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Greetings!

Welcome to the Brooks College of Health and the School of Nursing! We hope that the pursuit of a graduate nursing degree from the University of North Florida will be an exciting and challenging venture for you.

We are confident that you will find the fine faculty and staff supportive of your commitment to educational achievement. We are enthusiastic about our facilitative role in the learning process and welcome you as nursing students and as adult learners.

The School of Nursing Graduate Student Handbook is meant to serve as a supplement to the UNF Catalog and the UNF Graduate Student Handbook. It is a guide and a source of information for you while you are enrolled in the UNF nursing program. Please read it carefully from that perspective, and keep it in an accessible place so that you can refer to it for information on the School of Nursing policies and services when you need them. If you have any concerns in regard to the policies of the School and/or content of this handbook, I would encourage you to discuss this with the students who represent your class on the School of Nursing committees and with the faculty. A mechanism does exist for hearing students’ issues and concerns and changing policies as appropriate.

Sincerely,

Lillia M. Loriz, PhD, ARNP, BC
Director, School of Nursing
II. General Program Information

A. History of the School of Nursing

In 1975, in direct response to requests nurses in the community, the University of North Florida (UNF) in cooperation with the University of Florida and Florida A & M University initiated a Bachelor of Science in Nursing degree for registered nurses (RN to BSN). In 1977, UNF received approval from the Board of Regents of the State University System (SUS) to offer its own freestanding baccalaureate nursing curriculum. The program continued to admit registered nurse students and with approval from the Board of Nursing, admitted a class of prelicensure students in the fall of 1982. Because of a state budgetary shortfall in 1983, UNF temporarily discontinued the admission of prelicensure nursing students, continuing with RN to BSN admissions only.

The University reinstated the prelicensure baccalaureate curriculum the summer of 1986. The first three years, a cohort of 24 prelicensure students was admitted each spring to begin the baccalaureate program of study. Once-a-year admissions increased to 36 in 1989 and 40 in 1990. The Florida State Board of Nursing approved expansion of the prelicensure nursing program on 1995 to admit two cohorts of 36 students per year. The SON now admits two cohorts of 45 students per year, summer and fall term. Registered nurse students continue to be admitted to the RN-to-BSN track, which now includes an online option, and account for an enrollment of approximately 90 to 120 students at any given time.

In June 1985 the nursing program achieved initial accreditation from the National League for Nursing (NLN), which was officially retroactive to April 1984 and continuous through 1993. The program received full re-accreditation in 2001 from NLN, and in 2005 from the Commission on Collegiate Nursing Education (CCNE).

In 1988, the Division of Nursing, along with other health-related programs, became departments in the new College of Health.

In November 1997, the Department of Nursing received approval from the Board of Regents to open a Primary Care Nurse Practitioner program culminating in a Master of Science in Nursing. The first group of students was admitted in fall 1998. The program provides both part-time and full-time enrollment. A certificate program, for registered nurses already holding a master’s degree in nursing was added in 2000. Permission was received in 2005 to add a nurse anesthesia program, and the first cohort was admitted in 2006.

In May 2002, the Department of Nursing was re-designated as the School of Nursing (SON). In 2003, the SON designed an accelerated track in the prelicensure program for those students already holding a baccalaureate degree in another field and desiring a career in nursing. The accelerated prelicensure track is completed in 3 1/2 consecutive semesters of full-time study. In May 2003, the SON admitted the first 12 students into this cohort of accelerated study, increasing to 24 in May 2004. The SON now admits one cohort of 27 students per year, summer term.

At his inauguration in 2004, UNF President John Delaney outlined his vision for the selection and advancement of a limited number of academic "Flagship" programs within
the University. His intent was to identify and promote programs of excellence that have the potential to be recognized as state or national leaders within their fields of study. In July 2005, the SON was selected as UNF's first Flagship program. Flagship designation recognized the SON's unique community-based, population-focused curriculum.

In July, 2007 the School of Nursing received approval from the Board of Governors to open a doctoral program culminating in a Doctor of Nursing Practice (DNP). The first group of students was admitted in fall 2007 with the first graduating class summer 2009. In fall 2014, our graduate programs once more evolved – admitting the first class of BSN-DNP students.

B. Mission and Philosophy

School of Nursing faculty supports the mission of the University of North Florida and believes that the mission of the nursing unit reflects the mission of the greater University community.

1. University of North Florida Mission and Institutional Values

The University of North Florida fosters the intellectual and cultural growth and civic awareness of its students, preparing them to make significant contributions to their communities in the region and beyond. At UNF, students and faculty engage together and individually in the discovery and application of knowledge. UNF faculty and staff maintain an unreserved commitment to student success within a diverse, supportive campus culture.

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies. We value:

- the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom;
- ethical conduct;
- community engagement;
- diversity;
- responsibility to the natural environment; and
- mutual respect and civility.

2. Brooks College of Health Vision, Mission, and Values

Vision
To gain national recognition as a leader in the study of health and the preparation of health professionals through outstanding teaching, scholarship, and service.

Mission
To develop competent and caring health professionals for the 21st century who are diligent in the pursuit of knowledge, make significant contributions to the communities and individuals that they serve, and become leaders of their chosen professions.
Values
In the fulfillment of our mission, the Brooks College of Health upholds the following values:

Collegiality: We support a culture characterized by open communications, collaboration, and cooperation.

Diversity: We treat everyone in our diverse community with consideration, dignity, and mutual respect.

Excellence: We hold each other to the highest standard of quality and performance.

Fulfillment of potential: We are committed to development through lifelong learning.

Integrity: We conduct ourselves in an ethical and respectable manner.

Professionalism: We are role models of professionalism who always demonstrate the highest professional standards and caring attitudes for our clients.

Quality: We are dedicated to the never-ending pursuit of improving healthcare for the benefit of our patients.

Responsibility: We are responsible for our attitudes and actions.

Service: We provide service to our university, communities, and professions.

Well-being: We promote physical, emotional, and social well-being.

3. School of Nursing Mission, Vision, and Values

Mission
To educate nursing students at beginning and advanced levels through excellence and innovation in teaching, scholarship and service.

Vision
To be a center for excellence in nursing education; recognized for innovation, scholarship, and service in the preparation of professional nurses who advocate for health and who collaboratively care for individuals, families, communities and populations throughout the life cycle in a variety of settings.

Values
The School fosters a commitment to values, attitudes and ethical dimensions, including integrity, respect, collaboration, cooperation and social justice that are hallmarks of professional nursing. The School is
committed to upholding and maintaining both professional nursing standards and a code of ethics for nursing.

4. School of Nursing Philosophy

The mission of the School of Nursing is further explicated through the School's philosophical beliefs about the person, the environment, health, nursing, the educational preparation of nurses, and evidence-based nursing practice.

Person

A person may be an individual, a family, a community or a population. The person is defined according to the focus of care.

Environment

The environment is a complex web of internal and external conditions that influence the health of individuals, families, and communities.

Health

Health is the optimal fit between the person and the environment and is ultimately defined by the person. Health is a dynamic experience, influenced by internal and external environments, including interactions with the nurse.

Nursing

Nurses are healthcare providers who work collaboratively with persons and other individual healthcare providers as well as with agencies and institutions to protect, promote and optimize health. This work takes place within an environment of care that is influenced by biological, personal, social, physical and global forces that are more or less supportive of health.

The process of nursing is collaborative in nature, with the nurse entering into partnership with persons to facilitate the accomplishment of mutually determined goals. The partners share not only in determining goals, but also in joint assessment of progress toward goal achievement and in the responsibility for the outcomes. The person is an active participant in the process, possessing varying levels of knowledge and capability to understand and/or manage health and illness and to actively engage in the process.

In the nurse-person partnership, the nurse integrates knowledge, skills, experience, values, beliefs and attitudes to facilitate mutual decision-making. The partnership is shaped by characteristics of the nurse, the person and the environment. The nurse assists persons to identify and use their strengths and resources, using problem solving skills and caring behaviors to facilitate and/or restore an optimal state of health.

Nursing Education

Students and faculty cooperate in assuming a shared responsibility for planning and implementing learning activities within the context of the curriculum. Faculty
members are in partnership with students and sensitive to the individual needs of students. Learning readiness, self-directed learning, recognition of the value of past experience and education, and the development of a problem-solving orientation to learning are important aspects of the learning process. Learning is facilitated when the educational environment provides an open, accepting atmosphere in which the faculty and students work together to achieve mutual goals.

Professional nursing practice is based on concepts and theories from the discipline of nursing and from other fields. A strong foundation from the natural sciences and the humanities assists nurses in developing the critical thinking skills essential to scientific nursing practice. Professional nurses use the nursing process to assess, analyze, plan, implement and evaluate nursing care. The scientific basis for practice continues to be developed throughout the nursing curriculum and provides the graduate with the knowledge and skills to practice nursing in a responsible manner.

Nursing education, at the baccalaureate level, provides graduates with the first professional degree in nursing. This education prepares the student for professional practice and beginning leadership roles within an ever-changing healthcare industry. It also serves as a foundation for graduate education in nursing.

Graduate nursing education, at the master’s level, prepares nurses with knowledge and skills for advanced nursing practice. Graduates provide expert nursing care to persons; contribute to nursing science; serve as mentors and teachers of nurse colleagues; and participate actively in planning and policy decision-making.

Graduate nursing education, at the doctoral level, prepares advanced practice nurses at the highest professional level of nursing practice. Graduates will advance the application of nursing knowledge through evidence-based practice including practice improvement, innovation and testing of care delivery models, evaluation of health outcomes, health policy, leadership in healthcare delivery and quality improvement, and clinical expertise for advanced nursing education.

Evidence-Based Nursing Practice

Nursing is a discipline that uses research as a process to develop a distinct body of knowledge as a basis for evidence-based practice. Research serves as the basis for changes that influence and improve nursing practice and outcomes of care. The professional nurse prepared at the baccalaureate level: 1) collaborates with others to identify and answer questions that arise from the practice of nursing and related issues; and 2) is an informed consumer of research, able to appraise original research reports, evidence summaries, and clinical practice guidelines for specific practice implications. The professional nurse prepared at the master’s level: 1) functions as a collaborative member of research teams; 2) evaluates the clinical usefulness of research findings; and 3) assumes a leadership role in promoting evidence-based practice. The professional nurse prepared at the doctoral level leads practice change by the ability to: 1) develop and test methods to quantify outcomes of care; 2) develop clinical applications of
primary research; and 3) design evidence-based practice programs for populations.

5. School of Nursing Conceptual Framework

The philosophy of the School of Nursing is further explicated through a conceptual framework. The School of Nursing faculty has identified six core concepts for the nursing curriculum: 1) collaborative partnership, 2) professional values, 3) nursing process, 4) environment, 5) cultural competence, and 6) evidence-based practice.

Collaborative Partnership

Collaborative partnership is a philosophical stance encompassing the values, beliefs and attitudes of the nurse that influence shared power and decision-making in all nurse-person encounters (Gottlieb & Feeley, 2006). The nurse enters into an active, caring relationship with the person to identify and pursue mutually agreed-upon goals. This relationship requires active participation by both the nurse and the person to the extent possible given the capabilities of the person. Person participation may range from inactive person and fully active nurse to fully active person and inactive nurse. The optimum balance depends on the health problem or issue, the preference and/or capability of the person at that moment in time, and the situation.

The aim of nursing education is to prepare students in a systematic way for competent, caring practice based both on clinical knowledge and knowledge of the situation. Clinical knowledge is the theoretical and experiential understanding of people, both as individuals and groups, and how they respond and cope during times of health, vulnerability and illness (Gottlieb & Feeley, 2006). This knowledge also includes understanding the complexities of health and illness, the environment in which healthcare is provided, and the factors that influence the processes and outcomes involved in the collaborative partnership. Situational knowledge comes from getting to know the person who is in the current collaborative partnership. Within this relationship, nursing care is provided to facilitate achievement of optimal physical, social, spiritual and psychological well-being.

Professional Values

Professional values are the foundation for nursing practice and provide a framework for working within collaborative partnerships. Core professional values include: 1) altruism: a concern and advocacy for the welfare and well-being of people; 2) autonomy: the right to self-determination; 3) human dignity: respect for the inherent worth and uniqueness of people; 4) integrity: acting in accordance with an appropriate code of ethics and accepted standards of practice; and 5) social justice: fair treatment of people regardless of socioeconomic status, ethnicity, age, citizenship, state of health or illness, disability or sexual orientation (AACN, 2008). The aim of nursing education is to promote the development and application of professional values and associated caring behaviors within the context of the collaborative partnership.
Nursing Process

The nursing process, a critical thinking framework, is collaborative in nature and involves five essential elements: assessment, diagnosis, planning, implementation and evaluation. Assessment is the systematic gathering of information related to internal and external environments using observation, interview and physical examination as appropriate to the situation. Diagnosis is the identification of the person’s responses to health and illness. A plan of care is developed based on mutually-determined goals and objectives. Interventions are designed and implemented based on these goals as well as the knowledge and expertise of the nurse, and the knowledge, capabilities, and preferences of the person. Interventions include ongoing assessment, direct or indirect care, teaching-learning, counseling, referral and advocacy. Evaluation of outcomes is ongoing and may lead to reaffirmation and/or renegotiation of any of the elements of the process.

The aim of nursing education is to offer varied learning opportunities in which students develop and/or enhance their knowledge related to health and illness. Critical knowledge and skills for the nursing process include: 1) communication; 2) critical thinking; 3) diagnostic reasoning; 4) clinical judgment, and 5) psychomotor skills.

Environment

The environment is a complex web of internal and external conditions that influence the health of individuals, families, and communities. Aspects of the internal environment include the physiological, genetic, developmental, psychological and spiritual makeup that are unique to a particular individual. The external environment is the context within which people live (such as family, neighborhood), work, recreate, and receive health and nursing care. External environmental factors, such as social networks, culture, economic conditions, physical environment and politics influence the health and well-being of individuals, families, and communities. Each individual, family, neighborhood and community is situated in a unique set of these conditions that can have negative or positive effects on health and well-being. The role of the nurse is to create, restore, maintain and advocate for caring environments that support health and well-being of individuals, families, communities, and aggregates.

Students work in multiple environments of care to learn about and provide collaborative care including health promotion, disease and illness prevention, and illness care. These environments of care consist of homes, schools, churches, workplaces, neighborhoods, communities, hospitals, rehabilitation centers, mental health centers, long-term care facilities, primary and specialty care clinics, hospice, mobile vans, and any setting where nursing care is provided. Within these settings and agencies, students learn about the importance of partnership and have the opportunity to work collaboratively with individuals, families, communities, and interdisciplinary providers. A home-base is an environment of care that is unique to the UNF SON undergraduate curriculum, providing students the opportunity to work in one place with a cohort of other students across the curriculum. The continuity of the home-base experience is designed to complement the semester rotations across nursing specialty areas.
Cultural Competence

Cultural competence is a lifelong process of learning that focuses on persons becoming increasingly self-aware and responsive to cultural differences within the context of their environments. Cultural competence requires skills beyond a basic understanding of cultural diversity and ethnicity. Appreciating differences in family and roles, communication, healthcare practices, nutrition, spirituality and death rituals among persons is crucial in creating culturally sensitive environments of care (Purnell & Paulanka, 2005). Nurses care for all persons who comprise varying social mores, world views, languages, literacy skills, socio-economic levels and have the potential to help reduce racial and ethnic disparities across all environments of care (Smedley, Stith, & Nelson, 2002).

The aim of nursing education is to instill a commitment to cultural competence and to assist students to develop the requisite skill set. Critical skills for the development of cultural competence include: 1) understanding of self; 2) integration of cultural knowledge and cultural sensitivity into the nursing process; and 3) advocating against ethnocentric practices, cultural biases, stereotypes and health disparities.

Evidence-Based Practice

Evidence-based practice, a rigorous problem-solving approach to care, provides the nurse with the tools to integrate the most current, best evidence into the plan of care. After identifying a clinical problem or question, the nurse first considers the preferences of the person with whom the nurse is partnering. Other forms of evidence, including practice guidelines, systematic reviews, results of well-designed scientific studies, expert opinions and local data, are appraised for usefulness and appropriateness. The resulting best evidence is then integrated, with person preferences, into the plan of care. As the nurse appraises the evidence, outcome measures are also identified for inclusion in the plan. Using the best evidence enhances the quality of care, optimizes outcomes, and increases the satisfaction of the partners.

The aim of nursing education is to assist students in the development of critical appraisal skills for the evaluation of the evidence for clinical usefulness.

References


III. General Program Standards

Students are responsible for knowing the University of North Florida, Brooks College of Health, and School of Nursing policies and procedures as outlined in the current UNF Student Handbook, Graduate Catalog, and School of Nursing Graduate Student Handbooks. The School of Nursing Graduate Student Handbook is provided to all entering graduate students at orientation. Additional copies may be obtained from the School of Nursing Office. Copies of the other documents are available in the One Stop Office or may be obtained from the UNF Web site. In particular, students are directed to these documents for information on the Drug-Free Workplace Act, on Sexual Harassment, on Religious Holidays, and to more specific information on the following areas.

A. Professional Conduct

1. Standards of Professional Behavior

Students in nursing and other health professions curricula are held to standards of conduct that both differ from and exceed those usually expected of university students. Consequently, nursing students are required to demonstrate clinical competency, including reasonable skill and safe practice and professional behavior and dress, in the care of patients and to adhere to the standards of acceptable conduct outlined in the American Nurses Association Code of Ethics, and the Florida Nurse Practice Act. Students may be removed from the classroom, laboratory and/or clinical experiences at any time in a course for unsafe or unprofessional behavior.

2. UNF Academic Integrity Code

The University expects all members of the academic community to behave with academic integrity. Academic misconduct is any attempt to misrepresent one’s performance on any exercise submitted for evaluation. This includes but is not limited to, cheating, fabrication and falsification, multiple submissions, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Infractions known by any person should be brought to the attention of the faculty member to whose course it pertains. Infractions may result in actions including, but not limited to, counseling, reprimand, grade of F or grade reduction for either the work in question or for the course. Full information on the UNF Academic Integrity Code and Academic Misconduct Policies can be found at http://www.unf.edu/onestop/registrar/Policy.aspx
3. Attendance and Conduct

Students are expected to be present for all classes, laboratory and clinical experiences, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor prior to the scheduled class or clinical lab, or as soon as possible thereafter. Instructors will then make an effort to accommodate reasonable requests. A grade penalty may be assigned for the late assignments, including tests.

Faculty and students are responsible for maintaining a professional atmosphere in the classroom, laboratory, and clinical setting. This includes, but is not limited to, arriving on time; being respectful of faculty, guest speakers, agency staff, preceptors, and classmates; and actively participating in the learning process. Cell phones must be muted during all times in the classroom, laboratory, or clinical settings OR at the discretion of the faculty &/or facility.

Any faculty member has the right to remove any student from the classroom, laboratory, or clinical area if, in the faculty member’s judgment, the student is being disruptive, presents an unprofessional appearance or in any way is a threat to patient safety or comfort.

4. Software Use

All faculty, staff and students are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against the University policies and rules, disciplinary action will be taken as appropriate.

B. Accommodations Due to Disability

Students with disabilities who seek reasonable accommodations in the classroom or other aspects of performing their coursework must first register with the UNF Disability Resource Center (DRC) located in Building 57, Room 1500. DRC staff members work with students to obtain required documentation of disability and to identify appropriate accommodations as required by applicable disability laws including the Americans with Disabilities Act (ADA). After receiving all necessary documentation, the DRC staff determines whether a student qualifies for services with the DRC and if so, the accommodations the student will be provided. DRC staff then prepares a letter for the student to provide faculty advising them of approved accommodations. For further information, contact the DRC by phone (904) 620-2769, email (drc@unf.edu), or visit the DRC website (http://www.unf.edu/drc/). It is the student’s responsibility to request this memorandum from the Disability Resource Center of the requested accommodations and to deliver this to each faculty member involved at the beginning of each semester.
C. Student Safety

Clinical experiences by their very nature involve students in a variety of settings, locations, and communities, as well as with a variety of patients. Students are expected to exercise good judgment and reasonable caution in ensuring their own safety during clinical experiences (e.g. lock car doors, travel with classmates when possible, be aware of security services) Patient care areas may have the potential for student exposure to hazardous substances, including radioactive materials. Students who require protective measures beyond those needed by all staff are to notify faculty prior to any clinical assignments.

Emergency Response
In the event of disruption of normal classroom activities due to an emergency such as hurricane, pandemic or other unforeseen event or combination of events, the format of a course may be modified in order to enable completion of the course requirements. In that event, you will be provided an addendum to your syllabus that will supersede the original version. It is your responsibility as a student participant to be proactive during any emergency to find instructions that will be posted on your Blackboard course site, which you should check daily.

D. Health Policy

1. General

a. Upon entry into the School of Nursing, students must submit the Health Examination Form, signed by a licensed independent health care provider, before final acceptance to study in the School of Nursing.

b. Upon entry into the School of Nursing, students must also provide documentation via CertifiedBackground.com of the following:

i. Varicella immunity - (protection against Chicken Pox) Student’s positive serological titer must be provided. It is the student’s personal and professional responsibility to provide documentation of progression on the series and the positive titer via CertifiedBackground.com. Failure to do so will result in mandatory withdrawal from all nursing classes.

If the titer is negative, the varicella vaccine (a series of 2 immunizations 1-month apart) must be received, with another titer 4 weeks after the second immunization. If the titer remains negative, no further immunizations or titers are required. **NOTE:** A history of chicken pox does not constitute proof of immunity.

ii. Hepatitis B immunity (protection against Hepatitis B) **documented by a positive serological titer.** Students who have not previously completed the series of three injections must initiate the series
upon acceptance into the program, with the first injection in the series prior to the first day of classes, and complete the series during their first year in the program. **Final immunity will be documented by a positive serological titer.** It is the student’s personal and professional responsibility to provide documentation of progression on the series and the positive titer via CertifiedBackground.com. Failure to do so will result in mandatory withdrawal from all nursing classes.

If the initial titer is negative, the complete series of three immunizations must be repeated according to the CDC schedule with a second titer 4 weeks after completion of the third immunization. If the titer remains negative, no further immunizations or titers are required.

iii. All students taking clinical nursing courses are required to have satisfactory evidence of a non-reactive response to a skin test for TB on an annual basis. In the event of a reactive response to the test, documentation of medical follow-up must be provided. It is the student’s personal and professional responsibility to make sure that the Tb skin test results remains up-to-date at CertifiedBackground.com throughout the nursing program. Failure to do so will result in mandatory withdrawal from all nursing classes.

**NOTE:** Students who have a prior history of a positive reaction should submit documentation of a negative chest x-ray within the previous 12 months rather than undergoing repeat skin testing.

c. All nursing students must provide proof of receipt of a Tdap (tetanus-diphtheria-pertussis) vaccination within the previous 10 years.

d. All nursing students are required to receive seasonal influenza vaccinations annually with documentation via CertifiedBackground.com no later than October 15. Failure to do so will result in mandatory withdrawal from all nursing classes.

Exception: Allergy to any component of the vaccine, or any other contraindication to vaccination, which is documented in a student’s health record. If institutions with which the University of North Florida affiliates for student clinical experiences establish more stringent requirements with respect to influenza vaccinations, those requirements shall supersede this policy. Students not receiving the vaccine because of this exception will be required to wear a mask at all times in the clinical area.
2. **Critical Incident and Accident Reports**

Incident and accident reports are very important for students and for the safety of the patient. If at any time during lab or clinical practice, some type of accident or unusual situation occurs the student should document the accident or incident as per the agency protocol. The supervising faculty will counsel a student who receives a critical incident report that is indicative of unsafe practice. The faculty member and student together should also write a brief summary of the incident (on a “purple sheet” to be placed in the student’s clinical file.

3. **Financial Responsibility for Health Care**

All students and faculty will be expected to assume responsibility for their own health care except for emergency care during the hours engaged in clinical experience. In the event that a student or faculty member of the School of Nursing should become ill or suffer an injury in the course of their activities while at a clinical agency, the agency shall initiate emergency medical care. However, the clinical agency assumes no financial liability for medical care provided by the clinical agency or others. The student and not the University or the clinical agency will be responsible for expenses incurred. Students are strongly encouraged to have personal health care insurance.

4. **Safety Tips from the UNF Campus Police Department**

- Stay alert and tuned in to your surrounding! Look and listen.
- Trust your instincts. If something or someone makes you uncomfortable, leave.
- Send the message that you are confident and know where you’re going.
- Avoid places or situations that put you at risk.
- Avoid “predictability.” Varying your routine/route may decrease vulnerability to crime.
- Carry a purse close to your body.
- Avoid short cuts through wooded areas or alleys.
- Avoid parking in isolated areas.
- Keep your vehicle in good running order. The two most common vehicle problems are “out of gas” and a “flat tire.”
- Check/look inside the vehicle BEFORE getting in.
- Have the key “in hand” that gets you inside the vehicle (this is especially true if the ignition key and door lock key are different)
- When driving, lock your vehicle’s doors.
- Above all else, if you are a victim, contact the local police department.

E. **Licensures and Certifications**

1. **Nursing License**

All students enrolled in on-campus APRN nursing tracks are required to maintain an active license to practice nursing in the State of Florida. For those students enrolled in the distance learning tracks, active license in their state of practice
must be maintained. Students are responsible for documenting renewal updates with faculty during the semester itself.

2. **CPR Certification**

Cardiopulmonary resuscitation (CPR) certification is required for all students enrolled in clinical nursing courses. This certification must include one and two rescuer CPR, Infant and Child CPR, and the use of the automated defibrillator device (AED). Students must submit a copy of their certification to respective faculty responsible for the clinical course in order that verification is on file. If verification is not submitted upon course enrollment the student will not be permitted to attend any clinical practice.

Students are required to maintain current certification throughout clinical course enrollment. In order that ongoing verification can be recorded and updated, students must submit a copy of certification renewal to the respective clinical faculty.

3. **Background Check**

The UNF School of Nursing requires a Level II background check, fingerprinting, and a drug screen on all students entering clinical courses. This is to be completed through Certifiedbackground.com, a background check service that allows students to purchase their own background check. The results are posted in a secure, tamper-proof environment online with access only to the student and the School of Nursing.

Conviction of a felony or having been diagnosed with, treated for, or hospitalized for mental illness or chemical dependency will not bar a student from admission into the nursing program. However, upon graduation, Boards of Nursing may deny the graduate’s application for APRN licensure if the graduate has a criminal conviction or a lack of fitness to practice because of a mental or physical health condition that could result in injury to a patient or to the public. In addition, students with criminal convictions or drug problems may have difficulty progressing in the nursing program. Some hospitals restrict access to their facilities for nursing students not passing the criminal background check. All students who have a positive background check must meet with the Director of the School of Nursing upon admission to discuss the possible consequences and strategies dependent on the nature of the infraction.

- The background check and drug screen are repeated on an annual basis while the student is enrolled at UNF. It is the student’s personal and professional responsibility to make sure that this is done. Failure to do so will result in mandatory withdrawal from all nursing classes.
- The School of Nursing may require any nursing student to undergo a drug screen at any time during the nursing program if this is deemed appropriate and necessary to ensure the safety of the student, peers, and/or patients.
F. Students Have Responsibilities as Well as Rights

Students should assume responsibility for:

1. Knowledge of the lines of authority and communication at UNF and in the School of Nursing.
2. Participation in School of Nursing committees either by being a student representative or by channeling questions, views, concerns, and suggestions through the student representative to the committee.
3. Participation in curriculum implementation by:
   a. attending classes, laboratory sessions, and clinical activities;
   b. following through with class, laboratory, and clinical assignments;
   c. preparing in advance of scheduled class, laboratory, and clinical sessions;
   d. maximizing all learning opportunities;
   e. resisting a focus limited to minimal achievement;
   f. sharing learning experiences with peers;
   g. striving constantly to broaden their general education base;
   h. transferring previous learning;
   i. fostering effective relationships with members of the interdisciplinary health team;
   j. abiding by the established policies and procedures;
   k. assuming responsibility for their own learning and development;
   l. seeking out new and different learning experiences;
   m. finding opportunities for decision-making, independent judgment, and self-direction;
   n. operationalizing the philosophy and conceptual framework;
   o. preparing one’s own projects, papers, thesis, and other assignments;
   p. maximizing learning through independent study.
4. Participation in the evaluation of the curriculum by:
   a. appraising self in relation to stated course, level, and end of program behavioral expectations;
   b. appraising peers in relation to stated course behavioral expectations;
   c. appraising the environment for learning;
   d. appraising learning resources/services/facilities regarding quality, suitability, and availability;
   e. completing follow up studies.
5. Participation in student, professional, scholarly, cultural, social, and religious activities.
6. Maintenance of their own records completeness, periodic review, initiating changes, following protocol for release, extension and sharing.
7. Protection of institutional and School of Nursing property.

IV. Student Services and Support

A. Office

The Director of the School of Nursing and all nursing faculty can be reached by contacting the main nursing office at (904) 620-2684. The office is located in Building 39A, Room 3090, and is open from 8:00 AM to 5:00 PM Monday through Friday. The fax
number is (904) 620-1832. Mailing address: University of North Florida, School of Nursing, 1 UNF Drive, Jacksonville, FL 32224-2673.

B. Faculty Office Hours

All faculty members have office hours for student appointments posted on their office bulletin boards. Appointments may be made directly with nursing faculty.

C. Copiers

Copiers are made available to all UNF students at strategic locations in the University. It is the responsibility of nursing students to avail themselves of these copiers when copies need to be made. It is NOT the responsibility of the secretarial staff in the nursing office to make copies for students.

D. Professional Organizations

The faculty members of the School of Nursing are strong supporters of the National League for Nursing (NLN), the American Nurses Association (ANA), Sigma Theta Tau, and other specialty organizations within the profession as well as the state and local chapters of these organizations. Information and applications can be obtained from nursing faculty members. Student reductions for membership dues are often available.

**Sigma Theta Tau: The International Honor Society of Nursing**

Lambda Rho Chapter-At-Large is a chapter of Sigma Theta Tau International Honor Society of Nursing established for the purposes of:

- Recognizing superior achievements;
- Recognizing the development of leadership qualities;
- Fostering high professional standards; and
- Strengthening commitment to the ideals and purposes of the profession.

Students enrolled in the graduate nursing programs who have completed one-fourth of the required curriculum shall be eligible for membership if they have achieved a grade point average of at least 3.5.

E. Health Assessment Laboratory

The Health Assessment lab is located in Building 39 A, Room 3072. This lab contains a variety of equipment for students’ use in practicing physical assessment and clinical nursing procedures. During times when the skills laboratory is not being used for scheduled classes, and at the convenience of cognizant faculty, students may request that it be opened for individual practice or instruction.

F. Computer Laboratory

The nursing computer lab is located in Building 39 A, Room 3070. A variety of discipline-based programs are available as well as word processing and spreadsheet programs to assist students with classroom assignments. All computer software in this lab is copyrighted. It is illegal and unethical to copy any software.
## G. School of Nursing Graduate Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program/Program Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Li Loriz, PhD, ARNP</td>
<td>Professor of Nursing</td>
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</tr>
<tr>
<td>John McDonough, EdD, CRNA</td>
<td>Professor of Nursing</td>
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</tr>
<tr>
<td>Michele Bednarzyk, DNP, ARNP</td>
<td>Asst. Professor of Nursing NP/CNS Program Director</td>
<td>John McDonough, EdD, CRNA Nurse Anesthesia Program Director</td>
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<td></td>
</tr>
<tr>
<td>Julie Baker-Townsend, DNP, ARNP</td>
<td>Instructor of Nursing</td>
<td>Jan Meires, EdD, ARNP Professor of Nursing</td>
</tr>
<tr>
<td>Kathaleen C. Bloom, PhD, CNM</td>
<td>Professor of Nursing</td>
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<td></td>
</tr>
<tr>
<td>Tammy Carroll, EdD(c ), CRNA</td>
<td>Instructor of Nursing</td>
<td>Barbara Olinzock, EdD, RN Associate Professor of Nursing</td>
</tr>
<tr>
<td>Pamela S. Chally, PhD, RN</td>
<td>Professor of Nursing</td>
<td>Jonathan Pabalate, DNP, CRNA Instructor of Nursing</td>
</tr>
<tr>
<td>Cynthia Cummings, EdD, RN</td>
<td>Associate Professor of Nursing</td>
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<tr>
<td>Patricia H. Foster, EdD, RN</td>
<td>Professor Emeritus</td>
<td>Doreen Radjenovic, PhD, ARNP Associate Professor of Nursing</td>
</tr>
<tr>
<td>Carol Ledbetter, PhD, ARNP</td>
<td>Professor of Nursing, Retired</td>
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</tr>
<tr>
<td>Connie Roush, PhD, RN</td>
<td>Assistant Professor of Nursing</td>
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</tr>
<tr>
<td>Carole Daniel, PhD(c ), CRNA</td>
<td>Visiting Instructor</td>
<td>Ryan Shores, MSN, CRNA Visiting Instructor</td>
</tr>
<tr>
<td>M. Cathy Hough, PhD, RN</td>
<td>Associate Professor of Nursing</td>
<td>Nina Smith, MSN, ARNP Instructor</td>
</tr>
<tr>
<td>Barbara Kruger, PhD, MPH, MS, RN</td>
<td>Associate Professor of Nursing</td>
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<tr>
<td>William Self, CRNA, MSN</td>
<td>Visiting Instructor</td>
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</tr>
<tr>
<td>Jane McCarthy, PhD, CRNA</td>
<td>Professor of Nursing</td>
<td>Debi Wagner, PhD, CNM Assistant Professor of Nursing</td>
</tr>
<tr>
<td>Judy Comeaux, DNP, ARNP</td>
<td>Assistant Professor of Nursing</td>
<td>deBran Harmon, CRNA, MSN Visiting Instructor</td>
</tr>
</tbody>
</table>

## V. Program Information

The School of Nursing at the Brooks College of Health offers three (3) tracks for the Doctor of Nursing Practice (DNP), a post-MSN certificate for Family Nurse Practitioner, and two (2) concentrations for the Master of Science in Nursing (MSN) Clinical Nurse Specialist (CNS) track. The graduate programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE) and approved by the Florida Board of Nursing.

### A. Graduate Program Objectives

Objectives may be found online at [www.unf.edu/brooks/nursing](http://www.unf.edu/brooks/nursing).
B. Programs of Study

Programs of study may be found online at www.unf.edu/brooks/nursing.

C. Evaluation and Grade Determination

1. Graduate Program Grading

Evaluation
In order to achieve a passing grade in a course in which tests are a portion of the course grade, the minimum test average must be 75. If, and only if, the minimum test average of 75 is achieved, the other course grades will be counted toward the final course grade. Regardless of other grades achieved in the course, a student achieving less than a 75 test average will have failed to successfully complete the course, and will be given a grade of D (if between 60 and 74) or F (if <60).

Grading Scale
A  
A-  
B+  
B  
B-  
C+  
C  
D  
F
92-100  
90-91  
88-89  
82-87  
80-81  
78-79  
75-77  
60-74  
< 60

75 is minimal passing grade

All performance objectives are stated at the minimum level meaning they are stated with the expected standard of achievement of a graduate student entitling him/her to a "C."

Each lab and clinical nursing course has a theory and practice component. A satisfactory (S) or unsatisfactory (U) grade is given for the practice component. A grade below C in the theory or U in clinical practice results in a failing grade for the course.

In order to achieve a passing grade in a course in which tests are a portion of the course grade, the minimum test average must be 75. If and only if, the minimum test average of 75 is achieved, will the other course grades will be counted toward the final course grade. Regardless of the other grades achieved in the course, a student achieving less than a 75 test average will have failed to successfully complete the course, and will be given a grade of D (if between 60 and 74) or F (if <60). If the learner fails to achieve the minimum average of 75% on written examinations, other course assignment grades will not be added together and the course grade will be that grade achieved on the written examinations.
a. Pass/Fail Course Grading

School of Nursing courses offered as pass/fail are subject to the following:

- Pass/fail grades will be issued for thesis, project, and/or clinical components of courses.
- Passing grades are not calculated into the grade point average.
- Thesis or and projects will be offered on a pass/fail basis.
- Once a non-lecture course is designated as a graded or pass/fail course, it will remain in that form regardless of the faculty member teaching the course or the semester offered. The grading designation for any non-lecture course will be communicated in the syllabus in writing during the first week of the semester.
- A grade of “fail” in a pass/fail graded course is considered a course failure equivalent to a “D” or “F” grade in a graded course and is subject to progression policies related to the specific program of study.

b. Incomplete Grades

An incomplete grade may only be given to a student who is progressing satisfactorily in a nursing course and who, for valid reasons, as determined by the faculty member, did not complete the work of the nursing course within the term. It is the student’s responsibility to contact the course faculty to request consideration of an incomplete grade. This request must be made prior to the last day of class. (See UNF catalog – incomplete grades).

An incomplete grade may be assigned at the discretion of the instructor as an interim grade for a course in which the student has: (a) completed a major portion of the course with a passing grade, (b) been unable to complete course requirements prior to the end of the term because of extenuating circumstances, and (c) obtained agreement from the instructor and arranged for resolution of the incomplete grade.

Written assignments for completion of course work shall be mutually agreed upon by the student and instructor. An incomplete grade report form is filed with the date by which the “I” grade must be removed. The School of Nursing requires that an incomplete grade in a clinical nursing course be removed prior to registering the next clinical nursing course.

It is the student’s responsibility to be alert to the withdrawal date each semester. An incomplete (I) will NOT automatically substitute for a withdrawal. After the withdrawal date, a student may petition to receive a W/P or W/F by completing a petition form provided by the Student Records Office. The form requires approval signatures from the faculty member for the respective course, The Nursing Advisor and the Chairman of the School of Nursing.

The final grade for each student will be the result of the faculty’s judgment concerning the degree to which course objectives were met.
c. Laboratory Evaluation

In courses which have a laboratory component, laboratory experiences will be evaluated based on achievement of course and program objectives through faculty observation during walkthrough examinations and/or written tests. A rating of satisfactory represents satisfactory performance and a rating of unsatisfactory represents unsatisfactory performance. Regardless of theory grade, a student receiving an unsatisfactory evaluation in the laboratory component of a course will be assigned a course grade of F.

d. Clinical Evaluation

Clinical experience will be evaluated based on achievement of course and program objectives through faculty observation, verbal communication with student, written work, and agency staff reports using a School of Nursing clinical evaluation form. Faculty reserve the right to alter clinical experiences, including removal from care environments, of any student to maintain safety and to provide instructional experiences to support student learning.

A rating of satisfactory represents satisfactory performance and a rating of unsatisfactory represents unsatisfactory performance. All areas will be evaluated. Regardless of theory grade, a student receiving an unsatisfactory evaluation in the clinical component of a course will be assigned a course grade of F.

Faculty will visit the student and preceptor at each site to evaluate the student and the clinical experience. Preceptors will provide feedback to the student and Faculty regarding the student’s clinical performance and Faculty will provide feedback to the student and preceptor. The ultimate decision on the grade of satisfactory or unsatisfactory lies with the Faculty. Final evaluation conferences with Faculty are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty. Graduate students enrolled in advanced practice courses with a clinical component will document all clinical experiences including hours, practice location, preceptor, and a log of all encounters. These are requirements for state licensure at graduation and/or for eligibility to sit for the national certification examinations.

2. Assignments

All course assignments are due at the beginning of class on the date due, or if the date due is not a class day by 5:00 p.m. in the School of Nursing office, stamped by time clock, unless otherwise determined by the specific course faculty. The instructor for the course may individually grant acceptance of late coursework without penalty. It is the student's responsibility to request such an exception prior to the due date. If permission to submit coursework late has not been individually granted by the respective faculty member, 5 points will be
deducted for the first 24 hours overdue and an additional 5 points (for a total of 10 points) will be deducted for assignments overdue more than 24 hours. No assignments will be accepted more than 7 days late without special permission from the respective faculty member in the course for which the assignment was due.

3. **Exams**

All students must notify the course faculty in advance when they are unable to attend a class. If an exam was scheduled for that time period, the student must speak directly with the respective faculty member to arrange a makeup date. All makeup exams must be taken prior to the next class session. If students do not notify course faculty of their absence prior to the scheduled exam and arrange for a makeup date, the grade for the exam will be an “F”. At the discretion of the course faculty, alternate forms of an exam may be used for a make-up exam and late points may be deducted. In the case of computerized exams, points may also be deducted, at the faculty's discretion, for going over the time limit on the exam.

4. **Posting Grades**

Grades are generally posted via Blackboard courses. Grades will not be given out over the phone or via electronic mail.

5. **Writing Guidelines**

Students are expected to use critical thinking skills to gather information, use effective communication skills to convey ideas and engage in professional writing using the standard rules for organization and precision in presentation of content and for spelling, grammar, punctuation, syntax, and reduction of bias in language use. The *Publication Manual of the American Psychological Association (APA)* (latest edition) is the required style for all written work in the School of Nursing. The manual is sold in the UNF bookstore and is a required text in all nursing courses.

The UNF Academic Center for Excellence (ACE) provides students with a variety of services, including critiquing writing [ACE does not provide assistance with APA]. ACE is located in Building2/ Room 2120. They may be contacted at ACE@unf.edu or by phone at 904-620-2766.

6. **Appeal Procedure**

Students who wish to appeal a grade or program decision affecting them should follow this procedure. The purpose of this procedure is to provide a mechanism for handling appeals at the School of Nursing level.

a. Any problem regarding a course should first be discussed with the faculty member involved.
b. Any problem regarding a program decision should be discussed with the academic advisor.

c. Following the discussion with the instructor &/or advisor, if not satisfied, the student can pursue the matter with Graduate Admission, Progression, & Graduation (GAPG) Committee. If the student wishes formally to appeal the matter, the student should use the attached form to outline the problem and submit it to the committee chair (See “Forms” section)

d. The GAPG Committee Chair will formally review the problem and convene a meeting of the GAPG Committee.

e. The matter in question will then come before the committee in a scheduled meeting. Both the faculty member and the student will be notified of the meeting time and place. Each will have the opportunity to appear separately before the committee. After hearing both sides, the committee will submit a written recommendation to the Director for the School of Nursing.

f. The Director, after reviewing the committee's report, will make a decision on the matter. This decision will be forwarded in writing to both the instructor and student.

g. If the student wishes to pursue the matter after the Director’s decision, she/he should refer to the UNF Academic Appeals Process in the UNF Student Handbook.

D. Course and Faculty Evaluations

Students evaluate each faculty member as well as each course in the School of Nursing every semester using a variety of tools. Students are encouraged to take time to fill out the evaluations completely, honestly and accurately, for the results from each course are carefully reviewed by the faculty member involved for the purposes of self-improvement and as part of on-going course improvement. The results are also reviewed by the Director of the School of Nursing as a part of the annual evaluation of the faculty member's instructional performance and are used in promotion and tenure decisions at UNF.

E. Credit Transfer Policy

Students are allowed to transfer no more than 6 credit hours into the program on a case-by-case basis. These credits must have been earned no longer than 5 years prior to enrollment in the program with the exception of the pharmacotherapeutics and health assessment courses, which must be within 3 years of enrollment.

F. Progression

Progression in the graduate nursing program is based on a particular sequence. Students need to complete coursework in the assigned sequence. All DNP program requirements must be completed within six (6) years of being admitted into the program;
all MSN program requirements must be completed within four (4) years of being admitted into the program. To progress in the graduate nursing program:

- All students are expected to maintain continuous enrollment, either full-time, or part-time, according to the appropriate program-of-study.

- If at any point a student must take a leave from the program, the student must obtain approval from his/her advisor prior to the leave and once again, prior to his/her return. Permission to return to the graduate nursing program will be made based on a space-available basis provided the length of time elapsed does not interfere with the ability to progress through the clinical portions of the curriculum.

- A minimum cumulative GPA of 3.0 is required. If GPA falls below the required 3.0, the student will be placed on probationary status. Students may be on probationary status only once during the curriculum. Students will have one semester to correct the deficiency and be removed from probationary status.

- No more than two (2) courses with a grade less than B will be allowed throughout the curriculum. A grade of D in any course will be considered a failure.

- A grade of 75% is the minimal passing grade for all graduate nursing courses.

- A failure in the clinical portion of any combined theory and clinical course, at any point, will result in failure of the course.

- A failure in any course (theory course, clinical course, or combined theory and clinical course) may result in permanent dismissal of the student from the program.

- If at any time a student fails to maintain the above criteria, such student will not be allowed to continue in the program.

- Once a student has been dismissed from the program, the student is not eligible for readmission.

Likewise, students are expected to adhere to professional values and behaviors in order to successfully progress in the program. The faculty reserves the right to dismiss any student from the program for health, work, and conduct improprieties including but not limited to: erratic attendance, drug or alcohol abuse, infringement of confidentiality, dangerous or potentially dangerous actions, and other examples listed as “unprofessional behavior” in the handbook sections entitled “Academic Integrity” and “Attendance and Conduct.”

G. Fit for Duty

The following shall be grounds for disciplinary action set forth in this policy: being unable to practice nursing with reasonable skill and safety to patients by reason of illness or use of alcohol, drugs, narcotics, or chemicals or any other type of material or as a result of any mental or physical condition.
In enforcing this policy, the School of Nursing shall have, upon a finding that probable cause exists to believe that the student is unable to practice nursing because of the reasons stated in this policy, the authority to have the student leave the clinical site and issue an order to compel the student to submit to a mental or physical examination by a healthcare provider or submit to a laboratory screen. If the student refuses to comply with such order, automatic administrative withdrawal from University courses will occur. Students affected by the provisions of this policy shall at reasonable intervals be afforded an opportunity to demonstrate that they can resume the competent practice of nursing with reasonable skill and safety to patients.

If deemed competent, the student may apply for readmission to the program.

**H. Professional Dress and Behavior**

Each student is required to adhere to the following dress code. Students will not be allowed in a clinical practice area when in violation of these guidelines.

1. **General**

   Whenever a student is assigned to a clinical area the student is representing UNF and its faculty, and is expected to adhere to the following professional dress code. It should be noted that any part of the attire that draws attention to the self is, in general, considered in questionable professional taste.

2. **Dress Code**

   Students are expected to arrive at the clinical site in appropriate attire and ready to work [i.e., long hair should already be pulled back, hair dried; ID badge should be clearly visible, etc.]. Students not adhering to the professional dress code will not be allowed to remain in the clinical setting. **NOTE:** Some clinical agencies have dress codes that are more restrictive than those listed below. In those cases, the more strict code will apply.

   - UNF Laboratory coat: White; clean and pressed
   - UNF student ID badge with name, RN, University of North Florida, Nurse Practitioner Student [or Clinical Nurse Specialist Student, or Nurse Anesthesia Student]
   - Professional street clothes are to be worn underneath the laboratory coat. No sweats, sneakers, jeans, shorts, culottes, tee shirts, halter tops, tank tops, or ill-fitting clothes are acceptable in any setting.
   - Jewelry: Watch that registers minutes and seconds. No dangling or brightly-colored jewelry is permitted including necklaces, bracelets, etc. No facial jewelry (rings, studs, etc.-including the tongue) may be worn while in any clinically-related experience. Small stud-type earrings are permitted, and are limited to no more than 2 per ear. No hoops, bars or dangling earrings of any kind are permitted.
   - Hair: Appropriate length and style for administration of safe nursing care. Hair longer than shoulder length must be pulled back and secured so that it does not have the potential to fall forward while providing patient care; hair should be out of the eyes and off the face; hair should not be unruly
or unkempt; hair must be dry. Facial hair (i.e. moustache/beard), if present, is to be well-groomed and clean.

- Nails: Appropriate length for administration of safe nursing care. Fingernails should be trimmed (no longer than 1/8" beyond fingertip) and well-groomed. No nail polish, artificial nails, overlays or nail wraps are permitted.

Lack of discretion in using electronic devices in class, lab and clinical is considered a violation of professional behavior. Cell phones are to be in silent mode. Non-emergency phone calls are strictly prohibited.

3. Behavior Code

Clinical experiences are designed with specific goals in mind. Students are expected to come to the clinical experiences knowing what those goals are and having made appropriate preparations to be able to fully participate in the experience. This includes having done appropriate readings and any written work required by the course faculty.

- Students should come to the clinical area with only whatever books, focus sheets, equipment they need for that particular experience.
- Students are not to use agency computers, copy machines, or the like for their own school-related or personal use.
- No gum-chewing or tobacco use while in any clinical experience.
- If a student leaves an assigned clinical area for any reason, the faculty member must be notified before the student leaves and immediately upon the student’s return.
- Confidentiality of patient information is very important. Students, as part of their clinical experiences, have access to this confidential patient information and are held to all HIPPA regulations.

I. Academic Advisement

The Graduate Nursing Faculty Advisors provide information to incoming students, advise current students on programs of study, assist students with referrals to other UNF services and advise students on academic or career plans and problems.

An approved program of study signed by the program director is required for all graduate nursing students. If there are changes in the program, after the initial meeting, the student must contact the advisor in advance of submitting the withdrawal form, and if the student is unable to enroll in classes during a given semester, the advisor must be notified in writing.

J. Graduation Requirements

To be eligible to receive the graduate degree, students must:

- Satisfactorily complete all courses required by the program and approved by the University.
- Satisfactorily complete all clinical requirements.
• Complete all course work within the prescribed timeline of being admitted into the program.
• Attain a 3.0 GPA average in all work counting toward the graduate degree.
• Earn no more than 2 grades of less than B throughout the program.
• Be in good standing; not subject to any sanction by the University community or School of Nursing.
• Meet graduation requirements applicable to all University students; such as residency hours and final requirements.

K. NP Certificate Completion Requirements

To be eligible to receive the NP certificate, students must:

• Satisfactorily complete all courses required by the program and approved by the University.
• Satisfactorily complete all clinical requirements.
• Complete all course work within four years of being admitted into the program.
• Earn at least 28 graduate credit hours.
• Attain a 3.0 GPA average in all work counting toward the NP Certificate.
• Earn no more than 2 grades of less than B throughout the program.
• Be in good standing; not subject to any sanction by the University community or the School of Nursing.
School of Nursing
Graduate Student Appeal Form

Date: __________________________
Name: ____________________________________________________________
N#:  ______________________________________________________________
Course Title & Number: _________________________________________________
Faculty:  _____________________________________________________________
Semester/year: _________________________________________________________

Nature of Appeal (Describe the problem & rationale for appeal below):
UNF ACADEMIC INTEGRITY CODE

Academic Integrity
The University of North Florida operates on the principle that all members of its community should be treated fairly in regard to their rights and responsibilities. In order to protect the integrity of the teaching and learning process, the University of North Florida expects all members of the academic community to respect the principle of academic freedom and to behave with academic integrity.

Academic Integrity Code
Briefly stated, academic misconduct consists of any attempt to misrepresent one’s performance on any exercise submitted for evaluation. The primary responsibility for ensuring adherence to the principle of academic integrity rests with students and faculty. Any infraction that comes to the attention of any person should be brought to the attention of the faculty member to whose course it pertains. A violation of the Academic Integrity Policy is also considered a violation of the Student Conduct Code.

Violations of the principle of academic integrity include, but are not limited to:

a) CHEATING: Intentionally using, providing, obtaining, or attempting to use, provide, or obtain unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.

b) FABRICATION & FALSIFICATION: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in an academic exercise.

c) MULTIPLE SUBMISSIONS: The submission of any portion of the same academic work, including oral reports, electronic files, or hard-copy form, for credit more than once without authorization.

d) PLAGIARISM: Intentionally or knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.

e) ABUSE OF ACADEMIC MATERIALS: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resources material.

f) COMPLICITY IN ACADEMIC DISHONESTY: Providing assistance in any form to help another to commit an act of academic dishonesty.

Possible Faculty Actions in Cases of Academic Misconduct
(1) Referral to the appropriate support service (Counseling, Advising, other assistance)
(2) Assignment of a grade reduction on an academic exercise
(3) Assignment of a final letter grade reduction for the course
(4) Assignment of an unforgivable “F” for the course
(5) Referral of the charges to the Dean/Chairperson/Director of the academic unit in which the student is enrolled with a recommendation for one or more of the following: temporary or permanent loss of use of a University facility, suspension from a College, Department, or program, expulsion from the University, or referral to Student Affairs for a violation of the Student Conduct Code.

Additional information with regard to the UNF Academic Integrity Code and Academic Misconduct Policies may be found at http://www.unf.edu/uploadedFiles/aa/enrollment/onestop/registrar/MisconductPolicy.pdf
Academic and professional honesty are essential to the existence and growth of an academic and professional community. Without maintaining high standards of honesty, the reputation of the University, the College, the School and the professions are compromised, students are treated unfairly and society is poorly served.

The UNF School of Nursing Honor Code is designed to foster a professional and honorable way of life, and it extends to student academic activities as well as professional services and clinically-related activities. All nursing students are required to take responsibility for their professional behavior in the classroom and in clinical settings.

All students enrolled in the UNF School of Nursing are required to read, sign, and abide by the following Honor Code:

As a student enrolling in classes in the School of Nursing, I agree to abide by the UNF Academic Integrity Code and the Nursing Code of Ethics. **INITIALS** ______________

I will not cheat, fabricate, falsify, plagiarize, abuse academic material, be complicit in academic dishonesty, submit work for multiple submissions without authorization, nor tolerate those who do. **INITIALS** ______________

I agree to report immediately all of the above violations which I may observe or have knowledge of in order to maintain the high academic standards of the School of Nursing. **INITIALS** ______________

I understand that violating the UNF Academic Integrity Code, assisting another student in violating this code, or failure to report violations of which I have knowledge will result in disciplinary action which may include my dismissal from the University or program, a failing grade in the course or assignment in question, lowering of the course grade, and/or referral to appropriate University personnel. **INITIALS** ______________

_________________________  ______________________  ________________
PRINTED NAME                 SIGNATURE                  DATE
UNIVERSITY OF NORTH FLORIDA

HANDBOOK AND POLICIES

I. All students enrolling in the nursing program are required to have and to abide by the policies set forth in the current edition of the Nursing Student Handbook (current editions of the Handbook can always be found on the School of Nursing Blackboard Homepage)

This is to verify that I:

1. have a copy of the School of Nursing Student Handbook, and the UNF Student Handbook.
2. understand and will abide by the policies of the School of Nursing.

PRINTED NAME   SIGNATURE     DATE

II. As a Brooks College of Health student, you may have the potential for exposure to blood-borne pathogens (e.g. Hepatitis, HIV) and other disease-causing organisms (e.g. TB) For this reason, you should familiarize yourself with your facility's protocol or policy relating to infectious disease contact. You are encouraged to make plans for your health care in the event you are exposed. It is highly recommended that you develop a plan for post-exposure to review with your health care provider PRIOR to an exposure event. It is important to have plans related to testing AND potential post-exposure prophylactic drug therapy. Students need to be aware of issues, risks, and benefits associated with these procedures.

Students are encouraged to investigate costs associated with these procedures and to what extent these will be paid by private insurance purchased by the student.

You must immediately report any exposure to blood-borne pathogens or other infectious diseases to your practice facility and your BCH instructor and/or Department Chair.

I have read and understood the above.

PRINTED NAME   SIGNATURE     DATE
III. The School of Nursing faculty has specified essential functions critical to the success of students in any UNF nursing program. Students must demonstrate these essential functions to succeed in their program of study. Qualified applicants are expected to meet all admissions criteria and matriculating students are expected to meet all progression criteria, as well as all of these essential functions, with or without reasonable accommodations.

1. **Essential judgment skills to include:** ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or course of actions.

2. **Essential physical functions to include:** ability to move about freely, demonstrate bimanual dexterity, push, pull, and lift for the purpose of demonstrating competence to safely engage in the practice of nursing.

3. **Essential neurological functions to include:** ability to use the senses (including sight, hearing, touch, and smell) to make correct judgments regarding patient conditions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities.

4. **Essential communication skills to include:** ability to communicate effectively and appropriately with fellow students, faculty, patients, and all members of the health care team in settings where communication typically is oral, in settings where communication typically is written, and in settings when the time span available for communication is limited. Skills include verbal, written, and non-verbal abilities consistent with effective communication.

5. **Essential emotional coping skills:** ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.

6. **Essential intellectual/conceptual skills to include:** ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing.

7. **Other essential behavioral attributes:** ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of abuse of, dependence on, or impairment by alcohol, other drugs or substances that may impair behavior or judgment. The student must demonstrate responsibility and accountability for actions as a student and as a developing professional nurse.

I have read the Essential Functions Policy of the UNF School of Nursing. I understand that to succeed in my program of study I am expected to demonstrate these essential functions, as well as meet all progression criteria. Inability to do so may result in dismissal from the program.

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PRINTED NAME ___________________ SIGNATURE ___________________ DATE ____________
Participating Student’s Individual Agreement: HIPAA

As a student at the University of North Florida, desiring to gain clinical experience through various internships, I agree as follows:

A. Patient Confidentiality: During my tenure at the University of North Florida ("University"), I may participate in several internship experiences in various different facilities. This Agreement will govern my conduct in such internships. I will protect patient confidential information in all cases. I understand that, before participating as an intern, I will receive a training briefing concerning the requirements of HIPAA. If I have any questions concerning my duties under HIPAA, I promise to inform either the Facility or the University of my questions. Before acting as an intern, I agree that I must fully understand my duties to maintain the privacy of patient information.

INITIALS ____________

During the course of my internship experience, I may be required to discuss or write about private patient information. I understand that I will not discuss or write about private patient information outside of the Facility. And my internship related discussions and writings containing private patient information in the Facility will be in accordance with Facility’s rules and policies. INITIALIZ ____________

If I discuss or write about a patient case with an instructor, preceptor, classmate, or any other person for educational purposes outside of the Facility, I will keep the client identity anonymous. This means that I will remove the following identifiers of the individual or of relatives, employers, or household members of the individual from any educational or academic writings or discussions I have outside of the Facility: INITIALIZ ____________

1. Names;
2. All geographic subdivisions smaller than a state, including street address, city, county, precinct, ZIP code, and their equivalent geo codes, except for the initial three digits of a ZIP code if, according to the current publicly available data from the Bureau of the Census:
   • The geographic unit formed by combining all the codes with the same three initial digits contains more than 20,000 people; and
   • The initial three digits of a ZIP code for all such geographic units containing 20,000 or fewer people is changed to 000.
3. All elements of dates (except year) for dates directly related to an individual, including birth date, admission date, discharge date, date of death; and all ages over 89 and all elements of dates (including year) indicative of such age, except that such ages and elements may be aggregated into a single category of age 90 or older;
4. Telephone numbers;
5. Fax numbers;
6. Electronic mail addresses;
7. Social security numbers;
8. Medical record numbers;
9. Health plan beneficiary numbers;
10. Account numbers;
11. Certificate/license numbers;
12. Vehicle identifiers and serial numbers, including license plate numbers;
13. Device identifiers and serial numbers;
14. Web Universal Resource Locators (URLs);
15. Internet protocol (IP) address numbers;
16. Biometric identifiers, including finger and voice prints;
17. Full face photographic images and any comparable images; and
18. Any other unique or identifying number, characteristic, or code.

I also agree that I will not discuss or write about health information, even if stripped of the
identifiers listed above, in a way that the information could be used alone or in combination
with other information to identify an individual who is the subject of the information.

INITIALS _____________

B. I agree to comply with all applicable policies, procedures, and rules of the Facility
and the University and to demonstrate professional behavior appropriate to the
environment of the Facility. INITIALS _____________

C. I will maintain health insurance or be responsible for my own medical expenses
incurred during my clinical education assignment at the Facility. INITIALS ________

D. I will make appropriate arrangements for transportation to and from the Facility's
housing, if necessary, and I will assume any travel or living expenses incurred in
relation to my clinical education at the Facility. INITIALS _________________

E. I agree to participate, as may be required, in any legal proceedings that may arise
between the Facility and the University concerning the internship INITIALS ________

F. I understand and agree that I am not an agent, officer, or employee of either the
University or the Facility. INITIALS _________________

G. This agreement shall be governed by, and enforced in accordance with, the laws of
the State of Florida, and any legal proceedings concerning this Agreement will be
brought in Duval County, Jacksonville, Florida. INITIALS _________________

PRINTED NAME    SIGNATURE    DATE
UNIVERSITY OF NORTH FLORIDA
BROOKS COLLEGE OF HEALTH

THIS AFFECTS YOUR LEGAL RIGHTS
PLEASE READ CAREFULLY BEFORE SIGNING BELOW.

NOTE: If I am under eighteen (18) years of age, I understand that I am not permitted to execute this Release and Assignment without approval of my parent or legal guardian, who must execute this Release on my behalf.

I, __________________________, hereby grant to the University of North Florida Board of Trustees, a public body corporate (UNF), and those acting pursuant to its authority the absolute right and permission to:

Release background check information to any of the clinical/internship agencies I will be working with for academic credit.

This disclosure is necessary to comply with terms in the Affiliation Agreement between the Agency and UNF in order to allow our students to participate in clinical/internship activities.

Your Department/School will have a listing of all agencies this information will be released to at the time of your clinical/internship. This information will only be released to the agency/agencies which directly relate to your academic endeavors.

I HAVE READ THE FOREGOING RELEASE AND ASSIGNMENT BEFORE SIGNING BELOW. I WARRANT THAT I AM 18 YEARS OF AGE OR OLDER AND FULLY UNDERSTAND THE CONTENTS OF THIS RELEASE.

Print name: __________________________ Signature: __________________________

________________________ Date: ______

Address: __________________________

City: __________________________ State: ______ Zip: ______ Telephone: __________

PARENT/GUARDIAN OF A MINOR

I HEREBY CERTIFY that I am the parent and/or guardian of __________________________, a minor under the age of 18 years, and I hereby consent that any of the background check information as disclosed above may be used for the purposes set forth above, signed by the minor, with the same force in effect as if executed by me.

Print name: __________________________ Signature: __________________________

________________________ Date: ______

Address: __________________________

City: __________________________ State: ______ Zip: ______ Telephone: __________
SCHOOL OF NURSING POLICIES REGARDING MAINTENANCE OF CLINICAL RECORDS

I. On admission to the School of Nursing (SON), students are responsible for providing copies of documentation of the following information via CertifiedBackground.com:

- Proof of Current Licensure (RN-BSN, master’s and doctoral students)
- Current CPR Certification (BCLS)
- Background check, fingerprinting, and drug screen
- Freedom from Tuberculosis
  - A negative Tb skin test
  - NOTE: Students who have a history of a positive reaction submit documentation of a negative chest x-ray within one year of beginning the nursing program – this does not need to be done on an annual basis
- Receipt of Tdap within the past 10 years OR Td booster within the past 2 years
- Varicella Immunity
  - A positive quantitate serological titer or documentation of at least the first in a series of 2 varicella immunizations
  - NOTE: Having had chicken pox as a child does not constitute immunity
- Hepatitis B Immunity
  - A positive quantitative serological titer or documentation of at least the first in a series of 3 hepatitis B immunizations

II. Thereafter, it is the student's responsibility to upload the following information on CertifiedBackground.com as soon as each step is completed. Failure to do so will cause a hold on the student's ability to participate in clinical activities, which may jeopardize the student’s success in clinical courses.

- If the varicella titer is negative:
  - A second titer 4-6 weeks after the second immunization. If the titer remains negative, no further immunizations or titers are required.
- If the hepatitis series is not complete on admission:
  - A titer is drawn 4-6 weeks after the third immunization
- If the hepatitis titer is negative:
  - If the titer after one series of immunizations is negative, the complete series of three immunizations must be repeated (as per above) with a second titer 4-6 weeks after completion of the third immunization. If the titer remains negative, no further immunizations are required

III. Once the initial documentation described in I and II above has been uploaded on CertifiedBackground.com, it is the student’s responsibility provide documentation maintain up-to-date documentation of the following. Failure to do so will cause mandatory withdrawal from nursing courses.

- Nursing license (RN-BSN and master’s students)
- CPR certification (BCLS)
- Background check (this is done annually online, no written documentation is necessary)
- Tb skin test (unless the student is a convertor as described above)
- Receipt of the seasonal influenza vaccine according the dates specified each year.

I understand the policies above and the consequences of non-compliance.

PRINTED NAME __________________________  SIGNATURE __________________________  DATE __________________________