

FLORIDA A&M UNIVERSITY
School of Nursing



UNDERGRADUATE
STUDENT HANDBOOK
2018 – 2020

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HANDBOOK OVERVIEW

This handbook provides information about the nursing program at Florida Agricultural and Mechanical University.

It is the responsibility of the student to be familiar with the information presented in this handbook. Responsibility for following policies and meeting requirements and deadlines for the nursing program rests with the student. Registration by a student signifies an agreement to comply with the regulations of the University and School of Nursing (SON).

Florida A&M University reserves the right to withdraw courses at any time, to change fees, calendars, curricula, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to prospective students as well as those already enrolled.

The [University Catalog](#) and [FANG](#) provide additional information.

POLICY CHANGES

SON policy changes will be communicated to students verbally and/or in writing, by posting on the SON website, and/or by posting under announcements on Blackboard. Additional avenues of communicating changes are by FAMU email, class announcements, and posting announcements on bulletin boards.

ACCREDITATION COMMISSION FOR EDUCATION IN NURSING

ACEN
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Atlanta, GA 30326

404-975-5000
404-975-5020 fax
www.acenursing.org



Florida Agricultural and Mechanical University

TALLAHASSEE, FLORIDA 32307

TELEPHONE: (850) 599-3076
FAX: (850) 561-2997
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EQUAL OPPORTUNITY PROGRAMS

FLORIDA A&M UNIVERSITY NON-DISCRIMINATION POLICY STATEMENT

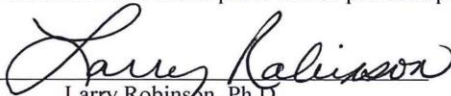
It is the policy of Florida A & M University that each member of the University community is permitted to work or attend class in an environment free from any form of discrimination including race, religion, color, age, disability, sex, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by state and federal statutes. This commitment applies to all areas affecting students, employees, applicants for admission and applicants for employment. It is also relevant to the University's selection of contractors, suppliers of goods and services, and any employment conditions and practices.

Questions concerning this policy and procedures for filing complaints under the policy should be directed to Mrs. Carrie Gavin (EOP Director/University Title IX Coordinator), located in the Office of Equal Opportunity Programs. Please also see University Regulation 10.103 Non-Discrimination Policy and Discrimination and Harassment Complaint Procedures, and University Regulation 10.112 Consensual Relationships.

All Affirmative Action Plans/Programs are available for review at the Office of Equal Opportunity Programs by anyone, upon request, during regular business hours (Monday through Friday, 8 a.m. – 5 p.m.). Please contact the following office regarding any information listed in this statement:

Office of Equal Opportunity Programs
674 Gamble Street
Tallahassee, FL 32307
(850) 599-3076; TDD (850) 561-2998

Copies of the affirmative action plans will be provided pursuant to Chapter 119 of the Florida Statutes.

Signed: 
Larry Robinson, Ph.D.
Florida A&M University

Revised August 11, 2017

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY

THE UNIVERSITY

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY MISSION STATEMENT

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution will continue to provide mechanisms to address emerging issues through local and global partnerships. Expanding upon the University's land-grant status, it will enhance the lives of constituents through innovative research, engaging cooperative extension, and public service. While the University continues its historic mission of educating African Americans, FAMU embraces persons of all races, ethnic origins and nationalities as life-long members of the university community.

CORE VALUES

Florida Agricultural and Mechanical University holds the following values essential to the achievement of the University's mission:

Scholarship	Service
Excellence	Fairness
Openness	Courage
Fiscal Responsibility	Integrity
Accountability	Respect
Collaboration	Collegiality
Diversity	Freedom
Ethics	Shared Governance

SCHOOL OF NURSING

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY SCHOOL OF NURSING

HISTORY

The Florida A&M University School of Nursing is the oldest continuing baccalaureate nursing program in the United States at a historically black institution. Established in 1904 as a hospital based program, it became the first baccalaureate program in Florida in 1936. The Florida Board of Nursing approved the program and its graduates were permitted to write the licensure examination in 1941. Ten years later, the program obtained accreditation by the Collegiate Board of Review of the National League of Nursing Accreditation Service. Currently, the program offers both baccalaureate and master's degrees: the Bachelor of Science degree for students (generic and RN-BSN) who have completed requirements for admission to the professional level; and a Master's of Science in Nursing degree for post-baccalaureate nurses; and a post-master's certificate plan. The graduate program has both face-to-face and online options.

The baccalaureate program is an upper division (junior and senior year) five semester program for generic students. The fast track for RN-BSN students can be completed in three semesters.

The Master of Science in Nursing and Post-Masters Certificate programs, with a specialty focus in Adult/Gerontology Nurse Practitioner preparation, was approved by the State University System Board of Regents in 1997 and admitted its first class in 1998. The Master of Science in Nursing program received initial accreditation from NLNAC in 2002 and continuing accreditation in 2007. The Post-Masters Certificate programs were temporarily suspension in spring 2017. A Women's Health Nurse Practitioner (WHNP) concentration was added in 2004, but was temporarily suspended in fall 2014. Following University approval, the first cohort of online students was admitted to the master's program in fall of 2011. The forty-two credit hour full-time curriculum can be completed in two years or five semesters, while the part-time curriculum plan can be completed in seven semesters.

**THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
SCHOOL OF NURSING**

MISSION STATEMENT

The mission of the Florida Agricultural and Mechanical University School of Nursing is congruent with the mission of the Florida Agricultural and Mechanical University.

Our mission is to create a student-centered environment where knowledgeable, innovative, caring nurses can apply high quality, culturally appropriate care to meet the health needs of the residents of the state, the nation, and the global community and to advance the science of nursing through research and practice with a vision encompassing a respectful commitment to our communities and stakeholders.

**THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
SCHOOL OF NURSING**

PHILOSOPHY

The philosophy of the Florida Agricultural and Mechanical University School of Nursing is congruent with the philosophy of the Florida Agricultural and Mechanical University.

The faculty of the Florida Agricultural and Mechanical University School of Nursing understands their role in expanding and developing new knowledge for clinical practice and preparing the next generation of nursing leaders. As such, they consider their roles as educators and practitioners important in educating the next generation of nurses to have the skills and knowledge to use research-based care in their daily clinical practice.

CURRICULUM

BSN Program Student Learning Outcomes

The program learning outcomes of the baccalaureate program are to prepare graduates to:

1. Use a variety of communication and collaborative techniques to engage in intra- and inter-professional teams in ways that respect the values, ethics and practice standards of all members and ensure the delivery of safe, quality care.
2. Apply critical thinking and clinical reasoning skills to deliver safe, quality care within the health care system and to advance the nursing profession.
3. Implement a variety of strategies to meet the needs of diverse populations that are respectful of and responsive to their cultural norms and practices, as well as their strengths and vulnerabilities.
4. Apply leadership and management concepts and skills to influence systems and policies in order to ensure safe, quality patient care and healthful practice environments.
5. Provide safe, quality, patient-centered care to optimize the functioning of culturally-diverse populations within the context of a dynamic health care system.
6. Enact a professional identity that reflects a commitment to ethical practice and lifelong learning.
7. Engage in scholarly practice by critiquing research, using available evidence, and exhibiting a spirit of inquiry in the delivery of safe, quality, patient-centered care.
8. Use appropriate technologies to promote positive health outcomes and to deliver safe, quality care in the health care system.

Effective Spring 2016

BSN Generic Professional Curriculum Plan

SEMESTER ONE		
Course Number	COURSE TITLE	CREDITS
NUR 3825	Introduction to Professional Nursing	2
NUR 3064	Homeostasis & Assessment	4
NUR 3064L	Homeostasis & Assessment Lab	1
NUR 3138	Promoting and Maintaining Wellness	3
NUR 3133L	Foundations of Clinical Practice	2
		12
SEMESTER TWO		
NUR 3431	Care of Women & the Childbearing Family	3
NUR 3431L	Care of Women & the Childbearing Family: Clinical	2
NUR 3617	Promoting the Health of Populations I	1
NUR 3617L	Promoting the Health of Populations I: Clinical	1
NUR 3169	Evidence-Based Practice & Quality Care	3
NUR 3145	Pharmacology I	2
		12
SEMESTER THREE		
NUR 3326	Nursing Care of the Adult Client	3
NUR 3326L	Nursing Care of the Adult Client: Clinical	2
NUR 3505	Promoting Mental Health of Self & Others	3
NUR 3505L	Promoting Mental Health of Self & Others: Clinical	2
NUR 3126	Pathophysiological Concepts I	1
NUR 3146	Pharmacology II	1
		12
SEMESTER FOUR		
NUR 4267	Advanced Nursing Care of the Adult Client	3
NUR 4267L	Advanced Nursing Care of the Adult Client: Clinical	2
NUR 4358	Nursing Care of Children and their families	3
NUR 4358L	Nursing Care of Children and their families: Clinical	2
NUR 4127	Pathophysiological Concepts II	1
NUR 4146	Pharmacology III	1
		12
SEMESTER FIVE		
NUR 4671	Promoting the Health of Populations II	2
NUR 4671L	Promoting the Health of Populations II: Clinical	1
NUR 4827	Leading and Managing in Complex Systems	4
NUR 4828	Professional Career Development Seminar	3
NUR 4948L	Professional Transition Practicum	2
		12

Total Professional Level Credit Hours: 60

Fast Track RN-BSN Curriculum Plan

Eligibility for Graduation from FAMU

Thirty hours credit from FAMU is required for the baccalaureate degree. RN-BSN students must meet this requirement to be eligible for graduation. The following required nursing courses must be taken to meet the residency requirement:

Fast-Track RN-BSN Curriculum Plan

SEMESTER ONE		
Course Number	COURSE TITLE	CREDITS
NUR 3825	Introduction to Professional Nursing	2
NUR 3064	Homeostasis & Assessment	4
NUR 3064L	Homeostasis & Assessment: Clinical Lab	1
NUR 3126	Pathophysiological Concepts I	1
NUR 3617	Promoting Health of Populations I	1
NUR 3617L	Promoting health of Populations I: Clinical	1
		10
SEMESTER TWO		
Course Number	COURSE TITLE	CREDITS
NUR 4671	Promoting the Health of Populations II	2
NUR 4671L	Promoting the Health of Populations II: Clinical	1
NUR 4127	Pathophysiological Concepts II	1
NUR 3169	Research & Evidenced Based Practice	3
NUR 3905	Directed Individual Study	4
		11
SEMESTER THREE		
Course Number	COURSE TITLE	CREDITS
NUR 4827	Leading and Managing in Complex Systems	4
NUR 4948L	Professional Transition Practicum	2
XXX XXXX	Free Electives	3
		9

Total Professional Level Credit Hours 30

Program Progression

RN-BSN students must successfully complete the required semester courses before progressing to the next semester of courses. First semester courses must be successfully completed prior to enrollment in the clinical courses.

Advanced Standing

Upon successful completion of all prerequisites and enrolling in NUR 4671, RN-BSN students receive advanced standing and special credit will be awarded for the following nursing courses:

Advance Standing	Course Number	Course Title	Credits
	NUR 3133L	Foundations of Clinical Practice	2
	NUR 3431	Care of Women & Childbearing Family	3
	NUR 3431L	Care of Women & Childbearing Family: Clinical	2
	NUR 3145	Pharmacology I	2
	NUR 3326	Nursing Care of the Adult Client	3
	NUR 3326L	Nursing Care of the Adult Client: Clinical	2
	NUR 3505	Promoting Mental Health of Self & Others	3
	NUR 3505L	Promoting Mental Health of Self & Others: Clinical	2
	NUR 3116	Pharmacology II	1
	NUR 4267	Advanced Nursing Care of Adult Client	3
	NUR 4267L	Advanced Nursing Care of Adult Client: Clinical	2
	NUR 4358	Nursing Care of Children & Their Families	3
	NUR 4358L	Nursing Care of Children & Their Families: Clinical	2
Total Professional Level Credit Hours			30

UNDERGRADUATE GRIEVANCE POLICY

SCHOOL OF NURSING GRIEVANCE POLICY

The Academic Review Process

The School of Nursing provides for an academic review when a student challenges a faculty evaluation process in a nursing course. In an academic review process, the academic atmosphere should be retained. This means that the process should be **non-adversarial**, with the absence of legal counsel, and that there is no right of confrontation.

The Academic Review Process is not the same as the **non-academic hearing process**. A student accused of a non-academic offense or of academic dishonesty (e.g. cheating, plagiarism, etc.) in violation of the University's Student Code of Conduct and the Board of Trustees policies regarding student life is entitled to due process of law, which includes the right to legal counsel, the right of confrontation, and the right of adversarial proceedings. All claims of non-academic offenses or academic dishonesty will be referred to the Office of Judicial Affairs.

Purpose

The purpose of the academic review process is to determine whether a student's academic efforts were fairly, reasonably, and equitably evaluated by the faculty.

Procedure

The procedure outlined here is intended to govern student appeals related to faculty evaluation processes in a nursing course. The procedure is applicable to complaints which have not been previously reviewed by the Academic Review Committee (ARC).

At the beginning of each term, faculty will inform the students of the basis for the academic evaluation. This may be oral, but it is preferable that it should be written.

The Academic Review Process must be implemented by the student in the following sequence:

Step I.

If the student is dissatisfied with his or her academic evaluation by faculty in the School of Nursing, he/she has the right to seek an explanation from the faculty in the course involved. The request for a meeting must occur within five (5) business days of University posting of grades that the grievance occurred. All meeting requests shall be made via electronic communication to the professor's email address listed on the course syllabus. If the student fails to request a meeting within five (5) business days, he/she will forfeit the right to appeal and the academic evaluation by faculty will stand. Business Days is defined as a day of business operation by the University.

Step II.

The faculty has the responsibility to explain and review with the student the methods and process of evaluation within ten (10) business days of the student's request.

Step III.

If a student remains dissatisfied, he/she has the right to appeal in writing to the course faculty (including dates, issues, and proposed resolution). The written appeal must occur within five (5) business days of receipt of the faculty's decision pursuant to Step II.

Step IV.

The faculty has the right to uphold or alter the evaluation. The written response to the appeal shall be submitted to the student within five (5) business days of receipt of the student's written appeal as noted in Step III.

Step V.

If the student is dissatisfied with the written decision of the faculty as noted in Step IV, he/she has the right to appeal in writing to the Dean of the School of Nursing. The written appeal including documentation from Step III and IV as well as any other desired documents must be submitted within five (5) business days of receipt of the faculty decision.

Step VI.

Upon receipt of the written appeal from Step V, the Dean shall direct the Academic Review Committee (ARC) to meet within five (5) business days.

The written appeal from Step V will be forwarded to the chairperson of the ARC. The Dean will notify the course faculty involved that a request for review has been received.

Step VII.

1. Academic Review Committee (ARC) Process

- a. The ARC will deliberate and determine if the student's academic efforts were fairly, reasonably, and equitably evaluated by the faculty. The review process is based on the student's written request, the course faculty's written response, and other appropriate documentation. The committee may request papers or additional documentation as needed.
- b. After a review of the documents, the ARC will make one of three decisions, namely:
 - i. The student's academic effort were fairly, reasonably and equitably evaluated by the faculty and the decision of the faculty should be upheld;
 - ii. The student's academic efforts were not fairly, reasonably and equitably evaluated and the decision of the faculty should be altered; or

- iii. An informal hearing should be conducted by the hearing board in accordance with Step VIII before a decision can be reached on upholding or altering the decision of the faculty.
 - c. The committee must make a decision within ten (10) business days of convening the first meeting of the committee.
 - d. Any decision of the committee must be by a majority of the committee.
- 2. Hearing Board (if necessary)**
- a. A notice will be sent to the student and the course faculty giving date, time and place of the hearing.
 - b. The hearing is closed to the public.
 - c. Each party shall be given the opportunity to make a statement.
 - d. The Board may call and examine witnesses, request other papers or additional documentation, and introduce other evidence. The Board shall have full authority to control the procedure of the hearings to admit or exclude testimony.
 - e. All rulings shall be by majority of the Board.
 - f. The Hearing Board shall not be bound by the rules of evidence applicable in courts of record in the State of Florida, but all hearings shall be conducted with respect of fundamental fairness to all parties.
 - g. The Chairperson of the Board may choose to have the proceedings of the hearing recorded either by tape recorder or through the use of a secretary provided through the Dean's office. No recordings of the proceedings will be permitted other than for the official record of the Hearing Board.
 - h. The written decision of the Board must be made within five (5) business days of the hearing.
 - i. Any decision of the Board must be by a majority of the Board.

Step VIII

Within five (5) business days of the ARC or hearing board committee decision, the report to the Dean shall include (a) Memo/Letter stating the final decision, (b) minutes of meetings, and (c) all documents reviewed.

STEP IX.

Within five (5) business days of receipt, the Dean shall send to the student and course faculty the decision and recommendations of the Review Committee/Hearing Board and the actions that will be taken by the Dean.

STEP X.

If the student is dissatisfied with the decision from Step IX, the student must file a written statement with the Provost and Vice President for Academic Affairs within five (5) business days. The decision of the Provost and Vice President for Academic Affairs is final. The student may seek judicial review of the Provost's Final determination pursuant to Florida Rule of Appellate Procedure 9.190, applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act, by filing a petition for certiorari review within thirty (30) days of the date this Final Order is filed with the Agency Clerk.

Formation of Academic Review Committee and Hearing Board

Composition of ARC – The Academic Review Committee of the School of Nursing shall be composed of four regular full-time faculty members plus two alternatives and four students plus two alternates. Faculty and students involved in the student appeal shall not serve on the committee. Faculty members and students will be elected at the beginning of the academic year. Faculty shall be elected by the faculty body in an at large election in a manner to ensure two representatives teaching the senior level courses and two representatives teaching the junior level courses.

Two students shall be elected as needed from each of the third and fourth year classes.

Length of term: The ARC members should serve from September 1 to August 30.

Chairperson and Secretary – At the beginning of the academic year following the election of the ARC, the full committee shall meet and elect a faculty member as chairperson and a member of the committee as secretary for the full academic term. The name of said persons shall be forwarded to Dean's Office along with names of entire ARC.

Composition of Hearing Board – A Hearing Board shall be selected from the members of the ARC. The Hearing Board shall be composed of (a) three faculty, one of whom is teaching courses in the year for which the student is registered, and two of who are teaching in courses in the year in which the student is not registered; and, (b) two students, one from the junior year and senior year nursing classes.

These procedures may be amended at any time by a majority vote of the faculty of the School of Nursing.

Revised and Approved: 1/19/16

COURSE EVALUATION

Guiding Principles

Absolute integrity is expected of every Florida A&M University student in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. While both students and faculty of FAMU assume the responsibility of maintaining and furthering these values, this document is concerned specifically with the conduct of students.

A FAMU student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the students' academic position truthfully reported at all times. In addition, FAMU students have a right to expect academic integrity from each of their peers.

Student responsibilities for maintaining the [Student Code of Conduct](#) as well as violations of the Student Code of Conduct are outlined in the University's Student Handbook, [The FANG](#).

The Grading System

Students are assigned grades based on the following percentages:

A.....	90 – 100
B.....	80 – 89
C.....	70 – 79
D.....	60 – 69
F	59 and below

A four point grading system is used by Florida A&M University as well as the School of Nursing. Each letter grade carries the following quality points:

<u>Letter Grade</u>	<u>Quality Points</u>
A	4.00
B	3.00
C	2.00
D	1.00
S	0.00

Non-Passing Grades in the School of Nursing are:

<u>Letter Grade</u>	<u>Quality Points</u>
D	1.00
F	0.00
I	0.00
N	0.00
U	0.00

Proficiency Examination

A proficiency examination is required at the end of each theory course and is administered during the week designated for final examinations. The examination will be comprehensive in nature.

Grading Policy for Senior Proficiency Examination (Professional Career Development Seminar – NUR 4828)

The grading policy for Senior Proficiency examination (**Professional Career Development Seminar – NUR 4828**) is as follows:

- The Senior Proficiency Examination (**NUR 4828**) will be administered **one week prior** to the week designated by the University for final examinations.
- **NUR 4828 - Professional Career Development Seminar** will be graded S-U and must be passed with a grade of “S”. In order to receive “S”, the NUR 4828 Senior Proficiency Examination must be passed with a minimum of a ninetieth (90th) percent probability of passing the NCLEX-RN which is an individual score of 69.3% on the ATI Comprehensive Predictor Exam. In addition, every course requirement must be satisfactorily completed in order to earn the course grade of “S”. Two “U” grades in NUR 4828 will result in dismissal from the SON. Neither a retroactive University withdrawal nor a university grade forgiveness invalidates a “U” grade.

Written Papers

Each paper submitted by students must follow the current American Psychological Association Publication Manual. Thirty percent (30%) of the grade is usually based on the following:

- 10% Margins, page numbers, indentation, spacing, quotations, reference citations in text, and reference list, etc.
- 10% Spelling, grammar, punctuation, and capitalization
- 10% Overall quality of paper including orderly presentation of ideas, smoothness of expression, clarity, etc.

General Information Regarding Evaluation

Class Attendance

Class attendance is mandatory for all students.

Class Attendance Regulations from the University's Catalog

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F." **Class attendance regulations apply to all students.** [University Catalog](#)

Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes. Absence from class or practicum for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control must be properly documented and will be excused in writing by the Dean of the School of Nursing. Students shall be responsible for all assignments, quizzes, and examinations at the time they are due. Students may not use their absence from class as a plea for extensions of time to complete assignments. **Please see the Test-Retest Policy below.**

Student Conduct During Examinations

1. A student should not enter into communication in any form with anyone except the examination proctor(s). This would include the borrowing of pencils, erasers or calculators from one's neighbor, etc.
2. The student should not give the appearance of cheating by looking in the direction of others while pondering the examination questions. Also, faculty might give specific instructions regarding headwear.
3. The student should not leave the room without instructor approval.

4. The student is not to have a phone or other electronic devices at seat or on person during examinations. All electronic devices are to be powered OFF. Electronic devices are to be retrieved after completion of testing.
5. The student should remove all study materials and/or resources during the examination. If the student is found to have used the material, he/she would be penalized in accordance with the University's [Student Code of Conduct](#) and/or [Academic Honesty Policy](#).

Examinations

FLORIDA A & M UNIVERSITY SCHOOL OF NURSING

TEST - RETEST POLICY

1. Unit tests are to be taken on the date scheduled.
2. If a test is not taken on the date scheduled:
 - a. Faculty must be notified via e-mail at least **24 hours** prior to the scheduled exam (with the exception of emergencies).
 - b. An excuse from your primary care provider or an appropriate agency (approved by FAMU SON administrative personnel) must be presented.
 - c. You must schedule a make up test with the faculty member who administered the test **within two business days** following the original test date (at the convenience of the faculty member).
3. A different test than the one administered on the scheduled date will be given. The content will be the same but the test will be different.
4. **There will NOT be a review** of tests immediately following the completion of the test.
5. An appointment to review a unit test should be obtained before to the next test is administered. If a group review is scheduled for the class, you must be present to review the exam. Test reviews must be completed before the next scheduled test.
6. If your test grade is less than 75 you are encouraged to schedule an appointment with your advisor to discuss strategies to improve your performance in the class.

Student Right of Review of Examinations

A student maintains the right, upon request, to a review and consult with the instructor of the course concerning his/her evaluation and performance on an examination. It is the student's obligation to arrange an appointment to review the examination (see **item 5 of the Test - Retest Policy**).

Retention of Examinations

After review by students, faculty should retain all examinations for a period of one year. (Scantron forms and dosage calculation booklets).

The Center for Disability Access and Resources (CeDAR)

The Center for Disability Access and Resources (CeDAR) at FAMU provides supportive services to students with disabilities to enhance their skills for personal, academic and professional growth. CeDAR mission is to provide enriching support programs, services, and reasonable accommodations to FAMU students with disabilities.

CeDAR offers a wide range of support services and accommodations for all undergraduate and graduate students with disabilities. Appropriate services are determined and provided based upon the student's specific disability, functional limitations of the disability, and the academic requirements of the appropriate department, college, school or program.

When appropriate, disability services and reasonable accommodations can include assisting students with learning, physical or mental disabilities. Students with hearing impairments, visual impairments, and physical impairments have access to specialized devices. Services available to students with other disabilities are determined by their individual needs. The University is committed to the principles of Equal Educational and Employment Opportunities without regard to disability.

The Learning Assessment Center (LAC) is a not-for-profit assessment center under the administration of CeDAR. The Center provides low cost comprehensive psycho-educational assessments for college students who may be experiencing scholastic difficulties due to a suspected Learning Disability or Attention Deficit with Hyperactivity Disorder.

[HOW TO BECOME A CEDAR PARTICIPANT](#)

[THE RIGHTS AND RESPONSIBILITIES OF STUDENTS WITH DISABILITIES](#)

EVALUATION OF CLINICAL PRACTICE

Guiding Principles

CLINICAL EVALUATION GUIDELINES

(Revised 12/09, 08/13, 8/16)

The clinical evaluation guidelines below should be utilized to evaluate clinical practice in each practicum course. The School of Nursing clinical evaluation tool and clinical objectives (specific for each practicum course) are available from the course coordinator.

1. **Clinical Objectives**

The objectives described on the clinical evaluation tool will be evaluated in each clinical practicum. When a component is not applicable for a clinical course or is not observed, “not applicable” (N/A) or “not observed” (N/O) shall be recorded in the score column.

2. **Clinical Activities**

Examples of clinical activities that indicate achievement of the components will differ for each clinical practicum.

Students are expected to transfer knowledge of clinical activities from prior clinical practicums.

3. **Criteria and Standards**

The criteria for evaluation of performance and criterion-referenced standards of performance were adapted from the works of Krichbaum (1994) and Lasater (2007).

4. **Grading**

The grade for clinical performance will be assigned utilizing the following rules:

a. The score assigned for each component will be a number determined by the clinical performance observed. (Self-Directed = 5; Supervised = 4.5; Assisted = 3.5; Novice = 2.5; Dependent = 1.5)

b. The formative and summative grades will be determined by adding the score for six components, (effective noticing (assessment); effective interpretation (analysis); effective response (planning/intervention); effective reflection (evaluation); communication; professional growth and responsibility), dividing by the maximum score, thirty (30), and then multiplying by 100. For example:

Scores of 4.5, 3.5, 4.5, 3.5, 5, 4.5 = 25.5

- $25.5/30 = .85$
- $.85 \times 100 = 85\%$

- c. The grade for student demonstration of “Professional Accountability” shall be determined by dividing the score by the maximum score five (5), and then multiplying by 100.

Note: Student must achieve a score of ≥ 3.5 on professional accountability to pass the course. This critical behavior is ongoing and is the summative (final) score. Examples of behaviors that indicate professional accountability are:

1. Wears appropriate attire
2. Is prepared for clinical practice
3. Arrives on time
4. Submits assignments by deadline
5. Demonstrates professional behavior
6. Demonstrates non aggressive and non-intimidating behaviors
7. Adheres to attendance policy
8. Adheres to agency policies
9. Adheres to ANA code of ethics
10. Adheres to NCSBN guidelines on use of social media
11. Adheres to HIPPA guidelines
12. Functions within scope of practice
13. Responds appropriately to faculty and preceptor feedback

5. **Evaluation Process**

Each faculty team will decide what constitutes a clinical learning experience.

At the beginning of a learning experience, clinical performance will be evaluated daily for formative purposes. Feedback (verbal and/or written) will be given and learning experiences will be selected to facilitate achievement of clinical objectives.

In the middle of a learning experience, the clinical evaluation tool will be completed (including letter grade) by the faculty team, utilizing all faculty data available. This evaluation will be shared with the student during a conference. The primary purpose of the formative evaluation will be to assist the student in evaluating his or her clinical performance and improving future clinical practice.

At the end of a learning experience, the faculty team will complete a summative evaluation of each student’s performance and discuss it with the student.

Exception

All behaviors exhibited by students from the beginning of the course relative to professional accountability will be considered in assigning the summative (final) grade. Any time a student fails to demonstrate professional accountability, the faculty will address the issue immediately. When appropriate, the student shall be counseled and a corrective action decided by the faculty. For summative evaluation, students must achieve a score of ≥ 3.5 on professional accountability to pass the course.

**CRITERION-REFERENCED STANDARDS OF CLINICAL PERFORMANCE
(Krichbaum, 1994)**

Criteria	1.5 Unsatisfactory	2.5 Provisional	3.5 Assisted	4.5 Supervised	5 Independent
Effectiveness	Unable to complete task despite continuous cues. Unable to identify or to apply principles.	Not always accurate; requires continuous cues. Identifies fragments of principles or applies them inappropriately.	Performs behaviors accurately with frequent supportive or directive cues. Identifies principles but needs help applying them.	Performs behavior accurately with occasional supportive or directive cues. Applies theoretical knowledge with occasional cues.	Performs behaviors purposefully and accurately, reflecting a sound theoretical knowledge base each time behavior is observed.
Affect	Focuses entirely on own behavior. Appears frozen; unable to move.	Focuses entirely on task or own behavior, not on client. Appears anxious, flustered.	Focuses primarily on task or on own behavior, not on client. Appears anxious, fidgety.	Focuses on client initially, as complexity increases, tends to focus on task. Appears generally relaxed and confident; occasional anxiety may be observable.	Focuses on the client while giving care. Appears relaxed and confident.
Safety	Performs in an unsafe manner or unable to demonstrate behavior.	Performs safely under supervision only.	Performs behaviors safely each time observed.	Performs behaviors safely each time observed.	Performs safely each time behavior is observed.
Initiative	Requires continuous directive and supportive cues. Instructor may need to complete activity or task.	Requires continuous supportive and directive cues to accomplish activity.	Requires continuous supportive and directive cues to accomplish activity.	Requires occasional supportive or directive cues to accomplish tasks.	Requires no supportive cues from the instructor.
Efficiency	Performs in an unskilled manner: disorganized. Unable to complete activity.	Demonstrates lack of skill; uncoordinated in majority of behaviors. Wastes energy due to incompetence. Activities are disrupted or omitted; performed with considerable delays	Demonstrates partial lack of skill and/or dexterity in part of activity; awkward movements. Wastes energy due to poor planning, repeated behaviors.	Demonstrates dexterity, but uses some unnecessary energy to complete activity. Spends reasonable time on task.	Demonstrates dexterity; spends minimal time on task.

Rating scale is based on the work of K. Bondy (1984).

General Information Regarding Clinical

Clinical Experiences

A variety of health care and educational agencies, located primarily in the Tallahassee-Leon County area, cooperate with the School of Nursing in providing clinical laboratory experiences for students. Included are primary, secondary, and tertiary care settings. Some clinical experiences may occur away from the University site in Tallahassee. Each student is expected to assume responsibility for all costs associated with clinical experiences.

School of Nursing Clearance for Clinical

- I. After admission is granted to the professional level, applicants must submit evidence of:
 - A. Annual documentation of physical examination, up to date immunizations, tuberculosis test and/or chest X-ray if indicated.
 - B. Changes in health status and relevant medical clearance each semester.
 - C. Documentation of current health care coverage is required.
 - D. Current BCLS CPR certification.
 - E. Prior to clinical and upon request, undergo a local and Level II Background Check and a lab controlled drug screen.
 1. Students who receive a flagged positive background check or drug screening report may not be able to participate in required clinical rotations and may be unable to progress in the program.
 2. Students with a flagged drug screen will be required to participate in the intervention program for nurses (The student is responsible for all associated costs).
 - F. Failure to provide all required documentation may prevent students from being cleared for clinical.

Agency Clearance for Clinical

Agency clearance is required to gain clinical experiences. Failure of a student to gain agency clearance may prevent successful completion of the practicum course and program.

Changes in Health Status

Subsequent to the admission or annual physical examination, any changes in the physical and/or mental status that occurs, which may be acute or chronic requiring continued medical monitoring must have medical clearance submitted to the Dean or Designee prior to class/clinical attendance. Examples of conditions that require written medical clearance include surgery, pregnancy, postpartum state, accidents, etc. Any changes in health status must be reported to the faculty and a Change in Health Status form must be completed.

Confidentiality Agreement

Before entering selected clinical agencies, students will be required to complete and sign a confidentiality agreement form.

Professional Liability Insurance

All students who are engaged in clinical experiences are covered by liability insurance purchased by the University.

Cellular Telephones, Pagers and other Electronic Devices

Students must not use personal pagers, mobile telephones and other electronic devices while in clinical agencies. In addition students must not wear, carry, or possess or use any communication devices other than those issued by the agency. This includes portable radios, pagers, CD players, iPods, and other electronic devices (e.g. computers), including those with earphones.

Occupational Blood and Body Fluid Exposure

Students who experience a blood and body fluid exposure accident should immediately follow the established protocol at the clinical agency in which the student is assigned. For on campus exposures, please refer to the [Environmental Health and Safety Lab Safety Manual](#).

Practicum Attendance

Clinical attendance is mandatory for all students.

Absence from clinical practice for cause includes (a) participation in recognized University activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no control. The absences must be excused by the assigned faculty and arrangements made to make up clinical hours.

- Absences should be reported to the **faculty** and **preceptor** in the assigned agency.
- If unable to contact the faculty and/or preceptor, call the assigned unit or facility and leave a message with your name, school, and clinical faculty you are assigned.
- Call and email the faculty and preceptor at least one (1) hour prior to scheduled clinical practice.

Formal documentation justifying absence must be presented to the faculty member prior to returning to the practicum. Please reference course syllabus absenteeism policy. Failure to provide formal document to the faculty shall be regarded as an unexcused absence.

Faculty responsible for clinical supervision of a learning experience will determine whether a student missing a clinical learning experience(s) has achieved the objectives which the missed experience(s) was designed to achieve.

In cases of mitigating circumstances (e.g. death of immediate family member) clinical faculty will determine whether clinical objectives have been successfully achieved. If objectives have not been successfully achieved, clinical faculty will determine options available to the student.

Note: An excused absence does not constitute clinical success.

DRESS CODE

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The School of Nursing at Florida A&M University prepares baccalaureate students for competent nursing practice. Socialization to nursing and professional development are essential components of this preparation. The purpose of the dress code is to establish and maintain a standard of professional attire that will transition to the workplace upon completion of the program. The School of Nursing at Florida A&M University is a professional program and as such expects students to dress in a manner consistent with the high standards and principles of the nursing profession.

Dress Code: Classroom

Students are to wear the School of Nursing's assigned scrubs and appropriate enclosed shoes (athletic shoes are acceptable) to class daily unless otherwise directed by the faculty.

Visible body jewelry, such as nose, lip, tongue and/or eyebrow, is not allowed. Small earrings (**studs - 8mm or less**) are acceptable.

At no time during matriculation through the School of Nursing will the following attire be acceptable:

- Inappropriate head wear (e.g. headbands, scarves, do-rags, stocking caps, sleeping bonnets, etc.)*
- Exposing skin from the upper thigh to the buttock
- Pants below the waist that allow inappropriate exposure
- Cuts or holes in clothing
- Clothing that are tight-fitting, suggestive or revealing
- Bare feet and shower/beach footwear
- Sunglasses *
- Wrinkled, dirty or unsafe attire

* Wearing these items for medical, religious or weather purposes is acceptable with documentation

Dress Code: Clinical

Students admitted to the professional level are expected to purchase uniforms from the SON approved uniform vendor. During clinical practice, students will wear the following:

1. For female students

Green scrubs

White crew socks or hose

SON approved shoes**

Optional: White crew neck short/long sleeved shirt, without lettering or graphics, is allowed under scrubs

2. **For male students**

Green Scrubs

White crew socks

SON approved shoes**

Optional: White crew neck short/long sleeved shirt, without lettering or graphics, is allowed under scrubs

3. **For male and female students**

Wristwatch with second hand

Name pin

FAMU Student ID

Bandage scissors

Hemostat

Penlight

Stethoscope

Black writing pen

White long lab coat

Green sweater (not to be worn when providing direct client care)

Green scrub jacket

4. **Uniforms for alternative clinical sites, preassessment, and other activities** – as designated by faculty

- Approved FAMU SON shirt with school logo
- Plain black skirt (no splits above the knee, no embellishment, not skin tight)
- Plain black pants (no embellishment, not skin tight, no low cut hip huggers, jeans, jeggings, joggers, leggings, sweatpants, or capris) with black belt when appropriate
- FAMU SON lab coat with name tag and FAMU student ID
- Plain black low heel (2 inches or less) **leather shoes** (closed toe & heel, no athletic or ballerina shoes)
- Plain neutral or black stockings, trouser socks or knee highs

5. **Uniforms for Health Assessment, Psychomotor Skills and Simulation Labs** – Uniform or attire as designated by faculty

6. **Hair** must be neat, clean, non-distracting and off the collar. For males, facial hair is limited to clean, neatly trimmed moustache and closely trimmed beard.
7. Artificial nails (acrylic, gel, silk, overlay, etc.) are not permitted. **Nails** must be kept to ¼ **inch** in length. Only clear nail polish is allowed.
8. Dangling **earrings and visible facial body jewelry and/or adornments** will not be allowed. One simple small ear stud (**8mm or less**) per lobe is acceptable. **Rings**: Only wedding rings are permitted.

9. **Makeup** should be minimal and non-distracting, (e.g. **artificial lashes** and scented cosmetics are not allowed).
10. Visible **tattoos** portraying nudity, vice, crime, objectionable symbols and/or profanity are strictly forbidden; such tattoos shall be covered so they are not visible.
11. Adherence to agency specific dress code policies is required.

** Different shoes are acceptable for medical purposes with documentation

Failure to Comply

The dress codes for class/clinical will be observed on a daily basis for all students. Failure to comply with either dress code may result in dismissal from the classroom and/or clinical practice area and will impact professional development grade.

*Revised: February 13, 2007
October 20, 2008
February, 2012
August, 2013
November, 2017*

**PROGRESSION, RETENTION,
AND GRADUATION**

PROGRESSION, RETENTION, AND GRADUATION

- It is expected that all students are familiar with progression, retention, and graduation requirements.
- All courses at the professional level must be completed with a grade of “C” or above.
- Completion of all courses with a minimum grade of “C” is a prerequisite for progression to the next semester’s courses.
- Two course failures (i.e. D or F grades) will result in dismissal from the School of Nursing (SON). Neither a retroactive university withdrawal nor a university grade forgiveness invalidates a nursing course failure (i.e. D or F).
- **NUR 4828 Professional Career Development Seminar** will be graded S-U and must be passed with a grade of “S”. In order to receive “S”, the **NUR 4828** Senior Proficiency Examination must be passed with a minimum of a ninetieth (90th) percent probability of passing the NCLEX-RN which is an individual score of 69.3% on the ATI Comprehensive Predictor Exam. In addition, every course requirement must be satisfactorily completed in order to earn the course grade of “S”. Two “U” grades in **NUR 4828** will result in dismissal from the SON. Neither a retroactive University withdrawal nor a university grade forgiveness invalidates a “U” grade.
- GPA must remain at a cumulative 2.00 or above.
- Inappropriate behavior will be addressed as described in the university student handbook ([The FANG](#)) and/or the School of Nursing handbook
- The School of Nursing adheres to all general requirements and procedures of the university for graduation.
- A nursing student may order the school’s pin during the last semester of the senior year. The pin is awarded after successful completion of the nursing program.

*Language updated: Jan. 8, 2016
Aug. 11, 2016
Dec. 07, 2017*

STUDENT ORGANIZATIONS

GENERAL GUIDELINES FOR CLUBS AND ORGANIZATIONS

Florida Agricultural and Mechanical University (“University”) strictly prohibits any student(s), group(s) of students, or student organization(s) affiliated with the University from engaging in any form(s) of hazing activities. Moreover, the University has zero tolerance for violation of any provisions of the Anti-hazing Regulation 2.028. “Zero tolerance” means that given the factual circumstances of the alleged violation, the charged student may be removed from University Housing and receive a penalty up to suspension or expulsion from the University. [FAMU Anti-hazing Policy](#)

Each club and organization must adhere to published University guidelines on a student’s eligibility (1) to apply for admission and (2) to maintain membership.

Nursing Student Association

The School of Nursing is in District #10 of the Nursing Student Association of Florida. It is also a branch of the Student Government Association on campus.

FAMU School of Nursing Rho Kappa Chapter of Sigma Theta Tau Honor Nursing Society

The purposes of Honor Society of Nursing are to:

- Recognize superior achievement.
- Recognize the development of leadership qualities.
- Foster high professional standards.
- Encourage creative work.
- Strengthen commitment to the ideals and purposes of the profession.

Membership Eligibility

Nursing students are invited to a membership in accordance with Sigma Theta Tau International Bylaws. Each baccalaureate student is required to meet the following criteria:

- Completed one-half of the nursing curriculum
- Cumulative grade point average of 3.0 on a 4.0 scale or its equivalent
- Rank in the upper 35 percent of their graduating class in scholarship

Chi Phi Beta Chapter of Chi Eta Phi

Chi Eta Phi Sorority, Inc. is a sorority for registered nurses and qualified nursing students.

Membership Eligibility:

All professional level students who have successfully completed one semester of the nursing program and have at least 2.9 GPA are eligible for membership