THE CITADEL

Swain Department of Nursing Student Nurse Handbook

2025 – 2026

Citadel Core Values

Honor • Duty • Respect

The Characteristics of Principled Leadership

Lead with humility

Embrace a true, authentic self

Act and speak with courage

Develop and value people and resources

Empower and hold others accountable

Respect others by building trust and learning from mistakes

Serve others before self

Table of Contents

Welcome to the ranks of The Citadel faculty. You are a valued member of our nursing faculty and contribute to the success of our students. The purpose of this Handbook is to provide the adjunct faculty with general information about The Citadel and the policies and procedures of the Swain Department of Nursing.

1. Program Background

A. Introduction:

Welcome to the Swain Department of Nursing!

The Swain Department of Nursing Student Handbook provides information about the policies and procedures that are specific to the nursing program, the curriculum, and clinical expectations. The Student Nursing Handbook is updated annually. Students are held responsible to the policies and procedures listed in this handbook. These policies and procedures are applied in conjunction with those of The Citadel, as communicated in the Citadel College Catalog.

A traditional four-year baccalaureate program is available to students who are admitted into the Corp of Cadets and for students who are Veterans. The 2 + 2 College Transfer Program is offered for community-based students who have completed the required general education and prerequisite courses at another institution and wish to complete their nursing degree at The Citadel. Classes and clinical experiences for Cadets are held during the day, and classes for the College Transfer Program are completed during afternoon and evening hours. Students must be aware that there is a possibility for an occasional change to this schedule. Both the Corps of Cadets and evening students earn a Bachelor of Science in Nursing (BSN) Degree upon completion of the program and are eligible to sit for the National Council Licensure Exam – RN (NCLEX-RN®).

Information in this Handbook is based upon information that was available at the time of publication. Changes to the College Catalog will be posted on the college website. Changes or updates to the policies and procedures of the nursing program will be communicated via email to all enrolled nursing students.

B. History

The Citadel is a historical landmark in Charleston, South Carolina, that is noted for its educational reputation as well as its rich history. Founded in 1842, The Citadel has an undergraduate student body of about 2,300 students who make up the South Carolina Corps of Cadets. Another 1,000 students attend The Citadel Graduate College, a civilian evening program that offers graduate and professional degrees, as well as undergraduate programs.

The growth of the Swain Department of Nursing has been made possible by a generous donation from David (Citadel Class of 1980) and Mary Swain, and Christopher (Citadel Class of 1981) and Debora Swain. The Swain family's desire to help build a nursing program at The Citadel stems from both personal and professional interests. Together, the Swain brothers founded the OB Hospitalist Group (OBHG) in Mauldin, South Carolina, in 2006 with a vision to elevate women's health care by providing

quality medical care to expectant mothers. Professionally, the Swain brothers know first-hand the critical value of skilled nurses in the labor and delivery room. However, their passion for the profession runs deeper on a personal level as well. The Swains have a long-standing history of nurses in the family, including Mary and Debora, whose careers as Registered Nurses has inspired their decision to support the nursing program.

C.   Faculty and Staff

Kimberly Subasic, PhD, MS, RN, CNE	Professor, Department Head	Byrd Hall 319 D	843-953-1852
Ashley Bukay, DNP, MSN, RN	Assistant Professor	Byrd Hall 319 E	843-953-9650
Carolyn Batie, DNP, FNP	Assistant Professor	Byrd Hall 319 G	843-953-1501
Kathy Plitnick PhD, RN, CCRN	Instructor	Byrd Hall 319 A	843-953-5323
Kaitlin Couture, MSN, BSN, RN, CHSE	Instructor / Simulation Lab Coordinator	Byrd Hall 319F	843-953-1312
Andrea Coulter MSN, BSN, RN	Instructor / Clinical Lab Coordinator	Byrd Hall 201B	843-953-5041
Adele Hunt	Administrative Coordinator	Byrd Hall 116	843-953-1630

Adjunct Faculty   Byrd Hall 319 G   843-953-7598

- Taylor Anderson, BSN, RN
- William Baird, MSN, BSN
- Amanda Baldwin, MSN RN, PMH-BC
- Jacqueline Bielopetrovich BSN, RN
- Stephanie Brooks, MSN, BSN
- Crystal Cronizer MSN, BSN, ASN
- Kellie Devereaux, BSN, CEN
- Linda Edgerton, DNP, MSN, BSN, RN, CPNP-AC
- Kaitlyn Flynn, BSN, RN
- Ruth Henderson, MSN, RN, CHSE
- Kathy Ingersoll MSN-ED, RN, CEN
- Jai Kim DNP, BSN, RN
- Maryalice Morro DNP, MS, RN, NEA-BC
- Lakara Profit DNP, PMHNP, BSN
- Theolanda Vann MSN, BSN, RN
- Samantha Williams FNP-C, MSN, RN

D.   The Citadel Adjunct Faculty Handbook

The Citadel has a college-wide adjunct faculty handbook. Broader policies and procedures of the school, and other faculty resources can be located at: https://www.citadel.edu/root/faculty-resources

E.   Baccalaureate Degree Program

The Citadel is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and specialist in education degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679- 4500 for questions about the accreditation of The Citadel.

The Bachelor of Science in Nursing degree at The Citadel is accredited by the Commission on Collegiate Nursing Education (CCNE). 655 K Street, NW, Suite 750, Washington, DC 20001. Telephone: 202-887-6791; Fax: 202-887-8476; Web address: www.ccneaccreditation.org. Normal inquiries about the institution, such as admissions, educational programs, educational policies and practices, etc. should be addressed directly to The Citadel. Questions about accreditation may be directed to CCNE.

F.   Mission, Vision and Goals:

The mission of the Swain Department of Nursing is to educate and develop our students to become principled leaders in the health care environment and profession of nursing by incorporating the core values of The Citadel of honor, duty and respect into their learning experience. The curriculum is focused on holistic and person-centered care across the lifespan and within various healthcare environments. The Citadel nurse understands the impact of the social determinants of health and integrates this knowledge to meet the unique care needs of the communities they serve.

The application of clinical judgement enables the student to apply abstract concepts to concrete situations using methodological skills and current evidence. The Citadel nurse understands and applies evidence-based practice in accordance with accepted standards of professional practice. He/she provides safe and quality care as a contributing member of the interprofessional team.

The art of nursing is expressed through a curriculum focused on caring and health in an individual and family-centered approach. The Citadel nurse acknowledges the mind-spirit-body triad and works to promote healthy lifestyles and wellness. The Citadel nurse has a moral contract with the community to improve health through the application of the Citadel and The American Nurses Association Codes of Ethics.

The science of nursing instills critical and creative thinking that allows the student to apply abstract concepts to concrete situations using methodological skills and current evidence. The Citadel nurse academic knowledge and applies it to the care of others in a disciplined approach through accepted standards of professional practice. H/she provides safe and quality care as a contributing member of the interprofessional team by managing knowledge and information that meets the unique needs of his/her patients and their families

The vision of the Swain Department of Nursing is to educate nurses who are prepared to be leaders in the healthcare environment.

Core values of the Swain Department of Nursing are:
Honor
The commitment to honor is a life-long obligation to moral and ethical behavior. Citadel nurses will uphold the long-standing tradition of being recognized as the most trusted profession through advocacy for persons and families as well as the health of communities.
Duty
Duty is a call to serve others before self. Citadel nurses will recognize the responsibility of being a leader

within the inter-professional healthcare team and promote holistic health, healing and caring practices to individuals, families and communities.

Respect

Respect means to treat other people with dignity and worth. Citadel nurses will provide quality and safe care to all people without regard to rank, position, age, race, color, gender, sexual orientation, national origin, religion, or physical attributes. Citadel nurses will assume a leadership role in promoting a positive image of the profession.

Program Goals:
- Graduates will exhibit the knowledge, skills, and professional attitudes required for success in nursing, along with the competency needed to perform effectively at the entry level of the profession.
- Graduates will deliver safe, compassionate, evidence-based person-centered care that demonstrates accountability and promotes collaboration with clients, families, and healthcare teams.
- Graduates will demonstrate the knowledge, skills, and attitudes that are utilized to support the health of diverse populations.
- Graduates will promote scholarly inquiry and research that advance nursing knowledge, fostering a culture of disciplined inquiry and service.
- Graduates will demonstrate the knowledge, skills, and attitudes necessary to assess, monitor, and improve patient safety and quality of care through evidence-based practices, quality improvement strategies, and inter-professional collaboration.
- Graduates will collaborate effectively across disciplines, exemplifying leadership, discipline, and service in team-based care.
- Graduates will demonstrate the ability to navigate healthcare systems efficiently, to advocate for patients, and will demonstrate leadership skills.

G.   Guiding Framework

The guiding framework for the curriculum of the Swain Department is Benner's model of Novice to Expert. Awareness and acknowledgement is given to the progression and development of nursing skills, and the understanding of patient care occurs over time based on educational foundation and personal experience. The model acknowledges five levels of nursing experience: novice, advanced beginner, competent, proficient, and expert. The levels of novice to expert are adapted to correlate with the expectations of a baccalaureate prepared student nurse.

H.   BSN Program Learning Outcomes

The purpose of The Citadel nursing program is to prepare nurses who are baccalaureate educated and are able to assume leadership roles within the healthcare team, providing quality and safe practice in a complex healthcare environment. Specifically, students will:

1. Apply foundations of nursing practice by incorporating theory and research-based knowledge using clinical judgments and critical thinking.

2. Promote evidence-based nursing care to gain a holistic understanding of the person, family, community, and population to guide nursing practice.

3. Apply a systems-based approach to population health and person-centered care, and its interface with health care in addressing disparities and needs.

4. Apply scholarship for clinical decision making based on disease process, diagnostics, and therapeutic modalities to improve or transform patient outcomes.

5. Develop a professional identity that supports the professionalism of nursing, its characteristics, and values.

6. Practice in an environment of collective learning, respect, and shared values through interprofessional and collaborative engagements.

7. Develop the capacity for principled leadership that incorporates an understanding of ethical, legal, and regulatory standards that guides nursing practice.

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2.   Admission and Progression in the Nursing Major

The Swain Department of Nursing Student Nurse Handbook is intended to augment university policies as indicated in the respective college catalog. In select instances, requirements of the BSN program exceed college requirements due to the rigorous nature of the program and professional expectations. When requirements exceed college requirements, the BSN program expectations are delineated in this Handbook. Upon admission into the program, an academic advisor from the nursing program will be assigned.

A.   Admission:

The following criteria are used for admission into the nursing program:

- Overall cumulative GPA of a 2.7 or higher
- A grade of a C or higher in all math and science courses
- Written Essay
- Evidence of volunteer work over the past three years
- Meet the Core Performance Requirements (listed below)

Corps of Cadets:

Cadets interested in applying to nursing will be admitted through the Undergraduate Admissions Office according to the requirements and standards described in the Admissions section of the University Catalog.

Veteran status:

If a veteran is accepted into the nursing program, he / she has the option to attend the day or evening nursing program.

Evening Undergraduate:

Students may apply for admission to the nursing program upon completion of the general education requirements, and the required science and mathematics courses as indicated in the College Transfer Program Undergraduate Academic Catalog. Science courses must be completed within 5 years of the date of the admission application. Students may transfer entry level nursing courses, which will be evaluated on an individual basis. Transferred courses must meet the college requirements for transfer credits. Junior and senior year nursing courses may not be transferred into the program. *The last 60 credits hours must be earned at The Citadel*.

B.   Core Performance Requirements

Students are required to meet the following core performances to be in the nursing program. This is communicated during the admission process. Nursing is a physically and emotionally demanding profession. Students must indicate that they can meet the Core Performance Requirements of the program (see above). If a student finds that a requirement cannot be met, then an accommodation request should be made.

Upon acceptance into the nursing program students are required to complete, and to pass a background check before they will be allowed to nursing courses that have a clinical component. This meets the requirement of clinical agencies and if students cannot complete the clinical component of courses, they will not be able to progress in the program. The background check will be repeated each year prior to any clinical work with community agencies.

Nursing Responsibilities include:
- Performing physical exams and obtaining health histories
- Providing health promotion, counseling and education
- Administering medications, wound care, and numerous other personalized interventions
- Interpreting patient information and making critical decisions about needed actions
- Coordinating care, in collaboration with a wide array of healthcare professionals
- Directing and supervising care delivered by other healthcare personnel like LPNs and nurse aides
- Conducting research in support of improved practice and patient outcomes

Nursing work on patient care units is physically and emotionally challenging. To meet these challenges of nursing, there are core performance requirements that the student must be able to meet.

Core performance requirement for nursing students	Standard	Examples (not all-inclusive)
Critical Thinking	Critical-thinking ability to allow for clinical judgement for safe and quality patient care	Understand the underlying pathophysiology of the individual and be able to identify the expected course of action based on guidelines, standards of care and clinical judgement. Develop written plans of care with the interdisciplinary team so that the care of the individual is coordinated and organized. Calculate medication dosing,

		including intravenous medications. Be able to prioritize among conflicting demands so that care is safe and of good quality. Understand and apply infection control principles including sterile and clean techniques. Use equipment safely and appropriately.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds	Establish rapport with clients, clients' families, colleagues, and other healthcare providers. Demonstrate the ability for interprofessional work as an accountable member of the healthcare team
Communication	Communication abilities sufficient for verbal and written interaction with others	Use principles of good communication. Is able to teach patients and families using evidence-based techniques. Document nursing care fully and completely in the medical record. Communicate to other healthcare professionals, including other nurses, in a clear and concise manner using standardized procedures for transitions in care.
Mobility	Physical abilities sufficient for movement from room to room and to maneuver in small spaces	Ability to stand and/or walk for long periods of time. Able to bend, kneel, stoop and reach overhead. Can work in confined spaces, such as patient care rooms, exam rooms, and other treatment spaces. Able to administer treatments during emergency situations, such as chest compressions. Use assistive equipment as available, able to push/pull/lift/transfer individuals. Can push/pull/lift up to 35 pounds. Able to assist others with routine activities of daily living (bathing, toileting, eating, etc.)
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Able to safely use equipment associated with patient care activities such as but not limited to: intravenous pumps; feeding pumps; cardiac monitors; vital sign equipment; medication administration equipment; suctioning equipment and electronic equipment, such as computers.
Sensory: Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hear monitor alarms, emergency signals, auscultation of client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help
Sensory: Visual	Visual ability sufficient for	Able to see and observe changes in patient

	observation and assessment necessary to implement nursing care	condition such as skin color, respirations, pain responses, non-verbal signaling. Able to read and understand charts and other medical documents. Able to read and understand equipment related to patient care such as medication labels, vital sign machines, cardiac monitors, etc.
Sensory: Tactile	Tactile ability sufficient for physical assessment	Perform palpation (pulse, temperature, tactile fremitus), functions of physical assessment and/or those related to therapeutic interventions.
Sensory: Olfactory	Sense of smell sufficient for accurate client assessment and maintaining client safety	Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor, smell smoke/fire).
Self - Care	Ability to identify and maintain personal physical, cognitive, and emotional health.	Ability to read and understand directions, assignments, and client' documents; ability to present a professional appearance as described in the nursing student handbook (available on the web page for review) and/or requirements for cadet appearance as described in the blue book; ability to maintain own physical health in order to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions which includes protective personal equipment, such as a mask; emotionally able to maintain a calm demeanor in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; adhere to the ANA Code of Ethics for Nurses and other professional behaviors which includes abstinence from chemical substances that affect clinical judgment.
Environment	Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.	Ability to work in temperature changes (such as cold of operating room or heat of outdoor clinic); ability to drive or otherwise provide transportation to and from clinical settings; ability to work in settings with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards

C. Student Accommodations

If a student feels they cannot meet one or more of these requirements, they must meet with the

Student Success Center/Services for Students with Disabilities to determine if an accommodation may be made. The Swain Department of Nursing is committed to providing reasonable accommodation for students with disabilities. The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodation must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-5305) to verify their eligibility and to identify appropriate accommodations.

Therapy animals or emotional support animals are not allowed in the classroom or clinical setting. Service animals that have been trained to perform a specific job for a specific disability are allowed in the classroom, but they may not be allowed in all clinical environments. Approval of a service pet in a clinical setting will be determined by the clinical agency. This may have an impact on the student's ability to complete the clinical requirements for the nursing degree. Students are encouraged to meet with representatives from the Office for Students with Disabilities.

D.   Grading and Testing Policy

The Department of Nursing follows the College guidelines for grading. Course syllabi identify specific percentage or point allotment for graded assignments. Course syllabi convey testing procedures for specific courses. Specific grading policies can be located at: https://www.citadel.edu/root/registrar-grades.

Students are expected to take all tests at the scheduled time, and as communicated in the course syllabus. The final exam schedules are distributed by the Registrar's Office. It is the responsibility of the student to notify a faculty member in advance of the inability to take an exam on a designated date. Student athletes must notify the faculty at the start of the semester about potential conflicts with the athletic and class schedule. If a student is unable to take a test at the scheduled time, a makeup exam will be given on a day and time that is determined by the faculty member. The format of the makeup exam will also be at the discretion of the faculty member. This may include but is not limited to essay format, open-ended questions, select all that apply, and other testing formats.

E.   Progression in Nursing

To progress in the major, students must:
- Successfully complete all nursing prerequisite courses.
- Must maintain a GPA of 2.7
- Achieve a grade of a B or better in science and nursing courses is highly preferred. At a minimum, the student must achieve a grade of a C.
- Demonstrate honor, duty and respect.
- Continue to meet Core Performance Requirements.
- Maintain compliance with all health and clinical agency requirements.
- Submit all College / Clinical agency requirements on time as directed by staff and / or faculty.

A student will be dismissed from the nursing program if they are found to be in violation of The Citadel Honor Code (comprised of honor, duty, and respect) they will be dismissed from the nursing program and will be subject to further review and actions according to the policies of The Citadel Honor Code

Citadel Honor Code for Non-Cadets – https://www.citadel.edu/graduatecollege/current-students/the-honor-code/

Students must successfully pass and complete nursing courses in the sequence as identified in the undergraduate nursing curriculum plan of study. Students must maintain an overall GPA of 2.7 and a minimum of a "B" grade is preferred in all science and nursing courses to progress in the nursing program. A minimum grade of a C is required.

If a student fails to meet the required GPA of 2.7, they will be dismissed from the program.

If a student fails two different nursing courses or two failures in the same course, they will be dismissed from the program.

The student **must pass both the didactic and associated clinical course** that are deemed as co-requisites. If the student fails either the didactic or the clinical component of the course, they will fail both classes and will need to repeat both courses. The failure of the didactic and clinical course will constitute as one failure in the nursing program.

If a student achieves the numerical grade between 76 – 79 in a science of nursing course, they will be permitted to progress in the nursing program. The student will receive a grade of a C on the academic transcript. A numerical grade will be reported to the Registrar's Office that will allow the student with a grade of 76 – 79 to progress in the program. If a student receives a grade of a 76-79 in a nursing course, they will meet with the instructor of the course and develop a plan for success. Following the meeting with the course instructor, the student will be required to meet with the Department Head. The student's plan for success will include measurable outcomes with required evidence of documented improvement by the following semester. If the GPA falls below a 2.7, the student will be dismissed from the program.

 Incomplete grades:
 If a student receives an incomplete grade in a prerequisite, corequisite, or nursing course, the incomplete grade must be completed in accordance with the policies described in the College Handbook. If the incomplete is in a nursing course, the work must be completed, and the final grade must be entered no later than 4 weeks prior to the start of the term so that clinical placement can be secured. If unfinished coursework is not completed within the designated time frame, the grade will be converted to failing grade.

F.   Probation and Term Limits

Term limits for the completion of the program are no longer than six years from the start of the first class. If a student exceeds the six-year time limit, they will be dismissed from the program. The student may reapply to the nursing program.

G.   Readmission

If the student has been dismissed from the program, there is no provision for readmission into the nursing program. Dismissal from the nursing program does not necessarily mean that the student is dismissed from The Citadel. Under extenuating circumstances, such as a deployment and exceeding term limits, individual consideration will be given by the Department Head.

H.   Graduation

The policies for graduation from the nursing program are identified in the Student Nursing Handbook and are in accordance with the policies located in the College Catalog.

I.   Academic Withdrawal and Program Dismissal

A student may choose to withdraw from the BSN program at any time, and are subject to college policies related to grades, refunds, etc.   A student may be required to withdraw and/or be dismissed from the BSN program resulting from poor academic performance, unsafe practice, health or behavioral issues inconsistent with safe nursing practice, and/or unsafe practice. Details regarding academic policies are located on the webpage of Academic Affairs.

Forms to communicate program changes must be communicated through the Department and in accordance with the Office of the Registrar.

J.   Accommodation for Students with Disabilities

The Swain Department of Nursing is committed to providing reasonable accommodation for students with disabilities. The Citadel complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Services for Students with Disabilities in the Student Success Center (117 Thompson Hall, 843-953-6877) to verify their eligibility and to identify appropriate accommodations.
Students are required to notify their course professor about their need for accommodation at the beginning of the semester.

3.   BSN Curriculum

A.   Definition of Course Offerings

Definition of an On-campus Course
Students meet with the instructor at regularly scheduled times (synchronous learning), primarily in a classroom. Students in face-to-face courses will normally be expected to be physically present for the term/semester.

Definition of an Online Course
Courses in which instruction is conducted solely in an online learning environment within the Citadel's approved learning management system. For a course to be considered an online class, 100% of the content must be delivered online either synchronously or asynchronously or a combination of both. If synchronous online instruction is required, the specific dates and times of the online meetings must be listed in the schedule of classes. The course must go through The Citadel's Online Course Review process which includes completion of The Citadel's Parity Table.

Definition of a Hybrid Course
Hybrid Courses meet 50% on-campus, face-to-face, and 50% online asynchronously. In this model, face-to-face instruction is reduced, but not eliminated. In compliance with the US Department of Education credit hour definition, the combined face-to-face and online instructional time must remain equivalent to a traditional face-to-face course as evidenced by completion of The Citadel's Parity Table for the asynchronous part of the course.

The syllabus must indicate both in-class and online requirements including:
a.   The number of hours that are face-to-face vs. online including meeting dates/times
b.   The activities that will be held face-to-face vs. online
c.   Student attendance/participation for the face-to-face component is mandatory.

B.   Sequencing of Courses

The curriculum of the nursing program is built to promote the application of previously learned content as a building block to content learned in subsequent courses. Students are expected to follow the course sequencing outlined in the college catalog for the academic year they are admitted. Students must meet with their advisor each semester to ensure the proper course alignment is maintained.

C.   Corps of Cadet Curriculum

The curriculum grid for each academic year are located on the college website. The academic maps for the cadets are located at: https://www.citadel.edu/academicaffairs/academic-maps/

D.   College Transfer Program Curriculum

Students entering the evening degree complete 60 credits of prerequisite coursework at another institution. The curriculum grid for the College Transfer Program consists of five semesters. The curriculum is listed in the appendices.

E.   Study Abroad Option for Nursing Students

Students in the Corp of Cadets are eligible to participate in a semester of study abroad during the first semester of the sophomore year. The student is required to abide by the policies and procedures for study abroad as communicated by The Citadel Center for International and Special Programs. All nursing students are able to engage in summer study abroad opportunities or special programs.

4.   Academic Policies and Procedures

Academic policies and procedures as communicated in The Citadel College Catalog and the College Transfer Program Undergraduate Academic Catalog are enforced for all students taking classes at The Citadel. It is important that students review these policies and procedures. In addition to college-wide policies, nursing students are expected to abide by policies and procedures that are specific to the Swain Department of Nursing.

A.   Email

All electronic communications will occur through your citadel.edu email address. It is the responsibility of the faculty member to frequently review their email.
In the event of severe weather or other circumstances that require the school to cancel classes, this will be communicated in the College wide system through the Bulldog Alert system. Students can register to receive these notifications at: https://go.citadel.edu/bulldogalert/what-is-bulldogalert/

B.   Student Acknowledgment of Policies and Procedures

At the start of each academic year, students are required to acknowledge that they have read and reviewed the Student Nursing Handbook and understand the content as written. The student's acknowledgment will be kept for reference as needed. Students who do not acknowledge having read and understand the Student Nursing Handbook will jeopardize their ability to progress in the program. Your attestation to understanding the contents of this document is listed at the end of the Student Handbook. An electronic acknowledgement will be required.

C.   Code of Conduct

Nursing students are obliged to abide by The Citadel Student Code of Conduct while on or off campus, and in clinical sites. Healthcare agencies have codes of conduct that are directed toward the healthcare worker. Students are encouraged to refer to The American Nurses Association Code of Ethics: Code of Ethics for Nurses With Interpretive Statements (View Only for Members and Non-Members) (nursingworld.org)
A student who received criminal charges while they are student in the nursing program must immediately notify the Department Head of Nursing.

D.   Professional Behavior

Professional behavior is expected of students entering the profession of nursing. These behaviors include honor, duty, respect, punctuality, ethical behavior, safety, completion of assignments, adherence to policies and procedures, and other behaviors that are consistent with professionalism. If a student violates any of these professional behaviors, they will receive a Violation of Professional Behavior form and are counseled by the faculty member completing the form. The student will also be required to meet with the Department Head. If a student receives more than 3 violations of professional behavior, this may be cause for dismissal from the program.

E.   Attendance Policy for Class

By the act of enrollment, the student is responsible for all course work. The student is expected to attend classes regularly and to arrive to class, lab and/or clinical experiences punctually. Missing more than 20% of required attendance for nursing courses will result in a failure. In the case of absence from class, it is the student's responsibility to get announcements, handouts, lecture objectives etc.,from a fellow student. Absenteeism for cadets will be reported into the Cadet Accountability System (CAS). In addition to communicating your absence to the instructor, cadets will be expected to communicate their absence to the TAC Officer.   Children are not permitted in class.

F.   Health Insurance Portability and Accountability Act (HIPAA)

In compliance with HIPAA regulations and privacy of health information, student's health information submitted to the Nursing Program as a requirement for enrollment and participation in clinical learning experiences will be secured in individual student records in locked cabinets. Health information on individualstudents may be used or disclosed:

- For Treatment – The Citadel Nursing Program may use or disclose health information to an

emergency dispatcher about a student to facilitate medical treatment or services to a provider or in the case of an emergency should the student become injured or ill while off campus at an assigned facility.

- As Required by Law – The Citadel Nursing Program will disclose health information about a student when required to so by federal, state, or local law. For example, the Citadel Nursing Program may disclose health information when required by a court order in a litigation proceeding such as a malpractice action.

- To Avert a Serious Threat to Health or Safety - The Citadel Nursing Program may use and disclose health information about a student when necessary to prevent a serious threat to the student's health or safety or the health and safety of the public or patients for whom the students provide care. Any disclosure, however, would only be to someone able to help prevent the threat.

- Disclosure to Health Plan Sponsor – Health information may be disclosed for purposes of facilitating claims payment under the student's primary health plan in the event the student becomes injured or ill while off campus at an assigned facility.

- Law Enforcement – The Citadel Nursing Program may release health information if asked todo so by a law enforcement official:

    - In response to a court order, subpoena, warrant, summons or similar process;
    - To identify or locate a suspect, fugitive, material witness, or missing person;
    - About the victim of a crime if, under certain limited circumstances, the school isunable to obtain the person's agreement;
    - About a death believed to be the result of a criminal conduct;
    - About criminal conduct at the hospital; and in emergency circumstances to report a crime; the location of the crime or victims;or the identity, description or location of the person who committed the crime.

- Coroners, Medical Examiners and Funeral Directors – The Citadel Nursing Program may release health information to a coroner or medical examiner. This may be necessary, forexample, to identify a deceased person or determine the cause of death.

- National Security and Intelligence Activities – The Citadel Nursing Program may release health information to authorized federal officials for intelligence, counterintelligence, and other national security activities authorized by law.

- In the event of death- In the event of the death, the Nursing Program may be required to supply personal health information to law enforcement.

Adjunct faculty have the following rights regarding health information maintained by The Citadel Nursing Program:
- Right to Inspect and Copy
- Right to Amend
- Right to Request Restrictions

The Citadel Nursing Program reserves the right to change this HIPAA notice of privacy. The Nursing Program reserves the right to make the revised or changed notice effective for health information already maintained about the student and for information received in the future.

G.   Student Violation of HIPPA

A nursing student will hold in confidence all personal client information and agency information entrusted to him/her. Confidential clinical information and research data (written or oral) given to a nursing student is considered privileged within the content of the learning site and the enrolled course.

A nursing student will not discuss any patient / client/ family/ agency information with anyone other than for course related purposes with the nursing instructor. A nursing student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

Any violation of HPPA will constitute an immediate dismissal from the nursing program.

H.   Student Grievance Process

The Swain Department of Nursing strives to provide a positive learning environment for all students. However, if a substantive concern about the Nursing Program arises, the student should follow the procedure outlined below. A substantive concern is defined as a written statement by a student or group of students that describes a situation perceived by the student(s) to result in an injustice to the individual(s).
In the event of a student concern about a course or a clinical instructor, the student should employ the following course of action:

- Meet with the instructor to try and resolve the concern.
- If unable to resolve, the student should arrange a meeting with the Department Head of Nursing.
- Attempts to resolve the concern will occur immediately.
- If additional time is needed, the student(s) will be requested to attend a follow-up meeting with the Department Head or receive a written response regarding the concern within 2 weeks.
- Student concerns will be maintained in a secure file in the Nursing Department Office.
- Information regarding the number, type, and resolution of concerns isavailable to students upon request.
  Students have the right to file a student grievance if the student disagrees with the Department's decision to withdraw or dismiss the student. Please refer to the student grievance policy and procedure in The Citadel College Catalog.

I.   ATI

ATI tests are forms of standardized testing that occur throughout the nursing curriculum to prepare students for the Registered Nurse National Council Licensing Examination (NCLEX - RN®) and to attain external assessments of students learning. Students will register for ATI and receive a personal log in that will be required for all testing. Students will also need to download Respondus Lockdown Browser

onto their computer, which will be used during ATI exams.

J.   Academic Calendar and Add / Withdrawal policies

The delivery of classes, holidays, final exams, mid-term and final grades will correlate with the academic calendar. These are located on the College website.

K.   Grading and Testing Policy

The Department of Nursing follows the College guidelines for grading. Course syllabi identify specific percentage or point allotment to graded assignments. Course syllabi convey testing procedures for specific courses. Students are expected to take all tests at the scheduled time, and as communicated in the course syllabus. The final exam schedule is distributed by the Registrar's Office. It is the responsibility of the student to notify a faculty member in advance of the inability to take an exam on a designated date.

Student athletes must notify the faculty at the start of the semester about potential conflicts with athletics and the class schedule. If a student is unable to take a test at the scheduled time, a makeup exam will be given on the day and time that is determined by the faculty member. The format of the makeup exam will also be at the discretion of the faculty member. This may include but is not limited to essay format, open-ended questions, select all that apply, and other testing formats.

L.   Fees and Expenses

In addition to the College tuition and fee, a Nursing program fee is charged each semester in which a student is enrolled in a nursing course to enable the Nursing Program to provide additional learning resources to support the educational program. The fee covers support and maintenance of the Clinical Lab (teaching models, disposable medical supplies, health assessment tools and equipment, computers, software, and etc.), and other educational resources that support student success.

Castle Branch®, a clinical verification tracking system, is required by most of our clinical partners. Students will be required to purchase a Castle Branch® subscription and upload clinical documentation.

Additional expenses in the nursing program will include the purchase of scrubs in the College Bookstore. These are your expected nursing uniforms. The scrubs and a lab coat must be purchased through the bookstore.

M.   Attendance Policy for Class

By the act of enrollment, the student is responsible for all course work. The student is expected to attend classes regularly and to arrive at class, lab and/or clinical experiences punctually. In the case of absence from class, it is the student's responsibility to get announcements, handouts, lecture objectives etc., from a fellow student. Absenteeism for cadets will be reported into the Cadet Accountability System (CAS). In addition to communicating your absence to the instructor, cadets will be expected to communicate their absence to the TAC Officer.

Children are not permitted in class.

N.   Leave of Absence

If a student needs to take a leave of absence, they must communicate the anticipated date of leave and subsequent return, verbally and in writing to the Department Head of Nursing. When the student returns, placement in the program may vary by semester, course availability, resources and clinical availability. The student will maintain the same catalog requirements that were in effect at matriculation if their leave does not extend beyond a full academic year. If the leave of absence causes the student to extend beyond the term limits of the program completion, the student will need to reapply.

5.   Clinical Expectations, Policies and Requirements

All students must arrive for the clinical experience prepared to care for their assigned patient. Failure to be adequately prepared will result in dismissal from the clinical day and may result in failure of the course.

Students must notify the primary nurse and the clinical instructor to leave the clinical area. Failure to abide by this will result in a failed clinical day on the first offense; the second offense will result in dismissal from the program for unsafe practice.

Students must remember that they are guests at the clinical site and must always behave professionally. The ability to interact with patients, families, and other healthcare team members is part of the overall grade for the clinical experience. Any student who behaves less than professionally will be immediately dismissed from the clinical site and will receive an "F" for the course.

We cannot guarantee what vaccines will or will not be required by any clinical facility at any given time. Our clinical facilities decide what parameters students must meet in order to attend clinical rotations at their sites. The Citadel has no influence on the required clinical documentation that is required from our clinical partners. Requests for exemption of vaccines is not within the purview of The Citadel. If the student is unable to provide evidence of vaccines as required by the clinical agency, the student will not be able to attend clinical and will be in jeopardy of failing the course. If you choose to enter The Citadel nursing program, you must do so with the understanding that we cannot guarantee the requirements of any clinical facility, and we cannot customize student schedules to student preference.

A.   Required Documentation

Clinical requirements are due by **MAY 15th** for the summer and fall semesters and by **October 15th** for the spring semester. These deadlines are in place so the clinical agencies may begin processing the required documentation for your learning experience. A student must submit all the documentation needed by the required date to be allowed to take the course. Failure to meet deadlines will directly impact the student's ability to progress in the nursing major.

The Swain Department of Nursing and many local clinical sites utilize Castle Branch® as an online clinical documentation tracking tool.

Adjunct faculty are expected to grade, and to submit grades into the Canvas learning management system. Clinical adjunct instructors are also expected to complete a mid-term and end-of-term clinical course

evaluation for each student. Upon the completion of the clinical rotation, adjunct faculty must provide the clinical evaluations forms to the course coordinator. Students are required to complete clinical assignments as directed and communicated by the course coordinator.

Direct questions regarding clinical documentation to Andrea Coulter (Byrd Hall 201). She may also be reached at, acoulte1@citadel.edu, or 843 -953-5041.

i. (Measles, Mumps, Rubella) (Two vaccine doses required or positive antibody titer for each – Measles, Mumps, Rubella.) You may be exempt from this requirement only if (1) You are pregnant or trying to conceive or (2) you are allergic to eggs. **If the results of the titer show that you do not have immunity, a booster vaccine is required.**

ii. Tetanus-Diphtheria (Primary series with DtaP or DTP and booster with Td) = completed within the last 10 years. If longer than 10 years, a new immunization is required.

iii. Hepatitis B: Students must show proof of completion of the vaccines or proof of immunity by titer by the end of the first year of clinical courses. Three doses of vaccine or a positive Hepatitis surface antibody meets the requirement. If the results of the titer show that you do not have immunity, a booster vaccine is required.

iv. Varicella – 2 vaccines given 4 – 8 weeks apart, or a titer that shows immunity.

v. COVID vaccine and appropriate booster series. You must provide documentation if you have a medical or religious waiver.

vi. Annual flu shot: This will be required by **October 15th**.

vii. 2-Step TB Skin (PPD) Test: The tine (prong) test is unacceptable. If the above TB skin test is equal to or greater than 10mm, a chest x-ray is required. If there is a positive TB skin test history, a chest x-ray within 6 months prior to the nursing program enrollment is required. Students must be screened yearly for tuberculosis and provide documentation to the nurse administrator at the beginning of each academic year.

2–Step PPD testing to detect tuberculosis:

Visit 1: Place the first PPD

Visit 2: 48-72 hours later, the PPD is read.

Visit 3: 1-3 weeks after Visit 1; the second PPD is placed.

Visit 4: 48-72 hours later, the PPD is read.

In summary, 2-step PPD testing requires 2 PPDs to be placed, 1-3 weeks apart, with each of those tests read 48-72 hours after placement.

OR

viii. A student may choose to get a TB Blood Assay (QuantiFERON-TB Gold®), a single blood test.

ix. Criminal Background Check - use https://catch.sled.sc.gov/

x. Urinary drug screen – 10 panel

xi. If you use Low Country Drug Screening, located-4600 Goer Dr. Ste 205, North Charleston, SC 29406. The cost is approximately $50. They take walk-ins & do not require a provider order.

xii. Copy of Professional Liability Insurance. Students may be able to add insurance coverage to existing current insurance policies, or you can purchase this insurance from:

1. Nurses Service Organization https://www.nso.com/
    OR
2. Proliability https://www.proliability.com/professional-liability-insurance/student-nurse.html

xiii. American Heart Association Cardiopulmonary Resuscitation Certification (CPR)

xiv. Copy of health insurance card

xv. Completion of care learning modules for clinical sites. Modules will be assigned to you before attending the clinical rotation.

If a student opts to submit a medical or religious waiver, the clinical site determines and accepts the student's request for a clinical requirement to be waived. If the clinical site refuses to accept a clinical waiver, the student will not be permitted to engage in the clinical rotation. The completion of clinical courses is a requirement of the nursing program. The Citadel Swain Dept of Nursing will not offer alternative clinical experiences.

B. Lab / Clinical Dress Code and Professional Attire

Students and faculty are expected to adhere to Department of Nursing standards as well as to the policy of the clinical agency. The scrubs and lab coat can be purchased at the Bookstore. The clinical dress code and description of expected professional attire are as follows:

- Gray scrub top with appropriate Citadel logo/patch – cadet top differs from evening student top.

- Gray scrub pants that exactly match color of scrub top.
- White lab coat with The Citadel insignia.
- White or light-colored shoes (fully enclosed, flat-heeled, and fluid-resistant), no crocs. Shoes must be kept clean.
- White socks/hose
- White crew neck undershirt (short or long sleeve) is to be worn under the uniform top.
- Undergarments should not be visible at any time while wearing the uniform (bending over, reaching up, etc).
- Watch with a second hand.

Students are required to wear the Citadel's OneCard campus ID card on the chest of the exterior garment, unless otherwise specified by faculty. The name must be visible and should not be covered by stickers and/or pins. A student who does not have their appropriate ID badge(s) will be sent home. This absence may result in a failure for the course. The OneCard Program Office is located in 208 Richardson. For the summer, the OneCard office is open from 0730–1730 Mon-Thurs. During the regular school year, the OneCard office is open from 0830 -1700 Mon - Fri. You can schedule an appointment by calling OneCard at 843- 953-7000 or by emailing onecard@citadel.edu.

Picture ID must be worn as provided by clinical agencies. Select agencies may provide photo IDs for use in the agency and may do so for free or charge a small fee. Students who have a clinical experience at a federal agency (VA Medical Center, Joint Base Charleston) MUST have their federal ID badge displayed at all times. Students will wear their agency or federal ID in addition to their Citadel ID.

- Hair that is shoulder length or longer should be pulled back, off the collar, and secured with an elastic band. Hair decorations, such as bows and ornate barrettes, are not acceptable. Hair coloring must be within a natural color range. Agencies prefer hair to conform to natural hair colors and non-extreme styles. For infection control purposes, facial hair must be neatly groomed and close to the face.

- No more than one stud-style earring per earlobe may be worn. Religious necklaces and jewelry may be worn inside the uniform. For safety purposes, all rings other than simple wedding bands are to be left at home. Hospital regulations require that all jewelry is to be removed while a student is in the operating room. Body piercing jewelry must be removed prior to the clinical experience and skills lab.

- The Swain Department of Nursing follows the student policy and regulations regarding tattoos according to The Citadel, and in accordance with the policies of clinical sites.

- Students are not allowed on the clinical unit if their personal hygiene has a strong body odor. Students are not permitted to wear perfume or cologne. Nails must be clean, trimmed (no longer than the tip of the finger), and without nail polish. Makeup must be minimal and conform to body tones.

- Fingernails must be kept trim and only a colorless polish is permitted. No acrylic fingernails.

- Nursing students must be CPR certified from the American Heart Association, Basic Life Support (BLS) for Healthcare Providers. Students are responsible for this certification each year and must present either new certification or renewal certification prior to the start of the nursing program and at the beginning of each academic year.

Select agencies prefer business casual/professional attire as opposed to the uniform. Acceptable business casual/professional attire: dresses, skirts or slacks, blouses, and shirts with collars. Dresses

and skirts must be no shorter than 2 inches above the knees. Shorts or cut-off pants (capri style) are not appropriate. Fully enclosed, flat-heeled, non-canvas shoes are required in all clinical settings. All shoes must be kept clean.

If a student fails to arrive to the clinical setting in the appropriate dress code, will be sent home and required to make up the clinical day.

C. Clinical Uniforms / Scrubs

Students are only permitted to wear Swain Dept of Nursing clinical uniforms (scrubs and lab coats) during a clinical day, or if directed differently by a member of the nursing faculty. If a student is found wearing the clinical uniform outside the designated clinical day and / or in violation of the school policy, disciplinary action will occur and this may include dismissal from the nursing program.

D. Criminal Background Check for Clinical

In compliance with the affiliation agreements between The Citadel and clinical facilities and agencies, a criminal background check is required for all nursing students participating in clinical learning experiences. Results of the criminal background will be made available to the Department Head by the designated agency/company selected to perform the criminal background check. The nurse administrator will make theresult known to the individual student. The nurse administrator will validate passing of this background check to the appropriate clinical agency/facilities.

E. Confidentiality Policy

The Citadel Nursing Program understands the federal regulations addressing patient/healthcare confidentiality, the Health Insurance Portability and Accountability Act (HIPAA). Students and faculty receiveHIPAA training as part of their annual updates and as specified by the agencies in which they practice. Records of student health requirements are maintained on file and released according to Nursing Program Student Handbook.

A nursing student will hold in confidence all client information and agency information entrusted to him/her. Confidential clinical information and other data (written or oral) given to a nursing student is considered privileged within the content of the learning site and the enrolled course.

A nursing student will limit his/her discussion of client/family/agency to structured learning situations during pre or post clinical conferences, or in private conversation with the clinical faculty member. At no time are clients/families/agencies to be discussed at lunch tables, clinical or university dining facilities, elevators, dormitories, and/or other public settings. A nursing student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

Failure to comply with the above policy represents unethical conduct for a nursing student. This may result in failure of the nursing course in which the incident occurs and/or dismissal from the nursing program.

F. Attendance and Tardiness Policy for Clinical

Attendance:

Attendance on clinical days is required. A student may not miss any scheduled clinical day. A missed clinical day requires a clinical makeup. In case of an emergency, the student should work directly with the clinical instructor and the course coordinator. If a student is absent from a clinical experience, a doctor's note is required.

If a student is required to make up a clinical day, the clinical date will be based on the availability of the clinical site and the clinical instructor. The make-up days will be arranged at the discretion of the clinical lab coordinator.

The student will receive a clinical grade of an Incomplete until all clinical requirements are met. If the clinical requirements are not completed within two weeks of the completion of the course, the student will receive a failing grade for the clinical course and will consequently need to repeat both the clinical and the associated didactic course. The student will not be able to proceed in the nursing program until the clinical requirement is completed.

Clinical Tardiness:

If a student is more than 15 minutes late to arrive to the clinical site, they will not be allowed to participate in the clinical experience for the day. This will result in an unexcused absence. The student will be required to make up the clinical day. If a student receives more than 3 unexcused absences, they will not pass the clinical course.

If a student's tardiness is disruptive to the workflow of the clinical instructor, the student will be sent home and receive a clinical absence. This absence will need to be made up and in accordance with the policy for clinical makeup.

An excused absence is at the discretion of the faculty member and must be communicated to the course coordinator.

G. Cell Phone

Student may not use their phones for personal use during the clinical day. It must be silenced and placed on vibrate. There are some clinical sites that forbid the use of cell phones while on site. Students will be made aware of this regulation at the start of their clinical experiences. These rules must be followed. Failure to adhere to site regulations may result in the student being asked to leave the clinical setting and will result in a recorded absence for the day.

H. Transportation Policy

It is the students' responsibility to arrange for transportation to and from clinical sites. It is important for students to understand that the faculty cannot pair students in the same clinical group to accommodate for transportation needs. Community Health clinical rotations may require students to have transportation to various locations on the same clinical day. Students must have access to their own transportation for the Community Health clinical rotation.

I. Simulation

The Simulation Laboratory, located on the second floor of Byrd Hall, is an alternate location for the Department of Nursing to conduct clinical-focused learning experiences while using high and low fidelity simulation. This learning space is also used to test acquisition of nursing skills via return demonstration. When students are in this learning space they are to mimic the behaviors and expectations as required for a traditional clinical experience. Students are expected to wear scrubs, or a nursing lab coat when in this setting.

J. Policies for Nursing Simulation

This learning space requires the same respect and behaviors that are expected in the clinical setting. This space is dedicated for nursing students only. The Clinical Lab Coordinator will oversee all activity of the lab. Students are not permitted in the lab unless the Clinical Lab Coordinator or a nursing faculty member is present. The number of students in the lab may be limited to provide order, safety and security of equipment and supplies. Students will have to wait their turn or schedule a future appointment with the Clinical Lab Coordinator.

Students cannot remove any equipment or supplies from the lab without permission of the Clinical Lab Coordinator. If a student removes equipment or supplies, or defaces any components of the laboratory space, they will incur the cost to replace the equipment and may face disciplinary action.

Purpose: The Citadel Simulation Lab policy is to establish guidelines for faculty, staff, students, and external users regarding professional conduct and behavior during simulation-based experiences. It will also outline expectations and roles of those involved in each simulation experience. All simulation experiences will follow the International Nursing Association of Clinical and Simulation Learning (INACSL) standards of practice, South Carolina State Board of Nursing Guidelines, and evidenced-based nursing practice guidelines.

Code of conduct: The simulation learning environment should be safe, supportive and encourage honest reflection upon performance with suggestions for improvement. Facilitators, students, and staff are expected to exhibit the same professional and respectful behaviors that he or she would in a healthcare setting. All students and facilitators will follow American Nurses Association code of ethics and the Health Insurance Portability and Accountability Act (HIPAA). The simulation lab coordinator or simulation facilitator has the right to remove any participant from the simulation experience for unprofessional or disrespectful behavior.

Facilitator and Simulation Development

   i. Course content: Course coordinators will collaborate with the simulation lab coordinator to develop simulation-based training experiences to achieve participant outcomes. The simulation lab coordinator will identify acceptable facilitators to assist with the experience.

   ii. Simulation modalities: Courses can utilize various pieces of simulation equipment and technologies within the simulation program. Simulation lab coordinator will collaborate with the course coordinator and facilitators to incorporate appropriate simulation modalities to achieve simulation/course outcomes.

iii. Respectful environment: Simulation facilitators understand the importance of creating a supportive and "safe" learning environment physically and emotionally.

iv. Feedback and reflection: Facilitators should include time for feedback and reflection (Debriefing) following the simulation experience and utilize appropriate simulation debriefing tool as indicated by the simulation lab coordinator.

Training

i. Simulation training

The simulation lab coordinator will be responsible for providing facilitator training on simulation technologies, INACSL standards of best practice, and evaluation/debriefing methods prior to the implementation of a simulation experience.

ii. Standardized patients

Standardized Patient (SP) simulation includes the use of live actors to serve in the role of patients and/or family members and is one type of simulation based educational modality; a Standardized Confederate (SC) functions in a similar capacity as an SP but often portray scripted healthcare professionals. The simulation lab coordinator will train and coordinate with SPs/SCs on the following:

i. Isolation from learner prior to event, during breaks, and after conclusion of event.

ii. Private dressing area (not public and out of sight of learners/participants).

iii. Privacy during physical examinations (blinds drawn in rooms, protect against unnecessary observers, safeguard any video/digital recordings of examinations, etc.).

iv. Address the mental and physical safety of the standardized patient during and post event (no exposure to sharps, no biohazardous materials, no live restraints or weapons, etc.; debrief with instructor, course director, or program staff following event to address any issues or concerns that arose during the session with participants, equipment, etc.).

v. Equipment training being used by and/or upon the SPs / SCs

vi. Education on role portrayal, learning outcomes, how to provide appropriate feedback to participants, and instruction on assessment tools.

Simulation Requirements and Procedures

i. Scheduling process:

The simulation lab coordinator will work with the course coordinator and the clinical lab coordinator to develop simulation-based experiences for the students. If the simulation occurs during clinical, the student and the clinical instructor will be notified prior to the start of the semester by the simulation lab coordinator. If the simulation occurs outside class and/or clinical, then the student and

course coordinator will be notified via email prior to the start of the semester by the simulation lab coordinator.

ii. Simulation Pre work:

Simulation prework will be sent out via Citadel email by the simulation coordinator and all facilitators one week prior to the simulation. At that time the student will receive all required information to be successful during the simulation, including the simulation objectives. Students are responsible for completing the required pre-work and submitting it to the facilitator at the beginning of the simulation experience. Failure to submit required prework may result in an inability to participate in simulation experience.

iii. Dress Code Requirements

Students are required to wear Citadel scrubs while participating in simulation activities during clinical rotation days. Cadets are required to wear the appropriate Citadel uniform for all other simulations scheduled outside of clinical time. Students must have closed toed shoes on during all simulation experiences.

iv. Simulation Prebriefing:

Simulation prebriefing will follow the INACSL standard of best practice: Prebriefing. All students will be orientated to simulation environment (equipment, simulation modality, time in simulation, and establishment of a psychologically safe environment).

v. Simulation Debriefing

Simulation debriefing tool used for each simulation will be at the discretion of the simulation lab coordinator and dependent upon the simulation and learning outcomes.

Students and facilitators will be educated during prebriefing on the method of debriefing that will be used for the scenario.

vi. Participant evaluation of simulation experience:

Students will complete the Simulation Effectiveness Tool-Modified (SET-M) (Appendix A) following every simulation experience. This evaluation will be unanimous. The feedback on this form will be reviewed during post simulation meetings with the facilitators involved in the experience. Evaluation data will be used to foster ongoing quality improvement for the simulation program. All SET-M's will be stored with the Simulation Lab Coordinator.

vii. Evaluation of course participant performance

Students will be evaluated by a facilitator during a simulation using the Sweeney-Clark Simulation Performance Rubric (Appendix B). The evaluations will be reviewed during post simulation meetings with the facilitators and may be disclosed to the course coordinator and/or department head

if pertinent. Evaluation data will be used to foster ongoing evaluation of student performances during simulations across the program. All evaluation tools will be stored with the Simulation Lab Coordinator.

viii. Simulation Absence:

Simulations are a mandatory experience. Students with extenuating circumstances may be considered a simulation makeup at the discretion of the simulation lab coordinator. Students are expected to notify the simulation lab coordinator at least one hour in advance of the simulation starting

Simulation Development

i. Scenario development

The simulation lab coordinator will use the National League for Nursing Simulation scenario template when designing simulations. The simulation lab coordinator may also utilize other credible premade scenarios so long as they reflect the INACSL standards of best practice.

Each scenario will reflect current clinical standards of care. Changes will be made to scenarios based on current best practice. All simulations will be developed to assist in meeting course and program outcomes

Confidentiality

i. Audiovisual confidentiality/ storage

Students will sign a consent form prior to the start of the first simulation of each semester. By signing, students consent to being in audio/visual recordings of the scenario sessions. These recordings may only be used for debriefing of the scenario or for other student/faculty observations during scenario. Audiovisual recording will be stored for up to 90 days. Only the simulation lab coordinator and facilitators will have access to recordings. Any other purpose of showing recording and/or storing extended length of time will require further written permission from each participant. These waivers will be stored with the simulation lab coordinator and discarded appropriately at the end of each semester.

ii. Cell Phone Usage

The use of cell phones during a simulation is prohibited unless approved by the simulation coordinator or simulation facilitator. The use of cell phones for the purpose of recording video, audio, or photographs within the simulation program is prohibited.

iii. Observation of simulation policy for course participants

Some simulation activities may include observation of peers during simulation. Facilitators will emphasize the importance of student confidentiality to protect peers from judgments and opinions of their performance. The participants should "pledge" not to discuss each other's performance in simulation scenarios and/or the scenario specific information outside of the simulation. Violation of confidentiality is considered a HIPAA violation and will follow the HIPAA violation guidelines listed in the nursing student handbook.

K.   Clinical Related Incident or Exposure Policy

Clinical experiences may expose a student or faculty member to a clinical-related injury or exposure to a communicable disease. Communicable illnesses are typically transmitted through contact with contaminated surfaces, blood, bodily fluids, or air droplets. If a clinical incident or an anticipated exposure to a communicable disease occurs, the student must immediately notify the Clinical Instructor or the Clinical Coordinator for the Swain Department of Nursing. The student will complete an incident report with the Clinical Instructor or Clinical Coordinator. The student will be directed to engage in follow-up care according to the current recommendations and professional guidelines according to The Centers for Disease Control and Prevention (CDC), the South Carolina Department of Health and Human Services, or the clinical agency where the injury or exposure occurred.

L.   Student Failure in the Clinical Setting

If a student fails to perform clinical skills, they are referred to the nursing lab. The clinical instructor will complete a Nursing Laboratory Referral Form of the skill that must be remediated and give this to our Clinical Laboratory instructor. The student will be required to remediate on the skill and to be retested for proficiency. When the student has successfully completed a return demonstration of that skill, the Clinical Laboratory Instructor will notify the clinical instructor that the student has demonstrated this proficiency and is now able to perform the skill in the clinical setting. If the student is unable to successfully perform the clinical skills they will not receive a passing grade in the course. This may jeopardize the student's ability to progress in the program.

6.   Student Support Services

Numerous services and resources are available to support student success. For a complete list of these services, please refer to Cadet Life Services at https://engineering.citadel.edu/root/cadet-life-services . Below are a few of the highlighted services that may be used by a student.

A.   Student-Faculty Advisors

Upon admission into the nursing program, students are provided with a faculty mentor. It is the responsibility of the student to meet with their faculty advisor prior to registering for classes, and to receive advisement more often as needed. The faculty advisor is also available to discuss aspects of the nursing program, expected course requirements, and other academic concerns or opportunities. If a student fails to meet with the faculty advisor prior to registration for courses, the responsibility for a potential delay in the anticipated graduation will fall upon the student.

Students are encouraged to discuss course related concerns to the faculty of record for a given course. If thisconcern is not resolved, the student should follow the organizational chain of command within the Nursing Program.

B.   Student Success Center

117 Thompson Hall   843-953-5305   https://www.citadel.edu/root/ssc

The Student Success Center offers numerous programs to assist students to achieve academic success.

Appointments are required and can be made online from the webpage. Academic services are available for the following programs:

        Academic coaching
        Athletic academic coaching
        Mathematics Lab
        Services for students with disabilities
        Subject-area tutoring
        Supplemental instruction
        Writing Lab.

C.   Counseling Center

203 Richardson Avenue 843-953-6799   https://www.citadel.edu/root/counselingcenter

The Counseling Center is available to all students at The Citadel. In addition to counseling services for personal well-being, services are available for alcohol, tobacco and substance abuse, and for sexual assault prevention and response. Policies and procedures for the services of the Counseling Center are described on the website.

D.   Title IX

192 Bond Hall   843-953-6881   https://www.citadel.edu/root/title-ix

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. -Title IX of the Education Amendments of 1972. Officers of Title IX fall under the oversight of the Office for Institutional Compliance. Policies and procedures to make a formal or informal complaint are communicated on the website.

E.   Alcohol, Tobacco& Substance Abuse Services

843-953-0510

https://www.citadel.edu/counseling-center/alcohol-tobacco-substance-abuse-services/

The Counseling Center provides evaluation and assistance in the prevention and short-term treatment of alcohol, tobacco, and substance abuse. Resources utilized include an in-depth alcohol and substance use evaluation, reading material, an interactive computer program, an online alcohol education course and appropriate referrals using on-campus resources or off-campus for long-term inpatient and/or outpatient treatment. These strategies are aimed at reducing a student's risk for developing serious problems associated with the abuse of alcohol, tobacco, and other substances.

F.   Bookstore

1st Floor Mark Clark Hall 843-953-5110   https://www.citadel.edu/root/bookstore

Nursing scrubs and lab coats are for sale through the bookstore. In addition, a wide range of Citadel apparel and gifts, supplies, electronics, textbooks, and a full range of Apple iPads, Macbooks, watches, Airpods, and accessories are available. Textbooks are offered for purchase or to rent.

G. Career Center

573 Huger St   843-953–1617   https://go.citadel.edu/career/contact-us/

The Career center hosts a variety of hiring and recruiting events. Students are encouraged to visit with the career center to assist with interview techniques, resume writing, and assistance in securing internships. The Career Center is located at 573 Huger Street. The website list lists a multitude of services to assist with career planning and preparation.

H. The Daniel Library

171 Moultrie St   843-953-6845   https://library.citadel.edu/home

The Daniel Library is integral to student learning. Numerous resources are available via the Daniel Library. The Nursing Reference Center is a database specific to nursing and highly recommended for nursing students. The Nursing Reference Center Database is a useful tool to augment nursing content.

I. Financial Assistance

Bond Hall 138   843-953-5187   https://www.citadel.edu/financial-aid/

The Office of Financial Aid & Scholarships provides you with optimal financial assistance while attending TheCitadel. Information regarding financial aid and scholarship opportunities are available.

J. Honors Program

https://www.citadel.edu/honors/

The Honors Program is dedicated to providing an augmented college experience for intellectually gifted and highly motivated undergraduate students. This is facilitated within the structure of the rigorous Citadel experience by promoting challenging academics, creating opportunities for exploration, encouraging engagement and leadership beyond the classroom, and supporting a personalized collegiate environment that includes one-on-one development with Citadel faculty and advisors.

7. General Information and Policies

A. Students Right and Responsibilities

Students have the right to quality learning experiences without regard to race, ethnicity, religion, gender, age, political affiliation, national origin, or handicap. Students have the right to be fully engaged and participate in the learning process and the freedom to learn and explore all aspects of the subject matter. Students have the right of confidentially relative to information about their personal views, beliefs and associations in which faculty may acquire in the course of their work. It is the right of the student to have regular objective evaluation of their progress in their course. Students have the right to a voice in the determination of curriculum and institutional policy affecting academics and

student affairs.

Students have the responsibility to interact professionally with other regardless of race, ethnicity, religion, age, gender, political affiliation, national origin, or handicap. Students are expected to be prepared and participate in the learning process. Maintenance of confidentially in all areas of professional practice is expected of all nursing students. Students have the responsibility to commit to life-long learning and continuous self-evaluation. Students are expected to become familiar with the nursing program's mission, vision, concepts of the nursing curriculum, program objectives and their relationship to the overall curriculum.

B.   Academic Calendar and Add / Withdrawal Dates

The delivery of classes, holidays, final exams, and the schedule for mid-term and final grades will correlate with the academic calendar. Refer to the College Catalog or School website for more information.

C.   Social Media Policy

Citadel students are expected to adhere to the same standards of conduct online as they would in face-to- face interactions. Laws, policies respecting contracting, and conflict of interest apply online and in the socialmedia context. Likewise, applicable policies and guidelines, including the College Regulations, the Blue Bookguidelines (for cadets) and policies, for interacting with students, parents, alumni, donors, media, all other Citadel constituents, and the public apply online and in the social media context as well. Do not post

confidential or proprietary information about The Citadel, cadets, students, employees, alumni, hospitalsand/or individuals in the clinical area and community.

Recommendations for personal use of social media include:

Thinking twice before posting:

Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on the individual and The Citadel. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you would not make a statementat a conference or to a member of the media, consider whether you should post it online.

Being respectful:

Content contributed to a social media site can encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on the poster and/or The Citadel and its institutional voice.

Do not post or approve comments that include:

(1) Profanity or abusive language (2) Threats of physical or bodily harm (3) Sexual Harassment (4)

Sensitive information (i.e. information that could compromise public safety, intellectual property, or national security), (5) Offensive terms (i.e. language that targets specific ethnic or racial groups).

Violations of these standards may result in disciplinary action by the program and potential for dismissal from the program. Further, violations will be reported to the college and referred to the honor court for college action.

D.   Technology Policy

The Citadel provides computing resources to support the college's mission; instruction, academics, scholarship, research, service; administrative functions; student and campus life activities; and the free exchange of ideas among members of the college community and between the college and the wider local, national, and world communities.

The use of college computing resources, like the use of any other college resource or activity, is subject to the normal requirements of legal, ethical, authorized and appropriate behavior. Users must abide by all applicable restrictions, whether or not they are integrated intothe computing resources and whether or not they can be circumvented by technical means. Students must use information technology and electronic communications in aresponsible manner and in compliance with College Regulations and applicable state or federal laws.

Information Technology Services (ITS), on behalf of the college, may restrict the use of its computers and network systems in response to complaints presenting evidence of violations of college policies or codes, or state or federal laws. Specifically, the college reserves the right to limit access to its networks through college-owned or other computers, and to remove or limit access to information contained in college-owned systems.
Students are encouraged to review the social media guidelines of the National Council State Boards of Nursing (Social Media Guidelines for Nurses | NCSBN) and their guide for use of social media (NCSBN_SocialMedia.pdf).

8.   Nursing Student Opportunities

A.   Student Nursing Association

The Student Nurses Association is a student- led opportunity that provides nursing students an opportunity to engage in local activities, to network with students from around the country, and to participate in leadership opportunities. Participation in the Student Nurses Association is open to any student that has been admitted into the nursing program.

B.   Sigma Theta Tau

Sigma Theta Tau, the National Honor Society of Nursing is an international professional organization. The Citadel chapter of Sigma Theta Tau is the Gamma Omicron at-Large Chapter. Nursing students who meet specific academic qualifications will be inducted into the honor society. Students must have a minimum GP of a 3.0, rank in the highest 35% of their nursing class, and have impeccable academic integrity.

9.   Eligibility for licensure as a Registered Nurse

Applicants for registered nurse licensure in South Carolina are eligible to apply to take the NCLEX-RN examination upon submitting evidence to the Board of Nursing that a course of study in an approved nursing program, such as The Citadel, has been completed and that the applicant has not committed acts or misconduct that are grounds for disciplinary action. In accordance with the SC Code of Laws, Title 40 Professions and Occupations, Chapter 1 Professions and Occupations, Chapter 33 Nurses, andChapter 91 Department of Labor, Licensing and Regulation-State Board of Nursing, the SC Board of Nursing may deny licensure to an applicant based on the same grounds for which the board may takedisciplinary action against a license. The student is directed to the SC Board of Nursing for further information http://www.llr.state.sc.us/POL/Nursing. Information about the NCLEX-RN licensing examination can be found at https://www.ncsbn.org/nclex.htm.

10.   Curriculum Grids

Cadet Curriculum

	FALL	Cred.	SPRING	Cred
Freshman	LRDS 101 - First Year Experience	1	BIOL 217 - Human Anat and Physiology I	3
Year	FSEM 101 - Freshman Seminar	3	BIOL 227 - Human Anat and Physiology I	1
	FSWI 101 - Freshman Linked Writing Intensive	3	NURS 200 - Intro to Nursing	2
	BIOL 130-Intro to Bio **OR** BIOL 105-Foundations in Bio	3	MATH 104 - Elementary Math	3
	BIOL 131-Intro Bio Lab **OR** BIOL 115 -Foundations Bio Lab	1	HLED 401 - Nutrition	3
	CHEM 103 - Introduction to Chemistry	3	PSYC 201 - General Psychology	3
	CHEM 113 - Introduction to Chemistry Lab	1		
	RPED 260 Phys Fitness, Resiliency, & Wellness	3		
	101 - 1st Year Basic ROTC		102 - 1st Year Basic ROTC	1
Credits		**18**		**16**
Sophomore	LDRS 202 - Prin Leadership Amer. Govt STRAND	3	NURS 201 - Health Assessment	3
Year	BIOI 290 - Microbiology + Lab	4	NURS 211 - Health Assessment Lab	1
	BIOL 218 - Human Anat and Physiology II	3	NURS 340 - Pathophysiology	3
	BIOL 228 - Human Anat & Physiology II Lab	1	NURS 341 - Pharmacology	3
	COMM 260 - Technical Writing and Comm	3	NURS 202 - Fundamentals of Nursing	3
	Strand course #1 - English	3	NURS 212 - Fundamentals of Nursing Lab	1
			PSYC 202 - Developmental Psychology	3
	LDRS 211 - Leadership Services Lab	0 **OR**	LDRS 211 - Leadership Services Lab	0
	201 - 2nd Year Basic ROTC	0	2nd Year Basic ROTC	0
Credits		**17**		**17**
Junior	LDRS 311 - Jr Ethics Enrichment Experience	0	LDRS 371 - Leadership in Organizations	3
Year	Strand course #2 - History	3	RPED - Required Physical Education	0
	STAT 160 - Statistical methods	3	NURS 302 - Adult Health II	3
	NURS 351 Mental Health Nursing	3	NURS 312 - Adult Health II Lab / ROTC Fulfillment	2
	NURS 361 Mental Health Nursing Clinical	2	Strand Course #3 - Natural Science	3
	NURS 301 - Adult Health 1	3	NURS 403 Evidenced Based Practice	3
	NURS 311 - Adult Health 1 Lab/ ROTC fullfilment	2	NURS 352 Informatics & Healthcare Technologies	2
Credits		**16**		**16**
Senior	LDRS 411 - Senior Leadership Seminar	0	NURS 404 Nursing Leadership / ROTC Fulfillment	3
Year	NURS 405 - Adult Health III	3	NURS 451 Community & Population Health	3
	NURS 415 - Adult Health III Clinical / ROTC fulfillment	2	NURS 461 Community & Population Health Clinical	2
	NURS 401 - Maternal Child Nursing	3	NURS 450 Professional Nursing Practice	4
	NURS 411 - Maternal Child Clinical	2		
	Strand Course # 4 - Social Science	3	Req Phys Ed.	0
	Strand Course # 5 - Elective	3		
Credits		**16**		**12**
			TOTAL credits = 128 credits	
			NURSING credits = 62 credits	

College Transfer Student Curriculum Grid

2+2 Evening Program			Citadel Courses	
Transfer in credits		Semester	course	credit
course	credit	Summer 1	NURS 200 Introduction to Nursing	2
			Credits	**2**
Writing / English	6	Summer II	NURS 202 Health Assessment	3
History	3		NURS 211 Health Assessment Lab	1
Social Science	9		EUGS 101 Citadel Experience	1
Psychology (3)			**Credits**	**5**
Dev. Psychology (3)		Fall	HLED 401 Nutrition	3
Sociology (3)			NURS 340 Pathophysiology	3
Mathematics	6		NURS 341 Pharmacology	3
General Math (3)			NURS 202 Fundamentals of Nsg	3
Statistics (3)			NURS 212 Fundamentals of Nsg Lab	1
Science			**Credits**	**13**
Anat & Phys I + Lab (4)	20	Spring	NURS 301 Adult Health I	3
Anat & Phys II + Lab (4)			NURS 312 Adult Health I Clinical	2
General Chemistry + lab (4)			NURS 351 Mental Health	3
Microbiology + lab (4)			NURS 361 Mental Health clincial	2
Biology + Lab (4)			NURS 403 Evidence Based Practice	3
General Electives	16		**Credits**	**13**
Total transfer credits	**60**	Summer III	NURS 302 Adult Health II	3
			NURS 312 Adult Health II Clinical	2
			Credits	**5**
		Fall	NURS 405 Adult Health III	3
			NURS 415 Adult Health III	2
			NURS 401 Maternal and Child Health	3
			NURS 411 Maternal and Child Health clinical	2
			NURS352 Informatics and Healthcare Technologies	2
			Credits	**12**
		Spring	NURS 451 Community and Population Health	3
			NURS 461 Community and Population Health clinical	2
			NURS 404 Nursing Leadership CAPSTONE	3
			NURS 450 Professional Nursing Practice	4
			Credits	**12**
			Total credits	**62**

11. Appendices / Forms

Student Acknowledgement of their Review of The Citadel Swain Department of Nursing Student Nursing Handbook

Simulation Effectiveness Tool

Sweeney-Clark Simulation Evaluation Tool

Laboratory Referral Form

Violation of Professional Nursing Behavior

Student Evaluation of Clinical Site

Clinical Evaluation Tool

Appendix A: Acknowledgement of Review of The Citadel Swain Dept of Nursing Student Nursing Handbook

Acknowledgement of Review of The Citadel Swain Dept of Nursing Student Nursing Handbook

I, _____ have received, reviewed, and agree to follow the policies and procedures as communicated in the Swain Dept of Nursing Student Handbook.

During my time as a student, I may have questions and will strive to get the answer from the most appropriate source. I recognize that the policies and procedures written in this handbook are designed to assist me in being successful in the nursing program. I understand that it is my responsibility to review the Student Handbook each time a new one is distributed, as well as to review changes to policies or procedures that are changed and communicated throughout the year.

Signature _____

Print _____

Date _____

Appendix B: Simulation Effectiveness Tool

Simulation Effectiveness Tool - Modified (SET-M)

After completing a simulated clinical experience, please respond to the following statements by circling your response.

PREBRIEFING:	Strongly Agree	Somewhat Agree	Do Not Agree
Prebriefing increased my confidence	3	2	1
Prebriefing was beneficial to my learning.	3	2	1
SCENARIO:			
I am better prepared to respond to changes in my patient's condition.	3	2	1
I developed a better understanding of the pathophysiology.	3	2	1
I am more confident of my assessment skills.	3	2	1
I felt empowered to make clinical decisions.	3	2	1
I developed a better understanding of medications. (Leave blank if no medications in scenario)	3	2	1
I had the opportunity to practice my clinical decision making skills.	3	2	1
I am more confident in my ability to prioritize care and interventions	3	2	1
I am more confident in communicating with my patient.	3	2	1
I am more confident in my ability to teach patients about their illness and interventions.	3	2	1
I am more confident in my ability to report information to health care team.	3	2	1
I am more confident in providing interventions that foster patient safety.	3	2	1
I am more confident in using evidence-based practice to provide care.	3	2	1
DEBRIEFING:			
Debriefing contributed to my learning.	3	2	1
Debriefing allowed me to communicate my feelings before focusing on the scenario.*	3	2	1
Debriefing was valuable in helping me improve my clinical judgment.	3	2	1
Debriefing provided opportunities to self-reflect on my performance during simulation.	3	2	1
Debriefing was a constructive evaluation of the simulation.	3	2	1
What else would you like to say about today's simulated clinical experience?			

*revised 4/3/20 for use in virtual debriefing

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. *Nursing Education Perspectives, 36*(5), 317-323. Doi: 10.5480/1 5-1671.

Original Simulation Effectiveness Tool (SET) developed by Medical Education Technologies, Inc (METI, now CAE Healthcare) for Program for Nursing Curriculum Integration (PNCI) (2005)

Appendix C: Sweeney - Clark Simulation Performance Rubric

Sweeney-Clark Simulation Performance Rubric

Student: _____

Scenario: _____ Date_____ Course:_____

Faculty:_____

Circle One: Soph   Jr   Sr

Category	Novice *Doesn't yet See the Picture*	Advanced Beginner *Sees Part of the Picture*	Competent *Sees the Basic Picture*	Proficient *Sees the Big Picture*	Expert *Anticipate the Changing Picture*
Patient Assessment	Performs assessment with guidance/prompts	Distinguishes between abnormal and normal assessment findings	Recognizes changes in patient condition, intervenes appropriately, and reassesses	Classifies relative importance of multiple assessment findings over time	Relates ongoing findings to potential complications; modifies plan and nursing interventions
History gathering N/A	Recalls questions for basic history data with guidance/prompts	Discriminates between normal and abnormal history data	Uses understanding of disease process to focus questioning	Includes past medical history to develop comparison with current condition	Anticipates potential outcomes based on history findings
Patient teaching N/A	Seeks guidance to answer patient/family questions	Explains procedures to the patient/family	Rephrases medical information into lay terms for patient/family	Modifies patient teaching based on patient/family response and learning barriers	Identifies need and resources for further patient/family teaching; initiates multidisciplinary involvement
Laboratory data and diagnostics N/A	Reports laboratory data	Distinguishes between normal and abnormal laboratory data/ diagnostic studies	Uses understanding of laboratory values/studies to plan care	Analyzes trends in laboratory values; compares with patient response	Monitors patient response via analysis of laboratory data and examination; assists with plan for future testing
Nursing interventions N/A	Performs simple, basic nursing care with prompts	Identifies active patient problem(s), but needs help in selecting intervention(s)	Implements appropriate routine nursing intervention(s) and evaluates effect; may delegate	Implements appropriate nursing intervention plan in timely manner; consistently delegates	Modifies nursing care by synthesizing evidence-based knowledge into practice; uses and/or conducts research

The Citadel
Swain Department of Nursing
Nursing Laboratory Referral Form

Student Name: _____Date: _____ Course_____

(Section 1 to be completed by Instructor making referral; Section 2 completed by Instructor completing remediation)

1. Reason for referral:

_____

_____

_____

_____

_____

Area of skill to be addressed: _____

_____

_____   _____

Student Signature/ Date   Referring Instructor/Date

_____   _____

****
****

2. Remediation Session Date: _____   Instructor: _____

Outcome of Session: _____

_____

_____

_____

Further Remediation recommended: Yes   No

_____   _____

Student Signature/Date   Instructor Signature / Date

Appendix E: Violation of Professional Nursing Behavior Form

Swain Department of Nursing VIOLATION of PROFESSIONAL NURSING BEHAVIOR

Student: _____ Course: _____ Date: _____

Nursing Behavior in violation	Cause of Concern
Violation of The Citadel Code of Honor, Duty, and Respect.	
Ethical behavior according to the American Nurses Association Code of Ethics	
Completion of clinical compliances within allotted parameters.	
Maintenance of a safe environment for the patient in the clinical setting	
Punctuality for classroom, clinical and campus labs.	
Consistent preparation for classroom, clinical and campus labs.	
Completion of assignments within allotted parameters.	
Adherence to policies and standards established in the Student Handbooks.	
Other	
Required Action or Implication of the violation	

Student Signature/Date:
_____

Faculty Signature/Date:
_____

STUDENT EVALUATION OF THE CLINICAL AGENCY

Swain Department of Nursing, The Citadel

Course name: _____

Agency: Date:

	1	2	3	4	5	NA
I was able to meet course learning outcomes.						
I was able to meet my personal learning needs.						
The clinical staff were receptive to nursing students.						
The clinical staff were supportive and interested in my learning.						
My concerns/questions were appropriately addressed.						
The clinical staff encouraged me to critically think.						
Additional comments:						
Recommendations to improve the experience:						

Key:
1 = completely disagree
2 = disagree
3= neither agree nor disagree
4= agree
5= highly agree
NA = does not apply or services were not used

CLINICAL EVALUATION TOOL

Course Name & Number: _____

Student Name:_____   Clinical Faculty:_____
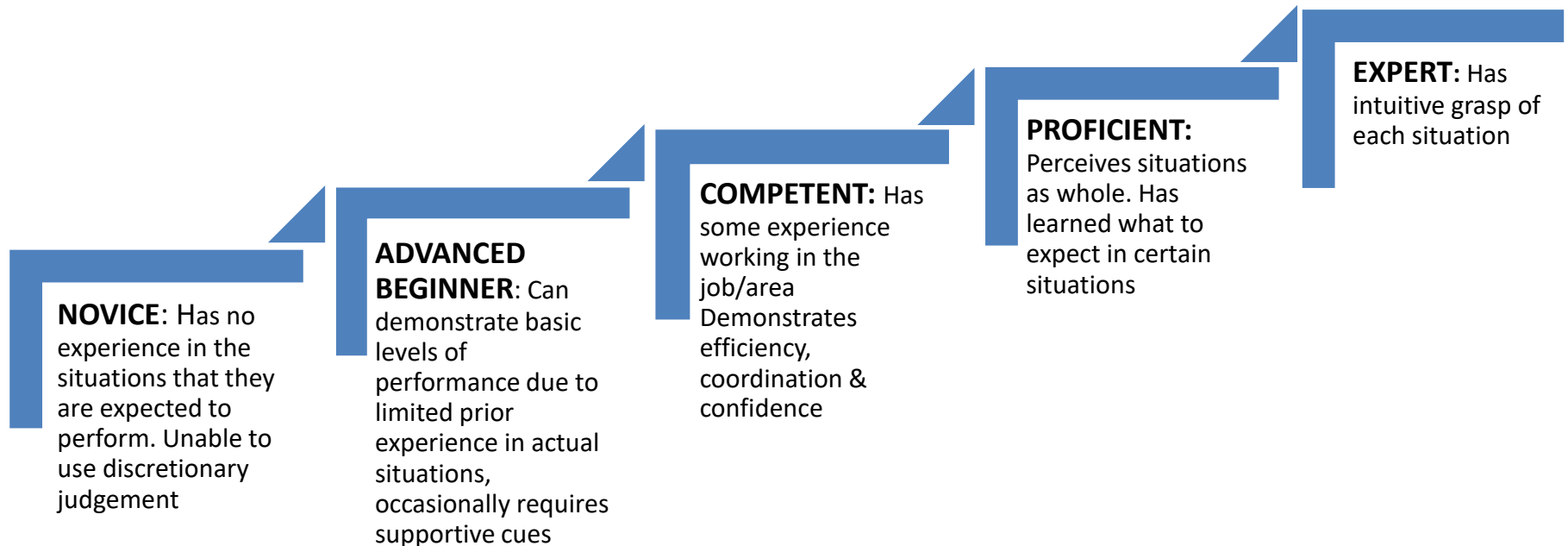
Facility and Unit: _____   Final date and score: _____

Instructions: Please evaluate the student's performance at both the midterm and end of the clinical rotation based on the criteria below. The rating scale is based on Benner's model of Novice to Expert. Please include comments related to the student's performance justifying their rating and encourage students to include comments reflecting on their own clinical experience and growth. **Please note: ALL students in Health Assessment (NURS 212) and Fundamentals (NURS 211) must rated Advanced Novice to move on, in all other classes students must be rated at COMPETENT or higher to progress to the next clinical course/graduation.**

RATING SCALE ACCORDING TO BENNER'S MODEL:

EXPERT: Has intuitive grasp of each situation

PROFICIENT: Perceives situations as whole. Has learned what to expect in certain situations

COMPETENT: Has some experience working in the job/area Demonstrates efficiency, coordination & confidence

ADVANCED BEGINNER: Can demonstrate basic levels of performance due to limited prior experience in actual situations, occasionally requires supportive cues

NOVICE: Has no experience in the situations that they are expected to perform. Unable to use discretionary judgement

45

I. Patient Centered Care Competency

Outcome: Plans and provides patient centered care that contributes to safe and high-quality outcomes as evidenced by:	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Demonstrates knowledge of the pathophysiology, clinical manifestations, and medical treatment of assigned clients while prioritizing care	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Gathers patient data findings, including nursing, medical, laboratory, radiographic, pharmacologic, psychosocial and other pertinent data based on patient admitting diagnosis/ history.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Includes patient and family in "rounds" and encourages patient/family to participate in decision making regarding the plan of care	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Provides care to a diverse population of patients, caring for the patient as a whole, attending to physical, mental, spiritual and emotional health with awareness and sensitivity to cultural, religious, social, sexual, etc. backgrounds	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development.

II. Teamwork and Collaboration Competency

Outcome: Must be able to work co-operatively with other individuals and makes valued contributions to the outputs of others in order to assist own team or project through communication and collaboration	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Recognizes abnormal assessment findings and demonstrates professional oral communication skills when communicating these findings to other members of the health care team and documenting them in the electronic health record (EHR).	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Seeks opportunities for hands-on learning and participates in the care of their primary patient(s) while assisting team members and peers with additional tasks	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Participates in bedside shift report as well as physician and consult rounds. Assists interdepartmental staff in arranging therapeutic services for the patient. Advocates for the patient to the team for potential concerns including change in status, consult needs, discharge needs, etc.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development.

III. Evidence-Based Competency

Outcomes: Student utilizes the most current evidence-based recommendations available in the literature, understanding the purpose behind these initiatives, taking a proactive role to voice concerns and applying validated interventions to individualize patient care.	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Identifies the evidence-based nursing interventions occurring in patient care. Seeks to grow their understanding of EBP by reading recent research and evaluating which actions would promote optimal client outcomes in the patient/ patient population.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Incorporates evidence-based nursing interventions into plan of care.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Understands why EBP drives the policies and protocols used in the patient-care settings and is able to verbalize possible outcomes if EBP guidelines are not followed.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development.

48

IV. Quality Improvement Competency

Outcome: Plan, provide, and evaluate client centered nursing care that contributes to the delivery of safe and high-quality outcomes. Student seeks to standardize processes and structure to reduce variation, achieve predictable results, and improve outcomes for patients, healthcare systems, and organizations	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Consistently performs high-quality care consistent with established standards of care both within the school and the clinical setting	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Understands the nurse's contribution to quality client outcomes.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Incorporates measures into the plan of care that promote quality outcomes (i.e. falls prevention, skin integrity, hand hygiene).	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Student frequently reflects on their own clinical performance and strives to deliver better care with a "growth mindset" through the mastering of clinical skills and solidified critical-thinking, often looking for ways to improve the patient-care processes	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development.

V. Safety Competency

Outcome: Provides patient care through interventions focused on the safety of the patient, families, and staff. Understands the risks and consequences associated with a failure to maintain safety precautions at all times.	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Identifies risks and risk-factors using patient-centered care to minimize harm to the client and members of the health care team, and speaks up if/when a safety concern	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Consistently implements safety interventions (i.e. bed in low and locked position, call bell within reach, sterility, time-out procedures, etc.)	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Understands the indication of ordered medications, drug classification, possible adverse reactions, and provides patient education regarding new medications. Student consistently applies the six rights of medication administration without prompting prior to administering medications.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Verifies documented allergies and reactions prior to each medication pass, ensuring allergy bands (and any other safety bands such as DNR, fall risk, difficult intubation, etc.) are visible	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Utilizes translation services when indicated understanding that patients have a legal right to receive informed care.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development

VI. Informatics

Competency Outcome: Integrates informatics and technology to improve client care outcomes.	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY
• Confidently navigates the electronic health record (EHR) to locate pertinent patient information, maintaining security of the EHR and patient information at all times	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E
• Student is actively engaged in simulation and virtual simulation activities in the lab, maintaining professional behavior and consideration of all safety components related to patient centered care.	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E	N/AB/C/P/E

Please comment on your/student's strengths as well as next steps for development

VII: Professionalism

Competency Outcome: Integrates informatics and technology to improve client care outcomes.	MIDTERM-STUDENT	MIDTERM-FACULTY	FINAL-STUDENT	FINAL-FACULTY

• Confidently navigates the electronic health record (EHR) to locate pertinent patient information, maintaining security of the EHR and patient information at all times	**N/AB/C/P/E**	**N/AB/C/P/E**	**N/AB/C/P/E**	**N/AB/C/P/E**
• Student is actively engaged in simulation and virtual simulation activities in the lab, maintaining professional behavior and consideration of all safety components related to patient centered care.	**N/AB/C/P/E**	**N/AB/C/P/E**	**N/AB/C/P/E**	**N/AB/C/P/E**

Any additional comments related to student's clinical practice:

Midterm Date Reviewed: _____

Instructor Signature: _____   Student Signature _____

Final Date Reviewed: _____

Instructor Signature: _____   Student Signature _____