

SCHOOL OF NURSING
**HAMPTON
UNIVERSITY**



STUDENT HANDBOOK 2021

**DEPARTMENT OF
UNDERGRADUATE
NURSING EDUCATION**

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Department of Undergraduate Nursing Education Student Handbook

ACKNOWLEDGEMENT OF RECEIPT

(Signature Page)

NAME:

(Please print)

The undersigned acknowledges that she/he has been informed of the location of the digital copy of the Hampton University School of Nursing Undergraduate Student Handbook on the school website (<http://nursing.hamptonu.edu>).

Department of Undergraduate Nursing Education Student Handbook
School of Nursing
Hampton University
Hampton, Virginia 23668

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MESSAGE FROM THE DEAN



With pleasure, I welcome you, our nursing and health sciences students, to the School of Nursing! You have made a wise choice for your life's career. Nursing has been a part of society for years, and the profession has made many changes since its beginning. Nursing is no longer a profession whose providers' skills solely center on comfort care (bathing, feeding, medications, and ambulation). Instead, there are opportunities in research, leadership, politics, military and US Public Health services, and becoming advanced practice healthcare providers such as nurse practitioners, nurse anesthetists, and clinical nurse specialists. Our care plan is evidence-based and involves the creative application of knowledge in the service of people across the lifespan.

A health science degree is an entry point into clinical and non-clinical healthcare careers. Many health science majors pursue advanced degrees and become medical social workers, physicians, epidemiologists, or other kinds of clinicians. In addition, there are jobs available for bachelor's degree holders in healthcare and health administration, health information management, and nursing home administration. Pursuing a graduate or professional degree opens an even wider field of job opportunities.

So, be confident in your choice of career, take advantage of the knowledge and skills learned as you matriculate through the program. Take time for self-care and enjoy being a student. Then, in the end, transition into the profession that offers numerous constantly advancing roles that will allow self-actualization in a global healthcare environment.

With all Best Wishes!!

Dr. M.

Arlene J. Jackson Montgomery, Ph.D., RN
Professor and Interim Dean
Director, Ph.D. Program

SCHOOL OF NURSING DEPARTMENT OF UNDERGRADUATE NURSING EDUCATION STUDENT HANDBOOK

The School of Nursing, *Department of Undergraduate Nursing Education Student Handbook*, has been created to assist nursing and health science students in their student and professional socialization, which is integral to success within Hampton University, the School of Nursing, and the health care profession. The purpose of the established regulations and information included in the *Student Handbook* is to assist the undergraduate nursing and health science student with professionalism and with continued growth and self-actualization. Each student is expected to read the *Student Handbook* thoroughly and to become knowledgeable about the codes and regulations included. The *Student Handbook* serves as the authority in governing the conduct and behavior of students enrolled in programs in the Hampton University nursing students. This handbook supplements the official student handbook, *Living, Learning, Leadership and Service at Hampton University*, as well as the current *Academic Catalog*. Each student should refer to the *Student Handbook* frequently as well as the other official publications of Hampton University for guidance and clarification of policies and practices expected of Hamptonians. Members of the School of Nursing faculty, staff, and administration are prepared to assist you whenever necessary.

ACCREDITATION STATUS

The baccalaureate degree program in nursing and master's degree program in nursing at Hampton University is accredited by the [Commission on Collegiate Nursing Education](#) (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

BOARD APPROVAL

The School of Nursing's baccalaureate programs at Hampton University have full approval by the [Virginia Board of Nursing](#).

OVERVIEW

The fully accredited undergraduate program in nursing, leading to the Bachelor of Science degree, is four academic years in length. An accelerated three-year program is offered at the College of Virginia Beach. The process of curriculum re-evaluation and revision is continuous. Community-based and family-centered learning experiences prepare students for the practice of professional nursing in a variety of health care delivery systems. The baccalaureate curriculum is based on a foundation of knowledge derived from liberal arts, humanities, and natural and behavioral sciences. These courses are correlated throughout the nursing curriculum. This approach facilitates each student's ability to transfer knowledge and thus extend the content learned utilizing a holistic approach to nursing care. Computerized simulation applications are used to help the students prepare to effectively implement nursing roles in diverse hospital, clinical, and community-based settings. New graduates have obtained employment in agencies where they previously spent summer internships/externships or developed a mentor-mentee relationship. Other graduates have chosen to pursue graduate education or relocate to pursue promising opportunities. The outstanding graduates who have been inducted into the School of Nursing Hall of Fame attest to some of the heights our graduates have attained.

In addition to the four-year undergraduate program of study, there are other sequences available for those desiring to enroll in a three-year accelerated program and for those working as licensed practical nurses or registered nurses who wish to earn a Bachelor of Science degree in nursing. Our undergraduate nursing program prepares students to collaborate with members of the health care team to implement safe and effective evidence-based nursing care. This program provides a foundation for graduate study and continued professional growth. The faculty welcomes suggestions for continuous improvement from students, agency partners, and alumni. We intend to offer the highest quality educational experience in the 21st century and beyond.

VISION STATEMENT

To empower multicultural nurses to excel in evidence-based nursing practice and research to service the global community

MISSION STATEMENT

Our mission is to maintain the highest quality of professional nursing education at all levels. We will continue to serve an increasingly diverse student population while becoming the premier producer of multicultural nurses with an advanced degree with a focus on family health within the global context.

GOALS

1. Provide opportunities for learners to obtain a Bachelor of Science, Master of Science, or doctoral degree.
2. Provide opportunities for applying nursing knowledge to human beings having diverse health care needs in a variety of settings.
3. Offer undergraduate and graduate nursing education programs which provide the theoretical and experiential bases for further study.
4. Promote an appreciation of the value of life-long learning through continuing education with a commitment to continual professional growth.
5. Offer opportunities for developing leadership, management and interprofessional collaboration in promoting improved nursing and health care.
6. To provide opportunities for utilizing evidenced based research and to advance nursing knowledge, practice, and research.

PHILOSOPHY

The School of Nursing, which offers undergraduate and graduate programs, is an integral unit of Hampton University and reflects the goals and ideas of excellence in the teaching-living-learning process, which includes “Education for Life.” The primary service to society rendered by the School of Nursing is the preparation of excellent professional practitioners.

We believe that the **Human Being** is a unique client/client system worthy of dignity, respect and caring. We further believe that, as a bio-psycho-socio-cultural-political-spiritual being, Human Being is conceptualized as a set of open systems who functions as a unified whole with basic needs; seek to maintain balance through purposeful and dynamic interactions with the internal and external environments; an individual, family, group or community.

The **Environment** is a complex system of internal and external forces, which interact continuously with us on various levels from individuals through communities. The internal Environment consists of those factors or interactive influences which are contained entirely within the client system and which affect its balance. The external environment includes all forces or influences external to or existing outside the system defined as client. Each component of the Environment is a vital and integral part of the whole. The family system is viewed as the basic unit of the environment and the vehicle through which individuals are assimilated into groups and communities. Environmental forces influence the need for change. These forces also influence the value and expectations placed on the health care system as part of the external Environment.

Health is a dynamic, changing phenomenon requiring a holistic approach to its promotion. Health may be viewed on a wellness-illness continuum. When the Human Being is able to adapt to internal and external environmental changes and maintain internal constancy, optimal functioning is on the wellness end of the continuum. When adaptation to changes in the environment is no longer possible, and the internal constancy is altered, functioning is then deemed to be on the illness end of the continuum. Interaction with the health care system is seen as a reciprocal activity in which responsibilities are shared by the client system and society for fostering environments conducive to health.

We believe that **nursing** is unique in its commitment to the promotion of optimal health and the prevention of illness through mutual participation with clients in defining and achieving health-related goals. Nursing is a dynamic health care system that recognizes the unique value of the client and involves the process of assessing, analyzing, planning, implementing, and evaluating health care needs of individuals, families, groups, and communities within a caring environment. Nursing offers care and comfort in diverse settings when a need imbalance occurs and internal constancy can no longer be maintained. We believe that professional nursing practice encompasses all aspects of health care delivery for individuals, families, groups, and communities, including (1) health promotion and maintenance, (2) illness care, (3) restoration, (4) rehabilitation, (5) health counseling, and (6) education. We recognize that political, economical, and technological considerations are important in determining the resources available to meet nursing's commitment to the client. Therefore, professional nurses must be cognizant of those influences on nursing practice and health care delivery, and of their responsibilities in influencing them.

The faculty believes that professional nursing practice is characterized by (1) accountability for one's own nursing practice, (2) acceptance of responsibility for management of nursing care delegated to others, (3) advocacy for the needs of clients, (4) autonomy in decision making concerning the practice of nursing and client care, and (5) the ability to function both independently and collaboratively as a member of the health care team. The graduates of the nursing programs should be committed to the ethical, legal, and political responsibilities inherent in professional nursing practice. We believe a major responsibility of the professional nurse is to improve practice through the application of theory and research. Professional nursing's special contribution to health care lies in its ability to assist people of all cultural groups to maintain balance with their environments by providing continuous and integrated caring.

Meeting health care needs is a crucial aspect of maintaining a healthy, diverse and multicultural society. The faculty recognizes that nursing is an invaluable resource that has historically provided a component of health care in an environment characterized by rapid change and technological complexity to which it must adapt. Therefore, nursing's emerging roles must take into account a complex social, cultural, economic, ethical, legal, political, and educational environment as they evolve. We also believe that nursing must exert greater influence within the community of health professions, and nursing practice must include achievement of the goal of equal access to health service for all citizens.

The faculty is committed to the individual and professional development of learners. We believe that teaching-learning experiences, which stimulate introspection, self-awareness, self-evaluation, and goal setting, can best be provided in a caring environment. In view of this commitment, faculty serves to promote the learners' independence, critical thinking, clinical judgment, and decision-making behaviors in a changing health care environment. It is our belief that active involvement of learners in their continuous educational process and the self-directed pursuit of knowledge will facilitate their achievement of specific goals. We believe that maintaining higher expectations encourages learners to attain their full potential.

The concepts reflected in the strands are used with the baccalaureate program terminal objectives as guidelines to develop specific baccalaureate level objectives. The horizontal strands are the nursing process, communication process, teaching-learning process and the vertical strands are the individual-family-group- community component, the wellness-illness continuum, and primary, secondary, and tertiary prevention (see Figure 1 Vertical and Horizontal Strands of the Baccalaureate Curriculum).

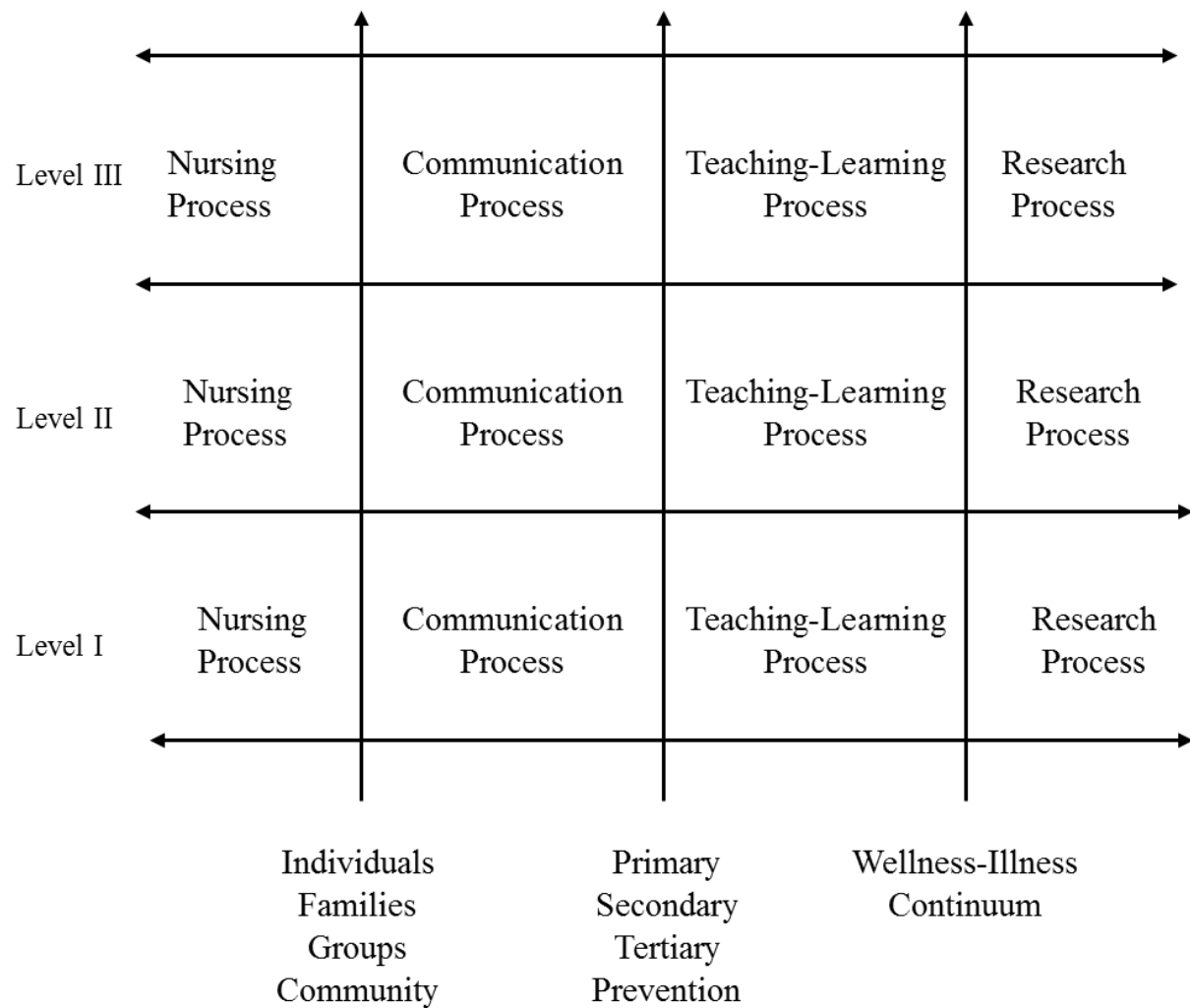


Figure 1. Vertical and Horizontal Strands of the Baccalaureate Curriculum

PROGRAM OUTCOMES

- Accept each Human Being as a unique bio-psycho-social-cultural-political-spiritual entity existing in an open system constantly interacting with the internal and external environment to attain high levels of wellness.
- Apply theoretical knowledge and concepts derived from nursing, the humanities, behavioral sciences, and the natural sciences as a foundation to promote wellness.
- Apply informed ethical decision making skills in order to serve as an effective client advocate within a contemporary multicultural health care environment.
- Utilize critical thinking skills, independent decision-making, and sound clinical judgment in meeting the health care needs of Human Beings.
- Utilize nursing knowledge in a variety of settings to assist culturally and developmentally diverse populations to promote wellness and prevent illness.
- Evaluate research for the applicability of the finding to nursing roles and evidenced-based practice.
- Promote interprofessional collaboration to improve the delivery of health care.
- Utilize verbal and written communication skills effectively while implementing the present and emerging role of the professional nurse.
- Utilize leadership and management strategies to effect change for the improvement of healthcare within a global environment.
- Demonstrate responsibility and accountability for nursing practice decisions and related outcomes.
- Utilize new and emerging health technologies to promote health and advance the profession.
- Participate in continuous lifelong learning for a satisfying, self-directed, personal and professional life.

CRITERIA FOR ADMISSION

All students must meet the general admission requirements of Hampton University and the specific admission requirements of the School of Nursing. Admission to the Department of Undergraduate Nursing Education programs is a two-tier process: students must be admitted to the Pre-Professional Nursing Program and to the Professional Nursing Program. The acceptance letter of enrollment into Hampton University qualifies the student for admission to the Pre-Professional Nursing Program, but enrollment in the Pre-Professional Program **does not guarantee admittance** into the Professional Nursing Program.

Pre-Professional Nursing Program

First Time College Student

- Meet requirements for admission to the University
- High school applicants must have a cumulative GPA of 3.0 or higher (on a 4.0 scale), a grade of B or higher in High School math and science courses (i.e., Algebra, Biology, and Chemistry), and strong standardized test scores (SAT or ACT) with a particular emphasis on quantitative.

Transfer Students

- Meet requirements for admission to the University
- Must provide official transcripts listing the courses and a catalog course description from college or university where the courses were taken.
- Only grades of “C” or higher are acceptable for transfer credit. General education coursework must be no older than ten (10) years; math and science coursework must not be older than five (5) years.
- Cumulative grade point average of 3.0 or higher from all schools attended

Active Duty Military and Veterans

- The School of Nursing abides by University policies for awarding advanced credit for active duty military and veterans.
- Veterans/active duty military students are subject to the same admission policies governing all other undergraduate and transfer students and must submit copies of DD Form 214 or DD Form 295.
- Active duty military and veterans who were previously military corpsmen/medics may elect to seek advanced placement credit by successfully completing credit by examination. An additional fee is required.
- The School of Nursing does not offer letters of advanced admission to the Professional Nursing Program.

Change of Major

- An undecided major or student listed as a major within another department must submit a change of major form along with student transcripts to the School of Nursing for evaluation by The Committee of Undergraduate Scholarship, Standards and Admissions
- Cumulative grade point average and math and science grade point average of 3.0 or higher

Students who were enrolled in another nursing program must have left that program in good academic standing and have not failed a nursing course to be eligible to apply for admission to the Pre-Professional Nursing Program.

A student who has been previously enrolled in the undergraduate nursing education program at Hampton University and has left the program, for any reason, has to reapply and be reevaluated for admission to the School of Nursing.

Any student who has completed courses at an accredited college or university may request transfer credit for general education courses only. Students must provide an official transcript listing the course(s) and a catalog course description from the college or university where the course was taken. Only grades of “C” or higher are acceptable for transfer credit. **Nursing courses at other institutions are not eligible for transfer credit.**

Professional Program

The acceptance letter into HU satisfies admission to Pre-Professional Nursing concentration, but does not automatically qualify students for acceptance into the Professional Nursing Program. A student must complete a separate application for admission to the Professional Program of the Department of Undergraduate Nursing Education. The School of Nursing Department of Undergraduate Nursing Education Committee on Scholarships, Standards and Admissions handles the admissions process for the Professional Program. A competitive ranking scale is utilized during the admission process. Emphasis is placed on overall GPA, science and math GPA, and scores on the Test of Essential Academic Skills (TEAS). The TEAS will be administered twice during the spring semester. **Meeting the minimum requirements does not mean automatic admission to the Professional Nursing Program.**

Professional Program Minimum Admission Requirements

- Successful completion of all Pre-Professional courses
- Cumulative grade point average of 3.0 or higher on a 4.0 scale for **all post-secondary schools attended.**
- Cumulative science and math grade point average of 3.0 or higher on a 4.0 scale for **all post-secondary schools attended.**
- Applicants must have completed math and science courses within the last five (5) years.
- Not more than one repeat in required math or science courses to achieve a passing grade of “C” or higher
- Not more than one repeat of required nursing courses to achieve a passing grade of “78” or higher.
- Not more than one course withdrawal in math, science or nursing courses to keep from failing the course.
- The minimum passing grade for all theory and clinical nursing courses is 78. **Effective July 27, 2015**

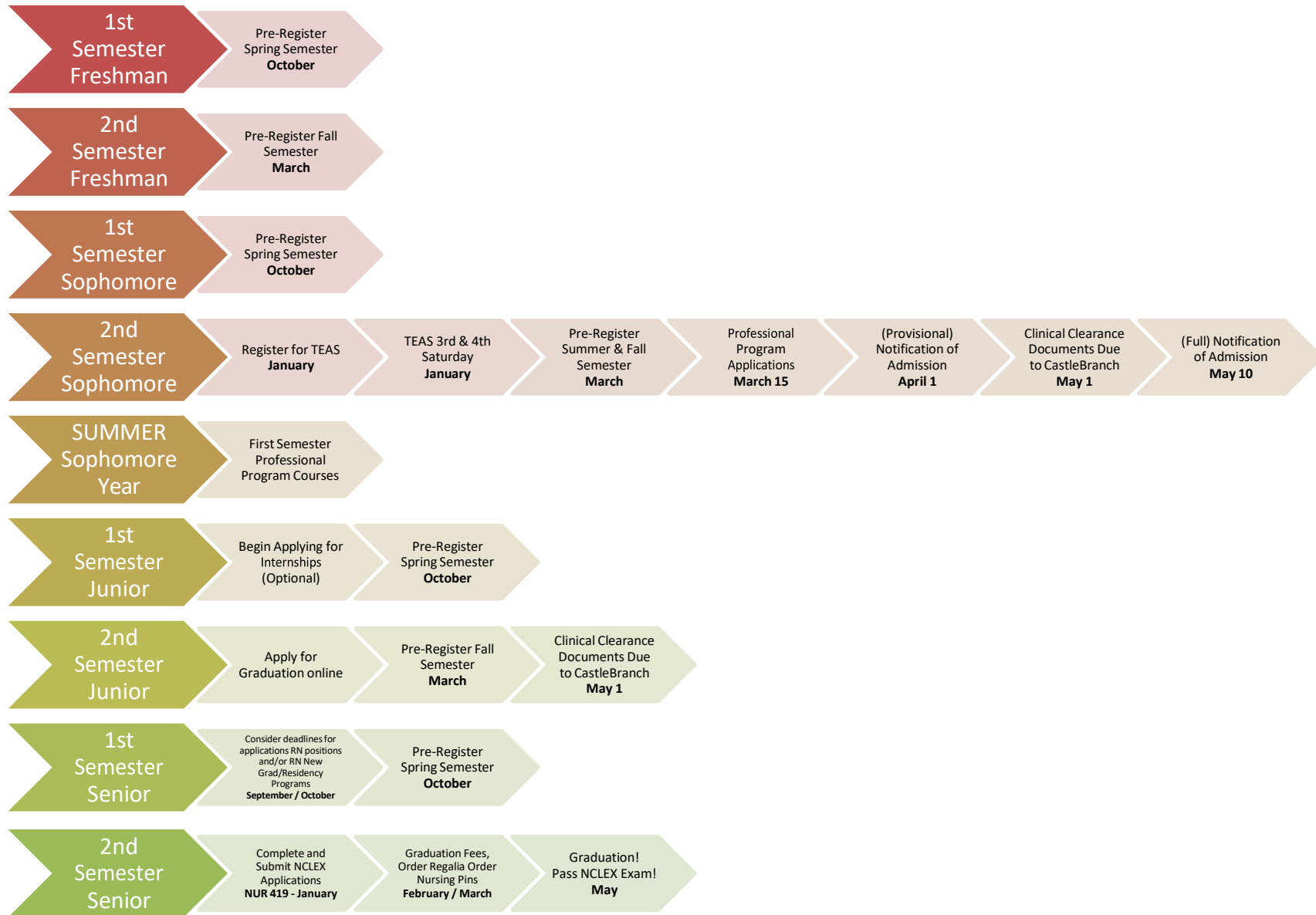
- The student who earns a grade of less than 78 must repeat the course. However, both grades will be calculated in the Cumulative Grade Point Average (GPA).
- The student who earns a grade of 73 or lower may repeat the course. However, only the most recent grade will be calculated in the cumulative GPA.
- The student who fails two (2) nursing courses (i.e., a grade of less than 78) will be dismissed from the School of Nursing.
- Not more than one failure in required math, science or nursing courses.
- Acceptable scores on the Test for Essential Academic Skills (TEAS®) admissions assessment.
- RN students who have completed nursing courses at an accredited college or university may be admitted to the Professional Program with such advanced credits as the records warrant. Registered Nurse students (RNs) and Licensed Practical Nurse students (LPNs) must give evidence of a current unencumbered license to practice.

Requirements for Professional Program Readmission

1. Reapply to the Professional Program if you withdraw from a nursing course or separate from the University
2. Submit an application for readmission one semester prior to the planned date of reentry.
3. Meet all requirements for admission to the Professional Program.
4. Upon readmission, students will be required to complete the program requirements of the current curriculum.
5. Students with two or more failures in nursing are not eligible for readmission.
6. Validate clinical competencies of previous clinical nursing courses prior to resuming the next clinical nursing course.
7. Students who are dismissed for disciplinary policy violations are not eligible for readmission.
8. Students must accept all stipulations of readmission and submit a letter of intent.

PROGRESSION TIMELINE FOR PRE-NURSING AND PROFESSIONAL NURSING

Hampton Institute Campus



CURRICULUM

4-YR Traditional BS Nursing - Main Campus

PRE-PROFESSIONAL NURSING			
YEAR ONE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
ENG 101 Written Communication I	3	ENG 102 Written Communication II	3
MAT 110 College Mathematics II	3	COM 103 Oral Communication	3
CHE 101 General Chemistry	4	BIO 224 Anatomy & Physiology I	4
SOC 205 Introduction to Sociology	3	PSY 203 Introduction to Psychology	3
HIS 106 World Civilization II	3	HUM 201 Humanities I	3
UNV 101 The Individual and Life	1	PED (Any Physical Activity Course)	1
	17		17
YEAR TWO			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
BIO 225 Human Anatomy & Physiology II	4	BIO 304 Microbiology	4
HUM 202 Humanities II or Elective	3	NUR 202 Nutrition & Dietetics	2
NUR 105 Introduction to the Nursing Profession	2	NUR 230 Computations in Pharmacotherapeutics Lab	1
MAT 205 or PSY 346 Introduction to Statistics or Statistics I: Introduction to Statistical Methods	3	NUR 217 Health Assessment	3
PED (Any Physical Activity Course)	1	NUR 218 Health Assessment Practicum	1
NUR 221 Medical Terminology	2	PSY 311 Developmental Psychology	3
Total Credits	15		14
PROFESSIONAL NURSING			
SUMMER SEMESTER			
Course			Credits
NUR 215 Foundations of Nursing			4
NUR 216 Foundations of Nursing Practicum			4
Total Credits			8
YEAR THREE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 307 Conceptual Approaches to Pathophysiology	3	NUR 355 Nursing of the Childbearing & Childrearing Family	4
NUR 330 Pharmacotherapeutics & the Nursing Process	3	NUR 356 Nursing of the Childbearing & Childrearing Family Practicum	4
NUR 345 Adult Health Nursing I	4	NUR 418 Issues in Research Seminar	2
NUR 346 Adult Health Nursing I Practicum	4	General Elective	3
Total Credits	14		13
YEAR FOUR			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 442 Leadership & Management in Nursing	2	NUR 443 Leadership & Management in Nursing Pract.	2
NUR 445 Community/Mental Health Nursing	4	NUR 419 Professional Development Seminar	2
NUR 446 Community/Mental Health Nursing Pract.	4	NUR 455 Adult Health Nursing II	4
NURSING Elective	3	NUR 456 Adult Health Nursing II Practicum	4
Total Credits	13		12
Total Credits Required for Graduation			123

4-YR Traditional BS Nursing - Main Campus

PRE-PROFESSIONAL NURSING			
YEAR ONE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
ENG 101 Written Communication I	3	ENG 102 Written Communication II	3
MAT 110 College Mathematics II	3	COM 103 Oral Communication	3
CHE 101 General Chemistry	4	BIO 224 Anatomy & Physiology I	4
NUR 105 Introduction to the Nursing Profession	2	PSY 203 Introduction to Psychology	3
HIS 106 World Civilization II	3	NUR 202 Nutrition & Dietetics	2
UNV 101 The Individual and Life	1	PED (Any Physical Activity Course)	1
	16		16
YEAR TWO			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
BIO 225 Human Anatomy & Physiology II	4	BIO 304 Microbiology	4
HUM 201 Humanities I	3	HUM 202 Humanities II or Elective	3
SOC 205 Introduction to Sociology	3	NUR 221 Medical Terminology	2
MAT 205 or PSY 346 Introduction to Statistics or Statistics I: Introduction to Statistical Methods	3	NUR 217 Health Assessment/Practicum	3
NUR 230 Computations in Pharmacotherapeutics	1	PED (Any Physical Activity Course)	1
General Elective	3	PSY 311 Developmental Psychology	3
Total Credits	17		14
PROFESSIONAL NURSING			
SUMMER SEMESTER			
Course			Credits
NUR 215 Foundations of Nursing			3
NUR 216 Foundations of Nursing Practicum			3
Total Credits			6
YEAR THREE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 350 Pathophysiology/Pharmacology	4	NUR 355 Nursing of the Childbearing & Childrearing Family	4
NUR 345 Adult Health Nursing I	4	NUR 356 Nursing of the Childbearing & Childrearing Family Practicum	4
NUR 346 Adult Health Nursing I Practicum	4	NUR 328 Nursing Informatics	2
		NUR 418 Issues in Research Seminar	2
Total Credits	12		12
YEAR FOUR			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 442 Leadership & Management in Nursing	2	NUR 443 Leadership & Management in Nursing Pract.	2
NUR 445 Community/Mental Health Nursing	4	NUR 419 Professional Development Seminar	2
NUR 446 Community/Mental Health Nursing Pract.	4	NUR 455 Adult Health Nursing II	4
NURSING Elective	3	NUR 456 Adult Health Nursing II Practicum	4
Total Credits	13		12
Total Credits Required for Graduation			120

Revised (8/2020)

4-YR LPN-BS Nursing - Main Campus

PRE-PROFESSIONAL NURSING			
YEAR ONE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
ENG 101 Written Communication I	3	ENG 102 Written Communication II	3
MAT 110 College Mathematics II	3	COM 103 Oral Communication	3
CHE 101 General Chemistry	4	BIO 224 Anatomy & Physiology I	4
HIS 106 World Civilization II	3	PSY 203 Introduction to Psychology	3
University 101 The Individual and Life	1	PED (Any Physical Activity Course)	1
	14		14
YEAR TWO			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
BIO 225 Human Anatomy & Physiology II	4	BIO 304 Microbiology	4
HUM 201 Humanities I	3	HUM 202 Humanities II or Elective	3
SOC 205 Introduction to Sociology	3	NUR 221 Medical Terminology	2
MAT 205 or PSY 346 Introduction to Statistics or Statistics I: Introduction to Statistical Methods	3	NUR 217 Health Assessment/Practicum	3
NUR 230 Computations in Pharmacotherapeutics	1	PED (Any Physical Activity Course)	1
General Elective	3	PSY 311 Developmental Psychology	3
Total Credits	17		14

PROFESSIONAL NURSING			
SUMMER SEMESTER			
Course			Credits
NUR 233 Concepts of Professional Nursing			3
NUR 234 Concepts of Professional Nursing Practicum			3
Total Credits			6
YEAR THREE			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 350 Pathophysiology/Pharmacology	4	NUR 355 Nursing of the Childbearing & Childrearing Family	4
NUR 345 Adult Health Nursing I	4	NUR 356 Nursing of the Childbearing & Childrearing Family Practicum	4
NUR 346 Adult Health Nursing I Practicum	4	NUR 328 Nursing Informatics	2
		NUR 418 Issues in Research Seminar	2
Total Credits	12		12
YEAR FOUR			
FIRST SEMESTER		SECOND SEMESTER	
Course	Credits	Course	Credits
NUR 442 Leadership & Management in Nursing	2	NUR 443 Leadership & Management in Nursing Pract.	2
NUR 445 Community/Mental Health Nursing	4	NUR 419 Professional Development Seminar	2
NUR 446 Community/Mental Health Nursing Pract.	4	NUR 455 Adult Health Nursing II	4
NURSING Elective	3	NUR 456 Adult Health Nursing II Practicum	4
Total Credits	13		12

Total Credits Required for Graduation

120

LPN Adv. Placement*****Up to 7 credits

Revised (8/2020)

2-YR Accelerated RN to BS Nursing (Part-Time) - Hampton University Online (rev.2020)

PROFESSIONAL NURSING							
YEAR ONE							
SUMMER							4 WEEKS
NURO 308 Intro to Online Learning							2
Total Credits							2
FALL SEMESTER				SPRING SEMESTER			
FIRST 8 WEEKS		SECOND 8 WEEKS		THIRD 8 WEEKS		FOURTH 8 WEEKS	
NURO 312 Health Assessment for Registered Nurses	3	NURO 307 Conceptual Approaches to Pathophysiology	3	NURO 328 Nursing Informatics	2	NURO 415 Community Health Nursing	4
						NURO 417 Community Health Nursing Practicum	4
Total Credits	3		3		2		8
YEAR TWO SUMMER SESSION							6 WEEKS
NURO 315 Transition Theory							2
NURO 316 Transition Theory Practicum							2
Total Credits							4
YEAR TWO							
FALL SEMESTER				SPRING SEMESTER			
FIRST 8 WEEKS		SECOND 8 WEEKS		THIRD 8 WEEKS		FOURTH 8 WEEKS	
NURO 418 Issues in Research	2	NURSING ELECTIVE NURO 400 Major Health Issues and Problems of the Elderly or NURO 428 Transcultural Nursing	3	NURO 423 Leadership Management for Registered Nurses	4	NURO 424 Leadership Management for Registered Nurses Practicum	4
Total Credits	2		3		4		4
Total Credits							35
RN Advanced Placement Credits							30
Total Number Prerequisites Credits							55
Total Credits Required For Graduation							120

REQUIRED PREREQUISITES FOR ADMISSION TO ACCELERATED ONLINE RN TO BS NURSING PROGRAM			
Course	Credits	Course	Credits
ENG 101 Written Communication I	3	ENG 102 Written Communication II	3
MAT 110 College Mathematics II	3	MAT 205 PSY 346 Intro to Statistics/Intro to Statistical Methods	3
BIO 224 Anatomy & Physiology I	4	BIO 225 Anatomy & Physiology II	4
BIO 304 Microbiology	4	CHE 101 General Chemistry	4
SOC 205 Intro to Sociology	3	PSY 203 Intro to Psychology	3
PSY 311 Developmental Psychology	3	COM 103 Oral Communication	3
HUM 201 Humanities I	3	HUM 202 Humanities II or Fine Arts	3
HIS 106 History of World Civilization II	3	General Elective	4
Physical Education (2 Activity Courses) or HEA 200 Health Education	2	Waiver for UNV 101 with transfer of 30 or more credits	

Revised (8/2020)

1-YR Accelerated RN to BS Nursing - Hampton University Online (rev. 2020)

PROFESSIONAL NURSING							
YEAR ONE SUMMER SESSION							
4 WEEKS				6 WEEKS			
NURO 308 Intro to Online Learning			2	NURO 315 Transition Theory			2
				NURO 316 Transition Theory Practicum			2
TOTAL CREDITS			2				4
FALL SEMESTER				SPRING SEMESTER			
FIRST 8 WEEKS		SECOND 8 WEEKS		THIRD 8 WEEKS		FOURTH 8 WEEKS	
NURO 312 Health Assessment for Registered Nurses	3	NURO 328 Nursing Informatics	2	NURO 418 Issues in Research	2	NURO 423 Leadership & Management for Registered Nurses	4
NURO 307 Conceptual Approaches to Pathophysiology	3	NURO 415 Community Health Nursing	3	NURSING Elective NURO 400 Major Health Issues and Problems of the Elderly or NURO 428 Transcultural Nursing	3	NURO 424 Leadership & Management for Registered Nurses Practicum	4
		NURO 417 Community Health Nursing	3				
6 Credits		8 Credits		5 Credits		8 Credits	
Total Credits						33	
RN Advanced Placement Credits						32	
Total Number Prerequisites Credits						55	
Total Credits Required For Graduation						120	

REQUIRED PREREQUISITES FOR ADMISSION TO ACCELERATED ONLINE RN TO BS NURSING PROGRAM			
Course	Credits	Course	Credits
ENG 101 Written Communication I	3	ENG 102 Written Communication II	3
MAT 110 College Mathematics II	3	MAT 205 PSY 346 Intro to Statistics/Intro to Statistical Methods	3
BIO 224 Anatomy & Physiology I	4	BIO 225 Anatomy & Physiology II	4
BIO 304 Microbiology	4	CHE 101 General Chemistry	4
SOC 205 Intro to Sociology	3	PSY 203 Intro to Psychology	3
PSY 311 Developmental Psychology	3	COM 103 Oral Communication	3
HUM 201 Humanities I	3	HUM 202 Humanities II or Fine Arts	3
HIS 106 History of World Civilization II	3	General Elective	4
Physical Education (2 Activity Courses) or HEA 200 Health Education	2	Waiver for UNV 101 with transfer of 30 or more credits	

Revised (8/2020)

Advanced Standing

The University grants credits for acceptable performance on the Advanced Placement Examination administered by the College Board. A minimum score of three (3) is required in all subject areas. Credit for CLEP and other examinations may be accepted by the University and applied to degree requirements with the approval of the Office of Testing Services, the major department, and the department of the discipline in which the subject is taught. Students may also request permission to complete a credit by examination in those non-nursing courses in which they are proficient. There are specific procedures for the credit by examination process, and the detailed procedures are available upon request. There is an additional fee for each credit by examination as well as a fee to have course credits applied to the transcript.

Registered Nurses (RNs) who have an unencumbered license are admitted in advanced standing. Registered nurses are required to provide evidence of an unencumbered valid state license to practice professional nursing in one of the 50 United States. The same admission policies governing undergraduate students seeking admission to Hampton University apply to registered professional nurse students. The evaluation of an official transcript of previous course work at a college or university is required before advanced credit is awarded. Advanced credit will be posted after eighteen (18) nursing credits have been earned at Hampton University.

Licensed Practical Nurses (LPNs) who have an unencumbered license may be admitted in advanced standing. Licensed practical nurses are required to provide evidence of an unencumbered valid license to practice professional nursing in one of the 50 states (and territories). The same admission policies governing undergraduate students seeking admission to Hampton University apply to licensed practical nurse students. An official transcript must be provided from a practical nursing school, as well as all colleges and universities attended.

The School of Nursing abides by University policies for awarding advanced credit for active duty military and veterans. Veterans/active duty military students are subject to the same admission policies governing all other undergraduate students and must submit copies of DD Form 214 or DD Form 295. (Please see current Military Training, in the current Academic Catalog.) Active duty military and veterans who were previously military corpsmen/medics may elect to seek advanced placement credit for the following nursing courses, NUR 215/233, NUR 216/234, and NUR 217 by successfully completing credit by examination.

Resident students may transfer up to six (6) credit hours per year of online course work, with a maximum of eighteen (18) hours for the undergraduate degree. Resident students may only enroll in HU Online courses during the Summer Session. In addition, graduating seniors may be allowed to enroll for an additional three (3) online credit hours, if needed for graduation (*Effective July 11, 2019*).

Note: There is an application fee for the credit by examination process as well as a fee for the course credits to be applied to the transcript. Each student is responsible for additional fees if credit status exceeds seventeen (17) credit hours.

PROGRAM RETENTION, PROGRESSION, GRADUATION, AND DISMISSAL POLICIES

RETENTION

All students enrolled in Hampton University School of Nursing Department of Undergraduate Nursing Education programs leading to registered nurse licensure eligibility are required to participate in the *HUSON Licensure Success Plan*. The *HUSON Licensure Success Plan* requires students to demonstrate satisfactory competency and content mastery in order to successfully complete the nursing curriculum.

1. A grade less than 78% in any nursing course is considered failing in the School of Nursing. Students who earn a grade lower than 78 in either a theoretical nursing course or the corresponding clinical course will be required to enroll and successfully complete the designated section of the remediation course the following semester. Upon completion of the remediation course, the student is then eligible to repeat the previously failed nursing course. Failure to meet the course objectives of the remediation course is grounds for dismissal from the Professional Program.
2. Students who fail the dosage calculation examination may retake the examination (Please see Testing Policy: Dosage & Calculation Exams).
3. Students who fail two nursing courses will be dismissed from the program.

PROGRESSION

1. All nursing courses must be taken in numerical sequential order (e.g., 300-level courses must be taken before 400-level courses).
 2. Theoretical nursing courses with related practicum courses must be taken concurrently.
 3. A student enrolled in the Pre-Professional baccalaureate nursing program must apply to the Professional Program. Meeting the minimum requirements does not guarantee admission to the Professional Nursing Program.
- The minimum passing grade for all didactic and clinical nursing courses is 78. **Effective July 27, 2015**
 - **Disclosure Statement:**
 - The student who earns a grade of less than 78 must repeat the course. However, both grades will be calculated in the Cumulative Grade Point Average (GPA).
 - The student who earns a grade less than 78 may repeat the course. However, only the most recent grade will be calculated in the cumulative GPA.
 - The student who fails two (2) nursing courses (i.e., a grade of less than 78) will be dismissed from the School of Nursing.
4. A grade less than 78 in **any** nursing course is a **failing grade**.
 5. Students who earn a grade **lower** than 78 in either a theoretical nursing course or the corresponding clinical course will be **required** to enroll and successfully complete the designated remediation course the following semester.

6. Upon completion of the remediation course, and earning a grade of 78 or higher, the student is then **eligible** to repeat the previously failed nursing course. Failure to meet the remediation course objectives is grounds for dismissal from the Professional Program.
7. Students who earn a grade less than 78 in the following major nursing courses, NUR (V) 215/216, 233/234, 315/316, 345/346, 355/356, 415/417, 423/424, 445/446, or 442/443, 455/456, are **required** to enroll in the designated section of the NUR (V) 300 Special Topics in Nursing course (tutorial). These tutorial course sections must be taken simultaneously with the repeated nursing courses.
8. **Students who fail the nursing course series in the final senior semester must enroll concurrently and successfully complete** the specified special topics course NUR (V) 300-07.

****Failing a nursing course may adversely affect a students' ability to receive financial aid in the subsequent academic year. Please consult the Office of Financial Aid for specific requirements.**

9. Students who earn a grade less than 78 or withdrew from the following non-clinical nursing courses, NUR (V) 105, 202, 217, 218, 221, 230, 307, 308, 312, 328, 330, and 418 will be unable to progress to the next numerical sequence of nursing courses until they have successfully completed the aforementioned courses. **Example:** Nursing 307 and 330 must be successfully completed prior to enrolling in NUR 355/356. Nursing 418 must be successfully completed prior to enrolling in NUR 445/446.
10. An **Incomplete (I) grade** indicates that a student has not completed all coursework required for a grade; students are allowed up to one academic year to complete the work. The incomplete grade converts to an "F" if the coursework is not completed within a year. (Students may not progress to the next series of nursing courses if they have an "I" in a nursing course). **A grade of "I" indicates that the student has maintained a passing average,** but for reasons beyond his or her control, some specific item such as an examination, a report, a notebook, or an experiment has not been completed. The student holding a grade of "I" is responsible for taking the initiative in arranging with the instructor for changing the grade. IP Students separating from the University because of mobilization in the Armed Forces will receive grades of "IP" ("In Progress") and will have up to three years from the date "IP" grades were issued to remove the "IP" grades. During that three-year period, the students will not be charged tuition for attending courses in which "IP" grades were awarded (Academic Catalog, 2020-2022).
11. Students may not withdraw from a nursing, math or science course more than once.
12. **CRT Registration:** You must be enrolled at Hampton University the semester you apply to graduate. An "Application to Take Courses at another Institution" must be on file in the Office of the Registrar before this form will be processed in its entirety. Payment must accompany this registration form. The CRT form must be stamped PAID for validation. Acceptable methods of payment include cash, cashier's check, money order, VISA, MasterCard, American Express, and Discover. No personal checks accepted.
13. **Course Syllabi:** Students are responsible for retaining all course syllabi. Faculty are not obligated to provide a copy after the initial distribution of the document.
14. **Reference Letter:** Students requesting a reference are required to give two weeks' notice prior to the due date of the letter. The reference request reflects students matriculating and graduates of the

program.

15. Students must remain eligible for clinical agency experience by meeting the clinical clearance requirements, which include (1) an annual background check; (2) an annual physical examination; (3) current immunizations to include tetanus and diphtheria (Td) (within the past 10 years); pertussis (once

since obtaining age 19) or Tdap within the past 10 years; hepatitis B (series of 3); varicella (series of 2); measles, mumps, rubella (MMR) series of 2; an annual tuberculosis screening; seasonal flu vaccine is required annually; (4) liability insurance (please check required coverage amount with the School of Nursing); and (5) cardiopulmonary resuscitation (CPR) certification from American Heart Association (BLS for Health Care Providers). **No online certifications will be accepted.** Clinical Clearance documents for the School of Nursing are managed by CastleBranch.com. **Students are required to register online with CastleBranch.com and to upload all required documents into the secure platform by May 1st (Main Campus) and by July 1st (COVB).** Documents dated prior to April [(for Main campus) and June (for COVB campus)] (e.g. physical, liability insurance, TB skin test) will not be accepted. All clinical clearance requirements must remain current from May to May (Main Campus) and July to July (College of Virginia Beach) to ensure eligibility for clinical nursing classes. Students who do not meet clinical clearance requirements will not be allowed to participate in clinical experiences necessary to meet requirements of the course and will be administratively dropped.

EVALUATION

Grades and Grade Reports

A grade report is sent at the end of each semester to each student. Mid-term evaluations are sent to the student at mid-semester. The mid-term evaluations are not recorded on the student's permanent record. The student's local address of record is used for all reporting and other communication during the semester, and the student's permanent address of record is used at semester's end and other times. (Hampton University Academic Catalog, 2020-2022)

The Grading System (*Effective Fall 2020*)

Letter Grade	Numerical Grade	Quality Point	Letter Grade	Numerical Grade	Quality Points
A+	97-100	4.1	C+	77-79	2.3
A	93-96	4.0	C	73-76	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	63-66	1.0
B-	80-82	2.7	D-	60-62	0.7
			F	Below 60	0.0

It is the policy of the School of nursing that there are no rounding of grades in any nursing courses. For example, if a student achieves a final grade of 77.99 is not a passing grade.

School of Nursing Grading Scale

The student will receive a grade for the course based upon the following rubric.

Mid-term requirements: The mid-term grade will be assigned based upon:

- Average of all tests and assignments to date

Final grading: The final grade will be assigned based upon:

- | | |
|--------------------------------|-----|
| • Tests – Average of all tests | 75% |
| • ATI Exams | 10% |
| • Quizzes / Assignments | 5% |
| • Final Exam | 10% |

Total	100%
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Exception to Grading Rubric: NUR (V) 105, 202, 217, 230, 308, 312, 328, 418, 419

****RN to BS**

RN-BS didactic courses with a practicum utilize a standardized grading scale, which is outlined in each course syllabus. Practicum evaluation represents 75% of the course and is consistent across all practicum courses. Faculty teaching these courses have academic freedom to assign/design specific assignments which represent the remaining 25% of the course. Preceptors provide feedback to course faculty, who make the overall final evaluation for students enrolled in the course.

The RN to BS students' courses (e.g. 307, 315, 415 and 423) and clinical courses standard for passing is a minimum score of 78.

Assessment Technologies Incorporated (ATI) Content Mastery Series (Mandatory)

ATI Examinations in combination with the Content Mastery Series (CMS) practice assessment, proctored assessment and remediation will be utilized in specific nursing courses and will account for 10% of the course grade. Points will be distributed as indicated below:

Practice Assessment			
4 points			
Complete Practice Assessment A Remediation: • Minimum one hour Focused • Review for each topic missed, complete an active learning template and/or identify three critical points to remember		Complete Practice Assessment B Remediation: • Minimum one hour Focused • Review for each topic missed, complete an active learning template and/or identify three critical points to remember	
Standardized Proctored Assessment			
Level 3 4 points	Level 2 3 points	Level 1 1 point	Below level 1 0 points
Remediation: Minimum one hour Focused Review for each topic missed, complete an active learning template	Remediation: Minimum one hour focused Review for each topic missed, complete an active learning template and/or identify three critical points to remember	Remediation: Minimum one hour Focused Review for each topic missed, complete an active learning template	Remediation: Minimum one hour Focused Review for each topic missed, complete an active learning template

and/or identify three critical points to remember		and/or identify three critical points to remember	and/or identify three critical points to remember
2 points	2 points	2 points	2 points
Proctored Assessment Retake*			
No Retake (optional)	No Retake (optional)	Retake Required	Retake Required
10/10points	9/10 points	7/10 points	6/10 points

*Any student retaking a proctored assessment that meets the program benchmark on the retake can earn an additional percentage point (For example, a Level 1 can now earn 8 points)

Students who do not complete the minimum required remediation will not receive credit towards the remediation.

Comprehensive Examination

Students enrolled in the NUR 419 – Professional Development Seminar course are required to complete a comprehensive exit examination. This examination will account for 20% of the course grade.

GRADUATION

All University graduation requirements must be met before a student will be cleared for graduation. The University requires that the applications for graduation must be submitted a year in advance (online). Should unforeseen circumstances cause a change in the original anticipated graduation date, a Graduation Update Form should be completed. **University policy allows undergraduate students who are within six hours of meeting graduation requirements to participate in the en masse Hampton University Commencement Ceremony. These students are considered as provisional candidates and are not eligible to receive a diploma; therefore, they cannot participate in the School of Nursing Pinning Ceremony or Awarding of Degrees ceremony where diplomas will be awarded.**

1. A minimum of 123/120 credit hours of coursework as specified in the 4-year curriculum sequence.
2. A minimum of 120 credit hours of coursework as specified in the 4-year curriculum sequence for licensed practical nurses.
3. A minimum of 123/120 semester credit hours as listed in the curriculum outline sequence for registered nurses (Hampton University online).
4. A minimum of 30 semester hours of credit earned at Hampton University; the student must be in residence the final 30 semester hours prior to the completion of degree requirements.

Graduation Honors

- Valedictorian: Highest Grade Point Average (GPA) of any graduating senior in the Undergraduate College.
A tie Grade Point Average would be resolved by a count of the number of “A+”s. The GPA is calculated for this purpose on all letter grades received from all institutions with a minimum of four (4) full-time semesters (60 semester hours) at Hampton University.
- Salutatorian: Second highest GPA of any graduating senior in the Undergraduate College—calculated as for Valedictorian.

Summa Cum Laude: 3.8 GPA and above

Magna Cum Laude:	3.6 - 3.799 GPA
Cum Laude:	3.4 - 3.599 GPA
Honors:	3.0 - 3.399 GPA
Departmental:	3.5 and above in major

Departmental Honors are awarded to graduates with a 3.5 or higher, grade point average in their major. ***This does not include elective course work**

There are additional costs for selected secured examinations, the school pin, a white uniform for pinning, the academic regalia for convocation and commencement, and optional social events associated with senior-year activities. Candidates for graduation are advised to plan ahead to insure financial resources are available to cover the cost of the passport photo and application fees required for the student to be eligible to sit for the licensure examination to become a RN.

LICENSURE APPLICATION

Senior nursing students enrolled in NUR 419 must complete an application for licensure. Each applicant must also request a final transcript be mailed to the Dean of the School of Nursing upon conferment of the Bachelors of Science (BS) degree at the address below.

Hampton University
School of Nursing
William Freeman Hall
Hampton, VA 23668

Transcripts will not be mailed to the Board of Nursing for applicants who have not met all requirements necessary to receive the Bachelors of Science (BS) degree.

Upon graduation and receipt of a baccalaureate degree, the graduate is eligible to sit for the NCLEX-RN® examination administered by the National Council of State Boards of Nursing: www.ncsbn.org. This is the national licensure examination required of all graduates of schools of nursing who want to be eligible to practice as registered nurses in the United States. The NCLEX-RN® is administered to all registered nurse candidates by a computerized adaptive testing system. This system organizes the test questions in random order and creates a unique exam for each candidate that is designed to reflect the required knowledge of a graduating nursing student. As the exam proceeds, items are selected from a test pool that is classified by the established test plan and level of difficulty. Each exam assesses the knowledge, skills, and abilities that are essential for the nurse to meet the needs of clients requiring the promotion, maintenance, or restoration of health. **The Virginia State Board of Nursing will not issue a permanent license to the applicant unless the applicant has proof of a social security number or a motor vehicle number and a criminal background history check.**

CRIMINAL HISTORY

A student with a conviction showing on their Criminal History Record may not be eligible to participate in clinical experiences at selected agencies. This may impact the student's ability to successfully complete course and program requirements. This is to inform you that although you are enrolled in the nursing program, according to § 54.1-3007 of the Code of Virginia, "the Board of Nursing may refuse to admit a candidate to any examination, or refuse to issue a license or certificate, to any applicant with certain criminal convictions. Additionally, the code states criminal convictions of ANY felony can cause an applicant to be denied nursing

licensure or nurse aid certification.” A student with a conviction showing on their criminal History Record may have to appear before the Virginia Board of Nursing or submit documentation to justify why they should be eligible to sit for the National Council Licensure Examination (NCLEX). If you plan to take the licensure examination in another state, it is recommended you review that state’s guidelines for applicants with a criminal history record. https://www.dhp.virginia.gov/nursing/nursing_guidelines.htm

- 90-55, [Joint statement of the Department of Health and the Department of Health Professions on Impact of Criminal Convictions on Nursing Licensure or Certification and Employment in Virginia, revised November 2015](#)

DISMISSAL

1. A student who receives a grade lower than 78 in two required nursing courses, whether the same course or two different courses, will be dismissed from the School of Nursing.
2. A student whose behavior violates the University Code of Conduct¹, the Code of Ethics for Nurses², or the Virginia Nurse Practice Act³ will be dismissed from the School of Nursing.

1 http://www.hamptonu.edu/student_life/codeofconduct.cfm

2 <http://www.nursingworld.org/codeofethics>

3 https://www.dhp.virginia.gov/nursing/nursing_laws_reqs.htm

3. Policy on Drugs and Narcotics

It should be clearly understood that Hampton University will not become a sanctuary for drug possession, drug use, drug sale and/or drug distribution. Therefore,

- Students with positive a drug screen not attributed to prescription medications will be dismissed from the nursing program and referred to the Office of Vice President of Student Affairs. Hampton University’s policy on drugs and narcotics states:
- Possession, use, distribution and sale of illegal drugs is prohibited on the Hampton University Campus.
- Any administrator, faculty/staff member or student apprehended for the use or possession of illegal drugs on or off campus will be subject to termination.
- **Any administrator, faculty/staff member or student found guilty of the sale, distribution, and/or possession of unlawful drugs on or off campus will be subject to automatic and immediate permanent separation from the University.** Such persons will also be reported to the proper authorities where applicable.
- **Students will be prohibited from entering in any clinical practicum or internship who test positive for illicit drugs.**

All cases will be reviewed by administration on a case-by-case basis. Decisions made by the administration about one student will not establish a precedent for others.

TESTING POLICIES, PROCEDURES, AND INFORMATION

Personal Belongings

Prior to entering the testing environment, all jewelry including but not limited to; all rings, watches, bracelets, earrings, necklaces, must be removed and secured by the student. Students must place all textbooks, notebooks, course material, outerwear (coats, jackets, hats), and electronic devices in a designated place in the classroom during the test period. These items may be retrieved after the test period has ended. The University is not responsible for any valuables, which are lost or stolen.

Special Test Accommodations

Students needing special accommodations for learning, physical, or other disabilities must provide appropriate documentation from the appropriate University office at the beginning of the course. Consideration for special accommodations WILL NOT be given after a test or other situation involving special needs. Any alterations or modifications to the testing environment is strictly prohibited. The student must have documented accommodations.

Required Materials

Students should bring at least two writing utensils to the test and may only use materials provided by the instructor (e.g. scrap paper). This scratch paper is to be **turned in with your name on it when you submit your test**. A calculator will be provided by HUSON faculty for all standardized tests and quizzes. Personal calculators are **NOT** permitted.

Environment

All tests will be taken on campus in the computer laboratory and are one attempt only. Faculty reserves the right to seat students for testing, test review, and lecture.

Test Schedule

Test dates are listed on the course calendar. Any changes to the testing schedule will be announced in a timely manner in class/Blackboard. Testing time is the first hour of class, unless there is a testing scheduling conflict. Students are expected to complete the assessment within the allotted period. Any student who is late for a test must complete their tests in the allotted time remaining for the assessment. Students who are absent during the testing period will receive an alternative test format (e.g. essay or oral). All make up test/examinations must be done within seven days after the absence occurs or prior to the next class session, whichever comes first.

Non-compliance

Food and drink are not allowed in class during the testing period. Students must cease all conversations before the testing materials are distributed. The instructor has the right to withhold distribution of the test until this is done. Talking during the test will be viewed as cheating and result in a grade of "0" (zero). Electronic devices are not allowed in the testing area. If they are brought, you will have to leave them in the designated area as stated by the instructor/proctor. Possession of an electronic device during testing will be viewed as an attempt to cheat and will result in a grade of "0" for the test. All personal electronic devices must be turned off to avoid disruptions in the testing environment. Students should satisfy physiological needs such as use of the restrooms, before the test period. Students may not attempt to click outside of the test; print screen, etc. This may result in the test locking up and inhibit the student from completing the test. Students must keep all materials flat on the writing surface. Students should direct their gazes in the direction of their own computer or in a direction that would not suggest that they are attempting to look at another student's work. Students should indicate a question or need during the testing period by raising a hand. Students should not tolerate

dishonest behavior by their peers. Any student engaged in forms of dishonesty (i.e. cheating), will be required to meet with the Assistant Dean for Academic Affairs for consideration of dismissal from the program.

General

These testing policies are applicable to quizzes; any violation of the policy will result in a grade of "0" for the quiz. **Students are not allowed to make up quizzes.** The School of Nursing faculty does not provide study guides for test preparation. Under no circumstances will a test or quiz grade be dropped. Failure to follow the above policies will result in dismissal from the class session and a grade of zero for the test. **Please note, any student that scores below 80 on any nursing test is required to meet with course faculty and remediate the content.** *(Revised Aug 2016)*

EXAM REVIEWS

Test review will take place immediately following the test or within one week of the test. Test reviews will not take place until all students in the class have taken the test. The purpose of the review is for the student's benefit to see where personal errors were made, where further study is needed, and is useful as a learning tool. If a test item is in question, the student may submit a test-item protest form to the faculty within one week after test review. Incomplete forms will not be accepted. Faculty will review and render a response to the test item protest within one week. Students must place all textbooks, notebooks, course material, outerwear (coats, jackets), and electronic devices in a designated place in the classroom during the test review. These items may be retrieved after the test review has ended. Electronic devices are not allowed during test review. Students may only utilize test review documents provided by course faculty. *(Revised Aug 2016)*

Testing Policy for Remote Delivery

Personal Belongings

Prior to entering the testing environment, all jewelry including but not limited to all **rings, watches, bracelets, earrings, necklaces**, must be removed and secured by the student. **Students may not have textbooks, notebooks, course material, paper, outerwear (coats, jackets, hoodies, headbands, scarfs, do-rags, hats, etc.), and electronic devices (earbuds, headphones, cell phones, tablets, etc.)** in the testing environment during the test period. Students face must remain visible at all times during the test.

Special Test Accommodations

Students needing special accommodations for learning, physical, or other disabilities must provide appropriate documentation from the appropriate University office at the beginning of the course. Consideration for special accommodations WILL NOT be given after a test or other situation involving special needs. Any alterations or modifications to the testing environment is strictly prohibited. The student must have documented accommodations.

Required Materials

Students may not bring any items in the testing environment. **All work must be completed in the notes section of the ExamSoft test.** Students must utilize the calculator in the ExamSoft program. Personal calculators are NOT permitted.

Environment

All tests will be taken **remotely using the ExamSoft program.** **Your face must be visible at all times during the testing period.** **Students must take the assessment in a well-lit, quiet space.** **Students may not have individuals within the testing area (e.g. not walking by or talking to the student during the testing period.** **There is no talking or other noise (e.g. TV, music, etc.) during the test.** **Cameras must remain on at all times (video and audio).**

Test Schedule

Testing time is the first hour of class, unless there is a testing scheduling conflict. **Students are expected to complete the assessment within the allotted period.** Any student who is late for a test must complete their tests in the allotted time remaining for the assessment. Students who are absent during the testing period will receive an alternative test format (e.g. essay or oral). All make up test/examinations must be done within seven days after the absence occurs or prior to the next class session, whichever comes first.

Non-compliance

Food and drink are not allowed in class during the testing period. Students must cease all conversations before the testing materials are distributed. The instructor has the right to withhold distribution of the test until this is done. Talking during the test will be viewed as cheating and result in a grade of “0” (zero). Electronic devices are not allowed in the testing area. Possession of an electronic device during testing will be viewed as an attempt to cheat and will result in a grade of “0” for the test. **All personal electronic devices must be turned off [during the testing period and are not allowed during testing] to avoid disruptions in the testing environment. Students should satisfy physiological needs such as use of the restrooms, before the test period.** Students may not attempt to click outside of the test; print screen, etc. This may result in the test locking up and inhibit the student from completing the test. Students must keep all materials flat on the writing surface. **Students should direct their gaze in the direction of their computer. Looking around in a direction that would suggest that you are attempting to look at your textbook, phone or other resources is prohibited.** Students should indicate a question or need during the testing period **by writing a question in the feedback section of the ExamSoft tools.** Students should not tolerate dishonest behavior by their peers.

General

These testing policies are applicable to quizzes; any violation of the policy will result in a grade of “0” for the quiz. Students are not allowed to make up. The School of Nursing faculty does not provide study guides for test preparation. Under no circumstances will a test or quiz grade be dropped. **Failure to follow the above policies will result in dismissal from the class session and a grade of zero for the test.** Please note any student that scores below 80 on any nursing test is required to meet with course faculty and remediate the content.

Exam Reviews

Test review **will not be conducted in the online/remote format.**

Honor Pledge

As a member of the Hampton University learning community, I understand and will abide by the University’s policy of academic integrity, as described in the Student Handbook and the University catalog. Furthermore, I agree to these provisions of the Hampton University Code of Conduct, and I will not engage in, condone, or assist others in any act of dishonesty or plagiarism. I understand that I will be subject to appropriate disciplinary and/or academic sanctions if I commit any violations of the University’s Code of Conduct (academic integrity) policies. Finally, I understand that any violation is subject to and will include a grade of zero, immediate suspension or dismissal. **(Effective 101819, Revised 031620, 101120, 010821)**

DOSAGE CALCULATION TESTING

The safety of the patient is essential in nursing practice. Students enrolled in a clinical nursing course are required to take a timed dosage calculations proficiency examination at the beginning of each clinical nursing course. Passage at the 90% level is a requirement of each clinical course. Students who score below 90 on the dosage calculations assessment must remediate prior to taking the retake of the assessment. Students must achieve the required score prior to entering the clinical environment **(Revised August 27, 2019).**

ATTENDANCE POLICY

Consequences for Violation of Attendance Policy

1. Class absences may not exceed more than 10% of class meetings (excused or unexcused) in a given semester. (varies based on number of credits for the course)
2. Students who exceed absences of 10% will be referred to the admissions committee.
3. Student will provide documentation of absences to the admission committee prior to meeting with the committee.
4. The admission committee will develop an individualized action plan for progress through the remainder of the semester (if applicable).
5. Student will meet with the admissions committee to discuss and finalize the action plan.
6. Nonadherence to the attendance policy may result in dismissal from the undergraduate nursing program

Absence from class does not relieve any student of the responsibility for completing all class assignments. Instructors are not obligated to provide make-up work for students who have missed classes unless the student is able to render a satisfactory explanation for his or her absence. The student shall be responsible for arranging make-up work with the instructor, who shall be the sole judge of the satisfactory completion of the work. Remote instruction does not excuse the student from attending class or attending class while engaging in other activities e.g. working, driving, shopping, and taking care of personal business. Students must refrain from engaging these type of activities.

It is the responsibility of the student planning a prearranged absence for personal or school purposes to notify his or her instructors at least 24 hours prior to the absence. All make up work involving examinations (not quizzes) and other class requirements must be made up within seven days after the absence occurs or prior to the next class session, whichever comes first.

Students may not be allowed to make up or complete work, which is missed as a result of suspension or dismissal from the University. Suspension or dismissal before the end of the semester involves the loss of academic credit for the entire semester.

It is the responsibility of the student to keep a record of their absences, to keep themselves informed of the requirements of the instructor, to take all examinations at the time prescribed by the instructor, and submit all assignments when they are due.

The student must document his or her presence in class or laboratory appropriately at each session. Failure to do so constitutes absence from that session. Falsifying records by submitting fictitious laboratory documentation or documenting the presence of another student constitutes academic dishonesty and will subject the student who does so to disciplinary action up to and including dismissal.

Students are expected to have arrangements in place for childcare and schedule routine medical appointments outside of class and laboratory hours. Students are not allowed to bring children to class or the School of Nursing while classes are in session; if medical emergencies cause unexpected absences from class or laboratory sessions, the student must submit to the instructor an excuse from a physician or campus nurse at the next class or laboratory session.

Students separating from the University because of mobilization in the Armed Forces will receive

grades of “IP”(“In Progress”) and will have up to three years from the date “IP” grades were issued to remove the “IP” grades. During that three-year period, the students will not be charged tuition for attending courses in which “IP” grades were awarded (Academic Catalog, 2020-2022).

In the event of inclement weather, the School of Nursing will respond in accordance with the University’s policy. The student must contact the course instructor if he/she has questions or concerns.

TRANSPORTATION:

All nursing practicum courses involve experiences in hospitals and other health care agencies in diverse settings including home visits. These settings include, but are not limited to the following cities in the Hampton Roads area: Hampton, Newport News, Williamsburg, Virginia Beach, Norfolk, Chesapeake, Portsmouth, and Suffolk.

Students are responsible for all arrangements and expenses for travel to practicum sites and other educational experiences. Students need a car accessible to them; car-pooling may be possible, but cannot be relied on for all required experiences. Some experiences require travel in the morning before sunrise or late evening after sundown, so reliable transportation is needed. Even in the best circumstances, there are dangers inherent in travel. Students are expected to know who to call and what steps to take in the event of a vehicle breakdown or other emergency.

CLINICAL COURSE PREPARATION

Prior to beginning any courses that include a clinical rotation (starting with Nursing 215 and 216), the student must complete the requirements listed below. If the student fails to adhere to the set deadline, the student will be administratively dropped from the clinical course and corresponding didactic course on the first day of classes. There will be no exceptions! Clinical Clearance documents are managed for the School of Nursing by CastleBranch. Students are required to register online with CastleBranch and to submit all necessary documents. Required documentation must be uploaded into the secure platform by **May 1st**.

Students must keep the original documents for their personal records.

Your results will be posted directly to your CastleBranch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer. Your order will show as “In Process” until it has been completed in its entirety.

Students are strongly encouraged to discuss the content of this policy with their parent(s) or guardian(s). The School of Nursing does not provide physicals or immunizations for students; therefore, the student incurs the cost of completing this school requirement. *Additional requirements may be requested depending on the clinical agency where you will be completing your clinical work.* This assures you of maximal opportunities in a variety of agencies.

1. Background Check

A background check must be completed **annually**. The background check includes criminal history, sex offender, residency history, healthcare fraud and abuse.

2. Drug Test

Students with positive a drug test not attributed to prescription medications will be dismissed from the nursing program and referred to the Dean of Students, Dean of Women or Dean of Men. (*See official Hampton University Student handbook, Living, Learning, Leadership and Service*)

3. HIPPA and OSHA Nursing Compliance

Students are to complete HIPPA and OSHA compliance. The (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) HIPAA privacy regulation requires “covered entities” to protect the privacy of individuals’ health information. OSHA (Occupational Safety and Health Administration) is charged with regulating health and safety in the workplace, and is considered a public health authority and a health oversight agency under HIPAA.

4. Physical Examinations and Immunizations Status

The nursing student must submit satisfactory credentials regarding his or her health status. The student’s health status is reviewed annually. Annual physical examinations are a means of protecting clients entrusted to students’ care. A current health record from a health care provider or family physician including evidence of an annual physical examination and immunizations must be maintained by CastleBranch.com. **Health statements from the previous year may not be resubmitted.** Health Contractual agreements with cooperating agencies mandate the requirements of a PPD or a chest x-ray and documentation of immunity to Hepatitis B, diphtheria, pertussis, tetanus, rubella, rubeola, mumps, and varicella (chicken pox). Immunity may be demonstrated by proof of immunization (“shot record”) or antibody testing. If there is no evidence of immunity, immunization against the specific disease is required. Changes in immunization requirements may occur periodically in keeping with current

research, vaccine availability, and clinical agency requirements. If the student fails to adhere to the requirements, the student will be administratively dropped from the clinical course and corresponding didactic course on the first day of class.

Since one of the purposes of immunization is to protect the patient from inadvertent exposure to infection, exemptions from immunization are not accepted by clinical facilities and are therefore not accepted by the School of Nursing. The inability to be immunized for a medical reason may be considered on an individual basis. However, if outside clinical facilities cannot accommodate non-immunized students, there is the possibility that the requirements for graduation may not be able to be met. Any issues with immunizations must be disclosed prior to enrollment.

Every year the student must submit a completed health statement (available through CastleBranch) that includes evidence of a complete physical exam and immunizations. It is the students' responsibility to ensure they order the correct tracker (e.g. new student, continuing student tracker codes).

IMMUNIZATIONS: There must be current documentation of the following based on the recommendations of the Centers for Disease Control:

- **Mumps, Rubella, Rubeola (MMR)** – 2 vaccinations or Positive antibody titers for all 3 components (lab reports required).
- **Varicella (Chicken Pox)** – 1 vaccination or Positive antibody titer (lab report required) or medically documented history of disease.
- **Hepatitis B** – 3 vaccinations or Positive antibody titer (lab report required).
- **Tetanus, Diphtheria & Pertussis (Tdap)** – There must be documentation of a Tdap booster within the past 10 years (once after the age of 19).
- **Tuberculosis PPD** - 2 step TB Skin test (1-3 weeks apart) or QuantiFERON Gold Blood Test (lab report required) or If positive results, provide a clear Chest X-Ray (lab report required). The 2 step TB Skin test is required for 1st year professional nursing students only, subsequent submission only, require 1 TB Skin test (within 12 months).
 - o **Every year** each student must submit a completed health statement that includes evidence of a complete physical exam, immunizations, and tuberculosis skin test (PPD skin test) that includes documentation of the date it was placed, date it was read, and results. A chest x-ray cannot be substituted for a TB skin test. A chest x-ray is only accepted as a follow-up to a positive TB skin test.
 - o **TB Converter's** (Positive TB skin test reading or has been exposed to the disease)
 - A chest x-ray must be submitted for initial health screening for HUSON
 - After initial chest x-ray, **annual screening** will require you to submit a **TB Questionnaire**, validated by medical personnel or submit results from a **TB blood tests** (also called interferon-gamma release assays or IGRAs)
 - Chest x-rays are required every two years.
 - o **Please note:** All students entering the clinical area for the first time will be **required** to have a two-step tuberculin skin test (unless you are **TB Converter**- see information above). This process requires the student to visit the doctor **four** times instead of two.
 - o **Sample procedure for Two-Step TST:** (This example is only meant to give you an idea of what to expect for the two-step TST and what documentation is needed by HUSON.)

Visit 1	First TST placed. To be read in 48-72 hours; verify CDC and facility requirements.
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Visit 2	TST is evaluated, measured, and interpreted. Please make sure outcomes are documented on the School of Nursing required forms. If
	applicable, the doctor will document results in millimeters (ex: 0 mm, 4 mm, and 12 mm). If TST is negative , get an appointment for the second test 7-21 days later. If TST is positive, no further testing is indicated. Have this documented as well.
Visit 3	Place the second TST if first was negative. Have placed in alternate arm.
Visit 4	Within 48-72 hours after the second test is placed, return for evaluation, measurement, and interpretation of the TST. Your doctor will document results in millimeters (ex: 0mm, 4 mm, and 12 mm).

- **Seasonal Flu Vaccine**

- o **Annually** students must receive the updated seasonal flu vaccine or a Declination waiver for the current calendar year and update their certified profile by the deadline designated by the School of Nursing.
- o Declination must be signed by healthcare provider (Declination/Waiver form provided within CastleBranch). Influenza declination - Several clinical sites require staff/students to wear a mask when providing nursing care if they have not received a flu shot. **Due to COVID-19, some local healthcare agencies will not accept any student who has a declination for influenza (e.g. health or personal reasons).**
- o Flu shots may be obtained through the Hampton University Health Center or any local drug stores for a small fee.

The student **will not be allowed to enter a clinical practicum class if they are not clinically cleared** to include an appropriate physical examination form, submitted on time and completely validated. It is essential that students avoid jeopardizing their enrollment in the nursing practicum courses. The student must contact a health care provider for further information on costs for examinations, lab work, and immunizations.

5. **Cardiopulmonary Resuscitation**

Current certification in cardiopulmonary resuscitation is required to enroll and remain enrolled in nursing clinical practicum courses. Students must complete and maintain certification from the American Heart Association (BLS for Health Care Providers) prior to beginning any clinical course. No online certifications will be accepted. Certification must remain current while enrolled in the HUSON program

6. **State Licensure (LPNs and RNs)**

Licensed practical nurses and registered nurses must maintain unencumbered state licensure and demonstrate proof annually.

7. **Liability Insurance**

Annually, all students are required to obtain and show PROOF of liability insurance to cover the periods of enrollment in practicum courses. Students are required to verify the amount of coverage (\$1,000,000/6,000,000) required with the Office of Student Academic Support Services, faculty advisors, and/or clinical instructors prior to purchasing a liability insurance policy. The policy must show evidence of coverage, list the start and end dates of coverage, and amount of coverage. Students are encouraged to purchase liability insurance with any company of their choice. Verification of coverage must be

The public is increasingly demanding that health professionals be responsible and accountable for all actions and judgments when practicing their profession. Professional nurses assume responsibility for their actions and judgments in both dependent and independent nursing roles. The rate at which professional nurses have to face legal proceedings as a result of liability suits is rapidly increasing, and nursing students can also be held liable for their actions and judgments. The School of Nursing feels strongly that liability insurance affords protection for the student, his/her family, School of Nursing, Hampton University, and clients. Therefore, professional liability insurance must be maintained by each student while in the HUSON program.

8. Acknowledge of Risks

For the safety and liability of students in the clinical setting, all students must sign an Acknowledgement of Risks statement prior to entering any clinical rotation. Other guidelines

[https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/Secretary-COVID-19-Health-Education-Advisement-\(5-26-20\).pdf](https://www.education.virginia.gov/media/governorvirginiagov/secretary-of-education/pdf/Secretary-COVID-19-Health-Education-Advisement-(5-26-20).pdf)

Additionally, due to the COVID-19 pandemic, the School of Nursing has implemented a policy in which mandatory compliance by all students enrolled in its programs is necessary. This policy is located in the HU-NUR Community in Blackboard under Policies (Effective August 3, 2020, Revised 01/11/21).

9. Acknowledgment of Receipt - Clinical Experience Manual and Forms Packet

All students are to acknowledge receipt of the Clinical Experience Manual and Forms Packet with their signature.

CLINICAL OR LABORATORY EXPERIENCE IN NURSING COURSES

Students must not attempt to find their own clinical site. According to Alliance for Clinical Education (ACE), non-compliance with this rule can result in disciplinary action against the college *including* removal from participation in the Clinical Placement Platform. If a student obtains a clinical site without prior approval through proper channels in the School of Nursing (i.e. course faculty, clinical coordinator or department chair) this can result in risk to patient safety, healthcare agency accreditation and sanctions against the University.

Health Statement for Illness or Pregnancy

Students enrolled in the nursing clinical courses who become pregnant, ill (resulting in hospitalization), and/or returning from surgery must notify the course instructor, their advisor, and the chairperson of the School of Nursing as soon as they are made aware of the above mentioned circumstances. **A meeting with the course instructor should be scheduled as soon as possible to discuss the students' progression in the course/program and to address any areas as related to Essential Functional Abilities.** The student must also submit a Health Care Provider statement form (See Appendix C) to the course instructor and chairperson. The Health Care Provider may fax to the form to the School of Nursing. Students must provide documentation to course faculty, a statement of suitability to continue class and clinical activities after each appointment; this includes any changes in status or limitations. In addition, pregnant students are required to adhere to the current policies and guidelines of the clinical facility to which they are assigned. After delivery, or any hospitalization, the Health Care statement form must be signed before the student can return to school. **Students may not return to class or clinical without documentation of provider release.**

Absence or Tardiness in Clinical Areas

In planning for student clinical practicum in nursing, instructors select clients for student experience or students select clients under the instructor's guidance. In doing so, the instructor assumes responsibility for the care and health promotion of those selected clients. The nursing service staff in clinical agencies also maintains the accountability and responsibility for these clients and therefore has the right to assume that the needs of these selected clients (within the assigned functions of the student) will be met during the period of the student's assignments. **(In the event of inclement weather, the School of Nursing will respond in accordance with the University's policy).** Therefore, students should communicate with their clinical nursing instructor and the University website for further instructions.

Students' tardiness, failure to report to duty, and/or failure to notify the instructor of absence can result in client care being jeopardized. The development of a deep sense of professional responsibility toward clients and professional colleagues is a basic objective of the nursing curriculum. It is inevitable that if students fail to achieve this objective, this failure will be reflected in the clinical practicum grade. In addition to the policy, the following regulations must be observed:

Consequences for Violation of Attendance Policy

1. Class absences may not exceed more than 10% of class meetings (excused or unexcused) in a given semester (varies based on number of credits for the course).
2. Students who exceed absences of 10% will be referred to the Department Chairperson.
3. Student will provide documentation of absences to the admission committee prior to meeting with the committee.
4. The admission committee will develop an individualized action plan for progress through the remainder of the semester (if applicable).
5. Student will meet with the admissions committee to discuss and finalize the action plan.

6. Nonadherence to the attendance policy may result in dismissal from the undergraduate nursing program
7. The nature of the student's clinical experience is such that attendance is necessary.
8. Excused absences may be granted only in exceptional cases by permission of (a) the instructor in charge, (b) the Department Chairperson, and (c) the Dean of the School of Nursing. A student must not be absent from the clinical laboratory, whether the absences are excused or unexcused.
9. Students who are unable to report for nursing laboratory (clinical) experience must report by telephone, cell phone, etc. (a) to the instructor and (b) to the nursing unit to which they are assigned, not less than one half hour prior to the beginning of the laboratory or practicum period. **No messages will be accepted from a third party.**
10. Unexcused absences will be considered a failure to observe a regulation of the School of Nursing. A zero grade will be recorded for each unexcused clinical absence. Students that report to clinical late will be given a warning the first time and will be removed from the clinical site with subsequent tardies resulting in a grade of zero for that day.
 - Students who are consistently negligent in their professional responsibilities will be reported to the Department Chairperson and the Dean of the School of Nursing. The general policies regarding progression and retention of students.

At the completion of the undergraduate nursing program, it will be necessary to report the academic standing of each graduate to the Virginia (and other states as necessary) Board of Nursing in preparation for the NCLEX-RN examination that will qualify graduates to practice as professional nurses.

Professionalism in Clinical Experiences

Learning experiences demonstrating application of knowledge, values, and skills take place in the clinical area. Ethical standards of conduct between the student and instructor must always be observed. At no time should the student be impolite in expressing feelings or opinions while in the clinical agencies. Using cellular/portable telephones and/or other electronic devices is not acceptable during clinical experiences.

UNDERGRADUATE NURSING STUDENTS' UNIFORM AND APPEARANCE

The primary purpose of the nurse's uniform is to protect the client from the outside environment. It also provides a clean, comfortable, and professional outfit to wear in the clinical setting. Over the many years that nurses have worn uniforms, these uniforms have become a symbol of nursing to the client and to the general public.

As professional persons, nursing students must take pride in being well-groomed. The nurse's uniform is appropriate only in the clinical setting; therefore, it is considered inappropriate to wear the uniform as street apparel. The student uniform identifies you as a representative of Hampton University and your behavior reflects the level of respect you have for yourself, your school, and your profession. Your appearance reflects your character and the kind of nurse you are and expect to become in the future. At all times, you have an individual responsibility for appearing at your very best, which means you should always be well-groomed and suitably dressed for the occasion.

When in uniform, check yourself for the following:

I. Appearance

Hair: Hair not touching the collar, neat, clean, and well controlled and not extreme in style. Hair color should be maintained in a natural hair color, any devices, such as barrettes and rubber bands, should match the natural hair color and not be decorative.

Students seeking approval to wear headgear as an expression of religious or cultural dress may make a written request for a review through the Office of the Chaplain. The Chaplain will forward a recommendation to the Vice President for Student Affairs for final approval. Students that are approved will then have their new ID card picture taken by University Police with the headgear being worn.

- Nails:** Nails kept clean and short. Only clear nail polish may be worn when in uniform.
Acrylic nails are prohibited for infection control purposes.
- Shoes:** Clean, white leather nursing uniform shoes with laces in good repair. Uniform clogs or tennis shoes may not be worn. For the community health rotation, you must have a flat, closed-toe shoe that is black or dark blue. No tennis shoes or clogs are allowed.
- Hose:** Clean, with no runs. Hose must be white or in a color that matches your skin tone (community health nursing practicum).
- Jewelry:** A plain wedding band may be worn with the uniform; it may not be worn in a unit where surgical asepsis or isolation techniques are required. One pair of small stud earrings may be worn in the earlobes. No other jewelry may be worn. If a student wishes to have a ring while in uniform, it is suggested that it be secured with a safety pin under the uniform. Jewelry in the nose, eyebrows, tongue, or other body piercings are prohibited while in uniform and at clinical agencies.
- Cleanliness:** Each part of the uniform must be clean and in good repair at all times. Body cleanliness without offensive odors is required. Perfume or cologne may not be worn in the clinical area. Cleanliness is one of the prerequisites of good health. Beards and mustaches must be neat and well-groomed.
- Make-up:** Make-up must be neatly applied and in good taste. In order to present a professional appearance, students are requested to apply make-up in moderation. **False eye lashes are not permitted due to infection control concerns.**
- Other:** Tattoos may not be visible. Any covering of tattoos must be able to resist all decontamination activities such as washing or using antimicrobial agents. No gum chewing. Due to COVID-19 students are required to wear protective masks, and in some cases face shields while in the healthcare agencies.

II. The Uniform and Required Equipment

A. Requirements of the Complete Uniform

1. Light blue zippered front pantsuit with the Hampton University School of Nursing insignia on the upper left sleeve
2. White hose
3. White shoes
4. White laboratory coat
5. Identification pin (white with blue lettering)
6. Registered nurse students may wear an all-white uniform with the Hampton University School of Nursing insignia on the upper left sleeve and a name pin with "RN, Hampton University Student"

B. Equipment Required in the Clinical Agency

1. Pen (black ink) and pencil
2. Pocket-size notebook

3. Watch with a second hand
4. Bandage scissors
5. Stethoscope
6. Penlight

NOTE: Male students are to wear:

1. Light blue trousers
2. Light blue zippered front, jacket length top with the Hampton University, School of Nursing insignia on the upper left sleeve
3. White undershirt
4. White socks
5. White shoes (no sneakers or athletic wear)

C. Regulations Related to the Wearing of the Complete Uniform

The complete uniform is worn:

1. In the clinical agency when administering client care
2. At special ceremonial occasions when the complete uniform is requested or required

III. Other Considerations Regarding the Uniform

1. A laboratory coat is not worn when administering client care. A laboratory coat is to be used to provide the student with additional warmth outside of the clinical area.
2. Certain clinical areas require specific modifications in uniform. Your instructor will discuss these modifications with you. It is expected that your appearance will meet the standards for the specific area of clinical practice.
3. Students with religious regulations regarding headwear are to follow the guidelines stipulated by Hampton University's Office of the Chaplain.
4. If at any time, the student's uniform and appearance do not meet Hampton University standards, the student will be dismissed from the clinical area to make the necessary adjustments. The clinical evaluation will reflect nonconformance with uniform and appearance and lost clinical time.
5. **Due to COVID-19, students must wear face mask which do not reflect any political or personal point of view and/or special adornment while the healthcare facilities.**

IV. Purchase of Uniforms and Equipment

- A. Each student is expected to purchase the quota of uniforms and equipment required by the School of Nursing.
- B. The uniform quota to be ordered:
 1. One to two dresses and/or pantsuits.
 2. One identification pin, white with blue lettering.
 3. White laboratory coat
 4. A white nursing cap will be purchased for the pinning ceremony.

V. Classroom and Skills Lab Dress Code Policy

Neatness and cleanliness are evidence of concern for patients, their families, the public, and each other. Personal neatness and appropriate attire provide an atmosphere of professionalism and inspires confidence in the students' ability to deliver services. This Hampton University School of Nursing policy supports and promotes work place safety, creates a standard for professional appearance and fosters a positive working environment.

All students, while on Hampton University School of Nursing premises (classroom and lab settings), are required to wear scrubs and appropriate identification **starting with your first nursing course**. On days that students are required to wear professional dress, students must adhere to the University's dress code for professional dress.

The School of Nursing Administration and Faculty has approved Scrubs with the following conditions: (Effective July 27, 2015):

Scrubs and Underclothing	-Scrubs tops must cover shoulders, abdomen, and buttocks. Scrub bottoms must be worn so that the pants are not below the waist. Scrubs must be clean, in good repair and pressed. -Scrubs (top and pants) MUST be Royal blue and can be obtained from various retailers, such as Walmart, Kmart, Target, Walgreens, etc. A white lab coat/jacket may be worn over the scrubs. -Students are expected to wear underwear; nothing should be visible through the clothing. *Tight clothing is not permitted.
Shoes and Socks	-A complete closed in soft soled solid colored (blue, black or white) shoe /sneaker without adornment is permissible. Leather or cloth is acceptable. -Shoelaces need to match shoe color. -Above the ankle, solid color socks (blue, black or white) are permissible *Sneakers may be worn with scrubs but cannot be worn at any other time. **CLOGS OR SHOES WITH THE HEELS EXPOSED ARE NOT PERMITTED
Hair and Beards	-Hair must be neat, clean and a color found in nature and not extreme in style. -No head coverings may be worn unless approved by the university. -Beard must be well groomed or closely trimmed. Sideburns and mustache must be well groomed. *The lab setting rules for hair will follow the uniform clinical policy.
Make-up	-Make up must be neatly applied and in good taste. -In order to present a professional appearance, students are requested to apply makeup in moderation.
Tattoos	-Visible tattoos are to be covered at all times.
Jewelry	-A plain wedding band and watch may be worn with the scrubs. -One pair of small stud earrings may be worn in the earlobes. *Jewelry in the nose, eyebrows, tongue, or other body piercings are prohibited.
Nails	-Artificial nails and nail jewelry are prohibited. -Nails must be kept clean and short. -Only clear nail polish may be worn.
Nametag	-Students MUST display a Hampton University identification name tag at all times.
Equipment	Students must have the following equipment with them when they attend lab sessions: -Pen (black ink) and pencil -Pocket size notebook -Watch with a second hand -Bandage scissors -Stethoscope -Penlight

VI. University Dress Code

The Dress Code is based on the theory that learning to use socially acceptable manners and selecting attire appropriate to specific occasions and activities are critical factors in the total educational process. Understanding and employing these behaviors not only improves the quality of one's life, but also contributes to optimum morale, as well as embellishes the overall campus image. They also play a major role in instilling a sense of integrity and an appreciation for values and ethics.

The continuous demonstration of appropriate manners and dress insures that Hampton University students meet the very minimum standards of quality achievement in the social, physical, moral and educational aspects of their lives - essential areas of development necessary for propelling students toward successful careers.

Students will be denied admission to various functions if their manner of dress is inappropriate. On this premise, students at Hampton University are expected to dress neatly at all times. The following are examples of appropriate dress for various occasions:

1. Classroom, Cafeteria, Student Center and University offices - neat, modest, casual or dressy attire.
2. Formal programs in Ogden Hall, the Convocation Center, the Little Theater and the Memorial Chapel - business or dressy attire.
3. Interviews - business attire.
4. Social/Recreational activities, Residence hall lounges (during visitation hours) - modest, casual or dressy attire.
5. Balls, Galas, and Cabarets - formal, semi-formal and dressy respectively.

Examples of inappropriate dress and/or appearance include:

1. Do-rags, stocking caps, skullcaps and bandanas (prohibited at all times on the campus of Hampton University except in the privacy of the student's living quarters);
2. Head coverings and hoods for men in any building;
3. Baseball caps and hoods for women in any building. This policy item does not apply to headgear considered as a part of religious or cultural dress;
4. Bare feet;
5. Shorts that reveal buttocks;
6. Shorts, all types of jeans at programs dictating professional or formal attire, such as Musical Arts, Fall Convocation, Founder's Day, and Commencement;
7. Clothing with derogatory, offensive and/or lewd messages either in words or pictures;
8. Men's undershirts of any color worn outside of the private living quarters of the residence halls;
9. Sports jerseys without a conventional tee-shirt underneath; and
10. Men and Women's pants that show underwear.

Dress Code: Procedures for Cultural or Religious Head Coverings

1. Students seeking approval to wear headgear as an expression of religious or cultural dress may make a written request for a review through the Office of the Chaplain.
2. The Chaplain will forward a recommendation to the Vice President for Student Affairs for final approval.
3. Students that are approved will then have their new ID card picture taken by University Police with the headgear being worn.

All administrative, faculty, and support staff members will be expected to monitor student behavior applicable to this dress code and report any such disregard or violations to the Offices of the Dean of Men or Dean of Women for the attention of the Dean of Students.

COUNSELING AND GUIDANCE

All freshman students are counseled throughout the year by the Office of Freshman Studies, Office of Student Academic Support Services, Academic Dean, Counseling and Guidance Services, Dean of Women, Dean of Men, and their staff. In addition, each freshman and transfer nursing student is assigned to the Office of Student Academic Support Services personnel in the School of Nursing for guidance. Students are encouraged to seek assistance from their advisors to become acquainted with the School of Nursing.

The following objectives are planned for the freshman counseling program for students who have chosen a major in nursing:

1. To help the student obtain accurate information relative to the field of nursing.
2. To help the student assess reasons for the choice of a major and encourage the student to weigh abilities and interests against those demanded in the profession chosen.
3. To acquaint the student with the requirements of the program and the need for acceptable performance in related science courses. Emphasis is placed on the fact that the nursing major is essentially a four-year program and necessitates maintenance of an adequate scholastic average from the beginning of study at Hampton University.
4. To help the student realistically manage time and money.

Students are counseled primarily by faculty in the School of Nursing. First-year and transfer students are counseled by personnel in the Office of Student Academic Support Services. A "Student-Instructor Conference Sheet" is used to record pertinent information during each counseling session (*see Appendix A on page 60*). Both the student and instructor will date and sign their name after each comment in the spaces provided on the sheet. The conference sheet is used to record both the conference and the action taken. Student folders are maintained on all nursing majors at Hampton University. The folders include the "Student-Instructor Conference Sheet" and other records pertaining to the student. The Office of the Registrar maintains all official student academic records.

Faculty Advisors

Each student is assigned a faculty advisor. A schedule of faculty advisor assignments is posted on designated bulletin boards for student information. Faculty advisors have posted office hours. All students should make appointments with their advisors directly. The Director of the Office of Student Academic Support Services, Department Chairpersons, Assistant Dean for Academic Affairs, and Dean are available by appointment for all students. Upon written notice, a change of faculty advisor can be requested.

Functions of Faculty Advisors

1. Planning the students' curriculum sequences and course loads while monitoring the students' academic progression each semester.
2. Encouraging free and open expression in a professional manner.
3. Assisting with the exploration of problem areas that may be connected to students experiencing scholastic difficulties.
4. Encouraging students to use other University resources when help is needed, such as the Career Center, Testing Services, Freshmen Studies, Student Counseling Center, and tutoring services as appropriate.
5. Assisting students in setting realistic goals.
6. Helping students with adjustment problems that they feel are pertinent to their performance as nursing students.

SCHOOL OF NURSING GRIEVANCE PROCEDURE

Prior to beginning the grievance process, the student must meet with the faculty to resolve the issue first. To start the grievance process, students must come to the Office of Academic Support Services to pick up the packet of instructions or download the information from the School of Nursing website.

STEP ONE START AT THE SOURCE OF THE PROBLEM

- a) Schedule a conference with the instructor of the course.
- b) Come to the conference with a clear statement of the issue. Do not speculate.
- c) Go to the next level of authority if the problem is not resolved.

STEP TWO SEE ACADEMIC ADVISOR

- a) Repeat steps a, b, and c above

STEP THREE SEE THE ADMINISTRATIVE HEAD OF THE DEPARTMENT (Undergraduate or Graduate Nursing Education Chairperson)

- a) Repeat steps a, b, and c above

STEP FOUR SEE THE ASSISTANT DEAN FOR ACADEMIC AFFAIRS

- a) Repeat steps a, b, and c above

**STEP FIVE SEE THE ADMINISTRATIVE HEAD OF THE SCHOOL
(Dean of the School of Nursing)**

- a) Repeat a, b, and c above

STEP SIX SEE THE GRIEVANCE COMMITTEE, SCHOOL OF NURSING

- a) Repeat a, b, and c above

STEP SEVEN SCHEDULE A CONFERENCE WITH THE CHIEF ACADEMIC OFFICER

- Provost's Office (Undergraduate Students)
- Dean, Graduate College (Graduate College)

If steps one to six have been omitted, the Provost will refer the case back to step five.

The School of Nursing and its parent institution have policies that have been established to resolve student problems and issues in a fair and impartial manner. Our most important business is to help you learn while maintaining high academic and ethical standards.

Evidence of dishonesty, negligence, plagiarism, or substance abuse ascertained by the instructor will be brought to the attention of the student's faculty advisor and chairperson. Validation data supporting grounds for dismissal will be submitted to the Dean of the School of Nursing who will then submit the evidence to the Administrative Advisory Council and/or the Office of Student Affairs.

STANDARDS OF BEHAVIOR

The standards of behavior for the School of Nursing incorporate the conduct of students as stated in the official student handbook, Living, Learning, Leadership and Service. The following statements relate to expectations of students in the School of Nursing. These standards are considered important to the development of professionalism during basic preparation and continued development through the graduate program and support the Hampton University Code of Conduct. The evaluation of students will take these standards into consideration.

- 1. Honesty** – Giving or accepting help on examinations is unacceptable. Any evidence of cheating on examinations or falsifying records is cause for dismissal. This is of particular importance in the education of health professionals. For example, if the student does not know the answers to test questions but convinces the instructor of knowledge through dishonest procedures, the student may be allowed to assume responsibility for client care for which he/she is unprepared. This is obviously hazardous. Absolute honesty in the reporting of errors in nursing practice is also essential. Anyone can make a mistake, but in the practice of nursing, mistakes must not be covered up. Reporting an error to the instructor, and then working with the instructor to discover how it can be corrected, and how it could have been prevented will help the nursing student become a safe practitioner.
- 2. Confidentiality** – Student nurses are entrusted with significant personal patient information, corporate information, and personal information of fellow students. This trust relationship is one of the highest principles of the nursing profession and Hampton University School of Nursing takes confidentiality very seriously. Private information is protected by ethical and legal standards. The nursing student will protect that information and not disseminate it without appropriate permission from the owner of that information. In the event of life threatening disclosures, the student nurse will inform their course instructor or academic advisor if not pertaining to a course immediately and will follow the directions of that faculty member. If presented with such a situation in the clinical setting, the patient's primary nurse will also be informed immediately. Failure to maintain confidentiality may present a legal dilemma for the student. The School of Nursing may impose sanctions or penalties for inappropriate disclosure, including giving failing grades for a course or removing the student from the nursing program.
- 3. Plagiarism** – Taking someone's work and claiming it as your own (intentionally or unintentionally) is considered plagiarism. It does not matter whether you use works that are in print, television/movies, radio, online databases, or on the World Wide Web, you must PROPERLY cite your resources. Self-plagiarism is defined as "... the practice of presenting one's own previously published work as though it were new" (APA, 2010, p.170). Submission of work done to fulfill the requirements of another course may not be used without the prior permission of the instructor(s) of the courses affected, with proper citation of said work. There are penalties associated with deliberate plagiarism. You are responsible for learning to quote, paraphrase, and summarize sources properly. The most commonly used reference for properly citing works at the Hampton University School of Nursing is the American Psychological Association Manual. All cases of plagiarism or self-plagiarism will be reported to the Assistant Dean of Academic Affairs for consideration of dismissal from the nursing program. Refer to Hampton University's Living, Learning, Leadership and Service: The Official Student Handbook.
- 4. Smoking and Gum Chewing** – This standard is not a question of ethics but of taste and appropriateness. Smoking is not permitted in classrooms, corridors, hallways, restrooms, or stairwells. Smoking is also not permitted in clinical areas. Smoking in uniform is not permitted. Gum chewing in classroom and clinical areas is not permitted.

5. Tips and Gifts – Professional codes indicate that as nurses we should not accept gratuities. For the client who insists on doing something, an acceptable and inexpensive alternative is a letter of appreciation to the Dean of the School of Nursing describing what the student did that was outstanding.

The practice of giving tips or gratuities is based upon a desire to “get good service.” Nursing service must never be dependent upon the ability of the client to pay. Unfortunately, many in the general public believe that the provision of gifts, such as candy, to nurses assures better attention. The nurse who has accepted gifts from a client may be in a dilemma when the client makes a request that cannot be carried out by the nurse.

We cannot say that the nurse should never accept a gift. All nurses have had heartwarming experiences related to clients attempting to express gratitude, sometimes in humble ways. But we can say, NEVER lead a client to believe you expect something, and we can say, NEVER accept money. You will have to exercise good judgment; your clinical instructor will help you make decisions when you are in doubt.

6. Loyalty – Loyalty is an essential attribute or quality for a practitioner of nursing. Allegiance to self, family, government, the profession, Hampton University, and the consumer/client are basic to this quality.

7. Verbal and Non-Verbal Expression – Use of abusive and profane language is inappropriate. Restraint must always be observed in the use of language. Non-verbal behavior should be monitored to display acceptance or a non-judgmental attitude. A calm, quiet voice and demeanor can be soothing to patients and should be used when working as a practitioner.

8. Use of Electronic Equipment – In this digital age, the use of electronic equipment has become very important to all of us. While we encourage the use of technology, we also must be mindful of how to use it appropriately. It is inappropriate to have cell phones and other electronic devices making noise in the School of Nursing. All of these devices should be turned off or to silent mode BEFORE you enter the building. As a courtesy to faculty, staff, and peers, you should go to one of the lounges or outside if you have to take an important call. It is never appropriate to talk loudly, use offensive language, or have your cell phone in the two-way radio mode so that others can hear you and the person to whom you are talking. If you fail to observe these requirements, you may be asked by a faculty member or staff person to leave the building. Students who fail to observe these stipulations for authorized use and possession of telephonic devices will be subject to confiscation of the device by University officials or subject to disciplinary action by the Vice President of Student Affairs Living, Learning, Leadership and Service: The Official Student Handbook.

During tests and quizzes you will not be allowed to use any electronic or digital equipment for calculations. This means that you may not use the calculator on your watch, cell phone, tablets and laptops, or any other device that saves data, images or video. Students may only utilize materials provided by course instructor or designee.

9. Jewelry – A plain wedding band may be worn with the uniform; it may not be worn on a unit where surgical asepsis or isolation techniques are required. No other jewelry may be worn. If a student wishes to have a ring while in uniform, it is suggested that it be secured with a safety pin, under the uniform. Jewelry in the nose, eyebrows, tongues, lips or other body piercings are prohibited while in uniform and at clinical agencies. Rings with stones may not be worn due to infection control.

10. Social Media – Guidelines for the appropriate use of social media in an electronic society are the same as the values, ethical principles, and confidentiality policies for students enrolled in the School of Nursing. Students are hereby prohibited from disclosing information regarding the School of Nursing, faculty, staff, students, and health care agencies (e.g. staff, and clients). Hampton University School of Nursing has adopted the Guidelines established in the National Council of State Boards of Nursing (NCSBN) White Paper on the Nurses Guide to Appropriate Use of Social Media (2011). Any violation of these guidelines and the like, will result in dismissal from the School of Nursing. https://www.ncsbn.org/Social_Media.pdf

The following guidelines are intended to minimize the risks of using social media: „

- Recognize that you have an ethical and legal obligation to maintain patient privacy and confidentiality at all times. „
- You are prohibited from transmitting by way of any electronic media any patient-related image.
- You are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient. „
- Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so. „
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy. „
- Do not refer to patients in a disparaging manner, even if the patient is not identified. „
- Do not take photos or videos of patients on personal devices, including cell phones. Follow employer policies for taking photographs or video of patients for treatment or other legitimate purposes using employer-provided devices. „
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients.
- Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient (Please refer to Nursing Code of Ethics).
- Consult employer policies or an appropriate leader within the organization for guidance regarding work related postings. „
- Promptly report any identified breach of confidentiality or privacy. „
- Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place. „
- Do not make disparaging remarks about employers or co-workers.
- Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments. „
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so and follow all applicable policies of the employer.

Adopted from the National Council of State Boards of Nursing (NCSBN, 2018) White Paper on the Nurses Guide to Appropriate Social Media Use. Retrieved from https://www.ncsbn.org/NCSBN_SocialMedia.pdf

NURSING PLEDGE

The following nursing pledge has been adopted by the School of Nursing to exemplify basic ethical precepts and current concepts of nursing practice deemed essential for effective professional behavior.

I will strive with all my being and with the help of God to become an open, kind and diversified individual. In doing so I will attain the qualities essential in the practice of nursing, for it is only after realizing one's self-worth that we are able to promote that in others. Deliverance of high quality health care is of essential importance, but let me also reach beyond a treatment or diagnosis and remember that entrusted to my care is a human being with all the loves, hates, fears and idiosyncrasies that are an integral part of the human species. Let me not grow too comfortable in my knowledge but actively seek out new information for continuance of my education. Being a nurse requires continuous growth. I dedicate myself to this cause and my life to the profession of nursing. (1976 Graduate of Harper School of Nursing, Detroit, Michigan)

HONOR CODE

The following is the Honor Code that each undergraduate student is obligated to uphold.

I, as a member of the Hampton University School of Nursing, will endeavor to uphold our Honor Code.

I will be honest, sincere, and truthful in all my professional activities as well as in my personal life.

I will at all times uphold professional standards in appearance and conduct.

I will always do my best to make my environment as pleasant as possible.

I will attempt to achieve and maintain the highest ethical standards of my profession.

I will attempt to pass on to others the values of the teaching-learning experiences I have received.

I will protect the property entrusted to me and respect the rights of others.

In achieving the goals of the Honor Code, I will strive to become an asset to my profession and society.

HAMPTON UNIVERSITY CODE OF CONDUCT

Joining the Hampton Family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for students, faculty, administration, professional and other employees, and the laws of the Commonwealth of Virginia. Each member is required to adhere to and conform to the instructions and guidance of the leadership of his/her respective area. Therefore, the following are expected of each member of the Hampton Family:

Respect:

1. **To respect himself or herself.** Each member of the Hampton Family will exhibit a high degree of maturity and self-respect and foster an appreciation for other cultures, one's own cultural background, as well as the cultural heritage from which Hampton University was born. It is only through these appreciations that the future of our university can be sustained indefinitely.
2. **To respect the dignity, feeling, worth and values of other.** Each member of the Hampton Family will respect one another and visitors as if they were guest in one's home. Students, faculty, and staff should engage in behaviors that are uplifting and encouraging. Moreover, to accost, bully, cajole, or proselytize students, faculty or staff, parents or others, use vile, obscene or abusive language or exhibit lewd behavior, is in direct violation of the Hampton University Code, on or off campus.

Professionalism:

3. **To foster a personal professional work ethic within the Hampton University Family.** Every member of the Hampton Family must strive for efficiency and job perfection. Each individual must exhibit a commitment to serve, and tasks must be executed in a humane and civil manner.
4. **To foster an open, fair, and caring environment.** The University will maintain an open and caring environment. It is understood that intellectual stimulation is nurtured through the sharing of ideas. In cases where issues arise, each member of the Hampton Family is assured equal and fair treatment.

Integrity:

5. **To respect the rights and property of others.** Each member of the Hampton Family will only engage in activities that are legal and ethical, both on and off campus. No member shall lie, cheat or steal. Other transgressions include, but are not limited to, harassment of any form, possession of weapons such as knives and firearms, involvement in possession, use, distribution and sale of illegal drugs, theft, vandalism or hazing. Violators will be subject to all applicable provisions listed in the Faculty Handbook, Personnel Policies Manual for Administrative/Professional and Nonexempt Employees, the Official Student Handbook, the Hampton University Code, and statutes of the Commonwealth of Virginia.
6. **To practice personal, profession, and academic integrity.** Personal, professional and academic integrity is paramount to the survival and potential of the Hampton Family. Therefore, individuals found in violation of Hampton University's policies against lying, cheating, plagiarism, or stealing are subject to disciplinary action that could possibly include dismissal from the University.

Community:

7. **To promote inclusion, while striving to learn from differences in people, ideas, and opinions.** Each member of the Hampton Family will support equal rights and opportunities for all regardless of age, sex, race, sexual orientation, religion, disability, ethnic heritage, socio-economic status, political, social, or other affiliation or disaffiliation.
8. **To promote the ethical use of technology and social media.** As a Hampton Family we embrace the digital age. Each member of the Hampton Family is expected to use technology in a responsible and respectful manner. Individuals should utilize their best judgment before posting content and should specifically refrain from cyber bullying or using social media to cheat. Uses of technology or social media posts that violate any of the aforementioned tenets of this Code will subject one to disciplinary action.
9. **To be fully responsible for upholding the Hampton University Code.** Each member of the Hampton Family will embrace all tenets of the Code of Conduct, Policies, and the Honor Pledge and is encouraged to report all violators to the appropriate administrator or the Council for Institutional Culture and Values.

Approved by Administrative Council, July 31, 2018

PROFESSIONAL ETHICS

Ethics is concerned with expected conduct representing ideal behavior for a particular group. Your entry into the generalist education program as a student involves a new role in lifelong learning and meeting client needs. The behavior expected of you as a professional nurse will be regulated by legal and ethical standards. As a nursing student, your behavior will be determined by the standards that will govern your practice as a professional nurse at the level for which you are preparing.

The well-being of clients must always take precedence over your learning. During your nursing education, your responsibility includes making legal and ethical decisions for yourself. Understanding legal and ethical standards plus conscientious adherence to them will give you confidence in the practice of professional nursing. Students are expected to know their individual abilities and limitations and are encouraged to seek assistance whenever needed.

Codes of ethics, and the general rules of conduct derived from them, are based upon a deep sense of professional responsibility. Students should study in detail the professional code of ethics so that they may thoroughly understand its implications. Although the general suggestions outlined here may seem obvious to most students, they are based upon acceptable rules of conduct, good taste, consideration for others, and a strong sense of personal responsibility. (<http://www.nursingworld.org/codeofethics>)

The faculty members of the School of Nursing believe in and are committed to its philosophy and objectives. Therefore, faculty members feel an obligation to demonstrate the standards of behavior expected of nursing students and endorse the code of ethics of the American Nurses' Association. The Code for Nurses with Interpretative Statements (2015) is based upon beliefs about the nature of individuals, nursing, health, and

society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion, restoration, and maintenance of health; the prevention of illness; and the alleviation of suffering. The statements of the code and their interpretation provide guidance for conduct in relationships while carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality of nursing care.

AMERICAN NURSES ASSOCIATION® CODE OF ETHICS FOR NURSES

The faculty members of the School of Nursing subscribe to the principals and beliefs contained in The American Nurses Association® Code of Ethics for Nurses. This document may be found in its entirety online at www.nursingworld.org.

ACCOUNTABILITY

Accountability of the nurse to the public is a legal issue since the purpose of licensure is to provide protection for the public. State licensing boards have the right and responsibility to discipline incompetent and unethical nurses. Federal legislation mandates quality assurance in health care for the consumer. Professional nurses accept the fact that they are directly accountable and responsible to individual consumers for the quality of nursing care provided.

The concept of accountability has long been accepted by the nursing profession. However, accountability has recently gained new emphasis from a more aware public. The American Hospital Association's Client's Bill of Rights (1972) has been widely circulated and is interpreted as an informal contract between the client and those who deliver health care. Each element of the Client's Bill of Rights can be related to the nursing code of ethics that cites specific areas of accountability. Accountability is expected of professional nurses through current and continuing competency.

In 1977, a committee of the National League for Nursing developed the following document on client's rights, which reflects the nursing code of ethics, and relates to specific areas of accountability for nursing. The National League for Nursing believes the following constitute the client's rights, which nurses have a responsibility to uphold:

- People have the right to health care that is accessible and that meets professional standards, regardless of the setting.
- Clients have the right to courteous and individualized health care that is equitable, humane, and given without discrimination as to race, color, creed, sex, national origin, source of payment, or ethical or political beliefs.
- Clients have the right to information about their diagnosis, prognosis, and treatment – including alternatives to care and risk involved in terms they and their families can readily understand, so that they can give their informed consent.
- Clients have the legal right to informed participation in all decisions concerning their health care.
- Clients have the right to information about the qualifications, names, and titles of personnel responsible for providing their health care.
- Clients have the right to refuse observation by those not directly involved in their care.
- Clients have the right to privacy during interview, examination, and treatment.
- Clients have the right to privacy in communicating and visiting with persons of their choice.
- Clients have the right to refuse treatments, medications, or participation in research and experimentation without punitive action being taken against them.
- Clients have the right to coordination and continuity of health care.
- Clients have the right to appropriate instruction or education from health care personnel so that they can achieve an optimal level of wellness and an understanding of their basic health needs.
- Clients have the right to confidentiality of all records (except as otherwise provided by law or third-party payer contracts) and all communications, written or oral, between clients and health care providers.

Accountability in nursing education places all students in a position of being responsible for their own learning. The role of the faculty member is to provide learning experiences, but the actual learning and acquisition of needed skills is the student's responsibility. Faculty members will assist and counsel each student as the student progresses throughout the nursing program. However, each student is expected to make decisions and will be held accountable and responsible for his/her actions. Four general areas of accountability for students are (1) personal behavior; (2) choice of nursing as a major; (3) ability to plan a schedule to enable the successful completion of school requirements; and (4) acquisition of knowledge, attitudes, skills, and

behaviors appropriate to professional nursing practice. For transfer students, this may include scheduling challenge examinations in a timely manner to be able to meet requirements for advancing in the nursing major. For generic students, this will include applying for the professional program and meeting all requirements. For students planning to graduate in a year, submitting the application for graduation a year in advance is a University requirement. Specifics will change from time to time, but these examples may help you explore the appropriate questions with your academic advisor.

ESSENTIAL FUNCTIONAL ABILITIES

Nursing is a profession that requires certain abilities. The Hampton University School of Nursing has established the following Essential Functional Abilities for every nursing student and for licensure and job performance of the nurse. These are considered to be the minimum level of abilities necessary to practice as a nurse.

<u>Category</u>	<u>Description</u>
Gross Motor Skills	Gross motor skill sufficient to provide the full range of safe and effective nursing care activities, such as moving within confined spaces, reaching above shoulders, reaching below waist, standing and maintaining balance.
Fine Motor Skills	Fine motor skills sufficient to perform psychomotor skills, such as grasping small objects with hands, keying/typing, pinching, picking, twisting, and squeezing with fingers.
Physical Endurance	Physical stamina sufficient to perform client care activities for entire length of work role, such as standing during surgical or therapeutic procedures or performing CPR.
Physical Strength	Physical strength sufficient to perform full range of required client care activities, such as pushing and pulling 25 pounds, supporting and lifting up to 25 pounds, moving objects weighing up to 50 pounds, and squeezing with hands to operate a fire extinguisher.
Mobility	Physical abilities sufficient to move from place to place in a quick manner and to maneuver by twisting, squatting, climbing, and walking.
Hearing	Auditory ability sufficient for physical monitoring and assessment of client health care needs, which includes hearing faint body sounds, faint voices, hearing in situations when not able to see lips, and hearing auditory alarms.
Visual	Visual ability sufficient for accurate observation and performance of nursing care, which includes seeing objects up to 20 inches away and 20 feet away, depth perception, peripheral vision, and ability to distinguish color and color intensity.
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs, which includes feeling vibrations, detecting temperature, and feeling differences in surface characteristics, sizes, and shapes.
Smell	Olfactory ability sufficient to detect significant environmental and client odors.
Reading	Reading ability sufficient to comprehend the written word at a minimum of a tenth-grade level.

Arithmetic	Arithmetic ability sufficient to do computations at a minimum of an eighth-grade level, which includes reading and understanding columns of writing, reading graphic printouts and digital displays, calibrating equipment, converting numbers to and/or from the Metric System, measuring time, counting rates, using measuring tools, reading measurement marks, computing fractions, and using a calculator.
Emotional Stability	Emotional stability sufficient to assume responsibility/accountability for actions, which includes establishing therapeutic boundaries, dealing with the unexpected, adapting to a changing environment/stress, focusing attention on a task, performing multiple responsibilities concurrently, and handling strong emotions. Analytical/thinking/reasoning skills sufficient to perform deductive and inductive thinking necessary to make nursing decisions, which includes transferring knowledge from one situation to another, processing information, problem solving, evaluating outcomes, prioritizing tasks, and using short-term and long-term memory.
Critical Thinking Skills	Critical thinking skills sufficient to exercise sound nursing judgment, which includes identifying cause-effect relationships, planning/controlling activities for others, synthesizing knowledge and skills, and sequencing information.
Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families, and groups respecting social, cultural, and spiritual diversity.
Communication Skills	Communication abilities sufficient for interaction with others in written and oral form, which includes teaching, explaining procedures, giving oral reports, and conveying information through writing.

This list was developed from The National Council of State Boards of Nursing, Inc. list of essential functional abilities.

DISABILITY SERVICES

The University is fully committed to complying with all requirements of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. In class accommodations may be provided to students with a documented physical or learning disability. It is in the student's best interest to request accommodations within the first week of classes, understanding that accommodations are not retroactive. To obtain accommodations or to receive more information please contact the Office of the Director of Compliance and Disability Services at 757-727-5493 or visit the office located in the Student Success Center.

STUDENT BILL OF RIGHTS

The 20 statements below represent the Nursing Students' Association of Virginia's Bill of Student's Rights, as adapted from the National Student Nurses' Association's Student Bill of Rights. The word "right(s)" appears three times, while the words "responsibility" and "responsible" appear twice as often! It is fitting that the wording be structured this way, for there are no rights without a corresponding set of responsibilities. One's rights are not something which can be given, for they are there already. A mere statement on a few pieces of paper cannot give you something that you already own. However, those rights can be, at times, intentionally or unintentionally overlooked or even violated, and this is where the student's sense of responsibility comes into play.

It is the **responsibility of the student** to know what avenues are his/hers if such a structure does presently exist. Most importantly, it is the responsibility of the student to maintain a dialogue with both administration and faculty and to foster the type of working, trusting relationship that is based upon mutual respect, which will minimize misunderstandings or grievances.

With these goals in mind, the Student Bill of Rights has been adopted. The Student Nurses' Association stands ready to help, in whatever way possible, to meet these goals. This is the Student Nurses' Association's responsibility to you! You are encouraged to join the Student Nurses' Association of Virginia (SNVA) or the American Nurses' Association/Virginia Nurses Association (ANA/VNA) if you do not belong to one of these organizations.

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: Students should exercise their freedom in a responsible manner.
3. Each institution has a duty to develop policies and procedures, which provide and safeguard the student's freedom to learn.
4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, creed, sex, or marital status.
5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
7. Information about student views, beliefs, and political ideation or sexual orientation which instructors acquire in the course of their work or otherwise should be considered confidential and not released without the knowledge or consent of the student and should not be used as a basis of evaluation.
8. The student should have the right to have a responsible voice in the determination of his/her curriculum.
9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
11. Students should be allowed to invite and to hear any person of their choosing within the institutions' acceptable realm, thereby taking the responsibility of furthering their education.
12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council,

student membership, or representation on a faculty committee.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
14. Disciplinary proceedings should be instituted only for violation of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
16. Students have the right to belong or refuse to belong to any organization of their choice.
17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
18. Adequate safety precautions should be provided by nursing programs; for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
19. A dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

The School of Nursing encourages student participation with faculty in governance, curriculum planning, and the development of policies affecting students' welfare. Students are encouraged to use the appropriate catalog and find out more about such resources as the M. Elizabeth Carnegie Nursing Archives, which are now located in the Huntington Building (University Museum). In addition, students are encouraged to participate in nursing organizations, such as the Student Nurses' Association of Virginia (SNAV), Chi Eta Phi Sorority, and the International Honor Society of Nursing, Sigma Theta Tau, Inc. Students are represented on committees related to student welfare, curriculums, library, recruitment, and admissions, progression, and retention. Students also attend School of Nursing Faculty Organization meetings. Get to know the student representatives and have your views presented effectively within the community of nursing scholars of which you are a part at the School of Nursing at Hampton University.

FINANCIAL INFORMATION

Tuition and Fees

Tuition and fees are due at the beginning of each semester. All fees are subject to change. Refer to the Hampton University Academic Catalog (2020-2022) for further information on tuition and fees. The Office of Admissions and the Financial Aid Office maintain up-to-date information on scholarships.

Baccalaureate Nursing Students' Fees

Expenses for baccalaureate nursing students are similar to those of other students. However there are additional fees required while matriculating in the program.

Financial Aid, Loans, and Part-time Employment

The primary function of Financial Aid is the allocation of the University's financial aid resources in a manner that provides the maximum benefit to the student who requires aid. Aid is made available in the form of scholarships, grants-in-aid, National Direct Student Loans, educational opportunity grants (SEOG, BEOG/PELL, and TAG), assistantships, work-study, and Health and Human Services (HHS) nursing loans. Refer to the Hampton University Academic Catalog 2020-2022 for further information on financial aid. The Financial Aid Office can be reached at (757) 727-5332.

Other Financial Assistance Opportunities

Virginia Tuition Assistance Grant Program (VTAG): A grant available to Virginia residents only. Any full-time undergraduate or graduate student who is a domiciliary resident of Virginia is eligible to apply for this grant. Award is determined each year by the State Council of Higher Education.

General Assembly Nursing Scholarship: Scholarship loans of up to \$2,000, depending on need, are awarded by the Bureau of Public Health Nursing. These loans are available to any bona fide resident of the State of Virginia who has been accepted as a graduate or undergraduate student by a state accredited school of nursing in the Commonwealth of Virginia.

Owens and Minor Nursing Scholarships. The Virginia Nurses Foundation awards the scholarships to three junior and/or senior nursing students. Must be a Virginia Resident, enrolled in a board approved, nationally accredited baccalaureate nursing program, with a GPA of 3.0 or higher.

Virginia Nursing Scholarship Program. Presently, the Virginia Department of Health, Office of Minority Health and Health Equity offers several scholarship opportunities to help pay for nursing education.

Virginia Education Loan Authority (VELA) Guaranteed Student Loans: Graduate students in good standing may borrow up to \$5,000 per year, while undergraduate students may borrow up to \$2,500 per year. Repayment begins 9-10 months after graduation or withdrawal from a degree program. Residents of other states may apply for guaranteed student loans through their home states.

Nursing Endowed Scholarships and Awards: The School of Nursing awards the following special scholarships and awards to deserving students on the basis of criteria formulated for each scholarship. The nursing endowed scholarships and awards include the following:

- **Baytop, Gardiner and Yeong Endowed Scholarship**
- **Bertha L. Davis Endowed Research Fund**

- Centennial Contribution-Given Foundation Nursing Scholarship
- Nursing Class of 1954 Endowed Scholarship
- Daniel W. and Louise Armstrong Endowed Scholarship Award
- Delta Sigma Theta Endowed Scholarship
- Elnora D. Daniel Leadership Award
- Estella Reynolds Endowed Scholarship
- Fostine Glenn Riddick Award
- Givens Foundation for Nursing Scholarships
- Hampton University Nursing Alumni Endowed Scholarship
- Johnnie B. Bunch Endowed Scholarship
- L.B. Graves Endowed Scholarship
- Lillian Lively Stafford Memorial Endowed Scholarship
- M. E. Carnegie Nursing Archives
- Patricia E. Sloan Endowed Fund
- Sallie Tucker Allen Endowed Nursing Scholarship
- Shirley Gore Endowed Scholarship
- Teresa A. Thomas Memorial Foundation Endowed Scholarship
- W. Adrian Freeman Graduate Fellowship
- W. Adrian Freeman Nursing Scholarship
- Walter R. and Louis S. Brown Scholarship

Other scholarships specifically for nursing students are awarded on an annual basis as funds are donated, and are not designated as endowed funds. (e.g. current use scholarships) .

Health Care Agency Scholarship: Scholarships may be available from local, state, and federal health care agencies. To qualify for these scholarships, usually students must be in the last two years of the nursing program and have at least a 2.5 grade point average. The Veterans Affairs Hospital System offers a scholarship program known as the Health Professional Scholarship Program.

HAMPTON, VIRGINIA 23668

STUDENT-INSTRUCTOR CONFERENCE SHEET

NOTE: Comments will be brief and concise. Both the Instructor and Student will affix signatures and dates after each comment.

DATE:

Area of Concern		Action Taken		Follow-Up	
Date	Signature	Date	Signature	Date	Signature

APPENDIX B

HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA

MEMORANDUM ON MID-SEMESTER AVERAGE

TO:

FROM:

DATE:

RE: Mid-semester average

This is to inform you that your average of _____ in NURSING _____ is _____. We strongly encourage you to arrange an appointment with your advisor, _____ and/or facilitator(s) for an academic assessment. In addition, you are advised to review the policies "Program Retention, Progression, Graduation & Dismissal Policies of Undergraduate Nursing Students" as outlined in the School of Nursing, Graduation Undergraduate Nursing Education Student Handbook on pages 24-26.

Copy: Advisor

Department Chairperson

Revised 10/88, 8/95, 12/00, 8/05, 1/09, 7/15, 8/17, 8/20

APPENDIX C
HAMPTON UNIVERSITY
SCHOOL OF NURSING
HAMPTON, VIRGINIA

HEALTH CARE PROVIDER STATEMENT FORM

Requested for (print):

Student Name: _____ ID# _____
Address: _____
City, State, Zip code: _____
Telephone number: _____

Health Care Provider Information (print):

Name: _____
Office Address: _____
City, State, Zip code: _____
Office number: _____

For the Health Care Provider: Please read all the statements that reflect your evaluation of the above referenced students' fitness for participation in classroom and/or clinical activities. *(initial)*

_____ I concur that the above referenced student may return without restrictions

_____ I **DO NOT** concur that the above reference student may return without restrictions

list all restrictions in the space provided below - *Refer to the Essential Functional Abilities on page 63*

Other:

Health Care Provider signature: _____

Date: _____

Send completed forms to:
Hampton University School of Nursing
Fax. (757) 727-5423 (Main campus)
Email. nursing@hamptonu.edu

For questions, please contact the Office of Student Academic Support Services
(757) 637-2577 / 637-2816 (Main campus)

ESSENTIAL FUNCTIONAL ABILITIES

Nursing is a profession that requires certain abilities. The Hampton University School of Nursing has established the following Essential Functional Abilities for every nursing student and for licensure and job performance of the nurse. These are considered to be the minimum level of abilities necessary to practice as a nurse.

<u>Category</u>	<u>Description</u>
Gross Motor Skills	Gross motor skill sufficient to provide the full range of safe and effective nursing care activities, such as moving within confined spaces, reaching above shoulders, reaching below waist, standing and maintaining balance.
Fine Motor Skills	Fine motor skills sufficient to perform psychomotor skills, such as grasping small objects with hands, keying/typing, pinching, picking, twisting, and squeezing with fingers.
Physical Endurance	Physical stamina sufficient to perform client care activities for entire length of work role, such as standing during surgical or therapeutic procedures or performing CPR.
Physical Strength	Physical strength sufficient to perform full range of required client care activities, such as pushing and pulling 25 pounds, supporting and lifting up to 25 pounds, moving objects weighing up to 50 pounds, and squeezing with hands to operate a fire extinguisher.
Mobility	Physical abilities sufficient to move from place to place in a quick manner and to maneuver by twisting, squatting, climbing, and walking.
Hearing	Auditory ability sufficient for physical monitoring and assessment of client health care needs, which includes hearing faint body sounds, faint voices, hearing in situations when not able to see lips, and hearing auditory alarms.
Visual	Visual ability sufficient for accurate observation and performance of nursing care, which includes seeing objects up to 20 inches away and 20 feet away, depth perception, peripheral vision, and ability to distinguish color and color intensity.
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs, which includes feeling vibrations, detecting temperature, and feeling differences in surface characteristics, sizes, and shapes.
Smell	Olfactory ability sufficient to detect significant environmental and client odors.
Reading	Reading ability sufficient to comprehend the written word at a minimum of a tenth-grade level.
Arithmetic	Arithmetic ability sufficient to do computations at a minimum of an eighth-grade level, which includes reading and understanding columns of writing, reading graphic printouts and digital displays, calibrating equipment, converting numbers to and/or from the Metric System, measuring time, counting rates, using measuring tools, reading measurement marks, computing fractions, and using a calculator.
Emotional Stability	Emotional stability sufficient to assume responsibility/accountability for actions, which includes establishing therapeutic boundaries, dealing with the unexpected, adapting to a changing environment/stress, focusing attention on a task, performing multiple responsibilities concurrently, and handling strong emotions. Analytical/thinking/reasoning skills sufficient to perform deductive and inductive thinking necessary to make nursing decisions, which includes transferring knowledge from one situation to another, processing information, problem solving, evaluating outcomes, prioritizing tasks, and using short- term and long-term memory.
Critical Thinking Skills	Critical thinking skills sufficient to exercise sound nursing judgment, which includes identifying cause-effect relationships, planning/controlling activities for others, synthesizing knowledge and skills, and sequencing information.
Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families, and groups respecting social, cultural, and spiritual diversity.
Communication Skills	Communication abilities sufficient for interaction with others in written and oral form, which includes teaching, explaining procedures, giving oral reports, and conveying information through writing.

This list was developed from The National Council of State Boards of Nursing, Inc. list of essential functional abilities.

[illegible]

DEPARTMENT OF UNDERGRADUATE NURSING EDUCATION STUDENT HANDBOOK



Arlene J. Jackson Montgomery, Ph.D., RN
Professor and Interim Dean