Southwest University at El Paso

Yolanda Arriola College of Nursing Student Handbook

2025-2026

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El Paso, TX 79925
(915)778-4001

The provisions in this handbook are subject to change by the nursing program faculty and do not constitute an irrevocable contract between any applicant or student and the program. The nursing programs are not responsible for any misrepresentation of its requirements or provisions that might arise as a result of errors occurring in the preparation of this handbook.

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Southwest University at El Paso

"Meeting the healthcare needs of a diversely populated community through the development of qualified nursing professionals"

Introduction

Dear Students:

Welcome to the Yolanda Arriola College of Nursing at Southwest University. We would like to congratulate you on making the commitment to enhancing your education in the Nursing field. On behalf of the University Administration, Faculty, and Staff we would like to personally wish you much success in the program and future endeavors in Nursing.

Introduction

This handbook is designed to assist you in attaining success throughout any of our Nursing programs. To assure effective education, each individual participating in any of the programs must have a full understanding of the responsibilities and considerations involved. On the following pages, you will find important information about the University and the College of Nursing, as well as policies, procedures, and expectations that affect Nursing students at Southwest University at El Paso.

This handbook is not a complete statement of all policies at Southwest University at El Paso or the College of Nursing programs. Additional information is provided in the Southwest University at El Paso Catalog as well as the policies and procedures manual. As a student of Southwest University at El Paso, you are subject to all policies, procedures, rules and regulations established by Southwest University at El Paso. You are advised to be familiar with this Handbook and with the current University Catalog and to refer to each of them as needed.

Please read through this *Student Handbook* completely. You are expected to be familiar with its contents and to abide by the policies and procedures. If you have any questions about any part of the handbook or need information that is not given, do not hesitate to contact the Dean of Nursing or any of our Nursing faculty. You will find information in this handbook that will identify other people most able to assist you with the variety of questions you may encounter during your time as a student in the Program.

*This Handbook is subject to change. Students will be provided with written notification of any changes. You are encouraged to keep any notifications of change with the Handbook.

Faculty and Administrative Personnel

Founder: Yolanda Arriola	President: Benjamin Arriola
Dean of Nursing Dr. Amanda Anaya	**Vice- President** Jeremy Burciaga

Associate Dean
Dr. Kelly Crowley

Assistant Dean
Dr. Sandra Imperial

Program Faculty:
Viviana Navar MSN, WHNP-C
Breianna Young, MSN, PNP-PC
Claudia Reyes, MSN
Amy Delgado, MSN
Katherine Chacon, MSN
Katherine Rivera, MSN
Roxanne Burke, MSN
Renee Menendez, BSN
Nayeli Lerma, BSN

Clinical Coordinator:
Rubi Sarmiento, BSN

<u>College of Nursing Mission</u>

The Yolanda Arriola College of Nursing at Southwest University at El Paso proposes to be a curriculum that integrates a body of knowledge, principles, values, and skills. Its mission is to prepare the highest qualified professionals to meet the needs of individuals, families, and communities in the promotion of health and wellness.
Reflective through culturally competent evidence-based health care, formulated by faculty committed to professional nursing students and lifelong learning accountable for providing a curriculum that meets the personal and professional needs of its economically and culturally diverse community. The curriculum expresses the essence of SUEP, by the commitment of educational excellence, strengthened by quality instruction in a positive learning environment.

Philosophy

SUEP College of Nursing Associates Degree in Nursing Program adheres to college values of effective communication, access, responsiveness and commitment to excellence. This 16 term (6weeks per term) program equivalent to 24 months of uninterrupted study, prepares students with the essential competencies to become safe practitioners in the healthcare field. An Associate Degree Registered Nurse promotes health for clients through hygienic care; teaching; assessment of body systems; implementation of the nursing process, including treatment modalities ordered by the physician; and rehabilitative care. Upon successful completion of the Associate of Applied Science major in Associate Degree Nursing, the graduate will be able to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). After successful completion of this exam, the individual will be a registered nurse and may seek employment.

SUEP College of Nursing RN to BSN program adheres to college values of effective communication, access, responsiveness, and commitment to excellence. This eight-term (6weeks per term) program equivalent to 12 months of uninterrupted study, prepares the Associates' Prepared Registered Nurse to deliver safe, spiritually and culturally appropriate evidence-based, patient-centered health promotion and disease and injury prevention interventions. They must integrate evidence-based practice and clinical judgment when evaluating outcomes related to patient-centered care. Finally, they must demonstrate continuous self-evaluation and lifelong learning. The programs exist to meet the needs of individuals, families, students, and stakeholders of a culturally diverse community. The faculty and staff are committed to the development of competent, caring registered nurses thereby contributing to the profession of nursing through the provision of an excellent nursing program geared to meet the needs of its community and to affect change in the health care system as an aggregate.

The student's role in the educational process is to assume responsibility for learning and to achieve higher levels of self-direction in pursuit of learning and in accepting accountability for professional performance. The faculties role is to set standards for student achievement through the development of learning experiences that assist in the attainment of such standards. The personal and professional enrichment of students, evaluation of curriculum, a role model in clinical practice and support of lifelong learning as part of the faculty expectations. As students' progress through a nursing program, they become increasingly responsible for their own academic and clinical development.

College of Nursing Goals:

Synthesize theories and concepts from the arts and humanities and the natural and social sciences in professional practice. Apply a process of lifelong learning in the development of one's self, nursing practice, and the profession.

Apply principles of prevention and health promotion in providing care to individuals, families, groups, and communities.

Use leadership skills and knowledge of the healthcare, financial, and regulatory systems to advance high quality, safe professional practice

Demonstrate effective inter-professional communication and collaboration to provide quality, patient-centered care.
Apply critical thinking, decision making, and clinical reasoning skills in providing quality nursing care to individuals, families, groups, and communities.

Translate research findings to provide evidence based practice of nursing

Integrate professional values and ethical, moral, and legal aspects of nursing into one's professional practice.

Manage information and technology to deliver quality patient care in a variety of settings

Demonstrate evolving competence in professional role within a dynamic, multicultural, global society.

Advisory Board

Southwest University has an active board of advisors composed of Nursing Department administration, Chief Nursing Officers, and healthcare administrators. Many of these board members if not all of them are from the field of Nursing. These board members actively participate in our advisory board meetings. Student representatives also make up the advisory board as they have an active voice in program governance. During these meetings members are encouraged to offer suggestions and feedback based on program operations, student progress, and the needs of their facilities. Southwest University holds these advisory board meetings every quarter or whenever deemed necessary. These meetings minutes are kept on file and stored in the program director's office.

Helpful Phone Numbers

Main Campus Building Directory

915-778-4001

Front Desk-Phone Operator

Front Desk	EXT#	1504
Front Desk	EXT#	1505
Phone Operator	EXT#	1506

Admissions

Brenda Martinez	EXT#	1100

Advising

Maria Chaparro	EXT#	1402
Estefania Gonzalez	EXT#	1406

Financial Aid	EXT#	2100

IT Department

Monica Sosa	EXT#	1600
IT Techs	EXT#	1601

Community Liaison

Illiana Garibay	EXT#	1700

Book Room	EXT#	1801
Library	EXT#	2022

Nursing

Taiesha Goodrich	EXT#	1213

Registrar	EXT#	1502

Associates Degree in Nursing Program

Program Description

Upon successful completion of the academic readiness examination, students will be considered for admission into the ADN Nursing Program. Applicants meeting admissions criteria are placed in a candidate pool and are offered seats in each starting class until that class has been filled.

The Nursing Programs are offered only as full-time programs. It requires the student to attend classes according to a specific schedule and sequence set forth by the University. Successful enrollment requires the student to make a commitment to a minimum number of weeks of study, during which time the student will have only holidays and term breaks off from school. The ADN Program is 16 six-week terms (24 months). Students must prioritize their schedule to meet the didactic and clinical demands of at least 40 hours per week. Clinical hours will not exceed 12 hours per day, as they will vary based on the total number of hours required for the course and the amount of days in the week scheduled as well as the shift schedule of the clinical site to include evening and nigh shifts. Students who cannot give full attention to the demands of the program for the specified period of time are unlikely to be successful.

The ADN curriculum has didactic and clinical courses to include general education and prerequisites. For these terms, the student will be enrolled in classes requiring attendance on campus. The initial terms will include general education courses; because of this the student's schedule will vary. Students can expect to spend on average one to two hours of study outside of class for each hour of required class. Nursing skills will be taught before going to a clinical setting as students must check off on procedures in the lab setting. Students are to only attend clinical settings in which there is a documented affiliation agreement with the University. Clinical is an instructor-supervised event requiring the student to remain at the site while clinical is in session. **By enrolling in the Program, students understand and agree that they will accept assignment to any clinical site made by the program.** While student considerations are taken into account, there is no guarantee students will be placed at a site or sites of their choice. Students are responsible for their own transportation to and from these sites. It may be necessary to attend clinical on the weekend based on availability and student accommodation of the clinical site.

To successfully complete the program, the student must participate in ALL of the required clinical hours.

Accreditation

Southwest University at El Paso is accredited by the Accrediting Bureau of Health Education Schools (ABHES). The University is licensed by the Texas Workforce Commission. Southwest University at El Paso is approved by the State of Texas Approving Agency for Veterans Education, qualifying veterans for G.I. Bill benefits.

The ADN Nursing Program at Southwest University at El Paso is currently accredited by the Texas Board of Nursing (TXBON). The TXBON is located at:

1801 Congress Ave. Suite 10-200
Austin, TX 78701
Accreditation resources are available at the TXBON web site: https://www.bon.texas.gov

Admission

Admission Criteria and Selection Process for Admission of Students

Associates Degree in Nursing

1. A high school diploma or its equivalency is required for admission into the program as well as one of the following:
   - Unencumbered LVN License
   - BS in another field of study
   - Previous graduate of an SU Associates or Bachelors program
   - Medical Certification with 2 years' work experience
2. Successful interview with an intake (admissions) counselor
3. Successful completion of the nursing entrance exam. The HESI exam score must be above a 75% in order to be considered for admission to the program. A non-refundable exam fee will be incurred.
4. Background check and drug testing without deficits
5. Proof of citizenship
6. Interview with Nursing Panel (When Applicable)
7. Written Essay
8. 2 Letters of Recommendation (1 Personal and 1 Professional)

The selection process for the SUEP school of Nursing will provide an equal opportunity to enter the program for all candidates eligible for enrollment. The selection process is limited to a set number of approved students who have met all eligibility requirements, and this will be done through a ranking process.

Other Admission Information

Impacts of the nursing shortage support the need for another nursing school in El Paso and SUEP is committed to nursing and the success of its graduates and has chosen to offer a scholarship toward progression into the RN to BSN Program for students who are successful at passing their NCLEX-RN on the first attempt and enroll in the program within one year of graduating.

Curriculum

Students in the ADN program will be enrolled in didactic and clinical courses. Class times may vary depending on the number of assigned hours for the course. Clinical may take place on the weekend and if so time will be given off during the week. Please review the below degree plan. Please be advised that courses in the degree plan may change order in response to availability of clinical sites to optimize student experience.

TERM (6 WEEKS)	COURSE TITLE	CREDIT HOURS	CLINICAL/ DIDACTIC HOURS
	SOUTHWEST UNIVERSITY AT EL PASO **PROPOSED ASSOCIATE DEGREE NURSING PROGRAM** **16 TERMS (6 WEEKS/TERM) = 24 MONTHS**		
1	BIOL 2401 Anatomy and Physiology I with Lab ENG 110 English I ALG 110 Algebra I	3.0 3.0 3.0	
2	BIOL 2402 Anatomy and Physiology II with Lab HC 105N Intro to Nursing HC 115N Medical Terminology	3.0 3.0 3.0	
3	HC 245N Pathophysiology RNSG 1410 Health Assessment I BIO 103 Microbiology	3.0 3.0 3.0	30 Lab
4	RNSG 1301 Pharmacology I PSY 121N Lifespan Growth and Development RNSG 1411 Health Assessment II	4.0 1.5 4.5	30 Lab 30 Lab
5	RNSG 1302 Pharmacology II PSY 110 Psychology RNSG 1105 Nursing Skills I	3.0 3.0 3.0	30 Lab
6	RNSG 1301 Pharmacology III RNSG 2144 Nursing Skills II	4.5 3.0	30 Lab
7	RNSG 1413 Foundations of Nursing Practice I RNSG 1260 Foundations of Nursing Clinical I	4.5 3.0	30 Lab 90 Clinical
8	RNSG 1414 Foundations of Nursing Practice II RNSG 1265 Foundations of Nursing Clinical II	4.5 3.0	50 Didactic 90 Clinical
9	RNSG 1441 Common Concepts of Adult Health I RNSG 1261 Common Concepts of Adult Clinical I	4.5 3.0	50 Didactic 90 Clinical
10	RNSG 1442 Common Concepts of Adult Health II RNSG 1266 Common Concepts of Adult Clinical II	4.5 3.0	50 Didactic 90 Clinical
11	RNSG 2213 Mental Health Nursing RNSG 2260 Mental Health Nursing Clinical	4.5 3.0	50 Didactic 70 Clinical
12	RNSG 2201 Care of Children and Families RNSG 2262 Care of Children and Families Clinical	4.5 3.0	50 Didactic 70 Clinical
13	RNSG 2308 Maternal/Newborn Nursing and Women's Health I RNSG 2263 Maternal/Newborn Nursing and Women's Health Clinical I	4.5 3.0	50 Didactic 70 Clinical
14	RNSG 1343 Complex Concepts of Adult Health I RNSG 2162 Complex Concepts of Adult Health Clinical I	4.5 4.0	50 Didactic 120 Clinical
15	RNSG 1344 Complex Concepts of Adult Health II RNSG 2165 Complex Concepts of Adult Health Clinical II	4.5 4.0	50 Didactic 120 Clinical
16	RNSG 2221 Professional Nursing Leadership and Management RNSG 2130 Professional Nursing Review RNSG 2207 Jurisprudence	3.0 3.0 3.0	

		*Clinical/Lab to Didactic Hours are 3:1		

Conceptual Framework

The owners and faculty of SUEP believe nursing is a dynamic caring profession that provides an essential service to the El Paso community and all society. The service includes health promotion, health maintenance, and health restoration for individuals and their families within the context of the community. The nurse provides services with respect for human dignity and the uniqueness of the client without consideration of social or economic status, personal attributes, or the nature of their health problem. Nursing makes use of a unique body of knowledge based on theory, practice and research utilizing facts and concepts from biological, social, physical and behavioral sciences. From this body of knowledge, nurses provide nursing care through the identified four primary roles known as Differentiated Essential Competencies (DECs). Three major concepts are integrated into the conceptual framework:

First Concept

The first concept is the Roy Adaptation Model, which describes and gives defining characteristics to the person, environment, nursing and health. The Roy Adaptation Model, as it is utilized by SUEP, has been simplified for use at the Associate Degree Nursing level. The program's courses are organized into the traditional nursing areas of basic skills and fundamentals, common concepts (medical/surgical), mental health, pediatrics, maternal, complex concepts, and leadership. A health assessment course is embedded into the early phase of the curriculum prior to any clinical rotations to strengthen the student's ability to collect patient history and physical data. A jurisprudence course was added to the last phase of the program as a means for the students to comply with the Texas Nursing Practice Act and the Texas Board of Nursing by completing the Jurisprudence Exam.

Second Concept

The second concept is the Nursing Process, which is a critical tool that provides the structure for caring action. The five step problem-solving method utilized by the nursing profession to facilitate the care and teaching of clients and families through assessment, diagnosis, planning, implementation and evaluation. The patient/family needs are assessed according to Maslow's hierarchy of needs. Abraham Maslow's humanistic philosophy theory and the psychological theory of growth and development by Erik Erikson are foundations for the program of learning. According to Maslow, all individuals have similar needs arranged in a hierarchy with higher needs emerging as basic physiological needs are met. Individuals are unique biological, psychosocial and spiritual beings who strive to meet holistic needs. Society, a complex system that influences culture, value, and beliefs, provides direction and meaning to an individual's experiences throughout the lifespan. Basic needs and growth and development are integrated into the nursing care plan to provide students the opportunity to determine the relationship of their client's developmental stage to his/her need for nursing care. Nursing care plans reflect the growth of critical thinking skills throughout the program. As the threats to a client's well-being increase and become more complex, the student is required to use critical thinking and creativity to assist the client.

Third Concept

The third concept is ADN roles/competencies, which are faculty implemented and assessed at the individual, and group levels. The learning environment consists of the classroom, skills laboratory, clinical simulation, case studies and scenarios, and a variety of clinical settings. Faculty serves as a role model responsible for creating an environment conducive to individual growth responsible for instruction, counseling, guidance, evaluation, and testing of individuals and groups in varied formats that address the diversity of the student population. The individual learner is responsible and accountable for achieving identified learning objectives and competencies that increase in complexity with progression throughout the program. The process of nursing education is designed to stimulate students to seek knowledge and to develop cognitive, psychomotor, and affective behaviors as they progress from students to novice practitioners. Four interrelated roles of practice are: member of the profession, provider of patient-centered care, patient safety advocate, and member of the health care team with specific competencies for each role entitled Differentiated Essential Competencies (DECs) (Texas Board of Nursing, 2010). The QSEN safety competences will be included especially in all clinical based courses. The Faculty/Instructor Workload which reflects the core competencies as outlined by the National League for Nursing (NLN).

The Roy Adaptation Model

Person
Humans are holistic, adaptive systems described as a whole with parts that function as unity for some purpose and includes individuals, groups, families, organizations, communities, and society (Roy, 2009).

Environment
Understood as the world within and around humans and defined as all conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups, with particular consideration of mutuality of person and earth resources. Factors such as focal, contextual, and residual stimuli are environmental changes that demand an increase in energy to adapt to the situation.

Health
Health is a state and process of being integrated as a whole that reflects person and environment mutuality (Roy, 2009). Health is an inevitable dimension of a person's life which is represented by a health-illness continuum.

Nursing
Nursing is a health care profession that focuses on human life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups, and the global society (Roy, 2009).

The Nursing Process

Nursing is an art, as well as, a science in which the holistic needs of the individual are met through utilization of the nursing process in a variety of settings. The nursing process incorporates scientific principles, interpersonal and psychomotor skills. The practice of nursing takes place in an ever-changing health care system and requires caring, critical thinking, competency, legal and ethical accountability, dedication to an evolving body of knowledge lifelong learning and client advocacy**.** It is a problem-solving approach for gathering data, identifying the capacities and needs of the human adaptive system, selecting and implementing approaches for nursing care, and evaluation of the outcome of care provided:

1. Assessment – involves gathering data about behavior of the person as an adaptive system in each of the adaptive modes physiologic-physical, self-concept-group identity, role function, and interdependence. Assessment of stimuli involves identification of internal or external stimuli that influences the person's adaptive behaviors.
2. Nursing Diagnosis – involves the formulation of statements that interpret data about the adaptation status of the person to include behavior and most relevant stimuli, which facilitate formulation of a statement of the outcomes of nursing care.
3. Intervention – involves the determination of how best to assist the person in attainment of the established goal.
4. Evaluation – involves judging the effectiveness of the nursing intervention in relation to the behavior or health status after the nursing intervention in comparison to the established goal.

Member of the Profession

Exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

Provider of Patient Centered Care

Accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process (also known as the nursing process) of assessment, analysis, planning, intervention, and evaluation, through the utilization of evidenced based practice, that focuses on the needs and preferences of the individual and his/her family while incorporating professional values and ethical principles into nursing practice.

Patient Safety Advocate

Promotes safety in the individual and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and attitudes; identifying and reporting actual and potential unsafe practices while complying with National Patient Safety Goals for reducing hazards to individuals in the healthcare setting.

Member of the Health Care Team

Provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the individual and their families, including the provision of culturally sensitive care. These identified roles provide the context for nursing and nursing practice. Nursing practice involves the use of the nursing process. The nursing process is systematic. The caregiver analyzes assessment data to identify problems, formulates goals/outcomes, and develops plans of care for individuals and their families, implements and evaluates the plan of care, while collaborating with those individuals, their families, and the interdisciplinary health care team. Nursing is interpersonal and is characterized by the implementation of the nursing process, management of a rapidly changing environment, need for clinical competency, effective use of communication and documentation, use of nursing informatics to promote quality improvement, acceptance of personal accountability and responsibility, and a commitment to the value of caring.

INDIVIDUAL

We believe the individual is a unique being and has inherent dignity, worth and the capacity for growth. Each individual has a blend of physiological, psychosocial, spiritual needs that influence the perception of self, others, and the world. All individuals have human needs and possess the right to make choices that affect health. Respect for differing viewpoints, opinions, beliefs and cultures are encouraged as students interact with individuals and their families, faculty, peers, and members of the health care team and community.

LEARNING

We believe learning is an active process characterized by a change in behavior, insights, and perceptions whereby students acquire and apply knowledge. The faculty guides learners by providing experiences that assist in meeting the outcomes of the nursing program. The student is responsible for acquiring the knowledge, skills and attitudes necessary to meet the outcomes of the nursing program. The nursing faculty acts as facilitators and role models recognizing and supporting each student's unique qualities, varying backgrounds, skills, and learning styles.

Students participate in learning through course activities that integrate previously learned concepts with newly acquired content. Self-motivation and responsibility are essential elements in the learning process. Students develop clinical reasoning and utilize nursing informatics to readily access and evaluate information. The students then contextually and effectively apply information to the nursing process to promote quality care and improvement in the patient care setting.

NURSING EDUCATION

We believe the purpose of nursing education is to prepare graduates with the knowledge, skills and attitudes necessary for licensure in a rapidly changing profession in a technological age. Education is a stimulus for lifelong learning. The faculty designs and implements a current and relevant curriculum guided by community needs, professional organizations, accrediting bodies, and national and state governing bodies and evaluated by the Systematic Plan of Evaluation (SPE). The instructional processes reflect interdisciplinary collaboration, research, and best practice standards while allowing for innovation, flexibility, and technological advances.

ADN GRADUATE

We believe the ADN Graduate is prepared with the skills necessary for entry into nursing practice. The ADN graduate acts in a caring, professional manner within the legal and ethical frameworks of nursing and standards of professional practice in a variety of Practice settings. Beginning practice settings for the ADN graduate should provide direct access to more experienced practitioners with greater levels of clinical expertise. Settings for beginning practice of the ADN graduate should have clearly identified policies, procedures, protocols and lines of communication to support the new graduate. Within this environment, the new graduate has the opportunity and resources for the continuation of personal and professional growth.

NURSING PROGRAM EDUCATIONAL OUTCOMES

Upon graduation, the associate degree nurse is capable of functioning within four interrelated roles. These roles include: member of the profession, provider of patient- centered care, patient safety advocate, and member of the health care team. The four roles are identified as the Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs in accordance with the Texas Nurse Practice Act. Upon completion of the Associate Degree Nursing Program, the graduate should be able to:

Member of the Profession

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
2. Assume responsibility and accountability for the quality of nursing care provided to patients, families, populations, and communities.
3. Promote the practice of professional nursing through leadership activities and advocacy.

Provider of Patient Centered Care

A licensed nurse (RN) based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for RNs include individual patients and their families.

1. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence based practice outcomes, and research studies as the basis for decision-making and comprehensive patient care.
2. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.
3. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.
4. Provide safe, compassionate, comprehensive nursing care to patients, families, populations, and communities through a broad array of health care services.
5. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
6. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.
7. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.
8. Coordinate human, information, and material management resources in providing care for patients, families, populations, and communities

Patient Safety Advocate

A licensed nurse (RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for patients, self, and others.
3. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risk.

4. Obtain instruction, supervision, or training, as needed, when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

Member of the Health Care Team

A licensed nurse (RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

1. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.
2. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.
3. Use multiple referral resources for patients, families, populations, and communities, considering cost; confidentiality; effectiveness and efficiency of care; continuity and continuum of care; and health promotion, maintenance, and restoration.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients, families, populations, and communities.
5. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.
6. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or organizational need.
7. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership, and evaluation.

   (Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs), Texas Board of Nursing, October 2010).

CURRICULUM DEFINITIONS

CONCEPT	DEFINITION
Accountability	Accepts responsibility for own learning, is on time, prepares adequately for each class and clinical, and submits all learning assignments complete and on time. To display the behavior of a professional nurse in image and representation of self, Southwest University and the community.
Activities	Learning opportunities and evidence-based practices incorporated into own nursing practice as the basis for providing and promoting quality nursing care.

Advocacy	The program promotes safe and effective treatment of selected individuals and their families by speaking out on behalf of patient rights and participating with health care teams to provide continuity of care that is culturally sensitive and by supporting the individual's right to self-determination choice and confidentiality.
Caring	Actions that support a positive sense of regard and concern for individuals' families and groups which include promoting the client's dignity and self-esteem.
Clinical Reasoning	A process of decision making active, logical and creative thoughts leading to an analysis of information for differentiating fact from opinion, identifying assumptions and concepts, applying knowledge to new situations to problem solve and derive relevant conclusions
Collaborate	Work jointly on an activity, especially to produce or create something, especially in nursing in the form of producing a patient outcome.
Community	Any group that comes together because of common values, interests, or locality; or is viewed as forming a distinct segment of society, also may refer to a physical location and the associated environment or related health.
Continuity of Care	Is a hallmark and primary objective of nursing care and is consistent with the delivery of quality patient care provided in a patient-centered environment.
Culturally Sensitive Care (aka Cultural Competence)	Is based on behaviors, attitudes and policies that come together in a system, agency or among professionals that affords the system or professionals to work effectively in cross-cultural situations. An ability to understand, appreciate and work with individuals from cultures otherthan your own.
Evidence-Based Practice	The integration of individual clinical expertise with the best available clinical expertise, patient values, and the best research evidence into the decision making process for patient care.
Family	A group of individuals in society usually related with parent (s) and children or who the individuals define as family.
Health Maintenance	The goal of preserving, protecting, and supporting the health of individuals and families in communities across a variety of health problems or life processes.
Health Promotion	The goal of the healthcare provider is to protect, and support the health of individuals and families of the community to achieve or maintain wellness throughout a variety of health problems or life processes.
Health Restoration	The goal is to restore an individual to a previous level of functional health, while maintaining physical and mental function and the prevention of further deterioration through acute and rehabilitative care.
Individual	The person who is central to the goals of nursing care by being identified as having actual or potential health problems/life processes that can be assisted by nursing care.
Informatics (Nursing)	The specialty that integrates nursing science with multiple information management and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing places.
Learning	The acquisition of knowledge or skills through experience, study, or by being taught.

Member of the Health Care Team	Provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the individual and family.
Member of the Profession	Exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.
Needs	The individual's psychosocial and spiritual requirements for health promotion, maintenance, or restoration.
Nursing	An integral part of the health care system, encompasses the promotion of health, prevention of illness, and care of physically ill, mentally ill, and disabled people of all ages, in all health care and other community settings.
Nursing Care	Activities that focus on health promotion, health maintenance and or health restoration to assist individuals and families in community to attain and maintain health.
Nursing Decisions	Use clinical reasoning guided by evidence-based practice to determine and implement nursing interventions.
Nursing Interventions	Nursing actions based on theoretical knowledge that are performed to promote, maintain or restore health for individuals and their families.
Nursing Process	A systematic method, using critical thinking, to identify and treat actual and/or potential health problems/life processes.
Patient Safety Advocate	Promotes safety in the individual and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and attitudes; identifying and reporting actual and potential unsafe practices while complying with Nation Patient Safety Goals for reducing hazards to individuals in the health care setting.
Problem Solving	A process of determining an effective solution/decision.
Professionalism	Multifaceted concept involving competency, legal and ethical responsibilities as well as honesty, teamwork, and integrity.
Provider of Patient Centered-Care	Accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process (also known as the nursing process), that focuses on the needs and preferences of the individual and their families while incorporating professional values and ethical principles into nursing practice.
Quality Improvement	Facility-specific processes participated in to promote quality nursing care.
Responsibility	Moral, legal, or mental accountability; reliability & trustworthiness.
Safety	A process of adopting vigilant surveillance to identify potential and actual errors from both system and individual perspectives.
Teaching	Facilitating the acquisition of knowledge, insight and skills.
Technology	The scientific method and material used to achieve an objective.
Timeliness	The quality or habit of arriving or being ready on time.

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PROGRAM INFORMATION

Criminal Background Checks

All students entering the College of Nursing are required to complete a criminal background check as regulated by Texas Board of Nursing and Southwest University. Students are responsible for the cost of the background check and must follow policy designating background check procedures.

Castle Branch

All students offered acceptance to the program are required to complete all necessary program clearance procedures through Castle Branch. All necessary information will be provided by the program coordinator. The student is required to pay for these services prior to full admission to the designated program. You will be required to submit copies of your driver's license and social security card.

Immunizations

Before beginning clinical education, all students are responsible for showing proof of MMR and varicella immunity and a recent negative tuberculosis skin test or, if appropriate, follow-up care. If the student cannot provide assurance of immunity, the student must document MMR and varicella immunizations or appropriate blood titers. Hepatitis B vaccination is strongly encouraged but not required. Any student who elects to not receive Hepatitis B vaccination must sign a form indicating this declination. Currently the COVID vaccination is strongly suggested but not required by the clinical site. If at any time the COVID vaccination becomes mandatory students will be required to receive the vaccination or if available show applicable exemptions.

Substance Abuse and Drugs Testing

Students may be required to submit to random drug screening, based on reasonable suspicion that the student is in violation of the University Code of Conduct. A student refusing or failing a drug test is subject to immediate disciplinary action, up to and including dismissal from the program.

Some clinical sites require drug testing prior to the beginning of the clinical rotations. Either the site requiring drug testing or the University may cover the cost of such testing, depending on the circumstances, the student is generally responsible for the costs of such checks. Refusing or failing a drug tests, resulting in denial of the beginning of a clinical rotation at a site, is treated as a dismissal from a clinical site.

The use of illicit drugs or intoxicants on campus or at any clinical education setting or entering the University or clinical education setting while under the influence of such is prohibited by the *Student Code of Conduct* contained in the University Catalog. All problems should be reported to the Dean of Nursing. Any student in violation of this policy is subject to immediate disciplinary action, up to and including dismissal from the Program.

Health Insurance

It is a requirement that students enrolled in any of the nursing program obtain health insurance coverage prior to attendance. Formal student health insurance coverages are provided by the University at the students cost.

When deemed necessary by program or University officials, paramedics are called. Students in need of emergency medical care while at a clinical education setting are treated in the emergency room and billed for services. Students are personally responsible for the cost of such care.

Neither Southwest University at El Paso nor any of the clinical education settings assume responsibility for medical expenses that may be incurred for incidents that occur during the Program. The student is responsible for payment of such bills at the time of treatment.

Southwest University at El Paso provides accidental injury insurance for enrolled students. Submission of appropriate incident reports and receipts for medical expenses is required. Students are required to have health insurance to attend clinical. Students are required to hold eligible insurance to attend clinical.

Flu Vaccine

To protect patients and provide a safe environment for students, staff, and the public, all students participating in clinical/practicum experiences/courses in any facility may be required to provide documentation of the **seasonal flu vaccine.** Failure to have the immunization may have implications for clinical attendance. Students will be provided additional information when **indicated**.

TB Testing and CPR Requirements

All Nursing Students are required to provide the following documentation:

Initial Tuberculosis Screening must be validated by a negative two-step TB screening (Mantoux test) or **negative** blood assay (QFT, TSPOT) within the past 90 days prior to beginning the Program. TB test done prior to the 90-day period are not acceptable.

- o If a prior **positive** reactor to TST, must show documentation of a negative blood assay within 90 days.
- o If prior positive blood assay, present a negative chest x-ray within past 2 years this must not expire prior to, or during your first semester, be free of productive cough, night sweats or unexplained loss of weight.
- o Annual Testing: TST single step skin test or blood assay, as indicated, for all students; OR if prior positive blood assay, provide health status documentation from health care provider.
- o Current CPR certification: must meet standards of the American Heart Association (AHA) Basic Life Support for the Healthcare Provider. The card verifying completion must be an AHA card.
- o All items must be current for the duration of the program and the student is required to

sign and maintain the standards of the clinical attestation form.

Professional Liability Insurance

Southwest University at El Paso provides professional liability insurance for all students while engaged in scheduled clinical experience. There is no additional cost to the student for this insurance. The University policy does not cover students who are employed in institutions outside of scheduled clinical education nor will it cover students who participate in clinical education outside regularly scheduled clinical hours unless such hours have been approved in advance by the appropriate Clinical Coordinator.

Pregnancy

Declaration of pregnancy is voluntary. While radiographic procedures are performed at various clinical sites it is ultimately the responsibility of the student to remove t h e m s e l v e s from any area while x-ray studies are being performed which may consist of, but are not limited to the bedside, Radiology and specialty procedure areas such as Surgery, Digestive Diseases (Endoscopy), Post Anesthesia Care, and Cardiac Catheterization.

Medical Clearance

In the event that a student is unable to attend class or clinical due to a personal medical reason, the student will contact the course instructor prior to the day (s). Personal medical absences are not considered excused absences. The student will not be able to return without proper medical documentation from his/her Primary Care Provider. Due to the acceleration of the nursing programs, one week is an excessive amount of time to miss from the program. Despite having a medical excuse, it may be necessary to enroll in the course again when it repeats. This situation must go before administration and be reviewed on a case by case basis. Students who are granted permission to return to academic and clinical studies must not impose a health risk to themselves or others.

Communicable Disease

Any student who suspects he or she might be a carrier of a communicable disease is required to consult a physician and receive clearance to return to school. If exposed to a communicable disease at a clinical education setting, the student should report the exposure to the appropriate clinical coordinator, who will provide instructions for appropriate follow- up.

Student Resource Services
   o Financial aid for qualified students
   o MAC Book/ IPad with IT support service (*limited)
   o Library Services
   o Open Study Labs
   o Study Areas
   o Free Parking

*Information Technology is not responsible for the maintenance and upkeep of the student's individual computer, although they may assist with access to university related classes and programs.

Financial Aid

Students who need to access any financial aid or programs costs may visit any financial aid representatives at the University's financial aid department. Representatives are available to answer questions concerning student tuitions, loans, and related financial aid issues during regular business hours Monday- Friday 8 am -5pm, or by appointment. If a student is locked out of their account for financial aid reasons/failure to pay the student is responsible for academics.

Workplace Hazards

Appropriate instruction in chemical, electrical, and fire safety is provided during classroom instruction.   Students are advised to review this material carefully and, when faced with   a situation, respond as indicated. Students in clinical education settings will be provided with the institution's policies and procedures related to chemical, electrical, and fire safety as part of the orientation to the facility.

Freedom from Harassment

The program strives to provide an educational environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. It expects all faculty and students to treat others with dignity, respect, and courtesy.

If a student believes he or she is being subjected to comments or conduct of a sexual nature, where the behavior tends to threaten, offend, or create a hostile environment, the student should immediately report such conduct to the Dean of Nursing or, if in a clinical education setting, to the appropriate Clinical Coordinator. If the offense is perceived to be on the part of the Dean of Nursing or Clinical Coordinator, then the conduct should be reported to that individual's immediate supervisor.

Clinical Experiences

Clinical Preparation

Students are required to prepare for each clinical experience. This preparation includes but is not limited to:

Having the following equipment for all clinical experiences except when designated:

- o Watch with a second hand
- o Stethoscope
- o Pen light
- o Ink pen (usually black ink)
- o Calculator
- o Scissors (bandage type)
- o Drug Handbook
- o Goggles when appropriate
- o Written preparation as indicated by the faculty

If a student is unprepared to safely carry out clinical assignment, the student may be sent home and will be required to meet with program administration.

Critical Skill Performance Mastery

All students are required to demonstrate skill mastery according to the established departmental criteria. If a student has not demonstrated mastery of a skill, the student may not perform that skill in the hospital setting. When a student reenters the program, the student will perform the skill mastery with each entry. These tasks will be completed during the scheduled skills performance check-offs. The Mastery Skills Check-Off is scheduled according to departmental guidelines and during the Skills I and Skills II courses. Students who are unsuccessful in this demonstration adhere to the following procedure;

1ST UNSUCCESSFUL DEMONSTRATION
- o The student meets with the instructor for a formal performance conference to review written documentation of the deficiency and criteria for meeting the requirements for performance mastery as well as a plan for remediation.
- o The student repeats a skill demonstration as a specified time* after the opportunity for remediation. *

2ND UNSUCCESSFUL DEMONSTRATION

- o The student meets with the instructor and department coordinator to discuss educational options.
- O The student will receive a performance grade of "F." and will not be cleared to attend clinical thus resulting in them failing the clinical course.

*Failure to keep an appointment for a repeat skill demonstration is the same as an unsuccessful demonstration.

Technical Standards

The Program is committed to providing education to qualified individuals without regard to disability provided that technical standards are met. Due to the requirements of the profession and to assure patient safety, the technical standards represent the essential nonacademic requirements a student must meet. Successfully completing the ADN Program of SUEP means the graduate has been educated to competently practice nursing in all healthcare settings and to apply for RN licensure. The education of a future nurse requires assimilation of knowledge, acquisition of skills, and development of judgment through patient care experiences in preparation for independent, semi-autonomous practice where making appropriate decisions is required.

The curriculum requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential nursing skills and functions. Unique combinations of cognitive, affective, psychomotor, physical, and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of this program, these functions are necessary to ensure the health and safety of patients, fellow students, faculty and other healthcare workers.

Physical and emotional health are also critical to the successful progression and completion of this Program. Physical health is defined as the ability to perform both fine and gross motor skills, being able to perform normal weight-bearing activities, and be free of communicable diseases. Emotional health is defined as reacting appropriately to stressful situations, understanding one's own ability to cope with stressful situations, and behaving appropriately within the current environment.

The essential abilities necessary to acquire or demonstrate competence in a discipline as complex as nursing and needed for successful progression by nursing, (in addition to the standards of behavior and conduct set forth by SUEP), include but are not limited to the following:

Motor Skills
Students should have sufficient motor function so they are able to execute movements required to provide safe effective general care and treatment to patients in all health care settings. [For example: For the safety and protection of the patients, the student must be able to perform basic life support, including CPR, and function in an emergency situation. The student must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from a chair to a bed, or from a wheelchair to a commode.
- Mobility – possess physical abilities sufficient to move from room to room, maneuver in small spaces and stand and walk for extensive periods of time.

- Weight-Bearing – possess ability to lift and manipulate and move 45-50 pounds (22 Kg) sometimes daily.

Sensory/Observation

Students must be able to acquire the information presented through demonstrations and experiences in the basic and nursing sciences. He or she must be able to observe a patient accurately, at a distance and close at hand, and observe, and appreciate non-verbal communications when performing nursing assessments and interventions or administering medications. The student must be capable of perceiving the signs of disease and infection as manifested through physical examination.

- Hearing – possess auditory ability sufficient for observation and assessment. For example, hear monitor alarms, emergency signals, auscultatory sounds and cries for help.

- Visual – possess visual ability sufficient for observation and assessment. For example, observe patient responses to interventions.

- Tactile – possess tactile ability sufficient for physical assessment. For example, perform palpation, functions or physical examination and/or related therapeutic intervention, and insertions of various catheters.

Communication

Students must communicate effectively and sensitively with other students, faculty, staff, patients, family, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A student must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions, and; give directions during treatment and post-treatment. The student must be able to communicate effectively in oral and written forms. The student must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team. The appropriate communication may also rely on the student's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

Cognitive

Students must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of the nursing curriculum. The student must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and clinical setting. Students must organize responsibilities and make appropriate decisions.

- Critical Thinking/Clinical Reasoning – process critical thinking and clinical reasoning ability sufficient for clinical judgment. For example, must be able to identify cause-effect relationships in clinical situations.

Behavioral/Emotional

Students must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients and families. In addition, he or she must be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff and other professionals under all circumstances (with different social, intellectual, and cultural backgrounds) including highly stressful situations. The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The student must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The student must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The student must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

Professional Conduct

Students must possess the ability to reason morally and practice nursing in an ethical manner. Students must be willing to learn and abide by professional standards of practice. Students must not engage in unprofessional conduct, and must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.

Students must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

Ethical Behavior

Students are expected to demonstrate ethical behavior as specified in the ANA Code for Nurses described below. The Code for Nurses adopted by the American Nurses' Association in 1950 and was revised in 1960, 1968, 1976, 1985, 1995, 2001, 2008, and 2015.

The Code, consisting of nine provisions and the accompanying interpretive statements:
- Provides a concise statement of the ethical values, obligations, and duties of every individual who enters the nursing profession.
- Serves as the profession's nonnegotiable ethical standard.
- Expresses nursing's own understanding of its commitment to society.

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

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

Provision 3: The nurse promotes, advocates for, and protects rights, health, safety, and of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

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

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

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

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

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

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

HIPAA (Health Insurance Portability and Accountability Act)
Federal Law

This law protects patients' rights regarding their health information, including the right to review it and make decisions about how it is used and disclosed and requires health care providers to implement safeguards to ensure privacy of patient's health information.

PHI = Protected Health Information
Protected health information (PHI) is confidential and protected from access, use or disclosure except to authorized individuals requiring access to such information. Attempting to obtain or use actually obtaining or using, or assisting others to obtain or use PHI, when unauthorized or improper, will result in counseling and/or disciplinary action up to and including dismissal from program.

Students are not to write the name of the patient, as it is acceptable to write the initials. Do not take any of the patients PHI home.

Do not discuss patients in public, in the elevator, lunch room, with family or friends
Any of the patient identifiers such as hospital ID numbers, SS number, etc. are considered
PHI. The student nurse will never utilize a phone to take a picture or photo copy any of the
patients PHI. Students are responsible to take the time to research and comply with the laws as
identified by HIPAA.

Clinical Experience
Prior to clinical placement, the student must successfully pass all courses and document
NCLEX-required didactic competencies in CPR, vital signs, sterile and aseptic technique, and
venipuncture (obtained in the clinical portion of the nursing program). The student must also
demonstrate to the satisfaction of the nursing faculty the professionalism required of a health
care worker.

Site Placement
The assignment of students to specific clinical sites is at the discretion of the faculty. By
enrolling in the program, the student has agreed to accept placement at any facility to which he
or she is assigned.

Every effort is made to notify students of their upcoming clinical placement at least one week
in advance of the beginning of the term. Because unforeseen changes in personnel and/or
schedules at clinical sites can adversely affect the educational environment, placement cannot
always be predicted in advance.

The Program reserves the right to change clinical education assignments at any time if, in the
opinion of the faculty, such a move is necessary to assure successful outcomes for all students.

Site Clearance
Students must show documentation of vaccines and titer results as required by each individual
clinical facility. Students not meeting expectation will not be allowed to go to the clinical site
and cannot complete the program.

Transportation
The student is responsible for providing reliable transportation to clinical education settings.
Transportation difficulties cannot be used as an excuse for absence or tardiness problems.
Students are not permitted to leave the site during their rotation without approval from
clinical faculty.

Hospital Visitation
Students are permitted in the hospital in the role of "Nursing Student" only during the designated
clinical rotation and clinical preparation times. Additional time on the nursing unit must be
arranged with the clinical instructor. When not in the role of "Nursing Student," students assume
the role of visitor and abide by hospital regulations. Uniforms, lab coats, or name tags should not
be worn while the student is in the role of visitor.

Academic and Clinical Information

Attendance

Classroom
The classroom is the center of instruction for courses categorized as didactic. While textbooks and references provide information, it is in the classroom where this information is discussed, clarified, and supplemented. A student's presence and participation in classroom activities is necessary to facilitate his or her learning progress.

Accordingly, students are expected to attend **all** scheduled classes and laboratory sessions and to remain in class until the class is dismissed. Attendance will be taken at every session and records of attendance will be recorded and maintained for all classes and labs. Absence from class and/or recurrent tardiness may result in a reduced or failing grade regardless of other class performance. Students will be given daily quizzes and activities that cannot be made up regardless of whether or not absence is excused or not excused with a physician's note. These activities contribute to the student's overall grade in the course. Unexcused absences may result in the student being dismissed from the program. Absences are cumulative over the duration of the program.

The College of Nursing has established a programmatic attendance policy that will help facilitate the learning of required knowledge, technical skills, and patient care vital to success in the Nursing profession. The program acknowledges that emergency circumstances (i.e. serious illness, deaths, and funeral of immediate family member) can occur; such events will be taken under advisement by the Faculty and the Dean of Nursing. However, students must provide Faculty and the Dean of Nursing with documentation supporting their reason for being late and or absent. It is required that students contact their instructor ahead of time if they will not be able to attend class/clinical or will be arriving late. Excused absences are reviewed by the Faculty and the Dean of Nursing on an individual base.

Instructors can refuse to admit students who are tardy, as well as refuse to allow students to make up work missed due to the tardy. Tardiness constitutes arriving after class has started. Employment is not a legitimate reason and or excuse for absence. Scheduled class time and clinical rotation hours are subject to change and or fluctuate at any time. Instructors may refuse to allow assignments to be made up due to an unexcused absence when documentation or prior notification were not provided.

Clinical
Students are expected to report promptly for all assigned educational experiences. Required clinical hours must be performed as assigned.

Regular attendance is an essential expectation of a nurse. There is no grace period. If a student is scheduled to be in the clinical setting at a specific time, the program and the clinic expect that the student is ready to start performing examinations at that time. Clinical is mandatory and only excused absences will be allowed makeup at the discretion of the instructor. Any excused

clinical hours must be made up before the end of the current term.

Students are required to complete program clearance through Castle Branch (a third party vendor) and are responsible for the cost of these services.

(Please see Clinical Attestation for more information)

Orientation
Students can be provided with additional orientation which is at the discretion of the assigned facility. These orientations may include facility conducted presentations or webinars based on the specific clinical setting.

Punctuality

Punctuality is an important factor in the clinical setting as it prevents interruptions in the continuity of patient care. Students must be in class and at clinical education settings at the scheduled starting time and cannot leave before the scheduled ending time. Not only does the student miss information when arriving late, but entering a class already in progress is a disruption and discourtesy to others. Clinical education settings cannot delay scheduled patient procedures to accommodate a tardy student. Classroom and clinical instructors will take punctuality into account in evaluating each student, and course grades may be reduced or a grade of "F" assigned due to excessive tardiness or leaving early regardless of the student's performance in other areas. Student missing daily activity or quiz because of tardiness will not be allowed to make up missed activities (Please see attendance policy above).

Test Administration/ Remediation and Make-up
Test dates are made known to all students in advance by announcement or printed schedule. It is the student's responsibility to be aware of these dates. Students shall make every effort to be present on scheduled test dates. Make-up exams and related penalties are at the discretion of individual instructors. The instructor policy will be set forth in the course syllabus and on the first day of class. If a student is not able to take a test as scheduled, it is the student's responsibility to follow up with the instructor to make arrangements for any allowed make-up prior to the missed exam. Any student who does not achieve a minimum of 75 on an exam is required to meet with their course instructor/ Retention Specialist for remediation prior to the next scheduled exam date. Course faculty have the discretion to make remediation mandatory when deemed necessary.

Tardiness
Tests and quizzes can be given at the beginning of class sessions for specified periods of time. Late arrival distracts other test/quiz takers and diminishes the amount of time available to a student for completion of the test or quiz. It is at the instructor's discretion whether a late arriving student will be permitted to take a test/quiz, allowed to do a make- up test/quiz, or will receive a zero.

Quizzes and exams administered online will be restricted to specific dates and times. It is at the instructor's discretion whether to allow a student who is late to take the quiz or exam, but additional time may not be added for completion.

Committee Representation

Student representation is requested for standing faculty committees:
- SUEP CON Advisory Board: Minimum one student volunteer.
- Student Affairs Committee: Minimum one student volunteer.

Course/Faculty Evaluation

Students are given opportunities to evaluate specific courses, theory and clinical instructors and the nursing program as a whole. Constructive student feedback is important in improving the curriculum and instruction. Evaluation forms/links and directions will be provided by course instructor (s).

Outside Employment

Students who work must modify their hours of employment as necessary to avoid conflicts with scheduled classes, laboratories, seminars, and clinical assignments while enrolled in the nursing program. Outside work does not in any way mitigate performance problems, absence, or tardiness. Absence from class, failure to be prepared for class, or absence from clinical assignment due to conflicts with outside work, or performance issues resulting from fatigue or distraction due to outside work will result in discipline, up to and including dismissal from the program, as set forth elsewhere in this Handbook. It is the student's responsibility to avoid conflict between school and work by limiting or arranging outside work accordingly. Due to the intensity of nursing school and this accelerated program it is strongly suggested that students do not work.

Textbooks

Program costs include the required textbooks and other required course materials, which are provided to students at the appropriate time for each course. Many textbooks are used for more than one course and may be used in more than one term. Because of this and the need for study references in preparation for the NCLEX examination that follows graduation, students are advised to keep all books for future reference. Should a replacement be required for any course materials provided, the student will be charged for the cost of the replacement. Students within the nursing program are required to utilize Ebooks with designated resources on the Evolve platform and are expected to bring all necessary technology to all course instructional time periods. Students will be required to have internet access to complete assigned course work both on and off campus.

Cell Phones

No cell phone use, smart watch use, ear bud(s), or text messaging will be allowed in the classroom, labs, exams/quizzes, or during clinical. If your cell phone rings or vibrates during a test, the test will be picked up and graded where it was completed. If a student is unauthorized to use a cell phone, smart phone, or smart watch during class or lab hours, the instructor has the option of deducting 5 points off the checkoff competencies for the corresponding skill being covered. If any of the above devices are used during clinical rotations, the instructor will have the student leave the facility and deduct 10 points off the final grade for the clinical competencies. If utilizing a computer, it must be for class use only. If there is an emergency, you may notify the instructor.

Instructional Methods

Most classroom presentations are conducted in standard lecture-discussion method. All nursing courses will have course objectives on the syllabus as well as DECs and QSEN competencies. A variety of audiovisual aids and laboratory experiments is used when appropriate to supplement instruction. Reading, library, and other required assignments are determined by the instructor.

The nursing laboratory contains a nursing unit capable of standard procedures. Program faculties supervise students as they practice. These nursing procedures may be made by using Simulators designed for that purpose. Laboratory competency testing is required of students before they are assigned to clinical education settings.

Grading

Students are evaluated in each class or lab throughout the term by means of tests, quizzes, assignments, participation, attendance, etc. The following grading system will be utilized in the ADN Program for nursing courses:

Letter Grade	Numeric* Grade	Grade Points	Interpretation
A	90 - 100	4.0	Excellent
B	80 - 89	3.0	Good
C	75 - 79	2.0	Satisfactory
**D	65 - 74	1.0	Failing: Unable to Progress
F	Below 64	0	Failing

*There will not be any rounding at any time.

<mark>**Please note that the grade of "D" does not exist in the nursing courses (RNSG or NURS designated courses or General Education Courses with an "N" notation) as any point value</mark> below 75 represents a failure.

<mark>STUDENTS ARE REQUIRED TO MAINTAIN A STAND-ALONE EXAM AVERAGE OF 75% OR HIGHER IN EACH COURSE TO SUCCESSFULLY PROGRESS IN THE PROGRAM (Exceptions include multi-part courses. Please see course syllabi for specific guidelines).</mark>

ROUNDING OF THE FINAL EXAM SCORE IS NOT PERMITED
A "C" represents the minimum passing grade and thus the minimum level of knowledge or skill expected.

In didactic and laboratory courses, instructors will evaluate the cognitive domain (primarily in classroom courses) and/or the psychomotor domain (primarily in laboratory courses) and use that evaluation in assigning a letter grade. In addition, the instructor will evaluate each student's progress in the affective domain and counsel students who demonstrate less than satisfactory performance in that domain. Students graded as "unsatisfactory" in the affective domain may receive an "F" for the course regardless of performance in the cognitive or psychomotor areas.
In clinical courses, the clinical staff and clinical coordinators will evaluate the student's overall performance in cognitive, psychomotor, and affective domains and assign a letter grade based on aggregate performance. Students receiving an "unsatisfactory" rating in any one or more of these domains at the end of a term will receive a failing grade for the term.

Academic Standing
To be in good standing in any of the Nursing Programs, the student must be in compliance with all policies and procedures as listed in this handbook. Grading is an extremely important factor and is listed in a table above.

The student is also advised to be familiar with the University's Standards of Satisfactory Progress, as described in the University Catalog.

The academic standing of each student in the program is reviewed at the conclusion of each term. Students whose Nursing course grades or cumulative GPA are found to be below the minimal acceptable level will be notified that they may not continue in the program until the inadequacy is corrected. All general education courses must be passed with a "C" grade or better for the student to progress into nursing courses. Nursing course(s) completed with grades less than "C" must be repeated before further nursing courses can be taken. Any grade below a "C" is considered an "F" and the course must be retaken. Courses that must be repeated due to unsatisfactory grades may not be immediately available to the student for repeating. The University will admit students to repeat courses only when space is available. This may result in the student being withdrawn from active enrollment until such time as the course is available to the student. No student progressing normally through the program will be denied a seat in a course to make room for a student who is required to repeat a course

Academic Advisement
The purpose of academic advising is to assist students with any issues that might impact the students' success in completing the program. The program faculty serve as the academic advisors to all students enrolled in the program during their designated courses. Students may also seek academic advising from student services for general education classes and scheduling conflicts. Students may meet with individual course instructors during office hours or by appointment for issues related to exams, etc. in a particular course. It is the responsibility of the student to make and keep appointments at the frequency as mandated and documented by the advisor.

Tutoring
Although the ultimate responsibility for learning rests with each individual student, the faculty is committed to fostering and contributing to student success. Students who encounter difficulty in any class are *STRONGLY ENCOURAGED* to discuss any issues with the instructor. Faculty will tutor students as appropriate at no additional cost to the student. Faculty welcome the opportunity to work individually with students as needed   to ensure student success, but an appointment may be required in an effort to meet the needs of all students.

Remediation
Any student not scoring above 75% on each individual course exam is required to complete remediation with designated course faculty prior to next unit exam. Scheduling is at the discretion of the faculty member. Faculty have the right to require a student to attend remediation based on their discretion regardless of students score on an exam, project, assignment and/or clinical-lab performance.

Graduation Requirements
Southwest University at El Paso awards both an Associate Degree in Nursing and Bachelor's Degree in Nursing (via the RN to BSN) to students meeting all graduation requirements for each respective program.

The student should carefully read and understand the graduation requirements set forth in the University Catalog. They include completion of all courses in the Nursing Programs with a grade of "C" or better and a GPA of 2.50 on a 4.00 scale upon the completion of   all courses, fulfillment of 870 clinical hours (for ADN students ONLY), and completion of all nursing required competencies. Please reference the programs progression policy for more information.

*Students are required to have a 75% or better test average in each course to progress within the curriculum.

Pre-Clinical Clearance Exam *Proficiency*
Students must demonstrate continued proficiency in patient safety to include but not limited to dosage calculations, medical terminology, lab values and anatomy and physiology, by passing a pre-clinical clearance quiz with the required minimum score in each clinical course prior to the first day of clinical as a mandate of the program for medication administration and patient safety in the clinical setting.

Students will have two (2) opportunities to demonstrate proficiency as indicated by the following guidelines:

1. First unsuccessful demonstration per course specific requirement:
   - The student meets with the instructor in a formal performance conference to review written documentation and the criteria for meeting the requirements

for proficiency as well as a plan for remediation.
- The student retests within a specified time* period.

2. Second unsuccessful demonstration per course specific requirement:
- The student meets with the instructor for a formal probation conference/report to review documentation, criteria for meeting the requirements as well as a plan for remediation.
- The student will not be allowed to progress in the course and must meet with the program director to discuss progression.

*Failure to keep an appointment for a repeat demonstration is the same as an unsuccessful demonstration.

Clinical Evaluations of Student Performance
Students will receive clear information as to the requirements to successfully meet the objectives of clinical and/or the demonstration of skills, competencies, including items that are graded as Pass or Fail. The information is available in the course syllabi that is issued to students within 24 hours of the course beginning. A clinical evaluation tool will be utilized by faculty with a companion rubric that clearly explains how points are achieved and the maximum obtainable in any given category.

All students are required to demonstrate skill mastery according to the established departmental criteria in each level. If a student has not demonstrated mastery of a skill, the student may not perform that skill in the hospital setting. The student must schedule an appointment with the instructor for monitored practice followed by successful demonstration of skill before ability to perform in clinical setting.

Critical elements that are reflected in the tools include such items as: safe administration of medications, reporting changes in client condition, and use of systematic approach to planning, implementing and evaluating client care.

Withdrawal
Students have the right to withdraw from the program at any time. However, students are strongly encouraged to discuss such plans with the Dean of Nursing before taking any such action. To withdraw, the student must submit a withdrawal form to the Registrar office. In the event of withdrawal, the student will be charged tuition based on the refund policy in the University Catalog. Students who withdraw from a nursing course and intend to return to the nursing program will be required to re-apply to the program for the next available start date and are not guaranteed a seat in the cohort.

Readmission
Any student who wishes to re-enroll in the any of the nursing programs following an interruption in enrollment must petition for readmission. The petition consists of a letter (typed, dated, and signed by the student) requesting readmission for a specific term and a statement explaining the reason for the original withdrawal and a plan for change to resolve the cause(s) of withdrawal. The Dean of Nursing may request that the student support the petition with documents or testimony from witnesses and may require the student to appear for an interview. To be considered for readmission, the student's request letter and statement must be received by

the Dean of Nursing no later than midterm of the term prior to the one in which the student is seeking readmission.

The Dean of Nursing will consider the petition and may accept the petition under specifically stated conditions, or deny the petition. A primary consideration in determining eligibility for readmission will be a careful examination of the reason for the prior withdrawal. Readmission will be offered only in circumstances where it is apparent the reason or reasons for prior withdrawal have been resolved and where it can be determined that the student is now more capable of and more likely to succeed in meeting all Program requirements. If terms or conditions of re-enrollment are given, the student may accept such terms or decline the offer of re-enrollment.

If readmission to the program is offered, the timing will be based on availability of space at the point in the program where the student is to return. If no space is available at the time the student wishes to return, readmission may be denied on that basis. Students are required to return during the next active course cycle. Failure to return during that time frame will result in the student's inability to return to the program.

Students who are dismissed from the program due to failure to follow program policies and/ or failure to meet academic standards have the ability to petition for re-enrollment for a second admission attempt. A student will only be permitted to re-enroll to the nursing program once. If a student drops out, is dismissed, or fails to maintain good academic standing after readmission for the second attempt, that student will not be considered for readmission again.

Students who have been dismissed from the University as a result of violations of the "Student Code of Conduct" found in the University Catalog; actions that violate law; actions that are disruptive to others or the educational process; actions that violate the Code of Ethics of the American Association of Colleges of Nursing; physical endangerment of others; theft of University or hospital property; possession of weapons or illegal substances on University or hospital property; criminal activity; taking or being under the influence of drugs or alcohol during classes, labs, seminars or clinical assignments; and actions or omissions that are a reoccurrence of behavior that was a subject of prior verbal or written warnings are not eligible for readmission to the Program. Students are required to petition for readmission within 1 year of failed course or student waives credit for previous passed courses to include clinical hours.

ADN Examination Eligibility
Information is available at the TXBON web site: https://www.bon.texas.gov/ or from the Program Director.

Records
Academic and health information pertinent to each nursing student is maintained by the Nursing program in separate files for three years after the student graduates or withdraws from the program although the records are only kept on campus while the student is actively enrolled. Records that are not on campus will be stored in accordance to usual university policy.

Students may access their academic and health files by arranging an appointment with Student

Services. No copy of health records is provided to students. Students are encouraged to retain a

personal copy of health records. Students are expected to keep all files information current in case emergency notification becomes necessary. Student files are stored to protect the file and the information contained in the file. Any public inquiries concerning a student will be referred to the Program Coordinator.

Academic records may include:
- o Application(s)/Transcripts
- o HIPAA
- o HESI test scores
- o CPR training documentation
- o Correspondence to and from the student
- o Clinical evaluation tools
- o Conference forms
- o Confidentiality forms
- o Licensure/certification
- o Probation forms
- o Student information sheet
- o Documentation of any requirements of affiliating institutions

Health records may include:
- o Physical examination form
- o Immunization records
- o Correspondence to and from the student or health care provider(s)
- o Medical releases

Social Media
Please be advised that it is never acceptable to post on social media anything related with the patients and the clinical site of contact as this is a HIPPA violation.

Testing
Students must adhere to the following testing guidelines in order to ensure a quiet testing environment free from distraction and to limit the opportunity for or appearance of academic dishonesty.

Computer Testing and Written Examinations
1. All personal belongings will be placed at the front of classroom upon entering.
2. To the extent possible, students will be seated throughout the room.
3. No hats or hooded shirts, sweaters, vest, etc. or sunglasses allowed in the testing environment.
4. Absolutely no communication to take place among students while test is in progress.
5. No use of cell phone for any reason should take place during the exam or in the class setting.
6. Students are responsible for the accuracy of selected responses and time management during the test. All omitted responses will be graded as a wrong response.
7. Scores displayed at the completion of a test are considered tentative until the exam results have been reviewed by the faculty.

Students are responsible for raising their hands immediately if there is a malfunction of their computer during testing.

Missed Exams
Students are expected to be present for all exams. If a student is unable to take a scheduled exam, the student must notify the course facilitator/instructor as soon as possible prior to the beginning of the scheduled exam time. If a student does not notify the instructor, the grade will be a zero (0). No student may enter the testing area to begin testing after any student has completed the test and left the room. Arriving late to an exam forfeits your right to take the exam resulting in a grade of "0".

Academic Integrity
Academic integrity is an essential component of professional behavior in health sciences programs. Health science students are expected to possess a sense of responsible professional behavior and accountability for their actions.

Program Progression
To ensure successful progression through the nursing program the student must:
- Complete pre-requisite courses before progressing in the program.
- Follow and receive credit for the courses as listed in the nursing program.
- Be aware that failure of any nursing course requires the course to be repeated without progression to the next course until failed course is completed with a grade of 75 or above (to include a standalone exam average of 75). If course failed is a multi part course the student will be required to take all pre-requisite courses to the course failed at the students cost.
- A student who withdraws from a general education, pre-requisite, or co-requisite course during the term is not eligible for progression to the next term until that course is completed.
- Achieve a minimum grade of "C" in all courses in the degree plan.
- Satisfactorily meet course objectives.

Student Discipline

Expectations
Nursing students are expected to adhere to the "Student Code of Conduct" and all other University policies, rules, and regulations as published in the Southwest University at El Paso catalog and/or student handbooks. Violations of the code of conduct on the University campus, at any clinical education setting, or during any University sponsored event shall be subject to discipline.

Students are required to have a 75% or better average to progress within the curriculum. Most exams will be multiple-choice but other question styles may be utilized.

Disciplinary Actions
Students who violate policy or procedure established by the CON or Southwest University at El Paso shall be subject to disciplinary action.

There are four levels of disciplinary actions.
1. verbal warning
2. written warning
3. suspension from the Program
4. dismissal from the Program

The type of action is dependent on the nature of the offense and circumstances under which it occurred. This means that severe offenses can result in level two or three actions whether or not it is a first offense and whether or not there have been any prior efforts to advise the student concerning the behavior.

Verbal warnings are used to call a student's attention to minor offenses. Once warned, it is expected that the student will avoid further violations. These warnings are recorded on a counseling form that is signed by the Program Director or an instructor.

Written warnings are used for more serious offenses or instances when a student fails to heed a prior verbal warning. A written warning consists of a form or letter to the student from the Dean of Nursing or Clinical Coordinator. The form or letter specifies the violation and may set forth specific standards of performance or conduct the student must maintain in order to avoid further disciplinary action. A copy of the warning letter or form is placed in the student's file until graduation. The program reserves the right to dismiss any student who accumulates more than two (2) write ups.

Substance Abuse

The use of illicit drugs or intoxicants on campus or at any clinical education setting or entering the University or clinical education setting while under the influence of such is prohibited by the *Student Code of Conduct* contained in the University Catalog. All problems should be reported to the Program Director. Any student in violation of this policy is subject to immediate disciplinary action, up to and including dismissal from any of the programs.

Dismissal

Students shall be dismissed from the nursing programs for serious or repeated violations of program or University policies and procedures, including policies regarding attendance or tardiness.

Although clinical affiliates or affiliate personnel cannot dismiss students from the program, they do have the right to ask for removal of a student if, in their opinion, the student is not performing up to his or her level of education or if the student fails to act professionally. If a student is asked to leave a clinical site prior to the end of a term, the program cannot guarantee another placement that allows the student to successfully complete the term. The student will receive another placement as soon as one becomes available, but the out-of- sequence student will be lowest in priority for clinical assignment. *If a student is asked to leave or removed from a clinical site, the student may be dismissed from the Program.*

HESI

All students are required to take a HESI exam for designated courses. The student will have two attempts to achieve the required score of **900**. For all prerequisite courses leading to RNSG 2130 a conversion table will be used. Each attempt score will count as an exam grade that contributes to the overall exam average which is required to be a 75% and above to successfully pass the course. All students are required to complete assigned remediation twice (After each attempt). Remediation will consist of case study completion with minimum score of 80% on each case study and time standards. The final score will be determined using the conversion table. **For RNSG 2130 the student must score a 900 on one of the two attempts or they will be required to meet with the Director of Nursing to determine course of action and progression.**

HESI Conversion score

HESI score	**Grade**	
1025- and Above	100	A *minimum* exam **average of 75%** must be maintained to pass nursing courses.
1000-1025	95	
950-999	90	
925-949	85	
900-924	80	
850-899	75	
800-849	70	
750-799	65	
700-749	60	
650-699	55	

600-649	50	
550-599	45	
549- Below	0	

**** All students are required to take both versions of the Hesi for assigned course with the intent of scoring above a 900 on each attempt. Students will be required to complete remediation after both attempts as assigned by course faculty. Reviewing rationales after each attempt is part of the remediation. Upon completion of version one any student who fails to complete assigned remediation will be required to sit for 2nd attempt but receive a reduction of their earned grade by 50% (Example: Grade of 90 would be reduced to 45). In the event that the student is able to show evidence that the remediation was completed as required the grade will be changed to the earned score. Any student assigned remediation for their 2nd attempt will receive a reduction of their earned grade by 50% on 2nd attempt if they do not complete assigned remediation by due date. The Hesi exam average will be averaged with all course exams to calculate the final exam average for the course.

NCLEX

The Texas Board of Nursing has identified circumstances that may render a potential candidate ineligible for licensure as a Registered Nurse in the state of Texas. Please visit the TBON website for more info:

www.bne.state.tx.us/applications_graduates_and_nclex_examinations.asp

Students are required to pay the fees associated with the NCLEX, Pearson Vue and Jurisprudence exam as regulated by Texas Board of Nursing. **The student will be required to pay these fess in their last term and will not be allowed to pass the program until these steps are complete.**

Student Safety, Health, and Welfare

The College of Nursing takes the safety and welfare of its students seriously. The following policies and procedures are part of faculty efforts to assure student safety.

Nursing/Patient Safety
Students in any of the Nursing programs shall practice appropriate safety procedures in

protecting patients, themselves, and others from unnecessary harm and exposures at all times.

Student Rights

Non-discrimination

The Nursing Programs adhere to institutional policy regarding non-discrimination. No person shall be excluded from or denied benefits of any program or activity on the basis of sex, color, race, creed, age, religion, natural or regional origin. In addition, no qualified handicapped person shall be excluded from or denied the benefits of any program or activity as long as he/she meets the technical standards as described on page in this Handbook.

Admission procedures and ongoing operations are conducted in accordance with this policy. Each of the recognized clinical education settings also supports non- discrimination.

Any student who feels he or she is being discriminated against in violation of this policy is encouraged to bring the complaint to the immediate attention of the Dean of Nursing.

Americans with Disabilities Act

The Nursing Programs adhere to the Americans with Disabilities Act (ADA) of 1990. Any student requiring accommodation for a documented disability must meet with the Program Director to request that accommodation at the beginning of the program. The student will be required to provide documentation of the disability from an appropriate health care provider.

Accommodating Students with Disabilities

Two primary federal laws that protect people with disabilities from discrimination in higher educational settings like colleges and universities are again the ADA and Section 504 of the Rehabilitation Act of 1973 (Rehabilitation Act). Title III of the ADA covers private colleges and vocational schools. If a school receives federal dollars, including federal financial assistance, regardless of whether it is private or public, it is also covered by the Rehabilitation Act. Because SU receives federal financial assistance, it must comply with both the ADA and the Rehabilitation Act.

The ADA and the Rehabilitation Act prohibit schools from discriminating against individuals with disabilities. Moreover, the ADA gives students with disabilities the right to the same goods, services, facilities, privileges, advantages as nondisabled students, in the most integrated setting appropriate to their needs.

Schools cannot have eligibility requirements that screen out people with physical or mental disabilities. Moreover, the application forms cannot ask applicants if they have a history of mental illness or any other disability. Schools must also make sure that all programs that it offers, including extracurricular activities, are accessible to students with disabilities. In addition to the architectural access outlines above, the school should provide aids and services necessary for effective communication, and by modifying practices, policies, and procedures.

To ensure that their programs and activities are fully accessible to students with disabilities, colleges and universities are required to provide "reasonable accommodations". Specifically, they are required to make reasonable modifications in their practices, policies and procedures, and provide auxiliary aids and services for persons with disabilities, unless to do so would fundamentally alter the nature of the goods, services, facilities, privileges, advantages and accommodations they offer, or would result in an undue financial or administrative burden on the institution.

Reasonable accommodations to policies, practices and procedures include:
- Allowing extra time on exam
- Allowing a reduced course load and extend time within which to complete degree requirements'
- Rescheduling classes to an accessible location;
- Early enrollment options for students with disabilities to allow time to arrange accommodations'
- Providing students with disabilities with syllabus prior to beginning of class
- Allowing students to use tape record lectures.
- Qualified readers, tape-recorded or digitally recorded texts, or other effective methods of making visually delivered materials available to individuals with visual impairments or learning disabilities
- Acquisition or modification of equipment or devices

Under limited circumstances the school may refuse to provide a student with accommodations requested. The ADA and Section 504 only require schools to provide accommodations that are reasonable. The school can refuse to provide an accommodation, if it can show that:
- Providing the accommodation would create an undue financial or administrative burden for the school
- Providing the accommodation would fundamentally alter the school's academic program.
- The requested accommodation is of a personal nature (for example, assistance with eating or help with toileting)

Students who feel they will require assistance with any disabilities will be referred to Mrs. Valerie Crusoe. 915-778-4001.

Grade Appeals

A student who believes the final grade assigned for a course is not appropriate must first contact the instructor who assigned the grade to discuss the matter. The student must schedule this meeting within three (3) days of the grade being submitted. If following this discussion, the student continues to believe the grade is not appropriate, the student may challenge the final course grade assigned in any course by writing a letter to the Associate Dean of Nursing explaining clearly and concisely the reason the grade is not appropriate. Written challenges to grades must be received by the Associate Dean of Nursing within a calendar week of the final discussion between the student and the course instructor. The Associate Dean of Nursing will, whenever possible, issue a written response to the student's appeal within one week of its submission. If the student continues to believe the course grade is unfair, the student may submit a written appeal to the Dean of Nursing, The Dean of Nursing will consider the request and provide a written decision to the student within one week of its receipt. If needed the appeal can go to the Academic Dean of the university. The Academic Deans decision is final with regard to grade appeals. If the Dean of Nursing assigned the grade in question, the same procedure is followed using the Academic Deans whose decision will be final.

Grievance Procedure

The purpose of this student complaint/grievance procedure is to provide a mechanism for resolving student complaints against faculty, staff and administrators.

Procedures for initiating Grievance Complaints: This procedure has been established to provide a method to resolve student' grievances-at the lowest administrative level in a fair and expeditious manner. For the purpose of this procedure, grievances are limited to alleged violations of Southwest University policy or procedures by Southwest University or its employees, disputes with faculty and/or alleged unfair treatment. This method is usually used to appeal a grade the student feels was not justified. Under no condition should these policies be used when the student has allegedly violated the code of conduct. Any student who believes that he/she has been unjustly treated within the academic process may proceed as far as necessary in the steps detailed below:

Step One: The student confers with the involved person in an effort to resolve the issue informally. **In instance of harassment, refer to the section entitled Student Complaint Procedures (Harassment).**

Step Two: If the complaint is not resolved at the informal conference, the student may file a written complaint with the appropriate program director. The complaint should be provided in writing and detailed within ten (10) working days of receipt of the complaint informal conference. The complaint should be in writing and detailed. The program director will also inform the Vice President of the Institution of the status and progress of the complaint a teach stage in the process.

Step Three: The program director will acknowledge receipt of the complaint, explain the complaint process to the student, conduct an investigation, and attempt to resolve the complaint. The director should respond to the student with the results of his/her investigation within ten (10) working days of receipt of the complaint.

- If the complaint is valid, appropriate administrative action will ensue. Such administrative action is not public information, except when disclosure is compelled by law.

Step Four: If the director's written statement is unsatisfactory to the student, the student may appeal to vice president with five (5) working days of receiving the decision from the program director.

Step Five: the vice president will render a final decision of receiving the appeal. If the vice president was involved with the second step, then an appeal to the University President is permitted. Such an appeal must be filed in writing with the President's office within five (5) working days of the student being notified of the Vice President's decision. The President is to respond to the appeal within ten (10) working days of receiving the written complaint. The President's decision is final.

If a resolution is not reached the student may submit a written complaint to TWC.

These additional steps can be found in the grievance procedure available in the Southwest

University at El Paso Student Handbook at www.southwestuniversity.edu

The procedure regarding student complaints are grouped in two categories:
1. Student grade complaints
2. Student complaints regarding non-academic matters

The purpose of these student procedures is to provide a mechanism for resolving student complaints against faculty, staff and administrative offices concerning the following:

- Discrimination or intimidating treatment, including harassment on the basis of race, gender, age, weight, height, religion, sexual orientation, national origin, and/or disability, including but not limited to the Americans with Disabilities Act, Section504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendment of 1972.
- Any other seemingly arbitrary, capricious, unreasonable, or unprofessional conduct toward a student or group of students by facultyor staff member, or an administrative officer of the University

Any and all allegations of program noncompliance to the *Standards* will be given prompt, fair, and continued consideration until resolved and must be submitted in writing to the Program Director. The written complaint/grievance must include the following: name of student (or other individual) filing allegation, specific *Standard* of noncompliance, date(s) and example(s) of when and how the program was non- compliant with the *Standard*, and date of submission. Within ten (10) working days, the Program Director will provide a written response to the student (or other individual) indicating how the complaint of non-compliance was resolved. The Program Director will keep a record of all complaints and resolutions of alleged non-compliance.

Student Complaints

The student who has any question, concern, or complaint should immediately contact the Associate Dean/Program Director for an appointment to discuss the matter. If the student remains dissatisfied following discussion with the Dean of Nursing, the student may initiate a formal grievance proceeding as set forth in the Southwest University at El Paso Catalog. If the issue remains unresolved at the campus level, the student can contact the accrediting agency (www.abhes.org) to file a formalcomplaint.

Professionalism

Expectations

As students in a professional education program, Nursing students shall conduct themselves in a professional manner during all classes, labs, seminars, and clinical rotations. This includes showing respect for faculty, patients, clinical personnel, and other students; prompt attendance for all classes, labs, and clinical assignments; and avoidance of any behavior that disrupts or

interferes with academic or clinical activities.

Professionalism also requires adherence to ethical principles such as accepting responsibility for one's actions; not lying or cheating; not degrading the character of others; and not spreading gossip or evidencing a negative attitude that impacts the confidence, study, or work of others.

All Nursing students share the same goal: to graduate as knowledgeable and competent, entry-level technologists. Each individual receives the same educational opportunities, but each reaches the goal in his or her own way. When problems are encountered, they are dealt with on an individual basis.

The program is not a competition. Each student should be dedicated to his or her own studies and development and not overly concerned about the progress or problems of others. This, however, does not preclude giving help to fellow students who request it; rather, professionalism suggests that assisting others in honest and ethical ways is part of the package of expected skills.

Nursing students are expected to exhibit mature and responsible behavior. If the behavior of another is considered unprofessional, unethical, or annoying, the offended student should first mention it to the offending student. If this fails to bring about appropriate resolution, the student should then discreetly bring the behavior to the attention of the instructor or Program Director. Problems concerning any aspect of the Program should be handled in this way.

Resolution of classroom or clinical issues will be discussed only with the student or students involved. Other class members must assume that once problems are appropriately reported to the instructor or Program Director, they are being appropriately handled, even though the resolution may not be apparent and is not made public to other class members.

In the execution of daily duties, the nurse must work as part of a team and must work to the best of his or her abilities. He or she must readily accept duties assigned by supervisors and provide care without discrimination. It is only by demonstrating these same behaviors in the classroom that the student assures program faculty that he or she is capable of exhibiting the same behavior in the clinical education setting. Students failing to meet these expectations will not be placed in clinical education sites.

Appearance

A person's appearance is part of the first impression he or she leaves with others, whether it be faculty, clinical supervisors, or patients. Nursing students shall wear the official uniform or approved alternative at all times when attending classes, labs, check offs, clinical education and other functions as deemed necessary by course faculty. Failure to do so may result in the student being sent home and receiving a grade of 0 for the day (to include check offs).

Official Uniform

The uniform consists of a program designated colored scrub top with the Southwest University at El Paso logo and pants. Students are required to purchase their uniforms at the approved

vendor. During clinical education experiences, the student may wear the University scrub suit or scrub suits that meet the dress code of the facility. Until students receive their uniform from Southwest University they are required to wear solid black scrubs with appropriate footwear. During cold weather seasons students are permitted to wear solid black long sleeve tops under their scrub top and/or a solid black scrub jacket with approved SUEP patch (Jacket must be purchased from the approved vendor). Patches may be purchased at the front desk. For scrub tops and jackets patches will go on right sleeve. Students will be provided with a name badge at the start of the program. Students are required to replace name badge if it is lost or damaged.

Footwear consists of solid black leg wear or black socks and shoes with nonskid soles and closed-toe leather or vinyl uppers that are solid black in color without large identifiable logos. Logos must be black as well. (Converse brand shoes are not allowable foot wear). If shoes have laces the laces must be black as well.

Head coverings of any kind other than surgical caps in the operating room are not part of the official uniform and are not to be worn in the classroom or at clinical settings.

Clinical students must wear University name badges at all times during all courses whether on campus or clinical setting.

Failure to wear appropriate attire when attending class or a clinical education course will result in the student being dismissed and marked absent and will result in disciplinary action (Loss of points on clinical evaluation).

The uniform is not to be worn for other than Southwest University at El Paso didactic or clinical classes. This includes employment at any type of health care facility.

Grooming

As student nurses, students work in close proximity with others. Personal hygiene must be maintained at all times. Hair must be neat and professional. Hair must be pulled away from the face and off of the collar, long hair must be up off the shoulders and pulled back. Goatees and mustaches are permitted but must be kept neat and trimmed

Jewelry must be kept to a minimum for safety and to be consistent with professional appearance.

Long and/or artificial fingernails are prohibited. Research shows that these are a consistent source of infection which constitutes a risk for both the health care worker and his or her patients. Fingernail polish of any kind is prohibited.

Visible body piercing, other than 1 pair of in ear earrings (Studs), and tattoos are inconsistent with professional appearance and are not acceptable. If the student has visible tattoos, they must be covered prior to entering the clinical site and/or campus; visible piercings beyond 1 pair of earrings (Studs) must be removed. Gauges and/or Plugs are not allowed. Hoop or dangling earrings are not acceptable during clinical education courses and are strongly discouraged while on campus. Policies regarding piercing and tattoos are enforceable both on campus and in clinical situations. Students are required to provide their own materials necessary to cover tattoos.

Failure to adhere to appropriate grooming guidelines when attending class or a clinical education course will result in the student being dismissed and marked absent and will result in disciplinary action.

Language

Students are expected to use professional language at all times while on campus and in clinical settings. Profane and/or abusive language will not be tolerated in the classroom, in clinical education settings, or on campus within hearing of faculty or administration.

Miscellaneous

Guests

Children or other guests are not allowed to accompany students to classes, labs, seminars, or clinical assignments and are not allowed on the premises while students are in class or at a clinical education setting. As there are no childcare areas on campus, children may not be brought to school while parents attend class. Students with dependent children must arrange for appropriate, off-campus childcare while attending classes, labs, seminars, and clinical assignments. Any student who attempts to attend class or clinical assignment with a child present will be dismissed and marked absent.

Food, Drink, *Tobacco

Eating, drinking, and use of all tobacco products are prohibited in classrooms and laboratories and are allowed only in designated areas. The only exception is water in covered bottle.
A break room is provided on the first floor for students. Smoking and other use of tobacco are allowed only in prescribed areas.

*Please be advised that the use of tobacco will not be permitted at any clinical site in accordance to the rules and regulations of the facilities as these sites are considered smoke-free environment.

Cell Phones

Cell phones are not permitted and students may not be in the possession of a cell phone, smart watch, etc. during school and or clinical hours. In the event of emergency, the student should notify family members and caregivers of the clinical site telephone number and/or the number of the school where the student can be reached. Students found with a cell phone and or smart device will have points deducted from course work and may be asked to leave the facility resulting in a grade of 0.

Breaks/Vacation/Leaves

The College of Nursing calendar mirrors the school calendar and is given to all students at the beginning of the program. The only breaks provided to students during the program are a week at Christmas and any breaks that may be allowed by the university between terms or designated holidays.

Student progress in the program cannot be interrupted by vacations or other leaves. Considerations cannot be given for vacations or other personal activities during the program. Students who take time off during the term are counted as absent, and the attendance policies found elsewhere in this Handbook and in the University Catalog apply. Medical leaves must be documented by appropriate paper work. Bereavement leave is granted for up to two days in case of death in the immediate family. Immediate family is defined as spouse, child, parent, sibling, or in-laws. Students in the nursing program who choose to take a leave of absence will be required to re-apply to the program during the next application cycle.

Access to Program Resources

Students enrolled in the Program may utilize the classrooms, equipment, and learning materials for study purposes whenever classes are not in session and by arrangement with Program faculty. Students who utilize the facilities are expected to keep the rooms neat and orderly, turn off overhead lights, viewers, etc., and close doors when leaving. Learning materials are to be returned to the instructor or left in the secured rooms. They may not be removed from the classroom or the lab. Library access is available to all students (including nursing program) during school hours.

RN to BSN

Program Description

The RN to BSN curriculum is an online didactic theory-based courses that includes the remaining general education courses. For the following terms, the student is enrolled in classes requiring attendance/participation online. Students can expect to spend on average one to two hours of study outside of class for each hour of required class attendance. All assignments and communication will be distributed on weekday hours. Students are expected to complete a designated amount of clinical field experience hours during the course of their program (Further details and explanation can be found in the BSN clinical field experience handbook). The clinical site is at the discretion of the student and they are not required to report to campus.

Accreditation

Southwest University at El Paso is accredited by the Accrediting Bureau of Health Education Schools (ABHES).   The University is licensed by the Texas Workforce Commission. Southwest University at El Paso is approved by the State of Texas Approving Agency for Veterans Education, qualifying veterans for G.I. Bill benefits.

The Baccalaureate degree program in nursing at Southwest University is accredited by the Commission on Collegiate Nursing Education (CCNE).   CCNE is located at:

One DuPont Circle, NW Suite 530
Washington, DC 20036

Accreditation resources are available at the CCNE web site:
 http://www.aacn.nche.edu/ccne-accreditation

Admission Criteria and Selection Process for Admission of Student

RN to BSN

1. A high school diploma or its equivalency is required for admission into the program.
2. Successful interview with an intake (admissions) counselor
3. Successful completion of a nursing registry unencumbered license (Registered Nurse (RN) license will be verified by admissions director for successful completion of the NCLEX-RN).
4. 55 Semester hours (82.5 quarter credit hours) of lower division courses and General Education Courses.
5. Additionally, 36 semester hours of registered nursing credits (54 quarter credit hours).

Whereas the RN to BSN Program is six week terms (12 months) of study.

Attendance for students enrolled in the RN to BSN program will be determined based on the student's participation in online activities and active communication with their instructor/peers.

RN to BSN: Provide employers within our medical community with graduates capable of performing nursing management duties and procedures.

Nursing is an interactive process and is practiced in collaboration with other healthcare providers in the efforts of health promotion, health maintenance, and health restoration. Graduates of nursing education programs must be geared to practice competently, apply assessments and evidence-based medicine, and maintain functional competence in nursing practice to achieve collaboration. Additionally, the graduate must value their own competence and be committed to the collaborative effort through the use of effective communication skills and respect for other healthcare professionals.

*RN to BSN Degree Plan:

6WEEK TERM	COURSE TITLE	CREDIT HOURS
1.	• ENGL 2010 WORKPLACE WRITING • NURS 1010 EVIDENCE BASED NURSING PRACTICE I	3.0 4.5
2.	• ENGL 2033 WRITING AND LITERATURE • NURS 1033 NURSING LEADERSHIP AND MANAGEMENT I	3.0 4.5
3.	• NURS 2010 CONTEMPORARY PROFESSIONAL NURSING I • HIS 2010 HISTORY OF THE U.S. TO 1865	4.5 3.0
4.	• NURS 3010 OSHA HEALTHCARE LEGAL AND ETHICAL ISSUES I • HIS 2021 HISTORY OF THE U.S. FROM 1865 - PRESENT	4.5 3.0
5.	• POLS 2010 INTRODUCTION TO POLITICS • NURS 2033 POPULATION HEALTH/COMMUNITY NURSING I	3.0 4.5
6.	• NURS 5010 GERIATRIC ASSESSMENT I • POLS 2021 AMERICA GOVT AND POLITICS	4.5 3.0
7.	• NURS 4010 POPULATION BASED CARE I • NURS 4033 RISK ANALYSIS AND IMPLICATIONS FOR PRACTICE I	4.5 4.5
8.	• NURS 3033 NURSING INFORMATION SYSTEMS & QUALITY MANAGEMENT I • NURS 4045 RISK ANALYSIS AND IMPLICATIONS FOR PRACTICE II	4.5 4.5

RN to BSN NURSING PROGRAM 8 TERMS (6 WEEKS/TERM) = 48 WEEKS

Program Outcomes

BSN Essentials	*BSN Program Outcomes*
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Synthesize theories and concepts from the arts and humanities and the natural and social sciences in professional practice. Apply a process of lifelong learning in the development of one's self, nursing practice, and the profession.
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety.	Apply critical thinking, decision making, and clinical reasoning skills in providing quality nursing care to individuals, families, groups, and communities.
III. Scholarship for Evidence-Based Practice	Translate research findings to provide evidence based practice of nursing.
IV. Information Management and Application of Patient Care Technology	Manage information and technology to deliver quality patient care in a variety of settings
V. Health Policy, Finance, and Regulatory Environments	Use leadership skills and knowledge of the healthcare, financial, and regulatory systems to advance high quality, safe professional practice.
VI. Interprofessional Collaboration and Communication for Improving Healthcare Environments.	Demonstrate effective inter-professional communication and collaboration to provide quality, patient-centered care.
VII. Clinical Prevention and Population Health	Apply principles of prevention and health promotion in providing care to individuals, families, groups, and communities.
VIII. Professionalism and Professional Values	Integrate professional values and ethical, moral, and legal aspects of nursing into one's professional practice.
IX. Baccalaureate Generalist Nursing Practice	Demonstrate evolving competence in professional role within a dynamic, multicultural, global society.

Grading

Students are evaluated in each class throughout the term by means of tests, quizzes, assignments, participation, attendance, etc. The following grading system will be utilized in the RN to BSN Program for nursing courses:

Letter Grade	Numeric* Grade	Grade Points	interpretation
A	90 - 100	4.0	Excellent
B	80-89	3.0	Good
C	75 - 79	2.0	Satisfactory
**D	65 - 74	1.0	Unable to progress
F	Below 64	0	Failing

*0.5 will round up to the next numerical grade and 0.4 will round down to the next lower numerical grade. For example, 91.5 will round to 92 and 91.4 will round down to 91.
 If at any time during the term a student is failing the theory course, the student will have
 a formal meeting with the instructor.

**Please note that the grade of "D" does not exist in the nursing courses as any point value below 75 represents a failure.

ROUNDING OF THE FINAL EXAM SCORE IS NOT PERMITED

A "C" represents the minimum passing grade and thus the minimum level of knowledge or skill expected.

In didactic and clinical field experience courses, instructors will evaluate the cognitive domain (primarily in classroom courses) and/or the psychomotor domain (primarily in clinical field experience courses) and use that evaluation in assigning a letter grade. In addition, the instructor will evaluate each student's progress in the affective domain and counsel students who demonstrate less than satisfactory performance in that domain.   Students graded as "unsatisfactory" in the affective domain may receive an "F" for the course regardless of performance in the cognitive or psychomotor areas.

Student Responsibility

Medical Clearance

In the event that a student is unable to attend class or clinical due to a medical reason, the student will contact the course instructor prior to the day (s). The student will not be able to return without proper medical documentation from his/her Primary Care Provider. Due to the

acceleration of the nursing programs one week is an excessive amount of time to miss from the program despite having a medical excuse it may be necessary to enroll in the course again when it repeats. This situation must go before administration and be reviewed on a case by case basis. Students who are granted permission to return to academic and clinical studies must not impose a health risk to themselves or others.

Freedom of Harassment

The program strives to provide an educational environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. It expects all faculty and students to treat others with dignity, respect, and courtesy.

If a student believes he or she is being subjected to comments or conduct of a sexual nature, where the behavior tends to threaten, offend, or create a hostile environment, the student should immediately report such conduct to the Program Director or, if in a clinical education setting, to the appropriate Clinical Coordinator. If the offense is perceived to be on the part of the Program Director or Clinical Coordinator, then the conduct should be reported to that individual's immediate supervisor.

Academic Standing

To be in good standing in any of the Nursing Programs, the student must be in compliance with **ALL** policies and procedures as listed in this handbook. The student is also advised to be familiar with the University's Standards of Satisfactory Progress, as described in the University Catalog.

The academic standing of each student in the program is reviewed at the conclusion of each term. Students whose Nursing course grades or cumulative GPA are found to be below the minimal acceptable level will be notified that they may not continue in the program until the inadequacy is corrected. All general education courses must be passed with a "C" grade or better for the student to progress into nursing courses. Nursing course(s) completed with grades less than "C" must be repeated before further nursing courses can be taken. Any grade below a "C" is considered an "F" and the course must be retaken. The University will admit students to repeat courses only when space is available. This may result in the student being withdrawn from active enrollment until such time as the course is available to the student.

Academic Advisement

The purpose of academic advising is to assist students with any issues that might impact the students' success in completing the program. The Dean of Nursing and Associate Dean/Program Director serve as the academic advisors to all students enrolled in the program. Students may also seek academic advising from student services for general education classes and scheduling conflicts.

Tutoring

Although the ultimate responsibility for learning rests with each individual student, the faculty is committed to fostering and contributing to student success. Students who encounter difficulty in any class are ***STRONGLY ENCOURAGED*** to discuss any issues with the instructor. Faculty will tutor students as appropriate at no additional cost to the student. Faculty welcome the opportunity to work individually with students as needed to ensure student success, but an appointment may be required in an effort to meet the needs of all students. Tutoring is available online and can be scheduled through your course instructor at your request.

Withdrawal

Students have the right to withdraw from the program at any time. However, students are required meet with and discuss such plans with the Associate Dean of Nursing before taking any such action.

To withdraw, the student must submit a withdrawal form to the Registrar office.   In the event of withdrawal, the student will be charged tuition based on the refund policy in the University Catalog. Students who withdraw from a nursing course and intend to return to the nursing program will be required to re-apply to the program for the next available start date.

Graduation Requirements

Southwest University at El Paso awards a Bachelor's Degree in Nursing (via the RN to BSN) to students meeting all graduation requirements for each respective program.

The student should carefully read and understand the graduation requirements set forth in the University Catalog. They include completion of all courses in the Nursing Programs with a grade of "C" or better and a GPA of 2.50 on a 4.00 scale upon the completion of all courses, fulfillment of clinical hours, and completion of all nursing required competencies and expected outcomes. Graduates are expected have an unencumbered RN license during the duration of the program and at time of graduation.

Committee Representation

Student representation is requested for the below standing faculty committees:

- SUEP CON Advisory Board: Minimum one student volunteer.
- Student Affairs Committee: Minimum one student volunteer.

Course/Faculty Evaluation

Students are given opportunities to evaluate specific courses, theory and the nursing program as a whole. Constructive student feedback is important in improving the curriculum and instruction. Evaluation forms/links and directions will be provided by course instructor (s).

Textbooks

Program costs include the required textbooks and other required course materials, which are provided to students at the appropriate time for each course. Many textbooks are used for more than one course and may be used in more than one term Should a replacement be required for any course materials provided, the student will be charged   for the cost of the replacement. Students within the nursing program are required to utilize Ebooks with designated resources on the Evolve platform and are expected to bring all necessary technology to all course instructional time periods. Students will be required to have internet access to complete assigned course work both on and off campus.

Readmission

Any student who wishes to re-enroll in the any of the nursing programs following any interruption in enrollment must petition for readmission. The petition consists of a letter (typed, dated, and signed by the student) requesting readmission for a specific term and a statement explaining the reason for the original withdrawal and a plan for change to resolve the cause(s) of withdrawal. The Dean of Nursing may request that the student support the petition with documents or testimony from witnesses and may require the student   to appear for an interview. To be considered for readmission, the student's request letter and statement must be received by the Dean of Nursing no later than midterm of the term prior to the one in which the student is seeking readmission. The Dean will consider the petition and may accept the petition and allow re- enrollment, accept the petition and allow re-enrollment only under specifically stated conditions, or deny the petition. A primary consideration in determining eligibility for readmission will be a careful examination of the reason for the prior withdrawal. Readmission will be offered only in circumstances where it is apparent the reason or reasons for prior withdrawal have been resolved and where it can be determined that the student is now more capable of and more likely to succeed in meeting all Program requirements. If terms or conditions of re-enrollment are given, the student may accept such terms or decline the offer of re-enrollment.

If readmission to the program is offered, the timing will be based on availability of space at the point in the program where the student is to return. No student progressing normally through the program will be denied a seat in any class or any clinical assignment to accommodate a student returning after withdrawal. If no space is available at the time the student wishes to return, readmission may be denied on that basis. The student may submit a new petition for readmission for a later term.

A student can be readmitted to the program only once. If a student drops out, is dismissed, or fails to maintain good academic standing after readmission, that student will not be considered for readmission again.

Students who have been dismissed from the University as a result of violations of the "Student Code of Conduct" found in the University Catalog; actions that violate law; actions that are disruptive to others or the educational process; actions that violate the Code of Ethics of the American Association of Colleges of Nursing; physical endangerment of others; theft of University or hospital property; possession of weapons or illegal substances on University or hospital property; criminal activity; taking or being under the influence of drugs or alcohol during classes, labs, seminars or clinical assignments; and actions or omissions that are a reoccurrence of behavior that was a subject of prior verbal or written warnings are not eligible for readmission to the Program.

Records

Academic and health information pertinent to each nursing student is maintained by the Nursing program in separate files for three years after the student graduates or withdraws from the program although the records are only kept on campus while the student is actively enrolled. Records that are not on campus will be stored in accordance to usual university policy.

Students may access their academic and health files by arranging an appointment with Student Services. No copy of health records is provided to students. Students are encouraged to retain a personal copy of health records. Students are expected to keep all files information current in case emergency notification becomes necessary. Student files are stored to protect the file and the information contained in the file. Any public inquiries concerning a student will be referred to the Program Coordinator.

Academic records may include:
- Application(s)/Transcripts
- HIPAA
- HESI test scores
- CPR training documentation
- Correspondence to and from the student
- Clinical evaluation tools
- Conference forms
- Confidentiality forms
- Licensure/certification
- Probation forms
- Student information sheet
- Documentation of any requirements of affiliating institutions

Health records may include:
- Physical examination form
- Immunization records
- Correspondence to and from the student or health care provider(s)
- Medical releases

Social Media

Please be advised that it is never acceptable to post on social media anything related with the patients and the clinical site of contact as this is a HIPPA violation.

Academic Integrity

Academic integrity is an essential component of professional behavior in health sciences programs. Health science students are expected to possess a sense of responsible professional behavior and accountability for their actions. Students are required to submit all written assignments via Turn It In software. Students not utilizing this software will receive a grade of 0 for the assignment. The school plagiarism policy states that all written assignments must have less than a 20% similarity percentage.

Program Progression

To ensure successful progression through the nursing program the student must:
- Complete pre-requisite courses before progressing in the program.
- Follow and receive credit for the courses as listed in the nursing program.
- Be aware that failure of any nursing course requires the course to be repeated without progression to the next course until failed course is completed with a grade of 75 or above (and if applicable to include an exam average of 75).
- A student who withdraws from a general education, pre-requisite, or co-requisite course during the term is not eligible for progression to the next term until that course is completed.
- Achieve a minimum grade of "C" in all courses in the degree plan.
- Satisfactorily meet course objectives.

Student Discipline

Expectations

Nursing students are expected to adhere to the "Student Code of Conduct" and all other University policies, rules, and regulations as published in the Southwest University at El Paso catalog and/or student handbooks. Violations of the code of conduct on the University campus, at any clinical education setting, or during any University sponsored event shall be subject to discipline.

Students are required to have a 75% or better average to progress within the curriculum.

Disciplinary Actions

Students who violate policy or procedure established by the CON or Southwest University at

El Paso shall be subject to disciplinary action.

There are four levels of disciplinary actions.
1. verbal warning
2. written warning
3. suspension from the Program
4. dismissal from the Program

The type of action is dependent on the nature of the offense and circumstances under which it occurred. This means that severe offenses can result in level two or three actions whether or not it is a first offense and whether or not there have been any prior efforts to advise the student concerning the behavior.

Verbal warnings are used to call a student's attention to minor offenses. Once warned, it is expected that the student will avoid further violations. These warnings are recorded on a counseling form that is signed by the Dean of Nursing or individual course faculty.

Written warnings are used for more serious offenses or instances when a student fails to heed a prior verbal warning. A written warning consists of a form or letter to the student from the Dean of Nursing or Clinical Coordinator. The form or letter specifies the violation and may set forth specific standards of performance or conduct the student must maintain in order to avoid further disciplinary action. A copy of the warning letter or form is placed in the student's file until graduation. The program reserves the right to dismiss any student who accumulates more than two (2) write ups.

Dismissal

Students shall be dismissed from the nursing programs for serious or repeated violations of CON or University policies and procedures, including policies regarding attendance or tardiness.

Although clinical affiliates or affiliate personnel cannot dismiss students from the program they do have the right to ask for removal of a student if, in their opinion, the student is not performing up to his or her level of education or if the student fails to act professionally. If a student is asked to leave a clinical site prior to the end of a term, the program cannot guarantee another placement that allows the student to successfully complete the term. The student will receive another placement as soon as one becomes available, but the out-of- sequence student will be lowest in priority for clinical assignment. ***If a student is asked to leave or removed from a clinical site, the student may be dismissed from the Program.***

Student Safety, Health, and Welfare

The School of Nursing takes the safety and welfare of its students seriously. The following policies and procedures are part of faculty efforts to assure student safety.

Nursing/Patient Safety

Students in any of the Nursing programs shall practice appropriate safety procedures in protecting patients, themselves, and others from unnecessary harm and exposures at all times.

Student Rights

Non-discrimination

The Nursing Programs adhere to institutional policy regarding non-discrimination. No person shall be excluded from or denied benefits of any program or activity on the basis of sex, color, race, creed, age, religion, natural or regional origin. In addition, no qualified handicapped person shall be excluded from or denied the benefits of any program or activity as long as he/she meets the technical standards as described on page in this Handbook.
Admission procedures and ongoing operations are conducted in accordance with this policy. Each of the recognized clinical education settings also supports non- discrimination.

Any student who feels he or she is being discriminated against in violation of this policy is encouraged to bring the complaint to the immediate attention of the Dean of Nursing.

Americans with Disabilities Act

The Nursing Programs adhere to the Americans with Disabilities Act (ADA) of 1990. Any student requiring accommodation for a documented disability must meet with the Program Director to request that accommodation at the beginning of the program. The student will be required to provide documentation of the disability from an appropriate health care provider.
Accommodating Students with Disabilities

Two primary federal laws that protect people with disabilities from discrimination in higher educational settings like colleges and universities are again the ADA and Section 504 of the Rehabilitation Act of 1973 (Rehabilitation Act). Title III of the ADA covers private colleges and vocational schools. If a school receives federal dollars, including federal financial assistance, regardless of whether it is private or public, it is also covered by the Rehabilitation Act. Because SU receives federal financial assistance, it must comply with both the ADA and the Rehabilitation Act.

The ADA and the Rehabilitation Act prohibit schools from discriminating against individuals with disabilities. Moreover, the ADA gives students with disabilities the right to the same goods, services, facilities, privileges, advantages as nondisabled students, in the most integrated setting appropriate to their needs.

Schools cannot have eligibility requirements that screen out people with physical or mental disabilities. Moreover, the application forms cannot ask applicants if they have a history of mental illness or any other disability. Schools must also make sure that all programs that it

offers, including extracurricular activities, are accessible to students with disabilities. In addition to the architectural access outlines above, the school should provide aids and services necessary for effective communication, and by modifying practices, policies, and procedures.

To ensure that their programs and activities are fully accessible to students with disabilities, colleges and universities are required to provide "reasonable accommodations". Specifically, they are required to make reasonable modifications in their practices, policies and procedures, and provide auxiliary aids and services for persons with disabilities, unless to do so would fundamentally alter the nature of the goods, services, facilities, privileges, advantages and accommodations they offer, or would result in an undue financial or administrative burden on the institution.

Reasonable accommodations to policies, practices and procedures include:

- Allowing extra time on exams
- Allowing a reduced course load and extend time within which to complete degree requirements'
- Rescheduling classes to an accessible location;
- Early enrollment options for students with disabilities to allow time to arrange accommodations'
- Providing students with disabilities with syllabus prior to beginning of class
- Allowing students to use tape record lectures.
- Qualified readers, tape-recorded or digitally recorded texts, or other effective methods of making visually delivered materials available to individuals with visual impairments or learning disabilities
- Acquisition or modification of equipment or devices

Under limited circumstances the school may refuse to provide a student with accommodations requested. The ADA and Section 504 only require schools to provide accommodations that are reasonable. The school can refuse to provide an accommodation, if it can show that:

- Providing the accommodation would create an undue financial or administrative burden for the school
- Providing the accommodation would fundamentally alter the school's academic program
- The requested accommodation is of a personal nature (for example, assistance with eating or help with toileting)

HIPAA (Health Insurance Portability and Accountability Act) Federal Law

This law protects patients' rights regarding their health information, including the right to review it and make decisions about how it is used and disclosed and requires health care providers to implement safeguards to ensure privacy of patient's health information.

PHI = Protected Health Information
Protected health information (PHI) is confidential and protected from access, use or disclosure except to authorized individuals requiring access to such information. Attempting to obtain or use actually obtaining or using, or assisting others to obtain or use PHI, when unauthorized or improper, will result in counseling and/or disciplinary action up to and including dismissal from program.

Students are not to write the name of the patient, as it is acceptable to write the initials. Do not take any of the patients PHI home

Grade Appeals

A student who believes the final grade assigned for a course is not appropriate must first contact the instructor who assigned the grade to discuss the matter. The student must schedule this meeting within three (3) days of the grade being submitted. If following this discussion, the student continues to believe the grade is not appropriate, the student may challenge the final course grade assigned in any course by writing a letter to the Program Director explaining clearly and concisely the reason the grade is not appropriate. Written challenges to grades must be received by the Dean of Nursing within a calendar week of the final discussion between the student and the course instructor. The Dean of Nursing will, whenever possible, issue a written response to the student's appeal within one week of its submission. If the student continues to believe the course grade is unfair, the student may submit a written appeal to the Academic Deans office within one week of receiving the Dean of Nursing decision. The Academic Dean will consider the request and provide a written decision to the student within one week of its receipt. The Academic Dean decision is final with regard to grade appeals. If the Dean of Nursing assigned the grade in question, the same procedure is followed using the Academic Dean whose decision will be final.

Grievance Procedure

The purpose of this student complaint/grievance procedure is to provide a mechanism for resolving student complaints against faculty, staff and administrators.

Procedures for initiating Grievance Complaints: This procedure has been established to provide a method to resolve student' grievances-at the lowest administrative level in a fair and expeditious manner. For the purpose of this procedure, grievances are limited to alleged violations of Southwest University policy or procedures by Southwest University or its employees, disputes with faculty and/or alleged unfair treatment. This method is

usually used to appeal a grade the student feels was not justified. Under no condition should these policies be used when the student has allegedly violated the code of conduct. Any student who believes that he/she has been unjustly treated within the academic process may proceed as far as necessary in the steps detailed below:

Step One: The student confers with the involved person in an effort to resolve the issue informally. **In instance of harassment, refer to the section entitled Student Complaint Procedures (Harassment).**

Step Two: If the complaint is not resolved at the informal conference, the student may file a written complaint with the appropriate program director/Dean. The complaint should be provided in writing and detailed within ten (10) working days of receipt of the complaint informal conference. The complaint should be in writing and detailed. The program director/Dean will also inform the Vice President of the Institution of the status and progress of the complaint a teach stage in the process.

Step Three: The program director/Dean will acknowledge receipt of the complaint, explain the complaint process to the student, conduct an investigation, and attempt to resolve the complaint. The director should respond to the student with the results of his/her investigation within ten (10) working days of receipt of the complaint.

If the complaint is valid, appropriate administrative action will ensue. Such administrative action is not public information, except when disclosure is compelled by law.

Step Four: If the director's/Deans written statement is unsatisfactory to the student, the student may appeal to vice president with five (5) working days of receiving the decision from the program director.

Step Five: the vice president will render a final decision of receiving the appeal. If the vice president was involved with the second step, then an appeal to the University President is permitted. Such an appeal must be filed in writing with the President's office within five (5) working days of the student being notified of the Vice President's decision. The President is to respond to the appeal within ten (10) working days of receiving the written complaint. The President's decision is final.

If a resolution is not reached the student may submit a written complaint to TWC.

These additional steps can be found in the grievance procedure available in the Southwest University at El Paso Student Handbook at www.southwestuniversity.edu

The procedure regarding student complaints are grouped in two categories:
1. Student grade complaints
2. Student complaints regarding non-academic matters

The purpose of these student procedures is to provide a mechanism for resolving student complaints against faculty, staff and administrative offices concerning the following:

- Discrimination or intimidating treatment, including harassment on the basis of race, gender, age, weight, height, religion, sexual orientation, national origin, and/or disability, including but not limited to the Americans with Disabilities Act, Section504 of the Rehabilitation Act of
  1973, and Title IX of the Education Amendment of 1972.
- Any other seemingly arbitrary, capricious, unreasonable, or unprofessional conduct toward a student or group of students by faculty or staff member, or an administrative officer of the University.

Any and all allegations of program noncompliance to the *Standards* will be given prompt, fair, and continued consideration until resolved and must be submitted in writing to the Program Director. The written complaint/grievance must include the following: name of student (or other individual) filing allegation, specific *Standard* of noncompliance, date(s) and example(s) of when and how the program was non- compliant with the *Standard*, and date of submission. Within ten (10) working days, the Program Director will provide a written response to the student (or other individual) indicating how the complaint of non-compliance was resolved. The Program Director will keep a record of all complaints and resolutions of alleged non-compliance.

Student Complaints

The student who has any question, concern, or complaint should immediately contact the Associate Dean of Nursing for an appointment to discuss the matter. If the student remains dissatisfied following discussion with the Associate Dean of Nursing, may request an appointment with the Dean of Nursing. If at that time the student is still not satisfied with the outcome the student may initiate a formal grievance proceeding as set forth in the Southwest University at El Paso Catalog. If the issue remains unresolved at the campus level, the student can contact the accrediting agency (www.abhes.org) to file a formal complaint.

Professionalism

Expectations

As students in a professional education program, Nursing students shall conduct themselves in a professional manner during all classes, labs, seminars, and clinical rotations regardless of platform (Distance Education or Residential). This includes showing respect for faculty, patients, clinical personnel, and other students; prompt attendance for all classes, labs, and clinical assignments; and avoidance of any behavior that disrupts or interferes with academic or clinical activities.

Professionalism also requires adherence to ethical principles such as accepting responsibility for one's actions; not lying or cheating; not degrading the character of others; and not spreading gossip or evidencing a negative attitude that impacts the confidence, study, or work of others.

All Nursing students share the same goal: to graduate as knowledgeable and competent, entry-

level technologists. Each individual receives the same educational opportunities, but each reaches the goal in his or her own way. When problems are encountered, they are dealt with on an individual basis.

The program is not a competition. Each student should be dedicated to his or her own studies and development and not overly concerned about the progress or problems of others. This, however, does not preclude giving help to fellow students who request it; rather, professionalism suggests that assisting others in honest and ethical ways is part of the package of expected skills.

Nursing students are expected to exhibit mature and responsible behavior. If the behavior of another is considered unprofessional, unethical, or annoying, the offended student should first mention it to the offending student. If this fails to bring about appropriate resolution, the student should then discreetly bring the behavior to the attention of the faculty or Dean of Nursing. Problems concerning any aspect of the Program should be handled in this way.

Resolution of classroom or clinical issues will be discussed only with the student or students involved. Other class members must assume that once problems are appropriately reported to the faculty or Dean of Nursing, they are being appropriately handled, even though the resolution may not be apparent and is not made public to other class members.

In the execution of daily duties, the nurse must work as part of a team and must work to the best of his or her abilities. He or she must readily accept duties assigned by supervisors and provide care without discrimination. It is only by demonstrating these same behaviors in the classroom that the student assures program faculty that he or she capable of exhibiting the same behavior in the clinical education setting. Students failing to meet these expectations will not be placed in clinical education sites.

Breaks/Vacation/Leaves

The Nursing program calendar mirrors the school calendar and is given to all students at the beginning of the program. The only breaks provided to students during the program are a week at Christmas and any breaks that may be allowed by the university between terms or designated holidays.

Student progress in the program cannot be interrupted by vacations or other leaves. Considerations cannot be given for vacations or other personal activities during the program. Students who take time off during the term are counted as absent, and the attendance policies found elsewhere in this Handbook and in the University Catalog apply. Medical leaves must be documented by appropriate paper work. Bereavement leave is granted for up to two days in case of death in the immediate family. Immediate family is defined as spouse, child, parent, sibling, or in-laws. Students in the nursing program who choose to take a leave of absence will be required to re-apply to the program during the next application cycle.

Access to Program Resources

Students enrolled in the Program may utilize the classrooms, equipment, and learning materials for study purposes whenever classes are not in session and by arrangement with Program

faculty.

Students who utilize the facilities are expected to keep the rooms neat and orderly, turn off overhead lights, viewers, etc., and close doors when leaving. Learning materials are to be returned to the instructor or left in the secured rooms. They may not be removed from the classroom or the lab.

- Library access is available to all students (including nursing program) during school hours as well as online for those students not able to travel to campus.
- It Support is provided online for all students experiencing technical issues and can be accessed at the Southwest University website.

College of Nursing

Student Handbook Acknowledgement Form

I Acknowledge that I have read and understand the entire College of Nursing Undergraduate Student Handbook. My signature below verifies that I understand my rights and responsibilities as a student and will abide by and be responsible for all stated policies and procedures. If I have any questions, I will contact the appropriate College of Nursing representative.

Student Name (Print): _____

Student Name (Sign): _____

Date: _____

RELEASE CONSENT FOR CRIMINAL BACKGROUND CHECK AND DRUG SCREEN AND OTHER HEALTH OR ACADEMIC INFORMATION.

My signature below indicates that I have read the Health and Academic Information release policy of Southwest University at El Paso, and have been provided with a copy of the same. I understand that the results of the criminal background check and drug screening are to be used for the purposes of determining my eligibility for a clinical educational experience in my educational program. These tests are non-refundable if I withdraw or fail from the program. By signing below, I provide my voluntary and irrevocable consent for a criminal background check, immunizations record, physical exam results and drug screen to be conducted and for the results of such to be released to Southwest University at El Paso, who in turn may share said information with the clinical/accreditation agencies with whom I am being assigned for a clinical experience and accreditation reviews and the Texas Board of Nursing.

_____

Student Signature   *Date*

_____

Student Printed Name