night, or on weekends. Students must adhere to the School of Nursing’s attendance policy (see Appendix A: Attendance Policy).

Nursing is a practice discipline requiring specific performance standards in the areas of cognitive, sensory, affective and psychomotor skills. These standards must be met with or without reasonable accommodation in order for students to progress in the nursing program. Faculty reserves the right to withdraw a student from clinical courses if these standards cannot be achieved by the student.

The following are standards that must be achieved by the student either unassisted, with dependable use of assistive devices, or with a reasonable accommodation:

Residential Courses/Clinical Practicum/Lab Course Standards		
Issue	Standard	Some Examples of Necessary Activities (Not All-Inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations; develop nursing care plans; demonstrate ability to make safe judgments when planning and implementing all nursing interventions.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from diverse backgrounds	Establish rapport with patients and colleagues; negotiate interpersonal conflict; respect differences in clients; respect the cultural diversity of clients and co-workers.
Communication	Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form	Explain treatment procedures; initiate health teaching; document and interpret nursing actions and patient responses.
Mobility	Physical abilities enough to move from room to room and maneuver in small spaces	Move around in patients’ rooms, work spaces, and treatment areas; administer CPR; assist in ambulation; have sufficient mobility and stamina to function over an 8- 12-hour period in a hospital or other clinical setting (twist, bend stoop/squat, move quickly, climb, walk).

Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and properly use equipment (blood pressure cuffs and syringes); position, lift, and transfer patients; demonstrate ability to lift up to 50 pounds; obtain and process specimens; insert catheter; administer injections; use a computer; twist or squeeze with fingers; stand and maintain balance; reach and bend; move within confined spaces.
Physical Strength and Endurance	Physical stamina sufficient to perform full range of required client care activities for entire length of work role	Sustain repetitive movements; maintain physical tolerance; lift; push and pull; support 25 pounds; move heavy objects weighing 50 pounds; defend self against combative client; carry equipment; use upper body strength.
Emotional Stability	Able to assume responsibility and accountability for own actions	Establish therapeutic boundaries; provide client with emotional support; adapt to stress; deal with the unexpected; perform multiple responsibilities concurrently; handle strong emotion.
Hearing	Auditory ability sufficient for observation and assessment necessary in nursing care	Hear verbal exchanges among health care personnel and patients, monitor alarms, emergency signals, auscultated sounds, cries for help; demonstrate ability to hear in situations when not able to see lips of speaker and ability to hear sounds of a normal or faint volume level.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Read handwritten documents (chart data); see small calibrations on syringes, sphygmomanometer, and thermometers; observe patient responses to interventions and/or health problems; detect subtle color changes.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical examination and/or those related to therapeutic intervention, e.g., pulse, body parts, temperature of skin or fluids.

Distance-Accessible Course Standards		
Issue	Standard	Some Examples of Necessary Activities (not all-inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	ATI TEAS® Version 7® reading assignments; demonstrate able to write course assignments.
Interpersonal	Interpersonal abilities sufficient to interact with individuals and groups from diverse backgrounds	Interact with classmates and course instructors on course related subjects; work with other students on a group project.
Communication	Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form	Communicate with faculty and other students via email and electronic discussions.
Motor Skills	Physical abilities sufficient to use a computer	Complete written assignments and examinations by typing on the computer.
Hearing	Auditory ability sufficient to complete class assignments	Listen to online audiovisual presentations.
Visual	Visual ability sufficient to participate in course activities	Complete reading assignments and watch audiovisual presentations.

STUDENT EVALUATION AND PROGRESSION

Students in professional nursing theory and clinical courses are expected to follow grading rubrics and scales published in the course syllabi and in the School of Nursing policies. Students must be informed of the grading rubrics/scale in writing (course syllabus) at the beginning of each course. Students will be required to sign each course syllabus affirmation which will serve as confirmation that the student understands all course requirements.

For test preparation students should refer to the syllabus and to NCLEX Blueprint (see summary below) on the National Council of State Boards of Nursing website (<https://www.ncsbn.org>). **There will be no course/exam specific “study guides.”** Students are expected to use textbook content, textbook associated study guides, online resources, NCLEX prep books/software, class notes, current literature (library/database journals/books), and any other helpful resources described by the instructor or found by the student. **Use of test banks published by textbook publishing companies for the use of faculty (purchased and password protected databases) is consider cheating and will be handled based on the academic integrity policy.** If a student is unsure whether or not a website test bank is appropriate for use, he/she should ask the faculty of the course.

Students are encouraged to study for tests well ahead of the scheduled testing time and within study groups that promote discussion regarding the application of content. Students are encouraged to be diligent in preparation for tests, as all testing is important as training for the state board NCLEX exam.

Detailed Test Plans

Exams will be based on the National Council of State Boards of Nursing (NCSBN) Client Needs framework. (<https://www.ncsbn.org>) This framework was selected by the NCSBN as it provides a universal structure for defining nursing actions and competencies, and focuses on clients in all settings.

Students shall reference the NCSBN NCLEX-RN Examination Detailed Test Plan, Candidate Version, for details on how to prepare for course examinations and testing. Course exams will follow the NCSBN distribution of content for developing course exams.

NCSBN Distribution of Content

Client Needs	Percentage of Items from Each Category/Subcategory
Safe and Effective Care Environment	
<ul style="list-style-type: none"> • Management of Care 	17-23%
<ul style="list-style-type: none"> • Safety and Infection Control 	9-15%
Health Promotion and Maintenance	6-12%
Psychosocial Integrity	6-12%
Physiological Integrity	
<ul style="list-style-type: none"> • Basic Care and Comfort 	6-12%
<ul style="list-style-type: none"> • Pharmacological and Parenteral Therapies 	12-18%
<ul style="list-style-type: none"> • Reduction of Risk Potential 	9-15%
<ul style="list-style-type: none"> • Physiological Adaptation 	11-17%

The content of the NCLEX-RN Test Plan is organized into four major Client Needs categories, and two of the four categories are divided into subcategories. Below are the percentage of test questions assigned to each Client Needs category and subcategory.

Grading Scale

In order to successfully pass a nursing course, students must earn a cumulative **test score average** of 75% or greater on all exams, including the final exam, for each course. (Example: There are 6 exams, a written paper, and a presentation. The average for the 6 exams must be at least 75 %.) (See Grading Policy in Appendix A for further details.) All grade calculations will be carried out to two decimal places, and there will be **no rounding of grades**.

The grading scale of the School of Nursing differs from that of the university and is in keeping with the minimum passing criteria of comparative schools of nursing.

The evaluation scale is as follows:

92 – 100	A
83 – 91	B
75 – 82	C
65 – 74	D
64 & below	F

Students must check the individual syllabus for course specific grading criteria.

HPU's passing letter grade for all nursing courses is "C." Students making less than a "C" in any nursing course will not be able to progress on to the next nursing course.

Students who do not meet the required standard passing grade will be required to comply with a remediation plan set forth by the faculty and dean of the School of Nursing prior to retaking any course. Failure to comply with the remediation plan may result in the student being ineligible to retake the course.

Refer to Appendix A for policies concerning Grading, Level Progression, Testing, Withdrawal and Dismissal from Nursing Program, and ATI TEAS® Progression Exams.

Students may not take a course more than twice. Failing a course for a second time or failing another course will result in dismissal from the School of Nursing.

Students who transfer to HPU after having failed a nursing course at another institution, will be dismissed from the nursing program if he/she fails one course. A failure in a class at another school will be considered the first failure for transfer students. Students who have failed more than one nursing class at another institution are not eligible to enroll in the HPU nursing program.

Nationally Normed Testing

Nationally normed tests are used to evaluate students throughout the nursing curriculum and

are used as a component of the course grade in selected courses. Individual course syllabi will provide information on the nationally-normed test scoring and use as a course grade. The course point allocation for the tests will increase as the student progresses through the curriculum. Failure of the test may impact level progress (see Level Progression Policy in Appendix A). Students are expected to complete all remediation provided from the test vendor and the faculty. Multiple tests and versions of tests may be required each semester.

Nationally Normed Testing in the Final Semester

Nationally normed exit tests will be used in the final semester of the nursing program in the Capstone Course. The test(s) being used and the passing score will be stated in the Capstone course syllabus. Nationally normal exit tests evaluations abide by SB 1429 (<https://capitol.texas.gov/tlodocs/88R/billtext/html/SB01429I.htm>).

Testing Standards

The following standards apply to all quizzes, major exams, and national standardized testing administered at the HPU School of Nursing:

- Testing may include major exams, scheduled or announced quizzes, pop/unannounced quizzes, and performance/demonstration of clinical nursing competencies. Exams and quizzes may be administered online or by other testing methods at the discretion of individual faculty members.
- Because the NCLEX-RN exam is time restricted, time limits will be placed on quizzes and exams. Time limits will be appropriate to the number and type of test items. The type of test item and level of difficulty will be considered when setting time limits. Any time limits will be announced prior to starting an exam or quiz.
- Promptness is part of professional nursing expectations. Any student who arrives late will be required to test on the scheduled exam make-up date.
- Prior to testing, cell phones and all other types of paging or digital devices shall be turned off and placed in a designated location of the room. Notebooks and book bags must be left at the designated place in the room along with caps, and any heavy jewelry that may cause distracting sounds during testing. Failure to submit a device will be considered academic dishonesty and may result in dismissal from the program.
- A piece of paper, pencil and/or calculator will be provided prior to the test by the instructor if appropriate for the specific test. All of these items must be returned to the instructor upon completion of the test. No personal items may be used for the test unless directed by the instructor.
- Test dates may be postponed, but not administered earlier than the scheduled date unless all students and the faculty member are in agreement.
- Test dates may be different from the actual class day. It is the student's responsibility to understand the testing schedule and make arrangements to abide by this schedule.
- Students will be given the opportunity for test review after the exam. This may be accomplished during class or outside of class time at a specified date and time at the discretion of the course faculty member. The faculty member will provide time for

students to review their individual test privately in the office of the faculty member if desired by the student. During the review the student may not write or in any way record anything from the exam. The student may ask for clarification; however, the review time is limited to 10 minutes or less per student. Students who need more time to clarify content will make an appointment to meet with the faculty member outside of the test review time. Students may express their reasons for choosing a specific answer or may question the validity of an exam item. The faculty member will make a note of the student's concern and will evaluate the concern after the test review. Faculty will not engage in disputes over questions or change any grades during test review time.

- ****If a student scores less than 80%** on a major exam, it is his or her responsibility to contact the faculty member to schedule an individual appointment. Except for highly unusual circumstances that would interfere with the student's or the faculty member's availability, this appointment must occur prior to the next major course exam. The faculty member will suggest strategies to help improve study habits and/or test taking skills. It is the responsibility of the student to implement improvement strategies and to provide the faculty member with evidence of progress within a timely manner and as agreed between the student and faculty member.
- Any student who misses an examination or quiz as a result of an absence or tardy must have notified the faculty member **in advance** to be eligible for consideration to take a makeup quiz or exam. Students may notify the faculty member of an actual or anticipated class absence or tardy by email.
- Makeup exams may or may not be the same exam as the one the student missed. This decision is at the discretion of the faculty member responsible for the course. Makeup exams and quizzes will be administered on scheduled make-up date(s) as determined by the faculty.

(See Appendix A for Testing Policy)

Medication Administration and Calculation Exams

Medication administration is a clinical skill that is vital to providing safe care to patients; therefore, students are required to pass a medication exam each semester. A minimum score of 90% is required to successfully pass the exam. The medication exam is a pass/fail exam; test scores are not calculated into the course grade. Failure to pass the exam will result in remediation. Students will have three (3) opportunities to take and pass the exam each semester. Students who do not pass the medication exam after the second attempt will be required to withdraw from the designated course. **Specific clinical facilities may require additional medication administration/calculation exams and may require up to 100% as a passing score.** Students will be notified during the first week of class if this requirement is in place for the assigned clinical facility.

WITHDRAWAL, REINSTATEMENT, OR DISMISSAL FROM THE NURSING PROGRAM

(See Appendix A for Withdrawal and Dismissal from Nursing Program Policy) Withdrawal from the School of Nursing will follow the policy found in the *Howard Payne University Catalog*. Rather than withdrawing from the university, students might find themselves in a situation

requiring them to withdraw from the School of Nursing but change their major and continue at the university. In this case, the student should follow the policy as outlined in the university academic catalog titled “Declare or Change a Major.” Students who withdraw from the university must apply for readmission to the university through the admissions office. Likewise, students who withdraw from the School of Nursing or change their major must reapply for admission to the School of Nursing if they wish to return to the program.

Student Conduct

All students enrolled in the HPU School of Nursing program are required to follow all standards of conduct as published in the *Howard Payne University Catalog* as well as maintaining conduct becoming of a professional nurse. Noncompliance with any standard noted in the Student Handbook or standards governing professional behavior may result in suspension or dismissal from the School of Nursing or denial of acceptance into the school and additional university disciplinary response, in coordination with the dean of students.

Students may be dismissed from the nursing program for academic or behavioral issues. The nursing faculty committee for retention is charged with ensuring that students placed on probation or dismissed from the program understand and access the university policies and procedures regarding Academic Probation and Suspension, Grade Change/Appeals (Howard Payne University Catalog) and Due Process and Appeals for Disciplinary Action (Howard Payne University Student Handbook).

<https://www.hputx.edu/wp-content/uploads/2023/08/23-24-Student-Handbook-8.4.23.pdf>

Reasons for Dismissal from the Nursing Program

Based on Texas Board of Nursing Rule (§215.8), students will be dismissed from the School of Nursing for demonstration of the following, including, but not limited to:

1. Evidence of actual or potential harm to patients, clients, or the public.
2. Criminal behavior whether violent or non-violent, directed against persons, property, or public order and decency.
3. Intemperate use or abuse of drugs or alcohol (see Appendix A: Substance Abuse Policy), diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity.
4. The lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicate that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board’s rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.

In addition, nursing students will be held to the highest standards of integrity with regards to professional conduct in both the classroom and clinical settings. Students are expected to adhere to ethical standards consistent with the American Nurses’ Association (ANA) Code of Ethics. <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>

The following behaviors may lead to dismissal from the nursing program (this list is not all inclusive):

1. Committing fraud, deceit, or dishonesty, which may include plagiarism, falsification, or negligently making incorrect entries on records or any other written work.
2. Violating Health Insurance Portability and Accountability Act (HIPAA) rules and regulations including breach of confidentiality through unauthorized access to client information or verbal or written information about clients in public circumstances.
3. Disorderly conduct including disruption or obstruction of teaching and unprofessional and/or inappropriate communication or contact with faculty, peers, clients, or staff.
4. Implementing nursing care without supervision or instruction.
5. Neglecting or violating any rule, regulation, or policy of Howard Payne University, the School of Nursing, or any clinical facility. This may include dress code violations
6. Physical, mental, or emotional behavior causing the student to be unable to provide safe nursing care.
7. Failure to follow policies and procedures of the clinical agency to which the student is assigned.
8. Absenteeism or tardiness to classes or clinicals.
9. Demonstrating behaviors that the faculty deem unsafe for the clinical area.
10. Unsatisfactory clinical evaluations from faculty. An unsatisfactory final clinical evaluation in any clinical course will constitute failure of the course regardless of theory grade.
11. Inappropriate use of a cell phone or other electronic devices in clinical or classroom settings.

Unsafe Clinical Performance

Unsafe clinical performance may result in a student's removal from a clinical setting, disciplinary action, a negative clinical evaluation, course failure, and/or dismissal from the nursing program.

Unsafe clinical practice during a clinical practicum is defined as:

- Committing a medication error.
- Failure to report any medication error or other patient related incident, in which the student was involved, to the clinical instructor and dean immediately.
- Behavior or actions that threaten patient safety.
- Failure to apply previously mastered principles/learning outcomes when performing nursing care skills or delegated tasks.
- Actions that demonstrate inappropriate decision-making/judgment.
- Failure to comply with infection control guidelines.
- Failure to follow Center for Disease Control and agency-specific universal precaution guidelines in all client care situations.
- Failure to recognize own limitations, incompetence, or legal responsibilities.
- Failure to accept moral and legal responsibility for own actions.

- Presenting for clinical practicum in impaired condition (determined by clinical faculty). This includes impairment due to fatigue/drowsiness, emotional disturbances, or physical issues.
- Failure to demonstrate appropriate preparation for the clinical experience.
- Failure to report any change in client's condition related to accident, trauma, surgery or medical condition to the clinical instructor as soon as possible.
- Inviting/meeting personal visitors at a clinical site.
- Leaving the hospitals or other clinical settings during break or lunch, except as deemed necessary and approved by the responsible instructor.
- Failure to inform appropriate agency personnel (such as preceptor or unit manager) when leaving the immediate work area for any reason, including lunch break or accompanying a patient to another treatment area.
- Exceeding the allowed maximum of 30 minutes for lunch break.

Students exhibiting behavior or performance in clinical experiences deemed unsafe are subject to a "Corrective Action Contract" (see the following form). This contract will be initiated by the faculty member when a student is noted to have exhibited inappropriate behaviors, lack of preparation, lack of professional performance, or any other circumstance that requires corrective action on the part of the student. This form must be completed by the faculty member and signed by the student. The student's signature does not demonstrate that they are "agreeing" that a problem exists but, rather, that they have been informed of the corrective action needed.

The contract includes a timeframe in which the action must occur. The faculty member will re-evaluate the student based on the original contract timeline. Failure of the student to demonstrate the desired behavior or competency will result in failure of the clinical course and may lead to dismissal from the nursing program.

Single infractions of a serious nature may result in immediate dismissal from the nursing program.

CORRECTIVE ACTION CONTRACT

Students whose behavior/performance are of concern to the faculty will be placed on a Corrective Action Contract. The contract includes a time frame (date) by which the identified corrected action is to occur, documentation of the final outcome, and how the student did or did not demonstrate the desired behavior.

DATE: _____
STUDENT NAME: _____
FACULTY NAME: _____
PRECEPTOR NAME (If applicable): _____

1. Describe area of concern with student's behavior/performance:
2. Describe what the student must do to correct the identified behavior/performance:
3. Identify the time frame/date by which corrected action is to occur:
4. Describe the consequences to the student if the identified behavior does NOT occur:
5. Document any previous discussions with the student about this issue.
6. Student and Faculty will meet on ____ / ____ / *(date)* to evaluate student progress toward desired behavior. (Evaluative Conference)

Student Signature: _____	Date: _____
Faculty Signature: _____	Date: _____

EVALUATIVE CONFERENCE

FINAL OUTCOME:

Describe how the student did or did not demonstrate the desired behavior:

Student Signature: _____	Date: _____
Faculty Signature: _____	Date: _____

GRADUATION REQUIREMENTS

Students are responsible for complying with all graduation requirements of HPU as indicated in the *Howard Payne University Catalog* under the title “General Graduation Requirements.” The *Howard Payne University Catalog* provides a detailed listing of requirements for degrees.

Nursing students will not graduate until they have satisfied passing requirements in all nursing courses, including the final capstone course.

GRADE CHANGES AND APPEALS

The Grade Appeal Policy of the university, as printed in the *Howard Payne University Catalog*, will be used for all grade grievances and appeals in nursing courses.

Once a grade has been submitted to the Office of the Registrar, only the faculty member can change the grade except in the case of a grade appeal. If a student believes that a final course grade has been improperly awarded, the student may appeal the grade by presenting a written appeal, supported by appropriate documentation that justifies the appeal. Refer to the Grade Appeal Policy in the *Howard Payne University Catalog* for additional information.

Only the final grade in a course may be appealed within this framework. Individual grades within the course may be handled through the student’s communication with faculty.

CLINICAL REQUIREMENTS

Clinical Learning Experiences

Clinical learning experiences may include the following:

- Activities and instruction in the nursing skills laboratory
- Computer laboratory experiences
- Faculty or preceptor supervised “hands-on” practice in a clinical setting
- Clinical conferences
- Observation experiences required to meet specific objectives

Dress/Appearance Code

Students will be representing HPU and the School of Nursing while in pre-clinical and clinical experiences as well as other learning experiences; therefore, students are expected to uphold the modest dress policy in the *Howard Payne University Student Handbook* in all situations. Faculty will hold students to the standards of dress and appearance in the classroom environment. Dress for clinical experiences will follow this code, which is specific to the School of Nursing.

Students will purchase required uniforms and appropriate enclosed shoes to be worn during clinical experiences. Students will purchase at least one (1) set of uniform scrubs (pants, top, and jacket). The brand and style will be chosen by the dean/faculty.

Uniform scrubs will be ordered from the vendor chosen by the dean/faculty. All tops/jackets will be monogrammed from the vendor chosen by the dean/faculty. Costs of all uniform articles as well as monogramming will be the student's responsibility. Information concerning specific attire will be provided to students upon admittance to the clinical program.

Students not complying with the dress/appearance code will be counseled by their instructor. Failure to meet the standard for dress/appearance will result in the student being dismissed from a clinical experience/class and, therefore, failing clinical for that day. The dress code is as follows:

Jewelry

- Jewelry such as a plain wedding band, wrist watch, and small stud earrings (1 per lower lobe) may be worn with the uniform.
- Bracelets and necklaces are not permitted (except for medical alert bracelets and necklaces).
- No visible body jewelry on eyebrow, face, cheek, nose rings, tongue rings, or tattoos are permitted in the clinical setting.

Hair

- Hair must be neat, clean, and well-groomed. In the simulation lab or clinical setting, hair longer than shoulder length must be pulled back and secured in a ponytail, barrette, or worn off the collar, ensuring that hair does not hang down in front.
- Dreadlocks (matted coils of hair) or any other style that cannot be cleaned on a regular and appropriate basis are not permissible.
- Hair must be of a natural color (no pink, blue, etc.).
- No ribbons or ornate hair ornaments are allowed in the clinical area.

Nails

- Fingernails shall not extend beyond fingertips. No form of artificial nails may be worn.

Other

- Personal hygiene, including oral care, daily showering/bathing, and the use of deodorant is expected.
- No scented colognes, lotions, aftershave lotion, or perfumes are allowed while in the clinical area. Students must be clean and free of odors such as cigarette smoke.
- Excessive makeup, eye shadows, mascara, false eyelashes, and bright lipstick are not permitted. "Excessive" will be determined by the clinical instructor.
- Gum chewing is not permitted in the clinical setting.
- Handheld devices (i.e., tablets) shall be utilized only out of patient care areas and only for the specific purposes related to the clinical experience. Any use of handheld devices must be approved by the clinical instructor.
- Additional clinical facility policies regarding electronic devices will be followed by all students.

Clinical Uniform

- Clean, low-heeled, enclosed leather nursing shoes or tennis shoes approved by the instructor (no mesh, no loud colors) are to be worn with the uniform. No open-toed, open-back, platform, or clog-type shoes are permitted. Laces, when appropriate, must be clean and solid to match shoe color.
- Hose/socks with no visible designs, tears, or stains and of same color as the uniform pants are required.
- An approved scrub jacket with the HPU School of Nursing insignia may be worn, as specified by the instructor. No other sweatshirts, sweaters, or jackets may be worn in the clinical setting.
- No head coverings are allowed unless required for medical or religious reasons. They must be without ornament and of a solid color (white, royal blue, or black).
- White, gray, navy, gold or black long or short sleeved t-shirts without a logo may be worn under a designated scrub top. Sleeve may not extend below the wrist.
- No jeans, cropped pants, shorts, sundresses, or halter tops may be worn when performing pre-clinical or clinical rotations.
- Proper undergarments must be worn, and the color should not be visible through the uniform.
- Uniform fit will be confirmed by faculty. If uniform becomes too big or small over the course study, students will be required to purchase new uniform attire.
- Picture identification (ID) badges are considered part of the uniform and must be worn at all times. IDs may be provided by the clinical agency designating the student as an HPU School of Nursing student, or students may be instructed to use their HPU IDs or IDs provided by the School of Nursing.

Students are expected to follow the modesty dress code of HPU in all classroom situations. Failure to do so may result in dismissal from class constituting an unexcused absence.

SAFETY PRECAUTIONS FOR BLOOD/BODY FLUID EXPOSURE

Students will come in contact with blood and body fluids during their clinical experiences. Students must always adhere to the clinical facility's policy for Exposure to Blood/Body Fluids policy. In the absence of a clinical facility policy, students will follow the HPU policy located in this handbook. (See Appendix A for Blood and Body Fluid Exposure Policy).

The Centers for Disease Control (CDC) recommend certain guidelines to protect against blood-borne pathogens. Training on these guidelines is mandated annually for all individuals who are identified as at-risk to occupational exposure for blood-borne pathogens. Students will receive annual training during required hospital orientations. A handout delineating standard precautions guidelines can be found in the appendix.

In the event of a needle stick injury immediately contact your clinical instructor/HPU faculty and follow the CDC guidelines below:

If you experienced a needlestick or sharps injury or were exposed to the blood or other body

fluid of a patient during the course of your clinical/lab rotations, immediately follow these steps:

- Wash needlesticks and cuts with soap and water
- Flush splashes to the nose, mouth, or skin with water
- Irrigate eyes with clean water, saline, or sterile irrigants
- Report the incident to your supervisor
- Immediately seek medical treatment

<http://www.cdc.gov/niosh/topics/bbp/emergnedl.html>

Students are prohibited from practicing invasive procedures on one another or on any person in the skills lab or outside of the skills lab (residence halls, home, etc.).

GENERAL UNIVERSITY INFORMATION AND PROCEDURES

Campus Safety and Emergency Guidelines

Nursing students will follow the guidelines published in the *Howard Payne University Student Handbook* for all emergency situations. In case of inclement weather or other natural or man-made disasters that may cause a student to be unable to attend a clinical experience, the student must contact the faculty responsible for that experience at least one hour prior to the scheduled arrival time. The faculty member will provide further instructions.

University Statement on Discrimination

Howard Payne University does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, or age in the administration of any of its education programs, admissions policies, scholarship and loan programs, athletic, and other school-administered programs. Refer to the *Howard Payne University Student Handbook* for information regarding compliance with Title IX and contact information.

Student Support Services

Refer to the *Howard Payne University Student Handbook* for information about student support services including the Student Success Center, Academic Services, Academic Testing Services, Academic Advising, Career Services, and Chapel/Student Assembly.

Students with Disabilities

In accordance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990, the Office of Learning Assistance provides equal access to educational programs and safeguards against discrimination for qualified students with disabilities. Admission requirements for disabled students are the same as for all other students. University programs and activities are conducted in such a manner that no otherwise qualified disabled individual shall, solely by reason of a disability, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any such program or activity.

Notifications and inquiries regarding disabled student services should be directed to the Office of Learning Assistance. Refer to the *Howard Payne University Student Handbook* for additional information.

COMMUNICATION WITH FACULTY AND PROBLEM SOLVING

As part of the training for professional nurses, faculty members of the School of Nursing expect students to practice appropriate communication and problem-solving skills. Faculty will hold office hours and provide students with valid contact information. Faculty members may be contacted through the HPU email system and through the online learning system, Blackboard. Contact information will be provided to students based on facility/agency during their clinical experiences.

Problem-solving skills are practiced throughout the higher education experience. Students will use face-to-face communication with faculty and administration to solve issues as they arise. Contact information for all university administrators, School of Nursing administrators, faculty, and staff are found on the HPU website. Students may also find information concerning their rights and appropriate policies and procedures to follow in the *Howard Payne University Student Handbook* and *Howard Payne University Catalog*.

For the School of Nursing, students should follow this “chain of command” in attempting to resolve problems with the nursing program, classes, or clinical experiences:

1. Discuss the problem/issue with the faculty member or clinical instructor who is teaching the course. The student should go directly to this person first.
2. If the matter cannot be resolved by the immediate teaching faculty/clinical instructor, the student may then contact the faculty of record/course coordinator.
3. If the matter cannot be resolved by the immediate teaching faculty or the course coordinator, the student should notify the Dean of Nursing by scheduling a face-to-face appointment.
4. When matters are unresolved at the Dean level, students must refer to the Student Complaint Process in the University Student Handbook and follow the guidelines.

Failure of the student to follow this course of action will result in the problem/issue not being resolved in a timely manner, as the student will be instructed to go back and follow these action steps in order.

Students should refer to the *Howard Payne University Student Handbook* “Student Complaint Process” for further information regarding complaint resolution outside of the delineated nursing school resolution steps.

EVALUATION OF TEACHING EFFECTIVENESS

Students are asked to evaluate teaching effectiveness each semester. The confidential evaluation is completed by the student via an electronic submission. In addition to the evaluation consistent across the university, the School of Nursing adds evaluation items specific to nursing courses and clinical experiences.

Course evaluations will be completed by each student during a class session near the end of the semester for each nursing course. For the continued improvement of the curriculum, clinical experiences, and the nursing program in general, students are required to provide feedback on this survey each time it is presented. Information from these surveys is aggregated and provided to the nursing dean and faculty for review and action planning.

USE OF SOCIAL MEDIA AND ELECTRONICS

Students and faculty will use electronic communications on a regular basis. Forms of electronic communications formally used in the School of Nursing will be HPU email and Brightspace learning management system. Students, faculty, and staff are always required to maintain compliance with policies found in the *Howard Payne University Student Handbook* as well as the HIPAA guidelines (see Appendix A for HIPAA Policy), FERPA guidelines (see *Howard Payne University Catalog*), and all professional guidelines for electronic communications.

Any infraction of the HIPAA Policy may result in the immediate dismissal from the Nursing Program and may result in legal consequences.

Use courtesy when utilizing electronic devices in the classroom. Ensure that sound is silenced and step out of the classroom environment if conversations are necessary.

STUDENT MEMBERSHIP ON NURSING COMMITTEES

Two HPU School of Nursing students from each cohort (Junior Class Representatives and Senior Class Representatives) are selected by their peers in August of each year. Selected representatives are expected to bring concerns and matters from their cohort and report results of the meeting back to the cohort. Meetings will be held in the months of August and January. This council follows HPU Student Government guidelines and rules.

Note: The Student Government Association (SGA) consists of all students who are enrolled in a degree program at HPU. Meetings are held weekly during the fall and spring semesters and are open for all students to attend. The group of officers and representatives, who are elected by the student body, function as the official voice of the student body and act as a liaison between the students and the administration of the University.

<https://www.hputx.edu/student-experience/student-involvement/student-organizations/student-government-association/>

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

This federal law protects the privacy of students with regard to educational records. More information concerning this law is found in the *Howard Payne University Catalog*.

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

HIPAA guidelines must be followed at all times. Identifiable information concerning clients/patients and clinical rotations must not be posted in any online forum or webpage. There

will be zero tolerance for anyone posting comments that violate HIPAA guidelines or this policy. (See Appendix A for Health Insurance Portability and Accountability Act policy.)

USE OF AN ELECTRONIC DEVICE AT THE BEDSIDE

Students must adhere to the Health Insurance Portability and Accountability Act of 1996 (HIPAA). No identifiable patient information may be used in a student's electronic device at the bedside. A **patient name, hospital record numbers, social security number, photographs or any other identifiable means** will not be allowed for use as a part of the student's electronic or written record.

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) required the Secretary of the U.S. Department of Health and Human Services (HHS) to develop regulations protecting the privacy and security of certain health information. To fulfill this requirement, HHS published what are commonly known as the HIPAA Privacy Rule and the HIPAA Security Rule. (<https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html>)

The Privacy Rule, or Standards for Privacy of Individually Identifiable Health Information establishes national standards for the protection of certain health information.

The Security Standards for the Protection of Electronic Protected Health Information (the Security Rule) establish a national set of security standards for protecting certain health information that is held or transferred in electronic form. The Security Rule operationalizes the protections contained in the Privacy Rule by addressing the technical and non-technical safeguards that organizations, called "covered entities," must put in place to secure "electronic protected health information" (e-PHI) for individuals. Within HHS, the Office for Civil Rights (OCR) has responsibility for enforcing the Privacy and Security Rules with **voluntary compliance activities and civil money penalties**.

The HIPAA Privacy Rule provides federal protections for individually identifiable health information held by covered entities and their business associates and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of health information needed for patient care and other important purposes.

- A HIPAA violation can result in civil money penalties or criminal penalties. A HIPAA violation could be reported to the licensing or certifying Board and could affect the ability to practice as a health professional in the future.
- A HIPAA violation may result in immediate dismissal from the HPU School of Nursing.

Who is covered by the Security Rule - The Security Rule, like all of the Administrative Simplification rules, applies to health plans, health care clearinghouses, and to any health care provider who transmits health information in electronic form in connection with a transaction for which the Secretary of HHS has adopted standards under HIPAA (the "covered entities").

General Rules - The Security Rule requires covered entities to maintain reasonable and

appropriate administrative, technical, and physical safeguards for protecting e- PHI. The Security Rule defines “confidentiality” to mean that e-PHI is not available or disclosed to unauthorized persons. Specifically, covered entities must:

- Ensure the confidentiality, integrity, and availability of all e-PHI they create, receive, maintain or transmit;
- Identify and protect against reasonably anticipated threats to the security or integrity of the information;
- Protect against reasonably anticipated, impermissible uses or disclosures; and
- Ensure compliance by their workforce.

APPENDICES



POLICIES AND RESOURCES FOR STUDENTS

APPENDIX A

POLICIES RELATED TO STUDENTS

POLICIES INCLUDED:

Admission to the School of Nursing	37
Attendance	40
Grading Policy: Didactic and Clinical Courses	41
ATI TEAS® VERSION 7 Exams	44
Level Progression for Nursing Students	46
Management of Clinical Learning Experiences	49
Substance Abuse.....	56
Criminal Background Check	58
Testing: Administering, Analysis, Review, Makeups	63
Withdrawal, Reinstatement, and Dismissal from the Nursing Program	64
Health Insurance Portability and Accountability Act (HIPAA)	67
Blood and Body Fluid Exposure Control Policy	69
Didactic/Clinical Remediation & Tutotring.....	77

<p>HPU School of Nursing Policy</p> <p>Title:</p> <p>ADMISSION TO THE SCHOOL OF NURSING</p>	<p>Committee Assignment:</p> <p>Admissions and Retention</p>	<p>Original Approval Date:</p> <p>January 11, 2018</p> <p>Effective Date: 4/20/2018</p> <p>Review Date: 08/26/2022</p> <p>Revision Date: 08/19/2022</p>
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Purpose: The purpose of this policy is to define the admission process and criteria established for entrance into the Howard Payne University (HPU) School of Nursing Pre-Licensure Baccalaureate Nursing Education Program. There are specific admission criteria also included in the HPU University Catalogue.

Scope: This policy applies to all applicants of the HPU School of Nursing.

Responsible Committee/Position: This policy will be upheld, reviewed and revised by the Nursing Admission and Retention committee in collaboration with the Dean.

Policy Statement: All applicants must complete the following process in order to apply to the School of Nursing:

1. Must be a United States Citizen and/or eligible to be employed in the United States.
2. Accepted or currently enrolled as a student at HPU
3. Completed application packet (Early Admission Due Date: March 1; Late Admission Due Date: May 1)
4. American Heart Association Basic Life Support (CPR) Healthcare Provider 2-year certification
5. Immunization Records - <https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html>
(Note: Additional agency requirements may occur during clinical rotations requiring additional vaccinations) – Must be completed by August 1st.
 - a. Hepatitis B (3 HepB immunizations)
 - b. Measles, mumps, rubella (1 does of MMR or evidence of immunity)
 - c. Meningococcal (MenACWY) (within ~~5-year~~ 5-year period)
 - d. Tetanus, diphtheria, & pertussis (TDAP) (must be current within 10 years)
 - e. Varicella (evidence of immunity, immunization--2 doses, or titer)
 - f. Zoster for individuals over 50 years old (2 doses of RZV preferred or 1 dose of ZVL)
 - g. Pneumococcal for individuals over 65 years old (1 dose of PCV13 and PPSV23 one year after receiving PCV13)

- h. Negative TB skin test (TST) within the previous 12 months and TB symptoms screening questionnaire answering **no** to all questions. The skin test result must include the mm of induration.
 - i. Influenza Vaccine Annual (1 dose in the previous 12 months)
- 6. Recommendation Forms (2); from a former college instructor/professor
- 7. 3.0 GPA cumulative
- 8. ATI TEAS® 7th Edition entrance exam (See Pre-Entrance Examination: ATI TEAS® 7th Edition Testing Requirements)
- 9. Completion of HPU General Education Requirements/Courses
- 10. Nursing prerequisite courses - **NOTE: ** B or Higher and * C or Higher**
 - a. Pathophysiology or General Biology **
 - b. Introduction to General, Organic and Biochemistry **
 - c. Anatomy and Physiology - I & II *
 - d. College Algebra*
 - e. Intro to Psychology*
 - f. Fundamentals of Microbiology*
 - g. Life Span Development*
 - h. Health Profession Seminar
 - i. Medical Terminology
 - j. Introduction to Probability and Statistics
- 11. Criminal Background Check completed and cleared by the Texas Board of Nursing as eligible to sit for the NCLEX-RN exam (follow the instruction on the following form https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf to complete the background check)
- 12. Drug Screen completed prior to beginning the first clinical course (Call the HPU School of Nursing for more information)
- 13. Letter of Standing (If transferring from another nursing program).

Pre-Entrance Examination: ATI TEAS® VERSION 7 Testing Requirements

*Call the HPU School of Nursing to register for the ATI TEAS® Version 7 exam

- 1. The ATI TEAS® Version 7 score will be utilized along with all other HPU School of Nursing admission requirements to consider eligibility for the School of Nursing.
- 2. A minimum score of 64 in the Reading and Math and a composite score within the “Proficient” range is required on the ATI TEAS® Version 7 Individual Performance Profile.

3. If a minimum score requirements are not met, applicants will have the option to re-take the ATI TEAS® Version 7 exam. Applicants are limited to two (2) exam attempts within each application cycle.
4. Only scores from ATI TEAS® Version 7 test taken within one (1) year of the application deadline for which the student is applying will be considered.
5. ATI TEAS® Version 7 exams are offered in the following formats
 - a. Remote testing proctored by ATI® or HPU (\$125)
 - b. In-person in Thompson Academic Complex Room 201 (\$70)
 - c. At another institution (Student will need to indicate Howard Payne U BSN as the institution to send the transcript)
6. Create an ATI® account on the www.atitesting.com website prior to the exam day and select Howard Payne U BSN as your institution.
7. On the exam day, applicants will need to bring a valid state or government issued photo ID (ex: Current HPU Student ID, valid driver's license or passport) and ATI® username and password.

Associated Procedures: The School of Nursing Dean's Office will receive applications and references. Verification of all admission criteria including the ATI TEAS® Version 7 exam and minimum scores will be done by the Dean's office. If the applicant meets all criteria, an application file will be prepared for the Nursing Admission and Retention Committee which will review each application. The committee will recommend to the Dean of Nursing whether or not the student should be extended acceptance. The Dean will have pre-determined the number of students being admitted to the program during the specific admission cycle. After review of the application file, the Dean will communicate with the applicant concerning admission or denial. Applicants will then be responsible for accepting their space in the program and submitting further documentation needed for the program by the deadline provided in the acceptance notification. Failure to accept the space by the deadline given in the acceptance letter will indicate that the student does not wish to be a part of the program and that space will be given to the next eligible applicant. The Dean's office will maintain a list of all applicants which will indicate acceptance, non-acceptance, or wait list status.

First priority admission to the School of Nursing will be given to students who have completed all prerequisite courses at HPU. Priority will also be extended to students who transferred to HPU prior to application to the school of nursing. All students who are enrolled in HPU as a pre-nursing major prior to application must meet the admission criteria, AND apply for the nursing program by March 1 to be considered for priority acceptance. After March 1, applications will be accepted from any student wishing to apply. These applications will be reviewed by the Nursing Admission and Retention Committee on a first come, first served basis. Once all clinical program spaces are filled, applications will be accepted; however, the applicants will be notified that they will be placed on a waiting list and will be notified by August 1 of availability.

Associated Policies: University Admissions and Admission to the HPU School of Nursing

HPU School of Nursing Policy Title:	Committee Assignment:	Original Approval Date: January 10, 2018
ATTENDANCE	Faculty-Student Affairs Committee	Effective Date: 8/20/2018
		Review Date: 08/18/2023
		Revision Date:

Purpose: The purpose of this policy is to provide expected behavior of students with regard to class and clinical attendance. The policy of the School of Nursing differs from that of the university; therefore, this guidance is specific to nursing students.

Scope: All students enrolled in NUR courses, both theory and clinical.

Responsible Committee/Position: Course faculty are responsible for enforcing the attendance policy. The Faculty-Student Affairs Committee is responsible for reviewing, revising, and upholding this policy as lack of attendance may contribute to the “at risk” nature of students not being successful in nursing courses.

Policy Statement: All students are expected to attend all classes, laboratory experiences, and clinical experiences, on time, appropriately dressed, and prepared for learning experience 100% of the time. Students who miss more than 25% of class or clinical time whether excused or unexcused will be required to drop the course. Attendance records will be taken at class and clinical meetings. A written medical excuse is required for make-up of missed examinations and for make-up of missed clinical experiences. Absence from a clinical experience for any reason considered unexcused by the faculty will result in an unsatisfactory clinical evaluation for the missed experience. All excused clinical absences will be made up at the discretion of the faculty.

Students have the responsibility to discuss any conflict with the class or clinical schedule well in advance. Faculty will attempt to work with students around school-related conflicts, this will in many cases be impossible due to the nature of clinical experiences. Students who are involved in athletics, second majors, other university organizations, or employment should consider their commitment to the School of Nursing first; particularly during the clinical nursing courses occurring in the last 2 years of study.

The School of Nursing will follow the university schedule of holiday/vacation time for students; however, nursing students will be required to perform clinicals during evening/night hours and on weekends as needed. Schedules will be provided to students at the beginning of each clinical semester.

Students are expected to make arrangements to attend classes and clinical experiences as scheduled. Attendance for all classes and clinical experiences is mandatory; therefore, failure to make appropriate arrangements for scheduled classes and clinical experiences may result in dismissal from the nursing program.

HPU School of Nursing Policy Title: GRADING POLICY: DIDACTIC AND CLINICAL COURSES	Committee Assignment: Admission and Retention Committee	Original Approval Date: January 10, 2018 Effective Date: 8/20/2018 Review Date: 08/26/2022 Revision Date:
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Purpose: The purpose of this policy is to delineate the grading scale and grading procedures to be used in nursing (NUR) courses.

Scope: This policy applies to all courses with the NURS prefix.

Responsible Committee/Position: The Admission and Retention Committee, along with the course faculty and the dean, is responsible for overseeing the grading issues in the School of Nursing and the review of this policy. The course faculty has the ultimate responsibility of assigning and reporting grades.

Policy Statement: The grading scale of the School of Nursing differs from that of the university and is in keeping with the minimum passing criteria of comparative schools of nursing. The following is the grading scale used by the School of Nursing:

92 – 100	A
83 – 91	B
75 – 82	C (75 is minimum passing score)
65 – 74	D (considered a failing grade)
64 & below	F

While other course assignments may figure into the final course grade, a student must achieve a weighted average grade (as shown in each syllabus) of 75% on all major unit exams (combined) in order to pass the course. In the event that the required unit exam average is not achieved, the final course grade will reflect only the unit exam average; grades on other assignments will not be included.

Five (5) points will be deducted for each day that an assignment is late past the due date. This applies to class and clinical assignments. Hybrid assignments (such as online discussion board posts or other assignments to be posted to Blackboard) may be graded differently based on the grading rubric found in the course specific syllabus.

Courses with a clinical component will always include the course and level specific Clinical Evaluation Tool that is used by the instructor and student to record the outcome of the student’s achievement of competencies as well as identify the student’s strengths and areas needing improvement. The clinical evaluation tools reflect higher expectations of year 2 students as compared to year 1 students. This reflects the increasing capabilities deemed necessary for students to achieve course competencies as they progress through the curriculum. Criteria for successful completion of clinical components are outlined within each syllabus. In addition to the Clinical Evaluation Tool, students must complete and submit other evaluations (such as agency, preceptor)

in order to meet the course requirements.

A student who earns a failing grade in a course clinical component will receive an overall failing grade for the entire course even if the student earned a “C” or better in the theory component of the course. Only one letter grade is recorded for each course.

Rounding will be used only twice throughout a course: the first numerical rounding will occur to determine the major exam average, and the other rounding will occur to determine the overall final course grade. Numerical grades will be rounded up at 0.5 or above by only one digit, and rounded down at anything less than 0.5 by only one digit.

For example, 92.4 will be 92; 89.5 will be 90.

No provision is made within HPU Nursing courses to earn extra credit or bonus points.

Clinical Grading: Each time the student participates in a clinical experience, the faculty will provide an evaluation indicating whether the student performance was Satisfactory or Unsatisfactory. This evaluation will be made prior to the next scheduled clinical experience unless the experiences are on back-to-back days.

Students whose behavior and/or performance in clinical experiences is unsatisfactory are subject to a “Corrective Action Contract.” This contract will be initiated by the faculty member when a student is noted to have demonstrated any unsafe or unsatisfactory clinical performance on a clinical evaluation tool. (See Dismissal Policy for list of concerning behaviors.) This “Corrective Action Contract” must be completed by the faculty member and signed by the student. The student’s signature does not demonstrate that they are “agreeing” that a problem exists, but rather that they have been informed of the corrective action needed. The contract includes a timeframe by which the action must take place. The faculty member will re-evaluate the student based on the original contract timeline. Failure of the student to demonstrate the desired behavior or competency will result in failure of the clinical course.

Certain behaviors or performance issues including, but not limited to, the following may result in immediate failure of the course and dismissal from the program:

- Committing a medication error.
- Behavior or actions that threaten patient safety.
- Failure to apply previously mastered principles/learning outcomes when performing nursing care skills or delegated tasks.
- Actions that demonstrate inappropriate decision making/judgment.
- Failure to comply with infection control guidelines.
- Failure to recognize own limitations, incompetence, or legal responsibilities.
- Failure to accept moral and legal responsibility for own actions.
- Presenting for clinical practicum in impaired condition (determined by clinical faculty).
- Failure to demonstrate appropriate preparation for the clinical experience.

Didactic Course Grading: Students are responsible for knowing and understanding their grades in courses. At mid-term, students who have less than a 75% test average or class average will be counseled by faculty. The faculty will document the counseling. The student will acknowledge the counseling by signing a formal document which will be placed in the student's file.

At Risk Students: Cases of students who are deemed "at risk" either due to didactic course grades, clinical grades, or other circumstances will be brought before a designated faculty member before the drop date for the semester for counseling. This faculty member will discuss opportunities for remediation and intervention. The student will acknowledge this counseling by signing a formal document which will be placed in the student's file. Permission from students will be obtained as a part of the acknowledgement/signature page associated with the Student Handbook.

Associated Procedures: For courses delineated as requiring a minimum test average, at least 4 major exams must be given over the semester in order to provide adequate opportunities for students to be successful in the course. In addition to a minimum of 4 exams, other assignments for credit may be made by the course faculty. Additional assignment grades will not be calculated into the final grade until the minimum test average has been satisfied as stated in the course syllabus. When creating the syllabus for each NUR course, the faculty must explicitly state how the grade is being calculated and whether success in the course will be based on the overall or testing average. The online gradebook will be set up to reflect the requirement for the course to ensure that students are aware of their test average or overall average at any point during the semester. At least 25% of testing points from the course must be completed and disclosed to students prior to the drop date set by the university academic calendar. Clinical grading will be based on the completion of clinical evaluation tool with each clinical experience indicating a numerical score for performance, which is stated in the course syllabus. A midterm and final evaluation tool is used to document progression toward and meeting clinical course objectives.

Associated Policies: Level Progression; Withdrawal, Reinstatement, and Dismissal Policy

<p>HPU School of Nursing Policy Title:</p> <p>ATI® Test of Essential Academic Skills (ATI TEAS®) Version 7</p>	<p>Committee Assignment:</p> <p>Admissions and Retention</p>	<p>Original Approval Date: May 15, 2022</p> <p>Effective Date: 5/16/2022</p> <p>Review Date: 01/30/2023</p> <p>Revision Date: 08/19/2022</p>
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Purpose: The ATI Test of Essential Academic Skills (ATI TEAS®) Version 7 measures basic essential skills in the academic content area domains of reading, mathematics, science, and English and language usage. The test is intended for use primarily with nursing, allied health or adult health science program applicant populations. The objectives assessed on ATI TEAS® Version 7 are those which health educators deemed most appropriate and relevant to measure entry-level academic readiness of health science program applicants.

The purpose of the ATI TEAS® Version 7 assessment is to assess an examinee’s overall academic preparedness for a health science program. The assessment contains 150 scored items and 20 unscored, pretest items. It is intended for use with adult nursing and allied health program applicant populations. All items on the ATI TEAS® Version 7 are scored as correct or incorrect, with no partial credit awarded on any item and no penalty for guessing. The ATI TEAS® Version 7 is a fixed-length test with individual section time limits and an overall time limit of 209 minutes.

<u>Section</u>	<u># of Questions</u>	<u>Time Limit</u>
Reading	45	55 minutes
Math	38	57 minutes
Science	50	60 minutes
English and Language Usage	37	37 minutes

Scope: This policy applies to all applicants to the HPU School of Nursing.

Responsible Committee/Position: This policy will be upheld, reviewed and revised by the Nursing Admission and Retention committee in collaboration with the Dean of the School of Nursing.

Policy Statement: School of Nursing applicants must meet the following ATI TEAS® Version 7 exam requirements to be eligible for HPU School of Nursing acceptance.

1. The ATI TEAS® Version 7 score will be utilized along with all other HPU School of Nursing admission requirements to consider eligibility for the School of Nursing.
2. A minimum score of 64 in the Reading and Math and a composite score within the “Proficient” range is required on the ATI TEAS® Version 7 Individual Performance Profile.

3. If a minimum score requirements are not met, applicants will have the option to re-take the ATI TEAS® Version 7 exam. Applicants are limited to two (2) exam attempts within each application cycle.
4. Only scores from ATI TEAS® Version 7 test taken within one (1) year of the application deadline for which the student is applying will be considered.
5. ATI TEAS® Version 7 exams are offered in the following formats
 - a. Remote testing proctored by ATI® or HPU (\$115)
 - b. In-person in Thompson Academic Complex Room 201 (\$102)
 - c. At another institution (Student will need to indicate Howard Payne U BSN as the institution to send the transcript)
6. Create an ATI® account on the www.atitesting.com website prior to the exam day and select Howard Payne U BSN as your institution.
7. On the exam day, applicants will need to bring a valid state or government issued photo ID (ex: Current HPU Student ID, valid driver's license or passport) and ATI® username and password.

Associated Procedures: The School of Nursing Dean's Office will receive applications and references. Verification of all admission criteria including the ATI TEAS® Version 7 exam and minimum scores will be done by the Dean's office. If the applicant meets all criteria, an application file will be prepared for the Nursing Admission and Retention Committee which will review each application. The committee will recommend to the Dean of Nursing whether or not the student should be extended acceptance. The Dean will have pre-determined the number of students being admitted to the program during the specific admission cycle. After review of the application file, the Dean will communicate with the applicant concerning admission or denial. Applicants will then be responsible for accepting their space in the program and submitting further documentation needed for the program by the deadline provided in the acceptance notification. Failure to accept the space by the deadline given in the acceptance letter will indicate that the student does not wish to be a part of the program and that space will be given to the next eligible applicant. The Dean's office will maintain a list of all applicants which will indicate acceptance, non-acceptance, or wait list status.

First priority admission to the School of Nursing will be given to students who have completed all prerequisite courses at HPU. Priority will also be extended to students who transferred to HPU prior to application to the school of nursing. All students who are enrolled in HPU as a pre-nursing major prior to application must meet the admission criteria, AND apply for the nursing program by March 1 to be considered for priority acceptance. After March 1, applications will be accepted from any student wishing to apply. These applications will be reviewed by the Nursing Admission and Retention Committee on a first come, first served basis. Once all clinical program spaces are filled, applications will be accepted; however, the applicants will be notified that they will be placed on a waiting list and will be notified by August 1 of availability.

Associated Policies: University Admissions and Admission to the HPU School of Nursing

<p>HPU School of Nursing Policy Title:</p> <p>LEVEL PROGRESSION FOR NURSING STUDENTS</p>	<p>Committee Assignment:</p> <p>Admissions and Retention Committee</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date: 08/26/2022</p> <p>Revision Date: 8/19/2022</p>
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Purpose: The purpose of this policy is to delineate the necessary student achievements in order to progress to the next level within the nursing program. This policy is directly concerned with accomplishing the mission and vision of the school to have graduates that are competent and skilled nurses. This policy is also directly related to both student learning outcomes and overall program outcomes. A goal of the school is to graduate competent individuals who are prepared for entry level practice and are able to fully participate in the health care system. Overall, graduates will be prepared to provide competent, patient-centered nursing care and leadership. This progression policy assists the faculty and administration in determining the readiness of students to progress and ultimately become registered nurse entrusted to provide safe and effective nursing care.

Scope: This policy applies to all students in the pre-licensure baccalaureate nursing program.

Responsible Committee/Position: The Admissions and Retention Committee along with the dean is tasked with the responsibility of ensuring that remediation is effective, detecting student challenges early to promote retention and progression, and ensuring that students who do not meet the progression criteria are placed on probation or dismissed from the school as appropriate.

Policy Statement:

Grades for Progression

Students making less than a “C” (75%) in **any** nursing course (clinical or non-clinical) will not be allowed to progress on to the next nursing course. If students are identified as having difficulty in a course early in a semester, they may drop the course. This withdrawal will not count against the student academically. The withdrawal must take place before the university deadline for withdrawal from a course as posted on the academic calendar. **It is the responsibility of the student to keep track of course grades and to drop by the posted date as needed.**

Dropping/retaking courses may influence payment and financial aid. Students have the responsibility to consult with the financial aid office and student accounts office to understand financial implications and meet financial obligations to the university.

Students may not retake a course more than once. Failing a course for a second time results in dismissal from the School of Nursing. For students who transfer to the HPU School of Nursing after having failed a nursing course at another program, failure of one (1) course will result in dismissal from the program.

Students are required to take a medication administration and calculation exam at the beginning of each semester. Students must score 90% to successfully pass this exam. The scores for this exam are not calculated into any course grade. Students will have two (3) opportunities to take this exam. Failure to score 90% on this exam requires that a student withdraw from all clinical nursing courses. The medication exams are based on clinical level and are progressive throughout the program. Clinical facilities may require additional medication and/or calculation exams and may require up to 100% accuracy. Students must take clinical facility exams and pass them based on the agencies criteria in order to proceed with clinical. Failure to meet the agency criteria on medication exams will result in the student being unable to complete the assigned clinical rotation.

General Education Core Completion for Progression

Students may be accepted to the School of Nursing on a “conditional” status prior to completing specific general education courses designated below based on the policy allowing 11 credit hours outstanding at admission to the School of Nursing. All remaining general education courses must be completed prior to students enrolling for Senior Level nursing courses (NUR 4XXX).

Allowable Courses to Be Completed Post School of Nursing Acceptance:

BIB 1303 Introduction to New Testament

BIB 1304 Introduction to Old Testament

BIO 1159 Health Professions Seminar

GEN 1101 University Seminar

KIN 1100 Personal Fitness & Wellness SCI 1200

Medical Terminology

Standardized Progression Exams

Standardized ATI Mastery Series® exams will be used within the nursing program to familiarize to computerized testing, evaluate strengths and weakness for remediation, identify students experiencing academic difficulties and assess the effectiveness of the nursing program. Standardized exams (ATI® Mastery Series exams) will not account for more than 10% of course grade. Below is the adopted ATI® Mastery Series exam testing and remediation policy for use in all nursing courses:



PRACTICE ASSESSMENT			
40 points			
<p>Complete Practice Assessment A. <i>Remediation:</i> Minimum 1-hour Focused Review on initial attempt for each topic missed, complete an active learning template as part of the required remediation process. * Take Post Study Quiz (if available) and complete an active learning template for each topic missed.</p>		<p>Complete Practice Assessment B. <i>Remediation:</i> Minimum 1-hour Focused Review on initial attempt for each topic missed, complete an active learning template as part of the required remediation process. * Take Post Study Quiz (if available) and complete an active learning template for each topic missed.</p>	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 40 points	Level 2 = 30 points	Level 1 = 10 point	Below Level 1 = 0 points
<p>Remediation = 20 points:</p> <p>Minimum 1-hour Focused Review</p> <p>For each topic missed, complete an active learning template as part of the required remediation process. *</p>	<p>Remediation = 20 points:</p> <p>Minimum 2-hour Focused Review</p> <p>For each topic missed, complete an active learning template as part of the required remediation process. *</p>	<p>Remediation = 20 points:</p> <p>Minimum 3-hour Focused Review</p> <p>For each topic missed, complete an active learning template as part of the required remediation process. *</p>	<p>Remediation = 20 points:</p> <p>Minimum 4-hour Focused Review</p> <p>For each topic missed, complete an active learning template as part of the required remediation process. *</p>
100/100 points	90/100 points	70/100 points	60/100 points
No retake required**	No retake required*** (<u>0 points for retake, 5 points for leveling up</u>)	Retake required**** (<u>5 points for retake, 5 points for leveling up</u>)	Retake required**** (<u>5 points for retake, 5 points for leveling up</u>)

Associated Procedures: Students will be provided with adequate opportunities to pass nursing courses. They will be given at least 4 exams per class for classes using the 75% testing average. Students will be evaluated by their clinical faculty on an on-going basis and contracts will be written for unsatisfactory clinical experiences in an effort to assist students in passing clinical courses.

All students are assigned to a faculty advisor to assist with course scheduling. Ensuring that all courses are completed is the responsibility of the student. It is the responsibility of the student to contact his/her advisor to discuss course schedules and needed courses. Students are also responsible for reviewing the degree audit posted on the HPU Student Gateway account on a regular basis and contacting the advisor and/or Registrar's office if errors are found.

Associated Policies: Standardized Progression Exam Policy; Grading Policy; Withdrawal, Reinstatement, and Dismissal Policy

<p>HPU School of Nursing Policy Title:</p> <p>MANAGEMENT OF CLINICAL LEARNING EXPERIENCES</p>	<p>Committee Assignment:</p> <p>Nursing Curriculum</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date: 08/26/2022</p> <p>Revision Date: 08/26/2022</p>
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Purpose: The purpose of this policy is to provide written criteria related to the management of clinical learning experiences described in Texas Board of Nursing’s Rule 215.10.

Scope: This policy applies to all nursing students and faculty in the HPU School of Nursing.

Responsible Committee/Position: The policy will be reviewed and amended as necessary on an annual basis by the Nursing Curriculum Committee. The policy will be enforced by all faculty as well as the Dean of Nursing.

Policy Statement: Faculty shall be responsible and accountable for managing clinical learning experiences and observation experiences of students. The faculty/student ratio in clinical areas in the acute care setting is not expected to exceed 1:10. In certain cases, such as when assigned clinical areas are not contiguous, the number of students is reduced to assure that appropriate teaching/learning activity is possible. If a nursing education associate is assigned to the faculty, the ratio should not exceed 2:15. If the clinical experience involves the sole use of preceptorships, the ratio should not exceed 1:24. When the preceptors are used for a portion of the course, then the ratio is 1:12. Direct faculty supervision is not required for an observation experience. In a course which uses clinical preceptors as the sole method of student instruction and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty-four (24) students.

Faculty shall develop criteria for the selection of affiliating agencies/clinical facilities or clinical practice settings which address safety and the need for students to achieve the program outcomes

Various agencies throughout the community are utilized as clinical learning experience sites for nursing students. The student has a responsibility to follow the regulations of each agency (including but not limited to orientation materials, immunization verification, health screenings, and maintaining CPR certification) and to exhibit professional conduct at all times. All students must submit information to the HPU School of Nursing for background/drug screening and current clearance items as a requirement for clinical placement at health care facilities. Screening and clearance items must be kept up-to-date by the student at all times, or students may not be allowed to attend clinicals.

Consideration of selection of a clinical site shall include:

- a. client census in sufficient numbers to meet the clinical objectives/outcomes of the program/courses; and
- b. evidence of collaborative arrangements for scheduling clinical rotations with those facilities that support multiple nursing programs.

Faculty shall select and evaluate affiliating agencies/clinical facilities or clinical practice settings which provide students with opportunities to achieve the goals of the program.

The Evaluation of Clinical Agency form will be completed by clinical faculty at the end of each clinical rotation to ensure optimal student learning experiences are achieved. The results of the evaluations will be used to develop action plans and changes will occur for program improvement.

Written agreements between the program and the affiliating agencies shall be in place before clinical learning experiences begin and shall specify the responsibilities of the program to the agency and the responsibilities of the agency to the program.

Howard Payne University will take responsibility for:

1. Assume responsibility for approval of the nursing program.
2. Provide the basic preparation to the students through classroom instruction and laboratory practice so as to ensure that the student's clinical and technical skills are at a level which is appropriate for a clinical affiliation.
3. Provide a Faculty Liaison who shall be responsible for the direction of the student program, and coordinate communication between Howard Payne University and FACILITY. The coordinator shall plan with the Director of Education and Professional Development or designee for FACILITY the assignments of students and provide information on developments within the program which may affect FACILITY.
4. Submit to the Director of Education and Professional Development or designee for FACILITY the specific educational objectives, prior to the beginning of the assignment.
5. Provide coordination and supervision of the students by a qualified instructor, who shall be on-site at all times when students are in the FACILITY, except: (i) when the students are there solely to gather patient data related to clinical assignments; or (ii) when the students are acting under a formal Clinical Preceptor Agreement, when such instructor must, at a minimum, be readily available by telephone. Provide coordination and supervision of the students by a qualified instructor, who shall be on-site at all times when students are in the FACILITY, except: (i) when the students are there solely to gather patient data related to clinical assignments; or (ii) when the students are acting under a formal Clinical Preceptor Agreement, when such instructor must, at a minimum, be readily available by telephone.
6. Require each student and faculty participating in the clinical affiliation to provide proof of a clear criminal background check according to FACILITY's policies and

requirements prior to having access to FACILITY's clinical areas, and shall provide FACILITY with documentation/verification of such background check according to FACILITY's policies and requirements.

7. Timely notify FACILITY should any situation or problem arise, within Howard Payne University's knowledge or which Howard Payne University has become aware, which could impede the educational process or threaten completion of the instructional period for the student.
8. Require students assigned to FACILITY to meet the standards of health for both Howard Payne University and the FACILITY. Such current standards of health shall include, but shall not be necessarily limited to, a drug screen, a TB test, and proof of current immunizations.

The agency will take responsibility for:

1. Accept students in accordance with the requirements of the Howard Payne University's applicable clinical affiliation program and the ability of FACILITY to provide the required learning experience as stated in the course objectives.
2. Provide students with appropriate orientation as to FACILITY's general hospital and programmatic policies, procedures, protocols, and practices, as well as applicable standards by appropriate accrediting agencies.
3. Consider the students members of the health care team.
4. Accept that the status of the student is one of a learner, and that students shall not replace members of FACILITY staff.
5. The FACILITY shall retain ultimate responsibility for the care of clients.
6. Notify Howard Payne University, within five working days, should any situation or problem arise which impedes the educational process or threatens completion of the instructional period for the student.
7. Arrange preceptors' work schedule so they are available on student clinical days.
8. Interpreting the preceptor program and expectations of students to other agency personnel who are not directly involved with the preceptorship.

The student will:

1. Maintain open communication with the preceptor and the faculty.
2. Maintain accountability for his/her learning activities.
3. Be responsible for his/her nursing actions while in the clinical setting.
4. Assure preceptor's supervision when performing procedures. Contact faculty/staff if assistance is needed.
5. Maintain confidentiality of all information obtained during the clinical experience.

Clinical Preceptors

Clinical preceptors may be used to enhance clinical learning experiences after a student has received clinical and didactic instruction in all basic areas of nursing, or

after a student has received clinical and didactic instruction in the basic areas of nursing for the related course or specific learning experience. Clinical preceptors should be selected by the end of the first week of class and should meet the Texas Board of Nursing 3.8.3.a. Education Guideline and Rule 215.10. The faculty will assist and advise in the selection process to assure compliance with the requirements.

1. In a course which uses clinical preceptors for a portion of clinical learning experiences, faculty shall have no more than twelve (12) students in a clinical group.
2. In a course which uses clinical preceptors as the sole method of students and supervision in clinical settings, faculty shall coordinate the preceptorship for no more than twenty – four (24) students.
3. The preceptor may supervise student clinical learning experiences without the physical presence of the faculty member in the affiliating agency or clinical practice setting.
4. The preceptor shall be responsible for the clinical learning experiences of no more than two (2) students at a time.

Clinical preceptors should be selected by the end of the first week of class and should meet the Texas Board of Nursing 3.8.3.a. Education Guideline and Rule 215.10:

Preceptor Eligibility/Qualifications:

1. Current licensure or privilege to practice as a Registered Nurse in the State of Texas.
2. Competence in designated area of practice.
3. Philosophy of healthcare congruent with that of the nursing program.

School of Nursing/Faculty Responsibilities:

1. Ensure that preceptors meet qualifications in Rule 214.10 or Rule 215.10, as appropriate. It is recommended that the preceptor has been licensed and in practice for at least one year.
2. Ensure that there are written agreements which delineate the functions and responsibilities of the affiliating agency, clinical preceptor, nursing program, and student.
3. Ensure that clinical experiences using preceptors should usually occur only after the student has received applicable theory and clinical experiences necessary to safely provide care to clients (within course or curriculum), as appropriate.
4. Inform the preceptor of the skill level of the student to guide the preceptor's expectations of the student.
5. Orient both the student and the preceptor to the clinical experience.
6. Provide an orientation for the preceptor outlining the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discuss student

expectations, skills performance, student guidelines for performance of procedures, and methods of evaluation.

7. Approve the scheduling arrangement for the student and preceptor to assure availability of the faculty member when needed during the precepting experience.
8. Assume overall responsibility for teaching and evaluation of the student.
9. Assure student compliance with standards on immunization, screening, OSHA standards, CPR, and current liability insurance coverage, as appropriate.
10. Collaborate with the preceptor to ensure student learning needs are met through appropriate student assignments and clinical experiences.
11. Communicate assignments and other essential information to the agencies.
12. Meet regularly with the clinical preceptor and the student in order to monitor and evaluate the learning experience.
13. Monitor student progress through rounds, student clinical seminars, student-faculty-preceptor conferences and review of student clinical assignments.
14. Be readily available, e.g., telephone, pager or email for consultation when students are in the clinical area.
15. Receive feedback from the preceptor regarding student performance.
16. Provide feedback to preceptor regarding performance as preceptor and the clinical learning experience.
17. Provide recognition to the preceptor for participation as a preceptor. Ex: adjunct faculty plaque, certificate.

Preceptor Responsibilities:

1. Participate in a preceptor orientation.
2. Function as a role model in the clinical setting.
3. Facilitate learning activities for no more than two students during the clinical session.
4. Orient the student(s) to the clinical agency.
5. Guide, facilitate, supervise, and monitor the student in achieving the clinical objectives. Supervise the student's performance of skills and other nursing activities to assure safe practice.
6. Collaborate with faculty to review the progress of the student toward meeting clinical learning objectives.
7. Provide direct feedback to the student regarding clinical performance.
8. Contact the faculty if assistance is needed or if any problem with student performance occurs.
9. Collaborate with the student and faculty to formulate a clinical schedule.
10. Discuss with faculty/student arrangements for appropriate coverage for supervision of the student should the preceptor be absent.
11. Give feedback to the nursing program regarding clinical experiences for students and suggestions for program development.

Agency Responsibilities:

1. Retain ultimate responsibility for the care of clients.

2. Retain responsibility for preceptor's salary, benefits, and liability.
3. Provide basic information about the agency's expectation of the preceptor experience to the program and nurses.
4. Interpret the preceptor program and expectations of students to other agency personnel who are not directly involved with preceptorship.

Student Responsibilities:

1. Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
2. Maintain open communications with the preceptor and faculty.
3. Maintain accountability for own learning activities.
4. Prepare for each clinical experience as needed.
5. Be accountable for own nursing actions while in the clinical setting.
6. Arrange for preceptor's supervision when performing procedures, as appropriate.
7. Contact faculty by telephone, pager or email if faculty assistance is necessary.
8. Respect the confidential nature of all information obtained during the clinical experience.
9. Adhere to safety principles and legal standards in the performance of nursing care.

Clinical Teaching Assistants (CTA)

Clinical Teaching Assistants (CTAs) maybe employed by the professional nursing program to assist the program faculty with the supervision of students during clinical learning experiences. Working under the supervision of a Master's or doctorally-prepared nursing faculty member, CTAs function in the role of clinical supervisor and are responsible for the supervision of students' skill performance, student evaluation, and other aspects of student learning in the clinical setting. Faculty shall be readily available to students and clinical teaching assistants during clinical learning experiences and meet periodically with the CTA for the purpose of monitoring and evaluating learning experiences.

When acting as a clinical teaching assistant, the registered nurse shall not be responsible for other staff duties, such as supervising other personnel and/or patient care. CTAs shall obtain clinical objectives prior to or concurrent with the learning experiences.

Clinical teaching assistants must meet the Texas Board of Nursing 3.8.4.a. Education Guideline and Rule 215.10.

1. In clinical learning experiences where a faculty member is assisted by a clinical teaching assistant, the ratio of faculty to students shall not exceed two (2) to fifteen (15).
2. Clinical teaching assistants shall supervise student clinical learning experiences only when the qualified and experienced faculty member is physically present in the affiliating agency or alternative practice setting.

Clinical Teaching Assistant Eligibility/Qualifications:

1. Current license or privilege to practice as a registered nurse in the State of Texas
2. Clinical expertise to function effectively and safely in the designated area of teaching

The faculty/staff will also provide the following for the student and preceptor/or Clinical Teaching Assistant:

1. Orientation for both the student and the preceptor to the preceptor experience.
2. Orientation for the preceptor to the philosophy, curriculum, course, and clinical objectives of the nursing education program. Discussion of student expectation, skills performance, student guidelines for performance, methods of evaluation and overall responsibility for teaching and evaluating the student.
3. Assure compliance with standards on immunization, screenings, OSHA standards, CPR, and current liability insurance coverage.
4. Assistance in determining student learning needs and assignments.
5. Communication of objectives, assignments, or other essential information to the agency. Regular meetings with student and preceptor to monitor and evaluate information to the experience.
6. Monitoring of student progress through rounds, clinical seminars, student-faculty- preceptor conferences and/or review of student clinical arrangements.
7. Readily available when the students are in the clinical area.
8. Receive feedback from the preceptor regarding student performance.

Faculty shall be responsible for student clinical practice evaluations. Clinical evaluation tools shall be correlated with level and/or course objectives and shall include a minimum of a formative and a summative evaluation for each clinical in the curriculum.

Courses with a clinical component will always include the course and level specific Clinical Evaluation Tool that is used by the instructor and student to record the outcome of the student's achievement of competencies as well as identify the student's strengths and areas needing improvement. The clinical evaluation tools reflect higher expectations of year 2 students as compared to year 1 students. This reflects the increasing capabilities deemed necessary for students to achieve course competencies as they progress through the curriculum. Criteria for successful completion of clinical components are outlined within each syllabus. In addition to the Clinical Evaluation Tool, students must complete and submit other evaluations (such as agency, preceptor) in order to meet the course requirements. The Clinical Evaluation Tool will be completed at mid-term and end of clinical rotation. The tool can be found in the syllabus of each clinical course.

Associated Policies: Level Progression for Nursing Student

HPU School of Nursing Policy Title: SUBSTANCE ABUSE	Committee Assignment: Risk Management Training	Original Approval Date: January 11, 2018 Effective Date: 8/20/18 Review Date: 08/26/2022 Revision Date:
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Purpose: HPU maintains a drug testing policy in the *HPU Student Handbook*. This policy will be followed; however, additional requirements to this policy will be implemented by the School of Nursing.

Scope: All students and faculty participating in clinical nursing courses.

Responsible Committee/Position: The Student Representative along with the Dean of Nursing will be responsible for reviewing, revising and upholding this policy.

Policy Statement: The HPU School of Nursing requires the students and faculty submit to drug testing under any or all of the following circumstances:

- Prior to beginning first clinical course
- Random testing as required by the clinical sites affiliated with the school or at the request of the School of Nursing faculty/dean
- For cause – which includes, but is not limited to, direct observation of drug use, observed manifestations of drug use, report from a reliable source, the need for treatment following an accident related to drug use, conviction by a court related to drug use

Failure to comply with random drug testing at the time specified will result in suspension from clinical attendance until the test is completed.

In the clinical environment, a faculty member or designated preceptor will confirm the “for cause” behavior. The student will be asked to leave the clinical area with the faculty member, preceptor, or designee to discuss the situation in a private, confidential manner. The decision to drug test will be made after consultation with the dean or lead faculty member for the course.

The cost for the drug screen prior to beginning nursing clinical courses will be at the expense of the student. If the student is tested “for cause,” the student will be responsible for the fee associated with the testing.

Testing may include alcohol, amphetamines, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. If the student or faculty member receives a non-negative test, the same specimen may be retested; however, the student or faculty will not be allowed to participate in clinical activities during the retesting time.

For students, all non-negative test results will be reported to the dean of students for further review and sanctions through the university procedures. For all non-negative test results of faculty, the result will be reported to the dean and the Office of the Vice President of Academic Affairs.

The nursing faculty, nursing dean, and the dean of students will work together to ensure that the student is treated fairly and provided with assistance as needed. Non-negative drug testing may result in dismissal from the School of Nursing and other sanctions as described in the University Student Handbook. If lab tests are negative, the student will be allowed to return to normal class and clinical schedules and arrangements will be made to complete any missed work. **Confidentiality will be maintained.**

In the profession of nursing, patient safety is of the highest concern; therefore, drug use of any kind will not be tolerated in the School of Nursing.

Associated Procedures: None

Associated Policies: Withdrawal or Dismissal from the Nursing Program

HPU School of Nursing Policy Title: CRIMINAL BACKGROUND CHECK	Committee Assignment: Admissions and Retention	Original Approval Date: May 4, 2018 Effective Date: 4/20/2018 Review Date: 08/18/2023 Revision Date: 8/22/2022
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Purpose: The purpose of this policy is to define the requirement of the criminal background check and criteria for licensure as established by the Texas Board of Nursing.

Criminal Background Check Conditions that may disqualify nursing student graduates from licensure and of their rights to petition the Texas Board of Nursing for a Declaratory Order of Eligibility are found in this policy and the Texas of Board of Nursing website. It is a requirement for each nursing student to read and sign the Declaratory Order Receipt form.

Students are required to notify the School of Nursing Director of any type of arrest, conviction or change in mental health status during their time in the nursing program. The seriousness of the infraction or condition will determine the actions the director will need to implement with respect to our clinical affiliation agreements. Clinical partners require this oversight by the SON director.

Scope: This policy applies to all applicants of the HPU School of Nursing (SON).

Responsible Committee/Position: This policy will be upheld, reviewed, and revised by the Nursing Admission and Retention Committee in collaboration with the dean.

Policy Statement: The Texas Board of Nursing is tasked with the mission to protect and promote the welfare of the people of Texas. To this end, the board requires licensure as a registered nurse before one begins to practice within the scope of practice for a registered nurse. Licensure is required in order to use the title Registered Nurse (RN). Graduates from approved clinical nursing programs who pass the jurisprudence exam are eligible to take the NCLEX licensure examination. Each nurse licensed in the State of Texas is responsible to know and comply with the Nursing Practice Act and the board rules and regulations. All students are required to become acquainted with these documents.

The policy of the HPU School of Nursing is to comply with the Texas Board of Nursing’s Rules and Regulations relating to nurse education, licensure, and practice as currently published. Students should refer to the Texas Board of Nursing Rules and Regulations as follows:

- 213.27 – Good Professional Character
- 213.28 – Licensure of Persons with Criminal Offenses
- 213.29 – Criteria and Procedure Regarding Intemperate Use and Lack of Fitness in

Eligibility and Disciplinary Matters

213.30 – Declaratory Order of Eligibility for Licensure

Declaratory Order by the Texas Board of Nursing:

Per Texas Board of Nursing Rule §213.30, nursing graduates seeking licensure in Texas are required to submit a complete an electronic set of fingerprints for the purposes of obtaining a criminal history from the Texas Department of Public Safety and the Federal Bureau of Investigations.

Certain conditions may disqualify nursing students from licensure. Being aware of these conditions prior to entering a school of nursing is important for students and faculty.

Therefore, students who may have these conditions will be advised of their right to petition the Texas Board of Nursing for a Declaratory Order of Eligibility.

(https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf)

For any criminal offense, including those pending appeal, the student must answer the following questions:

Have you:

1. been convicted of a misdemeanor?
2. been convicted of a felony?
3. pled nolo contendere, no contest, or guilty?
4. received deferred adjudication?
5. been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
6. been sentenced to serve jail or prison time? court-ordered confinement?
7. been granted pre-trial diversion?
8. been arrested or have any pending criminal charges?
9. been cited or charged with any violation of the law?
10. been subject of a court-martial; Article 15 violation; or received any form of military judgment/punishment/action?

Applicants to the Board for examination must be able to answer “No” to these questions.

Expunged and Sealed Offenses

While expunged or sealed offenses, arrests, tickets, or citations need not be disclosed, the student has the responsibility to ensure the offense, arrest, ticket, or citation has, in fact, been expunged or sealed. Submitting a copy of the Court Order expunging or sealing the record in question with your application is recommended. Failure to reveal an offense, arrest, ticket, or citation that is not in fact expunged or sealed will, at a minimum, subject your license to a disciplinary fine. Non-disclosure of relevant offenses raises questions related to truthfulness and character of the nurse.

Orders of Non-Disclosure

Pursuant to Texas Government Code §552.142(b), if you have criminal matters that are the subject of an order of non-disclosure, you are not required to reveal those criminal matters

on this form; however, a criminal matter that is the subject of an order of non-disclosure may become a character and fitness of duty issue. Pursuant to other sections of the Government Code Chapter 411, the Texas Board of Nursing is entitled to access criminal history record information that is subject of an order of non-disclosure. If the Board discovers a criminal matter that is the subject of an order of non-disclosure, even if you properly did not reveal that matter, the Board may require you to provide information about any conduct that raises issues of character. The following questions may be asked:

- Are you currently the target or subject of a grand jury or governmental agency investigation?
- Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a license, certificate or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you? (You may exclude disciplinary actions previously disclosed to the Texas Board of Nursing on an initial or renewal licensure application.)
- *Within the past five (5) years have you been diagnosed with, treated, or hospitalized for schizophrenia and/or a psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder? (You may answer "No" if you have completed and/or are in compliance with Texas PeerAssistance Program for Nurses (TPAPN) for mental illness OR if you have previously disclosed to the Texas Board of Nursing, have remained compliant with your treatment regimen, and have had no further hospitalization since disclosure.)
- *In the past five (5) years, have you been addicted or treated for the use of alcohol or any other drug? (You may answer "No" if you have completed and/or are in compliance with TPAPN.)

*Pursuant to the Occupations Code §301.207, information, including diagnosis and treatment, regarding an individual's physical or mental condition, intemperate use of drugs or alcohol, or chemical dependency and information regarding an individual's criminal history is confidential to the same extent that information collected as part of an investigation is confidential under the Occupations Code §301.466.

The BON recognizes that having new students complete the background check process before entering school would be extremely beneficial, and thus instituted the New and Accepted Student Roster process. This process allows both the potential applicant and school to be provided some guidance regarding the student's eligibility for licensure prior to investing the time, energy, and funds into a nursing program. The following is a breakdown of the process and some related FAQs.

New/Accepted Student Criminal Background Check Process

Step One: The Texas based nursing program submits the New/Accepted Student Roster to the BON.

Step Two: BON staff enters the data into our internal fingerprint database. This step is what adds them to the list with MorphoTrust.

Step Three: BON staff sends an email to the designated contact at the school advising that the roster has been entered into our system.

Step Four: The school provides the Service Code Form (Formerly known as a Fast Pass) to the students listed on the roster and advises them to schedule their fingerprinting.

Step Five: The BON receives information from The Texas Department of Public Safety (DPS) and the Federal Bureau of Investigation (FBI) regarding the criminal background check (CBC) results and staff inputs this data within ten business days.

Step Six: Effective 9/24/17, the BON no longer issues End of Month Reports: an email was sent to the Deans and Directors of the nursing programs in this regard.

HPU School of Nursing Policy Title: TESTING: ADMINISTERING, ANALYSIS, REVIEW, MAKEUPS	Committee Assignment: Nursing Curriculum Committee Admission and Retention Committee	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: 08/18/2023 Revision Date:
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Purpose: The purpose of this policy is to delineate the guidelines for faculty scheduling, preparing, administering, analyzing and reviewing course exams.

Scope: This policy applies to all NUR prefix courses and all faculty administering nursing course exams.

Responsible Committee/Position: Responsibility for this policy will be shared by the Nursing Curriculum Committee and the Admissions and Retention Committee. The Admissions and Retention Committee is tasked with upholding and reviewing this policy in relation to student grades and appropriate remediation process. The Nursing Curriculum Committee is tasked with upholding this policy in relation to ensuring that the objectives of the course and program are adequately evaluated by the tests and testing procedures.

Policy Statement: Course exams will always be created or reviewed and revised by the faculty responsible for the content covered on that exam. All exams will be given via the electronic learning management system (LMS) in use by the university unless the exam requires question types that are not supported by the LMS. Exams may be given in the computer lab or classroom. Once an exam is started, late students may not enter the testing area and will be referred for a makeup exam. An analysis will always be run on the exam. This analysis will be reviewed by the faculty member who originally created the exam with consultation from other faculty as needed.

Students will be given the opportunity to review all exams within 7 business days after the exam is completed. Make up exams will be facilitated by the course instructor. Using the same exam or providing students with a different exam is at the discretion of the faculty member.

Associated Procedures:

Exam Analysis: Each exam will be analyzed using the software associated with the assessment function of the LMS. Each question will be evaluated. The instructor may choose to delete questions, accept more than one correct answer, or correct mis-keyed items on the exam during the analysis phase. Any change that is made to the grading of the exam must be written with the change, why it was made, and how it impacted student grades. Faculty will not have the option of “giving credit” for questions that are thrown out of the exam, but rather must recalculate the grade based on the number of questions remaining in the exam. If this process lowers a specific student’s grade, the higher grade will be recorded. This documentation is then attached to the exam along with the analysis report and filed electronically.

Exam Review for Students: Students will be given the opportunity for test review. This will be accomplished in the class or outside of class time at a specified date and time. During the

review students may not write or in any way record anything from the exam. The student may ask for clarification; however, the review time is limited to 10 minutes or less per student when conducting reviews during class time. Students needing more time to clarify content will make an appointment to meet with the faculty member outside of the test review time. Students may express their reasons for choosing a specific answer or may question the validity of an exam item; however, the faculty member will make a note of the student's concern and will evaluate the concern after the test review. Faculty will not engage in disputes over questions or change any grades during test review time.

Makeup Exams: Makeup exams may be the same as the original exam or not at the discretion of the faculty member. If a student is late for a scheduled exam, this will result in the student needing to take the exam on the date arranged by the course instructor. Once an exam is started, students will not be allowed to enter the testing area.

Associated Policies: Grading

HPU School of Nursing Policy Title: WITHDRAWAL, REINSTATEMENT, AND DISMISSAL FROM THE NURSING PROGRAM	Committee Assignment: Admissions and Retention Committee	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: 08/18/2023 Revision Date:
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Purpose: The purpose of this policy is to delineate the appropriate procedures for withdrawing from the School of Nursing or being reinstated to the School of Nursing. This policy also delineates reasons for the dismissal of students.

Scope: This policy applies to all students in the nursing program.

Responsible Committee/Position: The Admissions and Retention Committee is responsible for ensuring that students placed on probation, dismissed from the program, or provided with disciplinary action understand and access university policies and procedures for due process and appeals.

Policy Statement:

Withdrawal from the Nursing Program

Withdrawal from the School of Nursing will follow the policy found in the *HPU Academic Catalog*. Rather than withdrawing from the university, students might find themselves in a situation requiring them to withdraw from the School of Nursing but change their major and continue at the university. In this case, the student will need to contact the University Registrar. Students who withdraw from the university must apply for readmission to the university through the admissions office. Likewise, students who withdraw from the School of Nursing or change their major must reapply for admission to the School of Nursing.

Dismissal from the Nursing Program

All students enrolled in the HPU School of Nursing program are required to follow all standards of conduct as published in the *HPU Student Handbook* as well as adhering to the Texas Board of Nursing Rule 217.11 of standards for nursing behaviors. Noncompliance with any standard of behavior noted in the *Student Handbook*, *Texas Board of Nursing Rules* or the *ANA Code of Ethics* may result in suspension or dismissal from the School of Nursing or denial of acceptance into the school and additional university disciplinary response, in coordination with the dean of students.

Students may be dismissed from the nursing program for academic or behavioral issues. The Nursing Faculty Committee for Retention and Progression will be charged with ensuring that students placed on probation or dismissed from the program access and understand the university policies and procedures regarding Academic Probation and Suspension, Grade Change/Appeals (*Howard Payne University Academic Catalog*) and the Student Complaint/Grievance Procedure located in the HPU Student Handbook.

Students who fail two (2) courses will be dismissed based on poor academic performance. See policy for Level Progression. Students who have failed a nursing course at another institution prior to becoming a nursing student at HPU, will be dismissed if they fail one (1) course.

Reasons for Dismissal from the Nursing Program

Based on Texas Board of Nursing Rule (§215.8), students will be dismissed from the School of Nursing for demonstration of the following, including, but not limited to:

1. Evidence of actual or potential harm to patients, clients, or the public;
2. Criminal behavior whether violent or non-violent, directed against persons, property or public order and decency;
3. Intemperate use or abuse of drugs or alcohol (see Appendix C: Substance Abuse Policy), diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity; and
4. The lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicate that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board's rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.

In addition, nursing students will be held to the highest standards of integrity with regards to professional conduct in both the classroom and clinical settings. Students are expected to adhere to ethical standards consistent with the American Nurses' Association (ANA) Code of Ethics (<http://nursingworld.org/codeofethics>). The following behaviors may lead to dismissal from the nursing program (this list is not all inclusive):

1. Committing fraud, deceit, or dishonesty, which may include plagiarism, falsification, or negligently making incorrect entries on records or any other written work.
2. Violating Health Insurance Portability and Accountability Act (HIPAA) rules and regulations including breach of confidentiality through unauthorized access to client information or verbal or written information about clients in public circumstances.

3. Disorderly conduct including disruption or obstruction of teaching and unprofessional and/or inappropriate communication or contact with faculty, peers, clients, or staff.
4. Implementing nursing care without supervision or instruction.
5. Neglecting or violating any rule, regulation, or policy of Howard Payne University, the School of Nursing, or any clinical facility. This may include dress code violations.
6. Physical, mental, or emotional behavior causing the student to be unable to provide safe nursing care.
7. Failure to follow policies and procedures of the clinical agency to which the student is assigned.
8. Absenteeism or tardiness to class or clinical.
9. Demonstrating behaviors that the faculty deem unsafe for the clinical area.
10. Unsatisfactory clinical evaluations from faculty. An unsatisfactory final clinical evaluation in any clinical course will constitute failure of the course regardless of theory grade.
11. Inappropriate use of a cell phone or other electronic devices in clinical or classroom settings.

Unsafe Clinical Performance

Unsafe clinical performance may result in a student's removal from a clinical setting, disciplinary action, a negative clinical evaluation, course failure, and/or dismissal from the nursing program. Unsafe clinical practice during a clinical practicum is defined as:

- Committing a medication error.
- Behavior or actions that threaten patient safety.
- Failure to apply previously mastered principles/learning outcomes when performing nursing care skills or delegated tasks.
- Actions that demonstrate inappropriate decision making/judgment.
- Failure to comply with infection control guidelines.
- Failure to recognize own limitations, incompetence, or legal responsibilities.
- Failure to accept moral and legal responsibility for own actions.
- Presenting for clinical practicum in impaired condition (determined by clinical faculty).
- Failure to demonstrate appropriate preparation for the clinical experience.

Associated Procedures: Students will be counseled by the course faculty if they are identified as having academic challenges (see Level Progression Policy). A "Correct Action Contract" (see Grading Policy) will be used for students having challenges in a clinical course.

Associated Policies: Grading Policy; Level Progression Policy

HPU School of Nursing Policy Title: HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)	Committee Assignment: Faculty-Student Affairs Committee	Original Approval Date: January 11, 2018 Effective Date: 8/20/2018 Review Date: 08/18/2023 Revision Date:
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Purpose: The purpose of this policy is to ensure that brands and reputation of Howard Payne University and the HPU School of Nursing, as well as the faculty, clinical partners, and students, are represented in a fair, accurate, and legal manner and that sensitive and confidential information is protected.

Scope: This policy applies to all faculty and students in the clinical nursing program.

Responsible Committee/Position: The Faculty-Student Affairs Committee in collaboration with the Dean of Nursing is responsible for the review, revision and upholding of this policy.

Policy Statement: HIPAA guidelines must be followed at all times. Identifiable information concerning clients/patients and clinical rotations must not be posted in any online forum or webpage. Zero tolerance applies to anyone posting comments on social media that violate HIPAA guidelines or this policy.

Students and faculty are responsible for the following:

1. Do not post confidential, sensitive, or proprietary information about the university, clinical nursing staff, students and peers, clinical facilities, clients/patients, or others you may come in contact with while in the role of HPU nursing student/faculty.
2. Protect all private and confidential information related to you and to others. Be responsible for what you post and protect yourself and others.
3. Be aware that you are associated with HPU and the School of Nursing when engaging in online social networks. Ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, clients/patients, and potential employers.
4. Identify your views as your own. When posting your point of view, you should neither claim nor imply that you are speaking on behalf of HPU, unless you are authorized to do so in writing.
5. Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university.

6. Do not use HPU or School of Nursing marks, such as logos and graphics, on personal social media sites. Use of the School of Nursing logos and graphics for university sanctioned events (posters, fliers, postings, or others) must be approved by the dean of nursing.
7. Do not use the name of Howard Payne University (or HPU) to promote a product, a cause, or a political party or candidate.
8. Comply with polices on the use of all electronic devices.
9. Do not take pictures of any client/patient or inside any clinical facility unless written authorization is received for a specific cause. Pictures of clients/patients or pictures taken inside a clinical facility (even pictures of fellow student nurses) may NEVER be posted to a social media by a student nurse.
10. Adhere to all university polices concerning privacy and confidentiality.

Sign confidentiality statement

Consequences: Each student and faculty is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law or policy. Students/faculty may also be liable if individual postings include confidential or copyrighted information from music, videos, text, and any other media. Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program. Faculty are subject to disciplinary action of the university.

Associated Procedures: None

Associated Policies: Social Media Policy; Withdrawal and Dismissal from the Nursing Program

<p>HPU School of Nursing Policy Title:</p> <p>BLOOD AND BODY FLUID EXPOSURE CONTROL POLICY</p>	<p>Committee Assignment:</p> <p>Nursing Curriculum Committee</p>	<p>Original Approval Date: January 11, 2018</p> <p>Effective Date: 8/20/2018</p> <p>Review Date: 08/18/2023</p> <p>Revision Date:</p>
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Purpose: The purpose of this policy is to provide information and guidance to ensure a safe and healthful work environment for faculty, staff, and students. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to bloodborne pathogens in accordance with OSHA standard 29 *CFR* 1910.1030, "Occupational Exposure to Bloodborne Pathogens."

Scope: This policy applies to all students and faculty involved in clinical experiences in the nursing school labs or in outside clinical facilities.

Responsible Committee/Position: This policy will be reviewed, revised and upheld by the Nursing Curriculum Committee and the Dean of Nursing based on standards and policies of OSHA and clinical partner facilities.

Policy Statement: The ECP is a key document to assist our institution in implementing and ensuring compliance with the standard, thereby protecting our faculty, staff and students. This ECP includes:

1. Determination of exposure
2. Implementation of various methods of exposure control, including:
 - a. Universal precautions
 - b. Work practice controls
 - c. Personal protective equipment
 - d. Housekeeping
3. Hepatitis B vaccination
4. Post-exposure evaluation and follow-up
5. Communication of hazards to faculty, staff, and student and training
6. Recordkeeping
7. Procedures for evaluating circumstances surrounding exposure incidents

Implementation methods for these elements of the standard are discussed in the subsequent pages of this ECP.

Determination of Exposure

One of the keys to implementing a successful Exposure Control Plan is to identify exposure situations faculty, staff, and/or students may encounter. The following is a list of job classifications that identifies those individuals who may have occupational exposure.

- Housekeeping
- Nursing students
- Faculty

Implementation of Compliance with Exposure Control Plan

A number of areas must be addressed in order to effectively eliminate or minimize exposure to bloodborne pathogens in our institution. The following six elements that must be implemented:

1. The use of Standard Precautions (referred to as Universal precautions in 1910.1030)
2. Establishing appropriate Environmental Controls
3. Sharp Injury Reduction Plan
4. Implementing appropriate Work Practice Controls
5. Using necessary Personal Protective Equipment
6. Implementing appropriate Housekeeping Procedures.

By following the requirements of OSHA's Bloodborne Pathogens Standard in these six areas, occupational exposures to bloodborne pathogens are believed to be minimized for faculty, staff, and students as much as is possible.

Universal Precautions

Howard Payne University observes the practice of universal precautions to prevent contact with blood and other potentially infectious materials. As a result, faculty, staff, and students shall treat all human blood and the following body fluids as if they are known to be infectious for HBV, HIV, and other bloodborne pathogens:

- Saliva
- Blood
- Mucus membranes

***In circumstance where it is difficult or impossible to differentiate between body fluid types, all body fluids are assumed to be potentially infectious.*

All faculty, staff and students have the responsibility to comply with standards.

Work Practice Controls

In addition to environment controls, Howard Payne University uses a number of work practice

controls to help eliminate or minimize faculty, staff, and student exposure to bloodborne pathogens.

Work Practice Controls are as follows:

- Faculty, staff and students must wash their hands immediately or as soon as feasible, after removal of gloves or other personal protective equipment. To facilitate comfort and minimize allergic reactions to latex containing gloves, all gloves used in the campus clinical labs will be latex free.
- Following any contact of body areas with blood or any other infectious materials, faculty, staff and students wash their hands and any other exposed skin with soap and water as soon as possible following exposure. Exposed mucous membranes should be flushed with copious amounts of water.
- Contaminated needles and other contaminated sharps are not to be bent, recapped, or removed.
- Contaminated reusable sharps are placed in appropriate containers immediately, or as soon as possible, after use.
- Eating, drinking, applying cosmetics or lip balm and handling contact lenses is prohibited in clinical lab areas where there is potential for exposure to bloodborne pathogens.
- All procedures involving blood or other infectious materials minimize splashing, spraying or other actions generating droplets of these materials.
- Specimens of blood or other materials are placed in designated leak-proof containers, appropriately labeled for handling and storage.
- If outside contamination of a primary specimen container occurs, that container is placed within a second leak-proof container, appropriately labeled, for handling and storage. (If the specimen can puncture the primary container, the secondary container must be puncture resistant as well).
- Equipment which becomes contaminated, is examined prior to servicing or shipping, and decontaminated as necessary (unless it can be demonstrated that decontamination is not feasible).
- An appropriate biohazard warning label is attached to any contaminated equipment, identifying the contaminated portions.
- Information regarding the remaining contamination is conveyed to all affected employees, the equipment manufacturer and the equipment service representative prior to handling, servicing, or shipping.

Personal Protective Equipment

Howard Payne University provides the personal protective equipment needed to protect faculty, staff, and students against such exposure. Appropriate personal protective equipment in the appropriate sizes is readily accessible to the faculty, staff and students. Examples of equipment provided include:

- Gloves
- Gowns
- Face Shields/Masks
- Safety Glasses
- Goggles
- Hoods
- Resuscitation Bags
- Shoe Covers

Faculty, staff, and students are educated and trained regarding the use of the appropriate personal protective equipment for their job classifications and tasks/procedures they perform.

To make sure that equipment is used as effectively as possible, Howard Payne University faculty, staff, and students adhere to the following practices when using their personal protective equipment:

- Any garments penetrated by blood or other infectious materials are removed immediately or as soon as feasible.
- All personal protective equipment is removed prior to leaving the work area
- Gloves are worn in the following circumstances:
 - Whenever faculty, staff or students anticipate hand contact with potentially infectious materials.
 - When performing vascular access procedures.
 - When handling or touching contaminated items or surfaces.
- Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured or otherwise lose their ability to function as an exposure barrier.
- Utility gloves are decontaminated for reuse unless they are cracked, peeling, torn or exhibit other signs of deterioration, at which time they are disposed of.
- Masks and eye protection (such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
- Protective clothing (such as gowns and aprons) is worn whenever potential exposure to the body is anticipated.
- Surgical caps/hoods and/or shoe covers/boots are used in any instances where “gross contamination” is anticipated (such as autopsies and orthopedic surgery).
- Any garments penetrated by blood or other infectious materials are removed immediately or as soon as feasible.

- All personal protective equipment is removed prior to leaving the work area
- Gloves are worn in the following circumstances:
 - Whenever faculty, staff or students anticipate hand contact with potentially infectious materials.
 - When performing vascular access procedures.
 - When handling or touching contaminated items or surfaces.
- Disposable gloves are replaced as soon as practical after contamination or if they are torn, punctured or otherwise lose their ability to function as an exposure barrier.
- Utility gloves are decontaminated for reuse unless they are cracked, peeling, torn or exhibit other signs of deterioration, at which time they are disposed of.
- Masks and eye protection (such as goggles, face shields, etc.) are used whenever splashes or sprays may generate droplets of infectious materials.
- Protective clothing (such as gowns and aprons) is worn whenever potential exposure to the body is anticipated.
- Surgical caps/hoods and/or shoe covers/boots are used in any instances where “gross contamination” is anticipated (such as autopsies and orthopedic surgery).

Housekeeping

Maintaining a clean and sanitary environment is an important part of our Bloodborne Pathogens Compliance Program.

- All equipment and surfaces are cleaned and decontaminated after contact with blood or other potentially infectious materials.
 - After completion of medical procedures.
 - Immediately (or as soon as feasible) when surfaces are overtly contaminated.
 - After any spill of blood or infectious materials.
 - At the end of the work shift if the surface may have been contaminated during the shift.
- All pails, bins, cans, and receptacles intended for uses routinely are inspected, cleaned, and decontaminated as soon as possible if visibly contaminated.
- Potentially contaminated broken glassware is picked up using mechanical means (such as dustpan and brush, tongs, forceps, etc.)
- Contaminated reusable sharps are stored in containers that do not require “hand processing”
- Contaminated laundry is handled as little as possible and is not sorted or rinsed where it is used.

The Howard Payne University’s janitorial personnel will be responsible for cleaning the campus labs. Instructions will be provided to them regarding cleaning procedures and schedule.

Regulated Waste

Extreme caution is urged of all Howard Payne University faculty, staff and students in the handling of regulated waste (including contaminated sharps, laundry, used bandages, and other

potentially infectious materials). Currently the following procedures are being used with all of these types of wastes:

1. They are discarded or “bagged” in containers that are:
 - Closeable
 - Puncture-resistant
 - Leak-proof if the potential for fluid spill or leakage exists.
 - Red in color or labeled with the appropriate biohazard warning label.
2. Containers for this regulated waste are located in the clinical lab within easy access of our employees and as close as possible to the sources of the waste.
3. Waste containers are maintained upright, routinely replaced and not allowed to overfill.
4. Whenever faculty, staff, and/or students move containers of regulated waste from one area to another the containers are immediately closed and placed inside an appropriate secondary container if leakage is possible from the first container.

HEPATITIS B VACCINATION & POST-EXPOSURE EVALUATION AND FOLLOW-UP

Howard Payne University recognizes that even with good adherence to all exposure prevention practices, exposure incidents can occur. As a result, a Hepatitis B Vaccination is mandatory for all students and faculty.

POST-EXPOSURE EVALUATION AND FOLLOW-UP:

1. If a faculty, staff or student is involved in an exposure to blood/body fluids, there are two things that are immediately focused on:
 - Making sure faculty, staff and students receive medical evaluation, consultation, and treatment as soon as possible.
 - Investigation of the circumstances surrounding the exposure incident.
2. The faculty member responsible for the student or the dean at the time of exposure will investigate the occurrence, gathering the following information:
 - When the incident occurred - date and time
 - Where the incident occurred
 - What potentially infectious materials were involved in the exposure – type of material (blood, amniotic fluid, etc.)
 - Source of exposure
 - Type, brand, and size of sharp involved in the exposure
 - Under what circumstances the exposure occurred – type of work being performed
 - How the incident was caused – accident unusual circumstances (e.g. equipment malfunction, power outage, etc.)
 - Personal protective equipment being used at the time of the incident -Actions taken as a result of the exposure –
 - Employee decontamination

- Notification to the Health Services Offices
- Cleanup
- Corrective Action

MEDICAL RECORD KEEPING

The School of Nursing will maintain records for faculty, staff and students involved in an exposure incident which include the following information:

- Name and social security number of the individual exposed
- A record of the faculty, staff or student's Hepatitis B Vaccination status.
- Dates of any vaccinations
- Medical Records relative to the faculty, staff or student's ability to receive the vaccine.
- Copies of the results of the examinations, medical testing, and follow-up procedures which took place as a result of an employee's exposure to bloodborne pathogens.

An incident report (see attached) will be completed for all exposure and injuries to students and faculty member. All medical information is kept confidential. Any information acquired will not be disclosed or reported without the faculty, staff or student's written consent except as required by law.

Labels and Signs

For faculty, staff, and students of Howard University the most obvious warning of possible exposure to bloodborne pathogens are biohazard labels. Because of this, a biohazard warning labels with the red-orange biohazard symbol or use of red color-coded container will be used.

The following items are labeled as biohazard:

- Containers of regulated waste.
- Sharps disposal container.
- Other containers used to store, transport or ship blood and other infectious materials.
- Laundry bags and containers.
- Contaminated equipment.

Associated Procedures: Well-informed and educated faculty, staff and students are imperative when attempting to eliminate or minimize exposure to bloodborne pathogens. Howard Payne University's faculty, staff, and students who have the potential for exposure bloodborne pathogens are provided education and training on this issue.

Information and training for faculty, staff, and students is accomplished in orientation and references in the faculty and student handbooks. Howard Payne University is

responsible for seeing that faculty, staff and students who have potential exposure to bloodborne pathogens receive this training.

Completion of the incident form should begin at the time of the exposure/injury and continue as information comes available. This form is kept in the student or faculty file in the School of Nursing.

Associated Policies: None

Reference: OSHA, (2003). Model Plans and Programs for the OSHA Bloodborne Pathogens and Hazard Communications Standards.

<https://www.osha.gov/sites/default/files/publications/osha3186.pdf>.

<p>HPU School of Nursing Policy</p> <p>Title: DIDATIC/CLINICAL REMEDICATION & TUTORING</p>	<p>Committee Assignment:</p> <p>Nursing Curriculum Committee</p>	<p>Original Approval Date: N/A</p> <p>Effective Date: 1/21/2025</p> <p>Review Date: 2/27/2025</p> <p>Revision Date: 3/3/2025</p>
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Purpose: The purpose of this policy is to provide the process in which faculty, students, and the academic advisor should schedule remediation and to provide proper steps for tutor sessions with the School of Nursing Tutor for early intervention promoting success among the students of the School of Nursing.

Scope: The policy includes faculty, staff, and nursing students of Howard Payne University School of Nursing within the classroom or clinical setting.

Responsible Committee/Position: This policy will be reviewed, revised and upheld by the Nursing Curriculum Committee and the Dean of Nursing.

Policy Statement

REMEDICATION:

The remediation process is designed to promote the success of nursing students at risk to fail a course or clinical because they have difficulty accomplishing course objectives and/or meeting course requirements. The process is not intended to replace course curriculum or course requirements but to supplement the student’s learning. The remediation process is initiated to address the following situations:

- Academic jeopardy – examples include but aren’t limited to low quiz, homework, or test scores and/or a cumulative grade lower than the pass rate of 75% during the academic semester in any class or clinical
- Lack of clinical competency – examples include but aren’t limited to failing a competency or clinical exam, unsafe practice in the clinical setting and/or lab setting, or faculty/staff concern of deficient knowledge in the curriculum or competencies
- Lapses in professional judgment – examples include but aren’t limited to tardiness, absenteeism, or unprofessional behavior

If a student is struggling in multiple areas, separate remediation plans are established for each at risk behavior.

The remediation process is initiated by faculty as soon as an at-risk student is identified. The faculty/staff member is responsible for meeting with the at-risk student to present their concerns and to notify the School of Nursing (SON) tutor. The at-risk student is then to meet with the

SON tutor at a time specified by the faculty/staff member. The SON tutor and at-risk student will meet and develop an individualized remediation plan based on the concerns directed by the faculty/staff. The remediation plan will be documented on the form “Student Remediation Plan,” or the “Clinical Remediation Learning Plan,” (See Remediation plans following policy description) based on the area of concern. The following guidelines must be met:

- The remediation plan must clearly describe the area(s) of deficiency
- The remediation outcomes must identify specific and measurable goals for the student to attain success in area(s) of deficiency
- The remediation activities will be individualized to the student’s area of weakness. The activities may include but are not limited to the completion of suggested computer-based practice tests, written review materials, practice questions, instructor-developed materials, hands-on laboratory skill practice, or any other materials/methods suggested by the faculty/staff.
- There must be a time frame for completion agreed upon by the student, SON tutor, and staff/faculty and proper documentation of time restraints are included in the plan.
- The remediation form must be signed by faculty/staff and the student, as well as the SON tutor.

Once the remediation plan is signed, the student has until the established deadline for completion to meet the remediation outcomes. Faculty/staff will be available to support the student during this time, but it is the student’s responsibility to contact faculty/staff for meetings or additional assistance with the SON tutor if needed.

When the deadline for completion has passed, the student and faculty/staff will meet and determine that the remediation outcomes have been met. If the remediation outcomes have been successfully completed as deemed by faculty/staff, the remediation plan will be signed and kept in the student file. If the remediation outcomes have not been met, the student is considered to be unable to master the critical course objective or requirement, and further action(s) are needed. The actions may include, but are not limited to, the student receiving a failing grade, repeating the course or clinical, student placed in “at-risk” of failing the HPU SON program, etc. An unsuccessful remediation plan will be evaluated by the Dean of Nursing, faculty/staff involved, and the student in individual meetings prior to actions being taken.

TUTORING:

Tutoring is offered on behalf of the HPU SON as an alternative tool for student success and for the use of faculty/staff when didactic or clinical hours are missed or not fully comprehended by the student. The student will be in charge of contacting the SON tutor and setting a time for individual or group study sessions. The SON tutor will be in contact with faculty/staff on curriculum and study reviews that will be covered in the study sessions. The faculty/staff may also contact the SON tutor for further didactic or clinical hours that were missed for reviewing materials that were provided to the student by the faculty/staff.

Tutoring is not always mandatory but highly advised on behalf of the HPU SON for student success. Tutoring may also be utilized by faculty/staff for “at-risk” students to meet with the SON tutor weekly for mandatory review and reflection of didactic and clinical materials. The Mandatory Tutoring Plan will be used for these special circumstances (the Mandatory Tutoring Plan will follow the Remediation and Tutoring Policy). Failure to meet for tutoring can result in further actions such as failure to meet classroom requirements or failing the didactic or clinical course as deemed necessary per the Faculty/Staff that assigned the Mandatory Tutoring. The Mandatory Tutoring Plan will include the following components:

- The areas of study the tutoring sessions will cover based on the Faculty/Staff requirements
- The times the student and SON tutor will meet weekly and the length of time deemed necessary by faculty/staff for the at-risk student.
- Notes from each week containing what was reviewed by the student and SON tutor. The notes should be signed by both the SON tutor and student.

Faculty/Staff will be contacted weekly with progress that was made between the SON tutor and student through the Mandatory Tutor Plan. Adjustments can be made throughout the tutoring plan time by faculty/staff and the SON tutor. Evaluation of the Mandatory Tutor Plan effectiveness will be completed by the Faculty/Staff through didactic and clinical course work and hands-on activities.

APPENDIX B

RESOURCES FOR STUDENTS

HPU Student Handbook Online Reference

<https://www.hputx.edu/wp-content/uploads/2025/03/24-25-Student-Handbook.pdf>

Center for Student Success

<https://www.hputx.edu/academics/css/>

Howard Payne University is dedicated to the success of every student. The Center for Student Success features a variety of services to equip students for success during their university experiences and into the future, through learning activities both in and outside the classroom.

Academic coaching, tutoring, academic testing, academic advising, learning assistance, career services and more are offered to help students with personal, academic and professional growth.

Learning Resources

<http://www.hputx.edu/library/>

Walker Memorial Library provides collections and research assistance in support of the teaching and learning goals of Howard Payne University. The 23,000-square-foot facility offers individual and group study spaces, wireless Internet access, and a self-serve coffee bar. The library is a member of TexShare, a state-wide resource sharing consortium of universities, colleges, and public libraries.

Financial Aid Resources

<http://www.hputx.edu/campus-offices/financial-aid/>

Forms of financial aid include gift aid (scholarship and grants which do not have to be repaid), student loans, work study programs, or a combination of these. Students should remember to check out scholarship programs available through community organizations, corporations, and their church and school. The availability of such aid can be obtained through the school guidance counselor, church, and parents' employers.

Career Services

<https://www.hputx.edu/student-experience/career-services/>

Career Services provides career assessment, career exploration and one-on-one counseling to assist students in choosing a career path that is consistent with their academic and personal goals as well as assist students in job location, resume writing, portfolio development and interview skills. Career Services provides job fairs, workshops and one-on-one assistance to all students.

Counseling Services

<https://www.hputx.edu/student-experience/student-resources/>

HPU has a licensed professional counselor available to assist currently enrolled students.

Residence Life Services

<https://www.hputx.edu/student-experience/residence-life/>

A housing application/agreement and housing deposit are required for all students who will be living on campus. Students who meet one or more of the exemptions and desire to live off campus must submit a Request for Permission to Live Off Campus form. Students who meet one or more of the exemptions and desire to live on campus must submit a housing application/agreement and housing deposit. Incoming students with 60+ academic credits and/or four long semesters in a residence hall have the option to request housing in a residence hall or campus apartment.

Clubs and Organizations

<https://www.hputx.edu/student-experience/student-involvement/student-organizations/>

Involvement is a major part of student success and a key component to a well-rounded college experience. On campus students will find a variety of academic and non-academic clubs and organizations. Specifically, for nurses, HPU will have on-campus meetings for a student nurses association and a Nurses Christian Fellowship group.

Spiritual Life Resources

<https://www.hputx.edu/student-experience/baptist-student-ministry/>

The BSM (Baptist Student Ministry) is an excellent way to get involved at Howard Payne University. The BSM offers several different ministries for students to be engaged in both on and off campus. Whether you are new to faith or have been following Christ for a long time, the BSM would like to partner with you in your relationship with Jesus. From discipleship groups among college peers to outreach and missions, the BSM exists to help college students become disciples of Jesus Christ while they are at school. We provide opportunities for students to serve in leadership roles, grow deeper in their faith, and let that faith be acted out in their daily lives.

Chapel

<https://www.hputx.edu/student-experience/chapel/>

Chapel attendance is required for graduation. Specific information may be found at students are responsible for understanding the chapel requirements when they are enrolled in clinical courses.

HPU Student Health Form

<https://www.hputx.edu/student-experience/student-experience-forms/>

All students are required to complete the HPU student health form and submit it to the University Nurse

APPENDIX C

FORMS

- 1. Student Incident Report**
- 2. Mandatory Tutoring Plan**
- 3. Student Remediation Plan**
- 4. Clinical Remediation Plan**
- 5. Student acknowledgement/signature forms**



STUDENT INCIDENT REPORT

Date/Time of Incident _____

Student Name _____ HPU Student ID # _____

Course Number and Title in Which Incident Occurred _____

Course Faculty _____

Exact Location of Incident _____

Nature of Incident _____

Action Taken (Including Medical Care Provided) _____

Follow-Up Instructions_____

Drug Screening Obtained

Signature of Person Making Report_____

Printed Name of Person Making Report_____

Date Submitted_____

NOTE: All incident reports will be placed in individual student files in the Office of the Dean, Howard Payne University School of Nursing. All reports will be sent to the Associate Vice President of Business and Human Resources and Chief Financial Officer; Vice President for Finance and Administration.

Form approved by Nursing Faculty 1/11/2018

Mandatory Tutoring Plan

Student Name: _____

Materials to be Reviewed:

Weekly Time(s):

By signing this agreement, you agree to the set tutor times and materials deemed necessary by Faculty/Staff for individual success.

Student Signature: _____

SON Tutor Signature: _____

Date & Time: _____

Method of Study/Review:

By signing this you agree that the information is correct and can be shared with the faculty/staff for further review.

Student Signature: _____

SON Tutor Signature: _____

Notes from Instructor of which prescribed the mandatory tutoring following the tutor session:

STUDENT REMEDIATION PLAN

This form is to be completed when a student has been notified about deficiencies or problems in their bachelor's program of Nursing. It is to be reviewed with the student and signed by the student, SON tutor, Faculty/Staff that has designated remediation, and where pertinent, the departmental dean.

The following presenting problem(s) have been identified. The associated objectives and goals were discussed and agreed upon all parties involved.

Presenting Concerns(s)

Objectives & Goals:

Plan:

Timeline:

Student Signature: _____ SON Tutor: _____

Faculty/Staff: _____ Dean of Nursing: _____

STUDENT ACKNOWLEDGEMENT/SIGNATURE FORMS

My initials on the following items indicate that I have read each of these items within the School of Nursing Student Handbook, the HPU Student Handbook, or the *Howard Payne University Catalog*. All my questions have been answered to my satisfaction with regard to the requirements for me to follow the policies and procedures of Howard Payne University and the School of Nursing.

1. _____ I understand that the School of Nursing institutes background checks and drug screens on all students.
2. _____ I understand that my personal health insurance policy must remain current and active while I am enrolled in nursing courses.
3. _____ I understand that I must report any arrests or legal convictions that occur prior to or during my nursing education. I further understand that legal arrests, convictions, or problems may cause me to be ineligible to complete my clinical experience and make me ineligible to apply for licensure from the State Board of Nursing.
4. _____ I understand that I must comply with State Board of Nursing acceptable behavior of nurse's rules to be eligible for licensure and have read and understood this information from the Texas Board of Nursing Website.
5. _____ I understand that I must submit current health data and immunization records to enroll in clinical nursing courses.
6. _____ I understand that I must hold a current American Heart Association Health Care Provider basic life support certification in order to participate in clinical experiences.
7. _____ I understand the grading scale of the School of Nursing and that a course grade less than "C" constitutes failure of the course. "C" is a minimum score 75%.
8. _____ I understand that I will be dismissed from the nursing program if I fail two (2) courses in the nursing curriculum (clinical or non-clinical) or one (1) course if I have failed a nursing course at another university.
9. _____ I understand that failure in the clinical portion of a course will constitute failure in the course regardless of grade in the theory portion of the course and failure in the theory portion of the class constitutes failure in the clinical portion regardless of the clinical grade.

10. _____ I have read and understand the academic requirements for admission to the School of Nursing.

11. _____ I understand that I may be dismissed from the School of Nursing if a faculty member determines that my behavior is unsafe, unethical, unprofessional, or lacks adherence to the policies and procedures of Howard Payne University, School of Nursing, state board of nursing, ANA Code of Ethics, or clinical agency.

12. _____ I understand that I must self-identify and follow the procedures set forth in order to have accommodations for disabilities.

13. _____ I understand that I must meet all university graduation requirements including chapel requirements.

14. _____ I understand that professional nursing is a 24 hour/day, 7 day/week field of study; therefore, I may be scheduled for class or clinical time during day or night hours, during the week, or on weekends. I further understand that I have the responsibility to make arrangements to uphold the schedule as set forth by the faculty member for each course and clinical experience. I understand that students are responsible for transportation to/from all clinical experiences.

15. _____ I understand that attendance at all class meetings and clinical experiences is expected and that the policy for absences must be followed completely.

16. _____ I understand the performance standards written in this handbook and attest that I meet all performance standards required by the School of Nursing.

OR

_____ I understand the performance standards written in this handbook and attest that I **do not** meet all performance standards. I understand that the student has the responsibility to meet with the dean of nursing to clarify before enrolling in nursing courses.

17. _____ I have read, understand, and agree to the substance abuse policy for the university and the School of Nursing. I understand that failure to comply with this policy is grounds for dismissal from the nursing school and the university.

18. _____ I understand that committing fraud, deceit, or dishonesty, which may include plagiarism, falsification, or negligently making incorrect entries on records or any other written work may result in dismissal from the School of Nursing.

19. _____ I have read the Howard Payne University Expectations for Student Conduct in the HPU Student Handbook and I attest that I am in agreement and I understand that I am expected to follow those guidelines.

20. _____ I understand that it is my responsibility to know and monitor my grades throughout a class.

21. _____ I understand that it is my responsibility to check my degree audit to ensure that I am on track with the curriculum plan to graduate.

22. _____ I understand that my nursing professors and clinical instructors will provide feedback to me on a regular basis as they deem necessary to ensure my success in the nursing program.

23. _____ I have received a copy of and have read and understand HPU School of Nursing's ATI Assessment and Review Policy

24. _____ I understand that it is my responsibility to utilize all the review modules, tutorials, and online resources available from ATI, as designated by Howard Payne University.

By signing my initials to the above statements, I am indicating that I have read and understand the policies and procedures of the Howard Payne University School of Nursing.

I, _____, am hereby acknowledging that I received this information and am responsible for reviewing and understanding its contents. I will clarify with faculty, administration, or staff any part(s) that I do not understand. I further understand that failure to follow the rules and regulations of the School of Nursing may result in various consequences including academic probation and even dismissal from the School of Nursing. I understand that this is a dynamic document and I am responsible for keeping informed of updates/revisions to the School of Nursing Handbook.

Student Signature _____ Date _____

Confidentiality Agreement

I, _____, agree to keep confidential any information I am aware of regarding patient care. I agree, under penalty of law, not to reveal to any person or persons, except authorized clinical agency staff and associated personnel, any specific information regarding any patient that I care for as a nursing student. I acknowledge that disclosure of patient information violates state and federal HIPAA laws and may result in dismissal from the School of Nursing and legal action against me.

Student Signature _____ Date _____

Declaratory Order Receipt

I, _____, have received Texas Board of Nursing (\$213.30) eligibility and declaratory order information from Howard Payne University School of Nursing.

Student Signature _____ Date _____

Student Permission

I, _____, hereby give the Howard Payne University School of Nursing permission to display and/or present examples of my work as part of a program review process by accrediting or approving organizations and their designated personnel.

Student Signature _____ Date _____

Student Insurance Policy

I, _____, agree and **understand that my personal health insurance policy must remain current and active while I am enrolled in nursing courses.** This can prevent me from attending clinicals.

Student Signature _____ Date _____

Student Permission

I, _____, hereby grant permission for Howard Payne University and the School of Nursing to use pictures or videos of me participating in nursing classes, clinical experiences, or activities for the purposes of advertisement and recruitment.

Student Signature _____ Date _____

Student Permission – Release of Student Records

I, _____, understand that I must abide by all clinical agency and programmatic policies, procedures, protocols, and practices, as well as applicable standards by appropriate accrediting agencies. I hereby grant permission for Howard Payne University and the School of Nursing to release my student records to be in compliance with clinical agency requests.

Student Signature _____ Date _____