



**Associate Degree Program
Student Handbook
2026-2027**

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Representation of Accreditation and Approval Status

The University of Pikeville is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of the University of Pikeville. All other inquiries should be addressed to the University of Pikeville at 147 Sycamore Street, Pikeville, Kentucky 41501, or call (606) 218-5250.

The University's program for the Associate Degree in Nursing has approval status by the Kentucky Board of Nursing (KBN), 312 Whittington Parkway, Suite 300, Louisville, Kentucky 40222-5172. The status is available on the KBN website at:

<https://kbn.ky.gov/education/Pages/Approved-Nursing-Programs.aspx>

The associate nursing program at the University of Pikeville, located in Pikeville, Kentucky is accredited by the:

Accreditation Commission for Education in Nursing (ACEN).
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326



The most recent accreditation decision made by the ACEN Board of Commissioners for the associate nursing program is Initial Accreditation.

View the public information disclosed by the ACEN regarding this program on the ACEN website.

<https://www.acenursing.org/search-programs?status=Accredited>

The University of Pikeville post-licensure RN-BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3390 Peachtree Road NE, Suite 1400, Atlanta, Georgia 30326; telephone (404) 975-5000; <http://www.acenursing.org>

Students with Disabilities

The University of Pikeville is committed to providing students with disabilities the same educational programs and services offered other students, in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Students with disabilities requiring accommodation should contact the Disabilities Resources Office, located in the Administration Building (ADM) Room 204. Accommodation is made on an individual basis according to documented need. Additional information can be found in the University's catalog and student handbook.

Contact Information:

Misty Asbury: Director of Disabilities Resources
mistyasbury@upike.edu
(606) 218-4484

Student Counseling Services

UPIKE's THRIVE Counseling Center, located in Record 600, provides short-term mental health services including personal counseling, group counseling, consultation, and referrals. Services are free and confidential for all currently enrolled UPIKE students. To schedule an appointment by phone, call (606) 218-4479. During the call, someone will speak with you briefly to assess your basic concerns and your availability for scheduling an appointment. You can also email glennahenson@upike.edu or micahmusic@upike.edu

Statement of Non-Discrimination

It is the policy of the University that no student shall be excluded from participating in, be denied the benefits of, or be subjected to discrimination in any program sponsored by the University because of gender, race, religion, sexual orientation, age, handicap, or national origin. To promote a broad learning environment, the University of Pikeville welcomes applications from individuals of diverse backgrounds (University Catalog; Undergraduate Student Handbook).

Sexual Misconduct Policy

The University of Pikeville is committed to creating and maintaining a community where all persons who participate in University programs and activities can work and learn together in an atmosphere free of sexual misconduct. Therefore, the University will not tolerate sexual misconduct as defined in its Sexual Misconduct Policy. Such acts are prohibited by University policy, as well as state and federal law. Persons whom the University determines more likely than not have violated this policy are subject to penalties up to and including dismissal or separation from the University, regardless of whether they are also facing criminal or civil charges before a government agency or court of law. To view the UPIKE Sexual Misconduct Policy, please visit:

<https://www.upike.edu/title-ix/title-ix-policies/>

If you have questions or concerns, please immediately contact:

<p style="text-align: center;">Beth Kingery, J.D., MBA Executive Director of Compliance and Legal Affairs Title IX Coordinator HPE 301B (606) 218-5344 bethkingery@upike.edu</p>

Financial Aid

The University of Pikeville Office of Student Financial Aid administers financial aid to eligible students. As a student in the School of Nursing, you are eligible for assistance and encouraged to discuss your needs with a representative from that office. For more information, please go to the Office of Student Financial Aid website <https://www.upike.edu/undergraduate/financial-aid/> or call (606) 218-5254. The office is on the ground floor, Room 002, of the Administration Building.

HISTORY AND INTRODUCTION

Elizabeth Akers began her short-lived nursing career in the late 1920's when the Methodist Hospital (now PMC) housed its own nursing school. It was a time when nursing students were not allowed to be married or have families of their own. Before she completed her training, she met William Ernest Elliott, who she married on the front porch of the old hospital, which is now the site of the Allara Library. Because of his vision to see his late wife's memory instilled in the lives of those who loved nursing as much as Elizabeth did, the Elizabeth Akers Elliott Nursing Program (associate degree) was established in 1983 at what was then known as Pikeville College.

Today, a photograph of Elizabeth sitting on a wall in her nursing uniform can be seen at the entrance to the nursing faculty offices and her portrait hangs on the wall inside the office suite.

The University of Pikeville Elliott School of Nursing Student Handbook is designed to inform the nursing student body with the philosophy, framework, curricular structure, and policies of its program of nursing. The *Elliott School of Nursing Student Handbook* must be used in conjunction with the *University of Pikeville Student Handbook* for the nursing student to be informed about the scope of rules, regulations, policies, structure, and services of the University. The two University student handbooks cannot cover every situation or infraction that could occur. Anything that is not covered will be addressed on a case-by-case basis.

University of Pikeville Statement of Mission

The University of Pikeville is the leading higher education institution of Central Appalachia. Founded in 1889, UPIKE remains steadfast in our commitment to preparing students for the future while creating intellectual, cultural, and economic opportunities for Appalachia. Maintaining our commitment to Christian principles, UPIKE recognizes the infinite worth of each person, respecting a variety of religious expressions.

UPIKE achieves its mission by:

- Creating a pathway to higher education for all students who desire to embark upon that journey and attracting and retaining high caliber students who will be future regional, national, and global leaders.
- Preparing graduates through quality academic programs, grounded in the liberal arts, and through involvement in community service, experiential learning, research, athletics, humanitarian efforts, and global outreach.
- Achieving academic excellence by maintaining academic rigor and relevancy in undergraduate, graduate, and professional degree programs.
- Attracting and retaining distinguished faculty, staff, administrators, trustees, and alumni who are dedicated to meeting the individual needs of students, promoting a caring and supportive environment conducive to learning and meeting the needs of an evolving university; and
- Providing superior infrastructure with state-of-the-art classrooms, clinics, instructional materials, physical facilities, technological infrastructure and campus amenities through sound fiscal policy and efficient and effective administrative services.

University of Pikeville
Elliott School of Nursing

Mission

The Elliott School of Nursing seeks to fulfill the University of Pikeville's commitment to Christian principles, students, education, the community, and the community-at-large. The mission of the University's nursing programs is to provide a quality education within a Christian context for **associate degree entry level** and **baccalaureate generalist** nursing practice to promote health and service among the people of central Appalachia and communities beyond the region.

Philosophy

The Elliott School of Nursing is an integral part of the University of Pikeville. The faculty believes that education is best achieved within institutions of higher education. The faculty accepts accountability for the academic functions of teaching, scholarship, service, assessment, and advising/mentoring for its nursing programs within a comprehensive, private institution of liberal arts and sciences. The faculty seeks to prepare **entry level** and **baccalaureate generalist** nurses with a liberal arts foundation which emphasizes a sense of place through intellectual and practical skills, personal and social responsibility, knowledge of the physical and natural world, and knowledge of cultures and societies.

The faculty also believes the following in the practice of person-centered care:

Person

Persons are holistic beings of infinite worth who develop across the lifespan within physical, psychological, social, spiritual, and cultural dimensions. Persons are viewed as individuals, families, communities, and populations functioning at varying independent, collaborative, and supportive levels at any given time. Persons possess a unique set of values, beliefs, preferences, and needs that influence health along a continuum from wellness to end-of-life.

Environment

Environment is viewed as the total context of place and circumstances in which persons as individuals, families, communities, and populations function, collaborate, and respond in ways that impact health. The environment ranges from simple to complex and continuously evolves. Major forces in the environment that impact health at regional, national, and global levels include technology, organizational systems, political systems, and physical, multicultural, and learning environments.

Health

Health is dynamic across the lifespan and is uniquely defined along a continuum of wellness to end-of-life. Wellness is viewed as an overall balance contributing to quality of life regardless of the limitations of environment, illness, or disability. Health is facilitated, promoted, and maximized by the interface between persons, the environment, and person-centered care to meet client needs.

Nursing

The **entry level nurse** integrates knowledge, concepts, and theories of various disciplines from the liberal arts and sciences in developing a foundation for nursing practice. The **baccalaureate generalist nurse** has a broader liberal arts foundation to facilitate patient-centered care to individuals, families, communities, and populations and to enter graduate studies when desired. Per level of nursing education, the nurse is prepared to be a provider of safe, quality person-centered care with a focus on clinical judgment and evidence to facilitate, promote, and maximize health in diverse healthcare environments. This nurse is also a member of the profession with a focus on advocacy, community service, standards of care, a code of ethics, and a personal, professional, and leadership commitment to a culture of excellence for nursing.

Nursing Education

Faculty incorporate active learning, state of the art technologies, information management, and experiential learning to guide the **associate degree entry level** and **baccalaureate generalist** nursing student in the **progressive development** of knowledge, skills, and attitudes for the delivery of safe, quality care. Faculty strive to maintain a healthy balance with student interactions to promote wellness, student success, and pathways within the profession of nursing. Faculty also maintain close relationships with alumni and community partners to enhance the nursing curriculum and learning experiences.

Organizing Framework

The framework for the educational nursing programs in the Elliott School of Nursing (ESON) flows from the beliefs of the nursing faculty, as stated in its mission and philosophy.

The essential competencies for the **associate degree entry level** nursing program, also referred to as the **ADN program**, guide the structure of the ADN curriculum. The ADN essential competencies evolve from the American Association of Colleges of Nursing (2021) *The Essentials*; the National Council of State Boards of Nursing (2023) *NCLEX-RN Test Plan*; and the National League for Nursing (2010) *Outcomes and Competencies for Graduates of Programs in Nursing*.

The essential competencies for the **baccalaureate generalist nursing program**, which is an **RN-BSN completion program**, guide the structure of the RN-BSN curriculum. The RN-BSN essential competencies evolve from *The Essentials* of the American Association of Colleges of Nursing (2021); and *Quality and Safety Education for Nurses* (2011).

The ADN Essential Competencies are listed next. The RN-BSN competencies are listed and defined in the *University of Pikeville RN-BSN Handbook*.

Essential Competencies for ADN Entry Level Nursing

- Knowledge for Nursing Practice
- Person-Centered Care
- Health Promotion and Maintenance
- Scholarly Inquiry
- Quality and Safety
- Interprofessional Partnerships
- Systems-Based Practice
- Information and Healthcare Technologies
- Professionalism
- Personal, Professional, and Leadership Development

Definitions

Knowledge for Nursing Practice

The integration and application of nursing knowledge, as well as knowledge from various disciplines within the liberal arts and sciences, to the practice of nursing. These sources of knowledge provide a foundation in the delivery of person-centered care.

Person-Centered Care

The orientation to nursing care that incorporates and reflects the uniqueness of individuals, families, communities, and populations and recognizes the role of significant others within that care. Person-centered care utilizes the clinical judgment model (NCSBN, 2019) as a problem-solving approach to identify health needs and provide safe, effective, and coordinated nursing care across the lifespan through all levels of care.

Health Promotion and Maintenance

The provision of person-centered care that incorporates knowledge of growth and development, prevention and early detection of health problems, and strategies to promote optimal health along the continuum from wellness to end-of-life. The nurse collaborates with the client and others to plan health promotion strategies that address diversity and health equity.

Scholarly Inquiry

The translation and application of the best evidence to inform clinical judgment in the provision of person-centered care. The nurse recognizes the preferences of the client and significant others in evaluating the appropriateness of the evidence in promoting health.

Quality and Safety

The employment of principles and practices of safety and quality to minimize the risk of harm to clients, providers, and staff and to enhance the health outcomes of person-centered care.

Interprofessional Partnerships

The ability to function effectively within nursing and interprofessional teams to facilitate open communication, mutual respect, and collaboration for the delivery of coordinated person-centered care.

Systems-Based Practice

The effective management and coordination of person-centered care for individuals and groups within and across a variety of settings. At a minimum, systems-based practice includes an understanding of organizational structure, system processes, priority setting, and delegation that impacts care coordination and transition of care.

Information and Healthcare Technologies

The use of information and communication by various routes to provide care, gather data, and find valid and reliable information to support clinical judgment. Information processes and

technologies are utilized in accordance with professional and regulatory standards for best practice.

Professionalism

The formation and sustainability of a nursing identity that encompasses the traits inherent in the scope and standards of nursing. A nursing identity is developed progressively through the internalization and demonstration of standards such as a code of ethics, legal guidelines, advocacy, integrity, level of nursing education, and socialization into the profession.

Personal, Professional, and Leadership Development

The participation in activities and self-reflection that foster personal health and wellness; contribute to life-long learning; and enhance the capacity for informal or formal leadership roles. A commitment to excellence is a belief and aspiration that the potential for improvement always exists. As a nursing identity is formed and sustained, so are the traits of a spirit of inquiry, flexibility, wisdom, and a holistic commitment to excellence.

Bibliography

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/essentials>

National League for Nursing. (2010). *Outcomes and competencies for graduates of practical/vocational, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. National League for Nursing.

National Council of State Boards of Nursing (2019). *Clinical judgment measurement model*. <https://www.nclex.com/clinical-judgment-measurement-model.page>

National Council of State Boards of Nursing. (2023). *NCLEX-RN® Test Plan*. https://www.ncsbn.org/public-files/2023_RN_Test%20Plan_English_FINAL.pdf

End-of-Program Student Learning Outcomes
Associate Degree Entry-Level Nursing

Upon completion of the University of Pikeville associate degree nursing program, the graduate will:

1. Use basic knowledge from the liberal arts and sciences to provide a foundation for nursing practice.
2. Utilize clinical judgment to provide coordinated person-centered care across the lifespan with a diversity of clients and significant others in a variety of settings.
3. Demonstrate strategies for health promotion and prevention to promote health equity across a diversity of clients to improve the client's position on the health continuum.
4. Provide evidence-based person-centered care based on data, standards of care, and preferences of the client and significant others.
5. Apply nursing knowledge, skills, and attitudes to provide safe person-centered care for clients and promote safety in the workplace.
6. Practice interprofessional collaboration to provide person-centered care.
7. Demonstrate effective management of person-centered care with individuals and groups of clients, with attention to efficient coordination of resources.
8. Use technology modalities appropriately in the delivery of person-centered care.
9. Practice within the ethical, legal, and regulatory scope and standards of nursing practice in demonstrating a professional identity for entry-level nursing.
10. Show growth in personal, professional and leadership skills to support a culture of excellence as an entry-level nurse.

Nursing Curriculum

Nursing credit hours are earned by both lecture and clinical/skills laboratory instruction. One clock hour of lecture instruction is 50 minutes and equates to one semester credit hour. One clock hour of clinical/skills laboratory instruction is 60 minutes. The clinical hour to simulation hour ratio is 1:2. Three clinical/simulation/skills laboratory hours equate to one semester credit hour.

Two-Year (Full-Time) RN Curriculum Plan

Semester I			18 hours	Semester III			17 hours
WRI 118	College Writing		3 hrs.	BMS 273	Clinical Microbiology		4 hrs.
BMS 171	Anatomy & Physiology I		4 hrs.	NUR 200	Pharmacology in Nursing		2 hrs.
PSY 110	General Psychology		3 hrs.	NUR 230	Nursing across the Lifespan I		8 hrs.
NUR 110	Fundamentals of Nursing I		8 hrs.	REL xxx	Gen Ed REL requirement: <i>Systematic Study of the Bible</i>		3 hrs.
Semester II			18 hours	Semester IV			16 hours
Elective	Restricted Elective *		3 hrs.	NUR 240	Nursing across the Lifespan II		7 hrs.
BMS 172	Anatomy & Physiology II		4 hrs.	NUR 241	Preparing for NCLEX		1 hr.
PSY 215	Lifespan Development		3 hrs.	NUR 244	Family Nursing		4 hrs.
	Or			NUR 246	Professional Transitions		4 hrs.
SW 315	Human Development		3 hrs.				
NUR 120	Fundamentals of Nursing II		4 hrs.				
NUR 124	Mental Health Nursing		4 hrs.				

* Choose one:

- SOC 119 Introduction to Sociology
- SOC 229 The Family
- REL 230 World's Great Living Religions
- SPN 111 Beginning Spanish I
- BIO 280 Medical Terminology
- HEA 261 Introduction to Nutrition

Support Courses (Semester I, II, & III)	27 credit hours
Nursing Courses (Semester I, II, III, & IV)	42 credit hours
Total RN Curriculum	69 credit hours

One-Year (Full-Time) LPN to RN Curriculum Plan

The LPN must meet admission criteria for the LPN to RN program of study to be eligible for advanced standing to Semester III of the nursing curriculum. Admission criteria for the LPN to RN program of study includes the completion of: (a) **pre-requisite support courses** with at least a 'C' grade; (b) **nursing challenge exams** (maximum of two attempts for each exam) with at least a '79' percent or 'C' grade; (c) **NUR 130** with a least a 'C' grade; and (d) all other admission criteria for advanced standing. Once admitted to Semester III, the LPN to RN curriculum can be completed in two semesters of full-time study (or) two semesters of part-time study if all required support courses have been successfully completed.

Pre-requisite Support Courses		20 hours
WRI 118	College Writing	3 hrs.
BMS 171	Anatomy & Physiology I	4 hrs.
PSY 110	General Psychology	3 hrs.
BMS 172	Anatomy & Physiology II	4 hrs.
PSY 215 or SW 315	Lifespan Development	3 hrs.
Elective	Human Development in the Social Environment	3 hrs.
	Restricted Elective*	3 hrs.
	* Choose one: BIO 280, HEA 261, SOC 119, SOC 229, REL 230, SPN 111	
Pre-requisite Nursing Courses		16 hours
Nursing Challenge Exams (for NUR 110, NUR 120, and NUR 124)		13 hrs.
	<ul style="list-style-type: none"> • NUR Standardized Challenge Exam (Fundamentals-RN; Mental Health -RN) 	
NUR 130	LPN to RN Transition	3 hrs.
	<ul style="list-style-type: none"> • Offered only in Summer Session • Taken only by LPNs admitted to the nursing program • Must complete pre-requisite Nursing Challenge Exams 	
Semester III		17 hours
BMS 273	Clinical Microbiology	4 hrs.
NUR 200	Pharmacology in Nursing	2 hrs.
NUR 230	Nursing Across the Lifespan I	8 hrs.
REL xxx	Meet General Education Religion requirement	3 hrs.
Semester IV		16 hours
NUR 240	Nursing Across the Lifespan II	7 hrs.
NUR 241	Preparing for NCLEX	1 hr.
NUR 244	Family Nursing	4 hrs.
NUR 246	Professional Transitions	4 hrs.
TOTAL RN CURRICULUM		69 hours

Course Descriptions

Credit hour definition: 1 semester credit hour = 1 clock hour of lecture or 3 clock hours of clinical/skills/simulation laboratory. For example: a 6-credit hour course might have four hours of lecture (4 credit hours) and six hours of clinical/skills/simulation laboratory (2 credit hours) per week.

NUR 110 Fundamentals of Nursing (8)

An introduction to nursing concepts and principles, nursing process and clinical decision-making. Basic patient care skills, communication and physical assessment are emphasized in the care of patients across the lifespan. Emphasis also is placed on principles of healthy nutrition, basic pharmacologic principles and dosage calculations for beginning administration of medications. Six hours of lecture and six hours of clinical experience per week. **Pre-requisite: Admission to the nursing major; Co-requisite: BMS 171, ENG 112 or WRI 118, and PSY 110. Fee \$450.00**

NUR 120 Fundamentals of Nursing II (4)

A continuation of NUR 110, Fundamentals of Nursing II emphasizes advanced patient care skills and provides an opportunity for the student to continue to develop nursing process, communication and assessment skills for clients across the lifespan. Two hours of lecture and six hours of clinical experience per week. **Pre-requisite: BMS 171, ENG 112 or WRI 118, PSY 110, and NUR 110; Co-requisite BMS 172, PSY 215/SW 315, NUR 124, and restricted elective (choose one): BIO 280, HEA 261, SOC 119, SOC 229, REL 230, or SPN 111. Fee \$450.00**

NUR 124 Mental Health Nursing (4)

Introduction to the concepts of mental health nursing of patients across the lifespan. Wellness, prevention, health maintenance and health restoration of mental health are emphasized. Clinical experience is provided in an acute care setting and a variety of community mental health settings. Three hours of lecture and three hours of clinical experience per week. **Pre-requisite: BMS 171, ENG 112 or WRI 118, PSY 110, and NUR 110; Co-requisite BMS 172, PSY 215/SW 315, and NUR 120.**

NUR 130 LPN to RN Transition (3)

(For LPN to RN program only) Course addresses those factors which facilitate the transition of the LPN to RN student role. Student time is divided between classroom seminar, independent study, and clinical/skills laboratory to review theory, processes, and skills. Validation of nursing skills may take place in a clinical setting under direct faculty supervision. Emphasis is placed on communication, nursing process, functional health patterns, assessment skills, and advanced nursing skills. Total time for course instruction is a total of forty-two hours which combines classroom, clinical, and independent study activities. **Pre-requisite: BMS 171, BMS 172, ENG 112 or WRI 118, PSY 110, PSY 215/SW 315, restricted elective, and completion of required Nursing Challenge examinations (maximum of two attempts).**

NUR 200 Pharmacology in Nursing (2)

An examination of the clinical application of drugs as they relate to patients across the lifespan who are experiencing acute and chronic health problems. Emphasis is placed on drug classifications and health maintenance and management of patients as recipients of pharmacotherapy. Two hours of lecture per week. **Pre-requisite: BMS 171, BMS 172, PSY 215/SW 315, NUR 120, and NUR 124. Co-requisite: BMS 273, REL gen-ed, and NUR 230.**

NUR 230 Nursing Across the Lifespan I (8)

Introduction of knowledge basic to the nursing care of patients across the lifespan who are experiencing actual or potential health problems. Clinical experience is provided in a variety of community and acute care settings. Five hours of lecture and nine hours of clinical experience per week. **Pre-requisite: BMS 171, BMS 172, PSY 215/SW 315, NUR 120, NUR 124. Co-requisite: BMS 273, REL gen ed, and NUR 200. Fee \$450.00**

NUR 240 Nursing Across the Lifespan II (7)

A continuation of the study of the nursing care of patients across the lifespan begun in NUR 230. Clinical experience is provided in a variety of community and acute care settings. Five hours of lecture and six hours of clinical experience per week. **Pre-requisite: BMS 273, REL gen ed, NUR 200 and NUR 230; Co-requisite: NUR 241, NUR 244, NUR 246. Fee \$450.00**

NUR 241 Preparing for NCLEX (1)

Preparing for NCLEX will lead students in the final semester of the pre-licensure nursing program to systematically work through NCLEX preparation resources. There will be an emphasis on the practice of NCLEX style questions, review of results, and remediation of discovered areas of weakness. Online format with weekly asynchronous assignments. **Prerequisite: NUR 200 and NUR 230. Co-requisite: NUR 240, NUR 244, NUR 246.** This course must be taken in the final semester prior to graduation. May be repeated once.

NUR 244 Family Nursing (4)

Introduction to nursing care of women and newborns, within a family experiencing pregnancy and birth. Emphasis is placed upon wellness, prevention, health maintenance, and health restoration. Clinical experience is provided in community and acute care settings. Three hours of lecture and three hours of clinical experience.

Pre-requisite: NUR 200, NUR 230; Co-requisite: NUR 240, 241, 246.

NUR 246 Professional Transitions (4)

This course addresses those factors which facilitate the transition from nursing student to RN. Seminar aspects of the course will focus on professionalism, evidence-based practice, and the historical, social, and legal framework of health care delivery and nursing practice. Students complete an individualized approved 120-hour integrated practicum completed within a 7-week timeframe to meet the requirements of the Kentucky Board of Nursing as a key feature of this course. One and a half hours of lecture per week and approximately 24-36 hours of clinical experience per week (up to seven weeks) with a preceptor until the full 120 hours have been completed. **Prerequisites: NUR 200 and NUR 230. Corequisites: NUR 240, NUR 241, NUR 244.** This course must be taken in the final semester prior to graduation. May be repeated once.

NUR 290 Directed Individual Readings/Special Topic (1)

Study of a selected nursing topic(s) of particular interest. Topic(s) may be proposed by the student or faculty. This course may be taken more than once if different topics are chosen, for a total of two credits. **Pre-requisite: Eight (8) hours of nursing, approval of Dean of Nursing and supervising faculty.**

Section I: Policy Statements

NOTE: The University of Pikeville and the Elliott School of Nursing reserve the right to change any section or part of the Handbook and to make such changes applicable to students currently enrolled, as well as to new students.

NOTE: The University of Pikeville and clinical affiliating agencies require a criminal background check and drug screen for nursing students. These agencies have the right to deny a student's clinical placement at their facility based on findings of criminal background check or drug screen. Should this situation occur, the School of Nursing is not obligated to secure an alternate clinical site, and the student will be dismissed from the program.

An applicant for RN licensure must submit findings from a federal criminal background check and fingerprinting to the Kentucky Board of Nursing (KBN). The KBN has the power to delay or deny a nursing graduate the right to take the NCLEX-RN if the applicant for licensure has been convicted of a felony or misdemeanor which bears directly on the qualifications of the applicant to practice nursing.

NOTE: To maintain a slot in the nursing program, students are required to submit by a pre-determined date proof of a current physical examination signed by an authorized healthcare provider, immune status for Measles, Mumps, Rubella (MMR), Hepatitis B, Varicella, and Tdap, TB skin test (or chest x-ray with positive TB skin test), current CPR certification, liability insurance, criminal background check and drug screening results. Students are responsible for all costs related to clinical requirements and transportation to clinical agencies.

Be aware that additional vaccines (influenza, for example) may be required by clinical facilities.

1.0 Attendance

- 1.1 Class attendance is expected in all nursing courses and required support courses in the major. Attendance will be recorded in the University Learning Management System (LMS). Absence and tardiness in class will be dealt with on an individual basis. Repeated absenteeism and tardiness may result in:
- Grade of 'failure for non-attendance' (FN). For all NUR courses, a grade of FN will be assigned if a student misses 2 consecutive NUR classes without informing the professor of the reason for missing class.
 - Meeting with the instructor and nursing program administrator to determine the feasibility of the student's progression in the program
- 1.2 It is not the responsibility of the instructor to accommodate unexcused absences via virtual format. Examples of excused absences that could be accommodated include:
- Participation in University athletic competitions or other activity where student is listed on the team roster or membership.
 - Day of funeral of immediate family member.
 - Hospitalization of student or dependent child.
 - Communicable illness confirmed by health care provider documentation upon return.

- 1.3 Clinical attendance is **mandatory**. **“Clinical” includes all off-campus clinical experience as well as on-campus skills labs and clinical simulation.**
- 1.4 Visitors are not permitted in classrooms, skills laboratories, or simulation laboratories. In rare and extenuating circumstances, student dependents may be allowed only when all other reasonable arrangements have failed due to unforeseen situations such as inclement weather or sudden illness. Any exception is temporary, must be approved in advance by the instructor, and may be revoked at any time if the dependent’s presence disrupts instruction, compromises safety, or affects confidentiality. This allowance is not intended as a substitute for ongoing childcare and may be prohibited in settings involving safety risks or simulation activities.
- 1.5 Clinical Absence:
- The first occurrence of clinical absence requires a clinical make-up. The student is expected to notify the instructor PRIOR (by phone, text, or email) to their absence from clinical or clinical simulation experience. Failure to do so or doing so after the beginning of the clinical day will result in an “Unsatisfactory” clinical rating for the day. The student must contact the clinical coordinator and course leader within 72 hours of the missed clinical to receive their make-up day assignment.
 - The second occurrence requires a clinical makeup, ***and the student will incur a 3% deduction from the total course grade*** for the missed clinical or clinical simulation.
- 1.6 A student may appeal the 3% grade deduction by submitting documentation supporting an excused absence (see 1.2 for examples) to the School of Nursing Absence, Progression, and Graduation (APG) Committee. The decision of this committee is final. Notification of appeal with supporting documentation must be submitted with the clinical education coordinator within 72 hours of absence or the right to appeal is forfeited.
- 1.7 Any additional (third) clinical absence, for any reason, *even if prior absence received a waiver of the grade deduction*, will result in a clinical failure and subsequent failure of the course as the student is unable to meet the student learning outcomes of a clinical course. Withdrawal from the course is advised.
- 1.8 When a student is going to be absent from a clinical or clinical simulation experience, the student must notify the instructor prior to the start of the scheduled experience. Failure to notify the instructor will result in an “Unsatisfactory” clinical rating for the day (violation of Critical Behavior of Safe Practice 4.0: Professionalism). In addition to receiving an unsatisfactory for the clinical day, the student would incur the penalty of absence under attendance policy 1.5.
- 1.9 When a student is going to be late to a clinical or clinical simulation experience, the student must notify the instructor prior to the start of the scheduled experience. Failure to notify the instructor will result in an “Unsatisfactory” clinical rating for the day (violation of Critical Behavior of Safe Practice 4.0: Professionalism). Three episodes

clinical tardy, whether occurring with prior notification or not, equals one absence and policy 1.5 will be applied.

- 1.10 Nursing students are expected to remain on the premises of the clinical facility for the duration of their assigned clinical experience. Leaving the facility without prior approval from the clinical instructor or preceptor is strictly prohibited. In case of an emergency, students must notify their instructor immediately and obtain explicit permission to leave. Failure to adhere to this policy may result in disciplinary action and affect the student's clinical evaluation.
- 1.11 Skills Laboratory Attendance:
Attendance is mandatory and any absence will result in an "unsatisfactory" clinical day except in cases listed in policy 1.2. Any absence from skills lab requires a make-up, and the student must contact the clinical coordinator and skills instructor regarding make-up immediately upon return following an absence. Failure to do so will result in an "unsatisfactory" clinical rating for the day. *Note that this may be an additional "unsatisfactory" if the absence did not meet the criteria for excused absence listed in policy 1.2.* It is the prerogative of the skills instructor to determine when the skills will be made up.
- 1.12 When a student is going to be absent or tardy from skills lab, the student must notify the instructor prior to the start of the scheduled skills lab; this includes skills check-off. Students who fail to notify the instructor of an absence will be given an "Unsatisfactory" clinical rating for the day. Three episodes of skills lab tardiness equals one absence and is given an "Unsatisfactory" clinical rating for the day
- 1.13 A student who fails to complete a skills lab make-up will receive an additional "Unsatisfactory" clinical rating and is required to schedule and complete another skills make-up according to the above criteria. This continues until either the skills lab is made up or three "unsatisfactory" clinical ratings are accrued, resulting in dismissal from the nursing program.
- 1.14 A student is expected to meet the competencies for clinical performance to achieve a satisfactory rating for the skills make-up.

2.0 Skills Laboratory Policy

- 2.1 The skills lab can be accessed during working hours (M-F; 8 am – 5 pm) via the student's keyed ID card. Independent skills lab practice may be required outside of class time.
- 2.2 Skills lab instructors can be available during scheduled hours or by appointment to assist with skills instruction.
- 2.3 A student is expected to meet the competencies for clinical performance to achieve a satisfactory rating for a skills make-up.
- 2.4 Solid color (no pattern) scrubs are to be worn to skills lab and check-off.

2.5 Students are not to use skills lab teaching computers or projectors.

2.6 Students are not to open or close the movable wall between skills labs A & B.

3.0 Skills Check-Off Policy

3.1 Skills check-off is mandatory.

3.2 A deadline for check-off of a particular skill will be determined by the course faculty. If the student does not perform a check-off by the designated deadline, an “unsatisfactory” will be recorded.

a. If the student is unsuccessful on the first attempt at skill check-off, the student will receive an ‘needs improvement’ clinical rating (see clinical evaluation definitions). Practice with a faculty member or assigned nursing tutor is required.

b. If the second attempt is unsuccessful, an “unsatisfactory” is recorded and communicated to the instructor. A student must still satisfactorily perform the required skill by an assigned deadline or an “unsatisfactory” is recorded for each subsequent clinical day.

Further repetition of a ‘needs improvement’ rating for skill check-off will result in an “unsatisfactory” clinical day.

3.3 It is the student’s responsibility to schedule his/her check-off attempt(s) with the skills lab instructor prior to the deadline.

3.4 A student must notify the skills lab faculty **prior to** the scheduled skill check-off if he/she is unable to attend or that check-off will be recorded as an unsuccessful attempt.

4.0 Preparation and Deadlines for Assignments

4.1 Students are expected to prepare adequately for each class and-or clinical experience.

4.2 Failure to prepare adequately for clinical experiences will result in a ‘U’ for the clinical day.

4.3 Refer to course syllabi for information on deadlines for class and clinical assignments. Failure to submit clinical assignments by the deadline date will result in a ‘U’ for the clinical day. Late clinical assignments must be completed within 24 hours of the original deadline or an additional ‘U’ will be recorded.

5.0 Confidentiality and Privacy Standards

5.1 **Family Education Rights & Privacy Act (FERPA)/Student Mailbox/Posting**

- a. “Family Education Rights and Privacy Act” (FERPA) is a federal law that protects the privacy of student education records and on-directory information. Refer to the UPIKE Catalog, UPIKE Student Handbook, and **Appendix A** for directory information that may be released unless prohibited by the student in writing.
- b. Students are responsible for checking campus/home mailboxes, **UPIKE email**, and learning management system postings for course-related information. Students who are not present on a course-related day are responsible for obtaining information from their course instructor.
- c. See **Appendix A**: Students will be asked to sign consent forms to allow the Elliott School of Nursing to follow FERPA while conducting course-related business.
 - 1. **Consent form** for personally identifiable academic related material (e.g., clinical homework, weekly evaluation, letters, etc.) to be placed in the student’s mailbox. All reasonable efforts will be made by the Elliott School of Nursing (ESON) to place these materials in an envelope before being placed in the student’s mailbox. The student is responsible for submitting required paperwork in an envelope provided at the start of the semester if they wish it to be returned to their mailbox in an envelope.
 - 2. **Consent form** to share images for ESON publicity and to share course related work only in selected educational activities such as group projects or critiques.
 - 3. The student has the right to decline or void such consent at any point, if it does not impair requirements for course-related grade, such as group project or presentation.

5.2 **Health Insurance Portability and Accountability (HIPAA) Educational Requirement**

- a. Students are responsible for compliance with the confidentiality and privacy policies of the agencies used for clinical experience. It is mandatory that the student attend an orientation or educational session as required by affiliating clinical agencies and be held to policies and regulations should a violation of such policies occur.
- b. Students will **document their signature** in a format approved by the clinical agency that indicates understanding of its confidentiality and privacy policies. This documentation will be kept on file at the specific agency.
- c. The student’s **signature** on the Nursing Student Handbook’s Statement of Understanding will serve as documentation of understanding of **all policies** in this Handbook including confidentiality, privacy, and/or HIPAA and penalties for violation of such policies.
- d. Students that are employed at the clinical facility in which they are a student are NOT to have their employee badge in their possession during clinical time.

- 5.3 **Social Media, Ancillary Media; E-Devices – Refer to Appendix G: Social Media Policy –**
The use of audio, visual, electronic media and any e-device (including cell phones and Apple® watches) during classroom or clinical experiences must have the permission of the instructor; otherwise, the student will be charged with academic dishonesty and violation of privacy standards.

6.0 Grades

- 6.1 Refer to course syllabi for grade distribution and test review policies.
- 6.2 The associate degree (ADN) program utilizes the following grading scale for all NUR courses:
A = 92 – 100 B = 85 – 91 C = 79 – 84 D = 70 – 78 F = below 70
W = withdrawal on or before last day of classes; counts as one attempt at course.
FN = failure for non-attendance*

**FN grade – For financial aid purposes, students are required to participate (attending, taking exams, turning in work, etc.) in all classes. At the end of the semester, a student who has all final grades of FN, F, I or W may be subject to the University's Unofficial Withdrawal Policy – withdrawal initiated for financial aid purposes – which can result in a significant portion of the student's financial aid and scholarships being returned to the appropriate aid source. In turn, the student will be responsible for reimbursing the University for the amount of returned aid. To avoid loss of financial aid and the incurring of additional debt to the University, any UPIKE student who no longer wishes to remain in classes must complete the academic withdrawal process.*

- 6.3 The following clinical rating scale will be used in all nursing courses with a clinical component. Abbreviated definitions are listed as follows:

Exceeds Expectations: Above average
Meets Expectations: Satisfactory
Needs Improvement: Skillful in parts of behavior
Unsatisfactory: Unsafe or unable to demonstrate expected behavior

- 6.4 The course grade is the combination of the clinical rating and the theory numerical grade. Derivation of theory grades will be indicated on course syllabi. Derivation of the clinical rating will be indicated on the clinical evaluation tool and from criteria in the Nursing Student Handbook. The final evaluation of clinical performance is rated as 'Satisfactory' or 'Unsatisfactory'.
- 6.5 **For a passing grade of 'C' or better to be recorded for a nursing course, the student must earn at least a 79% theory numerical grade and a final 'Satisfactory' clinical rating, if the course has a clinical requirement. Grades are rounded only after all course grades have been recorded. A grade of 78.5 will round up. **A grade of 78.49 will not.** Failure to earn a final 'Satisfactory' clinical rating will result in a course grade of 'D' or 'F' regardless of the final grade calculation for the theory numerical grade.**

- 6.6 A satisfactory rating for the clinical component is defined as behaviors rated as meets expectations or exceeds expectations. An unsatisfactory clinical rating is defined by criteria listed in the *Clinical Evaluation section of the Nursing Student Handbook under Clinical Evaluation policy 2.0: Performance Evaluation*.
- 6.7 Grades are posted on the University LMS, accessible via student login. No grades will be given over the telephone or via email. Grades are confidential and will only be discussed with the student.

7.0 Testing/Make-Up Tests

- 7.1 A student who is absent from a nursing class or clinical on a scheduled test day and properly notifies the instructor prior to the exam will be subject to a **4% deduction** of the test grade earned, regardless of the reason for absence. The student may petition for a review of the grade deduction in situations such as a funeral of an immediate family member or hospitalization of the student themselves.
- 7.2 A student who fails to notify the instructor **prior to** a scheduled test will receive the following penalty:
- 1st offense within a course: Failure to notify the instructor if unable to take a scheduled test will result in a **25% deduction** of the test grade earned.
 - 2nd offense within a course: Failure to notify the instructor if unable to take a scheduled test will result in a **zero ('0')** for the test.
- 7.3 Tests may not be reviewed until all students have taken the test. An in-depth test review can be scheduled by appointment with the instructor within a two-week period after the test. **No test grade will be adjusted after the review period.**
- 7.4 Scheduling a make-up test with the instructor is the student's responsibility. The student is responsible for **contacting the instructor within a 24-hour period** to schedule the make-up test. Failure to do so will result in a zero for the test. Make up test may be in an alternate format.
- 7.5 Students arriving late for a test will **not** be given extra time to complete the test.
- 7.6 If a quiz is missed, it can only be made up in situations such as funeral of an immediate family member or hospitalization of the student themselves. Documentation of such may be requested.
- 7.7 No student is permitted to leave the examination room without the permission of the proctor. All unauthorized materials must be secured in a non-visual, closed area such as a backpack or purse and placed in a location as directed by the proctor. Nothing is permitted at the student's exam location except for those materials distributed by the proctor. All phones must be off. Hoods on hoodies must be off the head and hats with bills must be removed or reversed with the bill in the back. Coats must be removed and placed away from the student's exam location. No hoodies with kangaroo pockets are allowed in the examination room.

Test Environment

- Exams are given on the computer. Students are expected to come to the exam knowing their log-in information. Students are not allowed extra time on the exam because they did not know their log-in and/or had to reset their password.
- No backtracking to previous questions is allowed and the ability to do so is disabled by the instructor.

Allowances

- Only those materials supplied by the proctor are allowed at the testing station.
- Faculty may request additional proctors at any time.

7.8 The student must notify the instructor immediately if an emergency or unforeseen situation occurs once the exam has started. If the situation is such that an emergency room visit is necessary, the faculty will decide if the student may be allowed to schedule a make-up exam with a 4% deduction. If the situation comes to the attention of the instructor near or at the end of the exam, a make-up test will not be allowed, and the calculated grade stands as the final exam grade.

7.9 Accommodations for alternate delivery of exams or quizzes must be approved and coordinated by the University Student Services Counselor/Testing Coordinator. Scheduling of exams and exam reviews are the responsibility of the student. Students who fail to schedule alternate delivery of each exam with the ADA Services Counselor will not receive accommodations. Exams must be taken at the same time as all students in the course.

7.10 The instructor has the right to state other restrictions at the time of the exam/quiz. This includes changing seating arrangements.

7.11. A violation in any manner of the test environment can result in a zero ('0') for that test. Please refer to Academic Integrity Policy 8.0 for a range of sanctions that can be applied if such a violation occurs.

8.0 Academic Integrity (University of Pikeville Catalog; University Student Handbook)

The University of Pikeville is an academic community, and like all other communities, it can function properly if its members adhere to clearly established goals and values. Essential is the commitment to the principles of truth and academic integrity. In order to articulate fully its commitment to academic integrity and to protect members of its community from the results of dishonest conduct, the University of Pikeville has adopted the following policies to deal with cases of academic dishonesty.

Added by ESON (2023): Users of Artificial Intelligence (AI) such as Chat GPT are responsible for their interactions and for ensuring that they adhere to this academic integrity policy and must not submit any content generated by AI as their own work without proper citation and attribution.

- 8.1 Academic dishonest includes, but is not limited to, the following acts:
- a. **Cheating:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - b. **Plagiarism:** the deliberate or accidental taking of another's ideas, work, or words as one's own without properly documenting or crediting the original source in any

- academic exercise.
 - c. **Fabrication:** the deliberate falsification or invention of any information or citation in an academic exercise.
 - d. **Facilitating Academic Dishonesty:** intentionally or knowingly helping or attempting to help another violate any provision of this policy.
 - e. The unauthorized receipt of or attempt to obtain answers or assistance during an exam or other gradable activity or event from another student or from an unauthorized device (phone, tablet, computer, etc).
 - f. The unauthorized receipt of or attempt to obtain examination questions/answers either for personal use or distribution to others.
 - g. Attempting to give answers or assistance to another student during an examination or other academic exercise without authorization.
 - h. Any attempt to falsify grades or data results.
 - i. Any attempt to interfere with another student's outcome on an academic exercise or clinical performance.
 - j. Failure to report known violations of the Academic Integrity Policy.
- 8.2 If an act of academic dishonesty is determined to have occurred, sanctions will be imposed upon the individual consistent with the nature, circumstances, and severity of the offense. Possible sanctions may include the following actions:
- a. A written and/or verbal warning;
 - b. The requirement of additional academic integrity training;
 - c. A grade reduction for the academic exercise;
 - d. The assignment of an 'F' or 'zero' for the academic exercise;
 - e. A failing grade in the course with the inability to withdraw;
 - f. Dismissal from the University (automatic with repeat substantiated incidents of academic dishonesty; or
 - g. Other sanctions deemed appropriate by individual colleges.
- 8.3 The student is subject to all policies on academic probation, academic dismissal, disciplinary dismissal, and academic integrity as outlined in the University of Pikeville catalog.
- 8.4. A student who wishes to appeal the sanctions imposed may utilize the Final Grade Appeal Process as outlined in the University of Pikeville catalog.

9.0 Student Uniform Policy

When in uniform, the student is representing the Elliott School of Nursing and must always adhere to the uniform policy.

Students who violate the Student Uniform Policy at clinical in terms of professional appearance will be given a limited number of warnings, which if uncorrected, can result in a 'U' clinical day. Depending on the uniform violation, and upon the discretion of the instructor, the student may be given a 'U' clinical day or sent home or both. Students who are in violation of uniform policy at a non-clinical site will be asked to correct the violation immediately and will receive a warning or a 'U' clinical day.

9.1 Uniform Guidelines

- a. An approved style of uniform and proper fit is required, otherwise a second uniform that meets guidelines must be purchased.
- b. Screen-printed logo is required on scrub top (left chest area) and any warm-up jacket purchased. Instructions on where to obtain screen-printing will be given prior to the first clinical day.
- c. The uniform worn by female and male students shall consist of an approved style screen-printed scrub top, pants, and black closed-toe leather or leather-like shoes, black socks, and University and/or agency identification badge. The ID badge is to be worn above the waist, clearly visible and without ornamentation. Badge holders are not permitted.
- d. Warm-up jackets of an approved style and matching color of the uniform are **optional** for purchase. The ESON logo must be visible on the left chest.
- e. For situation other than direct client care, such as interprofessional education days or field trips, the dress policy is as follows:
 1. A professional appearance in clothing (i.e., business attire; dress or skirt length to knee) and overall appearance is always required with an approved ID badge. A facility ID badge is only worn while at that facility.
 2. Casual clothing, such as jeans, leggings, shorts, t-shirts, revealing tops, open-toe shoes, and flip-flops, is unacceptable. Heels must be no higher than 2 inches.
 3. All other aspects of the uniform policy must be adhered to.
- f. Pregnant students must wear an approved uniform with proper fit.
- g. Other items required to use with the uniform are:
 1. A watch with a second hand (no Apple watches)
 2. Approved stethoscope
 3. Bandage scissors, penlight, and tape (in Skills kit)
 4. Black ball point pen
- h. Exceptions to the uniform policy may be necessary for individual courses.

9.2 Uniform and Personal Appearance

- a. Clean, neat, wrinkle-free uniform, and proper fit are required. Length of uniform pants may not touch the floor nor be above the ankle. Shoes must be black, closed-toe, clean, and in good repair.
- b. No shirts other than plain black, non-pilling material with a professional appearance and fit can be worn under the uniform. Long sleeves cannot go past the wrist. Males are required to wear a crew-neck black t-shirt under the uniform.
- c. Optimum personal hygiene is expected such as clean teeth, skin, hair and nails, with

with no offensive body or breath odor. The hair must be neat and clean. Hair styling and color must be conservative and professional in appearance. Hair that falls into the face or work area is unacceptable. A neatly clipped moustache or beard and sideburns to the earlobe are acceptable for male students.

- d. Nails are to be clean, short, and without polish or ornaments. Artificial nails of any style present an infection control hazard and are not acceptable in clinical, simulation, or skills lab.
- e. Cosmetics must be worn with good taste. Artificial eyelashes, including permanent lash extensions, are not permitted in the clinical setting. No perfume, cologne, or toiletries with noticeable fragrances may be worn.
- f. Jewelry is limited to a non-raised wedding or ring band, watch, and one pair of small stud earrings (lower lobe location). No facial jewelry, tongue studs, or other visible piercing will be permitted.
- g. The tattoo policy of the agency the student is a guest in will be adhered to. **If visible tattoos are allowed, they must not depict offensive images or words. If an agency requires that tattoos be covered, they must be always covered while a student guest in that agency.**
- h. Smoking and alcohol, or the appearance thereof, is always prohibited while in uniform.
- i. Gum chewing is not allowed in the clinical setting. Food or drinks are only allowed in a designated break room or cafeteria.
- j. Cell phones may not be carried with you during clinical. *If you have a medical device connected to your cell phone, you must submit prescription for medical device to the clinical coordinator who will notify the course leader and clinical instructor of the exemption.*

10.0 Transportation

Students are responsible for providing or obtaining their own transportation to their assigned clinical agencies.

11.0 Immunizations and Health-Related Clinical Requirements' Policy (Appendix B & C)

- 11.1 It is mandatory that all University of Pikeville nursing students adhere to the immunization requirements listed in the Handbook which are based on Center for Disease Control (CDC) guidelines and agency requirements.
- 11.2 Students who do not provide documentation of health-related requirements by a pre-determined date may not continue in the clinical component of the course until they are in compliance. Students who are not compliant are responsible for consequences of the removal from clinical experiences (i.e. course failure; dismissal from program).

- 11.3 The determination that any vaccine is medically contraindicated **must** be documented by a healthcare provider and submitted to the Elliott School of Nursing. **A signed declination form** must be submitted if a student chooses not to receive the Hepatitis B vaccination.
- 11.4 Students are responsible for all costs incurred from immunization and health-related clinical requirements, including but not limited to: physical exam, MMR, Hepatitis B, Tdap, Varicella, influenza, annual TB screening, annual liability insurance, current CPR certification, criminal background check, and drug screening.
- 11.5 The documentation of health-related clinical requirements will be stored in a locked file cabinet or e-file separate from the student's academic record. The student may be given a copy of their health records during the nursing program or upon graduation. A signed release form may be required.
- 11.6 **Immunization and Health-Related Requirements**
- a. **Tuberculosis Screening**
Provide proof of annual TB screening as described:
- Upon admission, documentation of a negative TB skin test will be required. Thereafter, the TB skin test must be completed on an annual basis while in the program.
 - If skin test is positive, provide documentation of a chest x-ray taken within the last 12 months. Further advisement may be necessary based on x-ray findings. Annually thereafter, complete a 'Respiratory Screening' form provided by the Elliott School of Nursing.
- b. **Measles, Mumps, and Rubella Immunity**
Provide proof of immunity to rubella, rubeola, and mumps. Acceptable documentation shall include any of the following:
- Documentation of two measles, mumps, and rubella (MMR) vaccines, with the first being administered at twelve months or older.
 - Documentation of a positive rubella, rubeola, and mumps titer.
- c. **Hepatitis B**
Provide proof of immunity to Hepatitis B by one of the following methods:
- Series of three injections at recommended intervals. If the vaccine series is needed, provide proof of at least one injection by a specified date, with the understanding that the full vaccination process will be completed on schedule.
 - Documentation of a positive Hepatitis B antibody titer.
- d. **Varicella Immunity (Chickenpox)**
Provide proof of immunity to by one of the following methods:
- Documentation by a healthcare provider of a positive history of chickenpox.
 - Immunization with a series of two varicella vaccines
 - Documentation of a positive varicella antibody titer

- e. **Tdap (tetanus, diphtheria, acellular pertussis):** proof of one injection
- f. **Influenza (flu) vaccine:** proof of annual influenza vaccine or justifiable reason for declination.
- g. **Meningococcal B vaccine:** recommended

11.7 **Minimal Functional Abilities (Appendix D)**

- a. Nursing students must meet core performance standards and minimal functional abilities to demonstrate both physical and emotional fitness for a safe client environment. Measures taken to determine such physical and emotional fitness shall follow Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, to prevent discrimination toward any individual on the basis of a handicap.
- b. Obtaining or using alternative means to accommodate a handicap is the responsibility of the student. The University will provide reasonable assistance to the student as necessary, however, a student must perform in an adequately independent manner.
- c. Minimal functional abilities that students must maintain for admission, or to be retained, in the nursing program include visual acuity, sensory and motor function, auditory perception, communication and interpersonal abilities, conceptualization and critical thinking, and behavioral and emotional health, as defined in **Appendix D**.

12.0 **Bloodborne Pathogen Exposure Policy (Appendix E)**

12.1 Purpose

- a. To comply with the Occupational Safety and Health Act (OSHA) on the Bloodborne Pathogens Standard, Regulation Section 1910.1030
- b. To provide education to aid prevention of exposure to bloodborne pathogens that students may encounter in the clinical setting or on campus.
- c. To provide guidelines on immediate response to exposure and prophylactic treatment, if indicated, as outlined by the Center for Disease Control (CDC).
- d. To provide guidelines on appropriate follow-up to exposure.

12.2 Education

- a. Nursing students are at risk of exposure to bloodborne pathogens in their clinical experiences. Nursing students will be provided education on the Bloodborne Pathogens Standard to have the knowledge to

function safely in the nursing program.

- b. All nursing students will participate in an educational session on standard precautions, bloodborne pathogens and use of personal protective equipment. Educational session(s) will be conducted via an agency orientation for nursing students, in skills laboratory, or in both areas. The students will **sign a form** documenting completion of these educational sessions.

12.3 Immediate Response and Follow-Up to Exposure

- a. Guidelines for response to exposure are based on current CDC guidelines.
- b. Immediately following exposure to blood:
 - Wash needlesticks and cuts with soap and water.
 - Flush splashes to the nose, mouth, or skin with water.
 - Irrigate eyes with clean water, saline, or sterile irrigants.
- c. Report the exposure to the clinical instructor or skills laboratory instructor immediately. The instructor in turn reports the incident to the nursing program administrator and, if at an affiliating agency, an appropriate supervisor or unit manager.
- d. It is the student's responsibility to follow post-exposure protocol of the agency/institution in which the exposure occurred:
 - The student having an exposure incident at a clinical agency will follow that agency's post-exposure protocol.
 - If an affiliating agency does not have a protocol, or if the exposure occurred in skills laboratory, the student should report to the Elliott School of Nursing office and follow the University's protocol.
- e. Documentation of the exposure incident is to be submitted within 24 hours, following the steps listed, and completing the appropriate forms as required by the University.

12.4 Student Responsibility and Liability

The student will:

- Know what tasks have potential exposure risks.
- Always use standard precautions and prevention techniques in practice.
- Attend bloodborne pathogens educational sessions and sign a form documenting completion.
- Be responsible for any cost for treatment and follow-up care following exposure.

13.0 Student Health Policy & Emergency Care

- 13.1 The University of Pikeville believes it is essential for students to be protected against unexpected accidents and illnesses and thus provide an option for students to purchase such insurance. See Student Services Office for Information (University of Pikeville Student Handbook).
- 13.2 If the student's health status changes by pregnancy, accident or illness, the student must submit to the NUR clinical education coordinator a "release" statement from an appropriate healthcare provider so that clinical assignments can be adjusted as necessary. The student also must submit a "return to clinical" statement from a healthcare provider, citing clinical restrictions if necessary.
- 13.3 Clinical Emergency Care – If a student is injured or has an emergency during clinical, the instructor is to be notified. The student will be escorted to the Emergency Department if it is in the same facility. Otherwise, 911 will be called. A similar procedure can apply to faculty.
- 13.4 Classroom Emergency Care – If a student has an emergency on campus, the campus nurse or Campus Security or both will be immediately notified. It will be determined if 911 must be called. A similar procedure can apply to faculty.
- 13.5 Students are responsible for all costs incurred from any injury or exposure that occurs during any course-related activity.

14.0 Criminal History/Background-Check Policy

- 14.1 A contracted service is used for required background screening. The student is responsible for the associated fee.
- 14.2 More than one criminal background check will be required as the student progresses in the nursing program. Results are shared with Elliott School of Nursing and those affiliating agencies that require information prior to clinical placement.
- 14.3 The Kentucky State Board of Nursing (KBN) requires a state and federal background check as part of the RN licensure application. Refer to KBN regulation 201 KAR 20:070 and 201 KAR 20:370 in this *Nursing Student Handbook* on requirements to be deemed eligible for licensure by examination.
- 14.4 If a student is denied clinical placement by the affiliating agency due to criminal background information, that student may be denied admission or progression in the nursing program. The University has no responsibility for alternate clinical placement.
- 14.5 All reports are considered confidential. Results are only shared with those who have a direct bearing on the student's clinical placement. Results of the criminal background

reports are kept in a locked file in the Elliott School of Nursing or via online access by designated person(s) in the Elliott School of Nursing.

15.0 Drug Screen Policy

- 15.1 A contracted service may be used for urine drug screening. All students are required to have a negative drug screen during their clinical experiences. The student is responsible for the cost of drug screening. The results of the drug screen will be made available to the Elliott School of Nursing from the appropriate drug screening agency.
- 15.2 Failure to complete the drug screen by a pre-determined date will result in dismissal from the nursing program. The student must declare any medications that are prescribed by a healthcare provider. Random drug screening may be required at the cost of the student and the discretion of the University.
- 15.3 If there is a positive drug screen, a repeated drug screen will be required immediately by the contracted agency or upon notice. If the repeated drug screen is positive for illegal drugs (i.e. marijuana, cocaine, methamphetamine, heroin, etc), the student is automatically withdrawn from the nursing program. If the drug screen is positive for legal controlled drugs, the student must have declared the prescribed medications and show proof of the prescription to the NUR program administrator. Failure to show proof of a valid medication prescription may result in the student being dismissed from the nursing program.
- 15.4 Urine specimens that are considered too diluted, adulterated, or unsatisfactory by the contracted laboratory will require a retest immediately upon notice.
- 15.5 The student is aware that when applying for a drug screen, the results are automatically released to the Elliott School of Nursing and that the results may be shared with affiliating agencies. If a student is denied clinical placement by the affiliating agency based on results of the drug screen, the student will be dismissed from the program. The University has no responsibility for arranging alternate clinical placements.
- 15.6 The Elliott School of Nursing reserves the right to perform drug screens on site and at random.

16.0 Nursing Program Fees

- 16.1 A nursing course fee will be assessed each semester in the nursing program to cover the cost of skills laboratory kits, bulk supplies, and ATI course and standardized testing resources. It does not include copy paper, ink, or printer access.
- 16.2 All UPIKE students are assessed a student activity fee.
- 16.3 Purchase of the ATI resource package is **required**. Students are given assignments and take review tests from these resources and several courses require the standardized tests contained within. Cost of the resource package is *\$1280.00 and is included as a*

part of course fees in NUR 110, NUR 120, NUR 230, and NUR 240. The resources are used in all nursing courses and include a complete NCLEX preparation.

17.0 Notice of Compliance with other University Policies

- 17.1 The Elliott School of Nursing is compliant with all other University policies not described previously and as documented in the *University of Pikeville Student Handbook*, including but not limited to:
- Americans with Disabilities Act (also see *Nursing Handbook*, p. ii)
 - Parental Contact
 - Misconduct Sanctions
 - Substance Abuse Policy
 - Sexual Misconduct Policy (also see *Nursing Handbook*, p. iii)
 - Sexual Abuse

18.0 Progression

- 18.1 **Coursework and GPA:** Students must receive a final grade of 'C' in nursing courses, *the required pre- and co-requisite support courses*, as well as a 'C' average (2.0 GPA) to progress to the next semester in the nursing program.
- 18.2 **Clinical rating:** Student must receive a final clinical rating of 'Satisfactory' in all require clinical nursing courses to progress to the next semester in the nursing program. A final clinical rating of 'Unsatisfactory' halts progression immediately in that course and results in dismissal from the nursing program.
- a. If the final clinical rating of 'Unsatisfactory' occurs **during the semester**, the student will be required to immediately stop attending the course and will receive less than a 'C' as a final course grade. The student may continue in a co-requisite nursing course until the end of the semester, as long as clinical performance in that course is satisfactory.
- b. If the final clinical rating of 'Unsatisfactory' occurs **at the end of the semester**, the student will receive less than a 'C' as a final course grade.
- 18.3 **Dosage Calculation Competency:** Students must receive a passing score on a dosage calculation competency examination based on criteria listed in nursing course syllabi to progress within the nursing program.
- a. A dosage calculation competency examination is administered in selected nursing courses after the assigned chapters in the math workbook have been reviewed. A pre-assigned passing score is required. Students are allowed three attempts to pass the dosage calculation examination. Faculty are available to help develop a plan of remediation and to answer questions. Passing scores are as follows:
- 1st semester – 92%
 - 2nd semester – 92%

- NUR 130 LPN bridge course – 92%
- 3rd semester – 100%
- 4th semester – 100%

- b. Students who are unable to achieve a passing score after 3 attempts on the dosage calculation examination will not be allowed to administer medications, will be unable to meet course competencies, and must immediately withdraw from the nursing course or receive a ‘D’ as a final course grade.

18.4 Benchmark, Remediation, and Progression Policy and Procedure (Appendix F):

- a. Student must complete required comprehensive testing, remediation, and NCLEX-RN Review course – as specified within each semester – based on guidelines documented in the Nursing Student Handbook, in course syllabi, and/or in policy updates distributed and explained to students.
- b. The student will not progress within the nursing program or graduate from the ESON should there be violations of the Benchmark, Remediation, and Progression Policy and Procedure as stated in the Handbook, course syllabi, or policy updates distributed and explained to students.

18.5 Policies: Students must adhere to all other policies of the *Nursing Student Handbook* or criteria in course syllabi to progress within a nursing course or to the next semester in the nursing program. Otherwise, the student is dismissed from the nursing program.

19.0 Withdrawal and Dismissal

- 19.1 Students will be dismissed from the nursing program based on violation of any of the statements listed in 18.0 Progression.
- 19.2 Students dismissed from the program may not enroll or participate in nursing courses unless readmitted to the program. Readmission nursing students must follow the admission criteria listed in this Handbook, Policy 20.0.
- 19.3 Student who withdraw or are dismissed from the nursing program may only be readmitted one time. The grade on the second attempt of a required course in the major, including ‘W’ grades, stands as the final grade. Readmission to the nursing program is not guaranteed.

20.0 Admission with Advanced Standing/Readmission

- 20.1 Each applicant is considered on an individual basis for readmission.
Note: Students with a satisfactory GPA may repeat a failed or withdrawn from course in the immediate following semester without reapplying to the program. The student must inform the program within 10 days of failure that they are returning.
- 20.2 Those applicants who may be eligible for admission with advanced standing are:

- a. Readmission nursing students
 - 1. Students who have withdrawn in good standing from the ESON.
 - 2. Nursing students who failed to achieve a 'C' or better in the University of Pikeville required nursing or support courses, resulting in academic dismissal from the nursing program, but in whom successful repeat of failed course will return to good academic standing.
 - b. Transfer students from other nursing programs at regionally accredited colleges or Universities that display curricular alignment with the ESON associate degree program.
 - 1. Transfer students with one previous failure or withdrawal are offered one admission.
 - 2. Transfer students without a previous failure or withdrawal in a nursing program are admitted with possibility of readmission.
 - c. Licensed Practical Nurses (LPN)
- 20.3 Application for admission with advanced standing must be on file by **March 1** for the fall semester and **October 1** for the spring semester. If vacancies exist after selection of applicants, the Nursing Admissions Committee may extend the deadline for applications.
- 20.4 Admission and readmission to the nursing program is not guaranteed. It is dependent on Kentucky Board of Nursing regulations and availability of affiliating healthcare agencies. Admission is competitive with other students applying at the same time.
- 20.5 An applicant seeking admission with advanced standing within one year after leaving a registered nurse program may be granted credit for nursing courses completed with a 'C' grade or better.
- 20.6 An applicant who has been out of a registered nurse program more than one year but less than three years and/or is an LPN to RN applicant must achieve an equivalent grade of 'C' (76%) or better on required Nursing Challenge examinations.
- 20.7 A student who has been out of a registered nurse program for more than three years must apply as a new nursing student with an application deadline of March 1 (for fall) or October 1 (for spring). The student must meet admission criteria for all nursing applicants.
- 20.8 An applicant seeking admission with advanced standing may be required to abide by an admission contract which may specify one or more required activities. Failure to abide by the Admission Contract may result in immediate dismissal of the student (University of Pikeville policy – refer to the most current edition of the University catalog).
- 20.9 An applicant seeking admission with advanced standing must meet with the NUR program administrator and/or the Admissions Committee for a personal interview and update on other specific requirements.

- 20.10 Applicants for admission with advanced standing must meet admission requirements in effect at the time of application. This includes the admission criteria for all nursing applicants. *Refer to the current University of Pikeville Catalog or University website for the Elliott School of Nursing admission criteria for all applicants and additional criteria for transfer student from another nursing program and LPN-RN students.*
- 20.11 **Readmission nursing student applicants (those that do not immediately reattempt a course)** must meet the criteria listed in 20.0, as well as:
Submit a letter of petition to the Nursing Admissions Committee to be considered for reinstatement to the nursing program. This letter must explain why the student failed to progress in the nursing program and what has been done to remedy the situation. Factors considered by the Nursing Admissions Committee include, but are not limited to, current overall and semester GPA, GPA in nursing courses, professional behaviors, and clinical performance evaluations.

21.0 Appeal Procedure

- 22.1 If a student believes that his/her academic rights have been violated, the Elliott School of Nursing follows the “Academic Due Process-Grade Appeal” and “Statement of Student Rights” procedures listed in the most current University of Pikeville Catalog and the University of Pikeville Student Handbook.
- 22.2 The formal system of academic due process for a student grievance, as outlined in the most current University of Pikeville Catalog and University of Pikeville Student Handbook, must be initiated by the student speaking to the instructor concerned.
- 22.3 When initiating the appeal process, a student is obligated to observe chain of command, starting first with the course instructor, followed by program chair, then Dean, then Vice President for Academic Affairs (VPAA). At no time should any step of chain of command be ignored.

22.0 Student Opportunities for Governance Activities

The Elliott School of Nursing values the perspectives and contributions of its students. To promote active student involvement in decision-making processes, nursing students are encouraged to participate in designated governance activities, including nursing faculty, nursing curriculum, and nursing advisory committee meetings.

- 22.1 All nursing students in good academic standing are eligible to participate in governance activities. Representatives will be recruited from each cohort to ensure diverse perspectives. A minimum of two students from different cohorts will be designated to attend.
- 22.2 Nursing faculty meetings and nursing curriculum meetings are held monthly. Advisory committee meetings are held once each semester.
- 22.3 Student representatives should actively participate in discussions, provide feedback, and communicate student concerns and suggestions.

22.3 Student representatives will be excused from meetings, or parts thereof, that include sensitive matters.

22.4 Professional conduct is always expected during meetings.

23.0 Policy Changes

23.1 Changes in policy may be necessary. These changes shall become effective upon announcement in class.

23.2 All changes verbally announced will be distributed in writing via printed handout in class or student mailbox, email, or Canvas announcement within three (3) working days.

Section II: Clinical Evaluation

1.0 Clinical Grading Criteria

1.1 For a passing grade of 'C' or better to be recorded for any nursing course, the student must earn a final 'satisfactory' rating for the clinical component and at least a 79% theory numerical grade. Failure to earn a final 'satisfactory' clinical rating will result in a course grade of 'D' or 'F' regardless of the grade calculations for the theory numerical grade.

2.0 Performance Evaluation

2.1 Clinical performance will be evaluated weekly throughout each clinical course using the following rating scale: exceeds expectations, meets expectations, needs improvement, emerging, and unsatisfactory.

Clinical performance evaluation is based on progress toward and achievement of competencies as defined on the clinical evaluation tool. Indicators for evaluation may include written clinical assignments, verbalization of information, and delivery of safe and effective nursing care.

2.2 The student will receive a written clinical evaluation throughout the course as well as a final clinical evaluation. A final clinical grade of satisfactory (S) or unsatisfactory (U) will be based on written clinical evaluations.

2.3 A **satisfactory** clinical evaluation indicates that performance of the clinical competencies **meets or exceeds expectations** and were achieved at a level consistent with preparation.

2.4 An **unsatisfactory** evaluation of clinical performance indicates that the student is unsafe because he/she has **failed to meet the expectation** of performance for clinical competencies at a level consistent with preparation.

- 2.5 Criteria for an **unsatisfactory** clinical day are:
- a. Violation of any critical behavior of safe practice, listed in Section III, consistent with level of preparation.
 - b. Repetition of an 'needs improvement', emerging' rating, or less than satisfactory behaviors, as identified by the competencies on the clinical evaluation tool.
 - c. Violation of attendance policy (1.0)
 - d. Violation of skills laboratory policy (2.0)
 - e. Violation of skills check-off policy (3.0)
 - f. Violation of the preparation and deadlines for assignments' policy (4.0)
 - g. Violation of confidentiality and privacy standards policy (5.0)
 - h. Violation of student uniform policy (9.0), depending on the violation or frequency
 - i. Occurrence of any event that results in dismissal from a clinical site (14.0 & 15.0)
- 2.6 The student will meet with faculty periodically throughout the course to discuss progress in meeting clinical competencies and strategies for improvement.
- 2.7 An unsatisfactory clinical experience will be discussed by the faculty and the student, addressing the deficiency and strategies for improvement.
- 2.8 A total of three unsatisfactory clinical days for one course constitute a final unsatisfactory evaluation, resulting in failure of the course.
- 2.9 All policies related to attendance, clinical make-up, and clinical evaluation applies to skills laboratory class and skill check-off.

Section III: Critical Behaviors of Safe Practice

The following critical behaviors of safe practice correspond with competencies listed in the Clinical Evaluation Tool for nursing courses with a clinical component. These critical behaviors are of crucial importance to the safety and well-being of the recipients of nursing care. Therefore, violation of any critical behavior of safe practice will constitute an **'unsatisfactory'** clinical day, will be discussed with the student, and will be documented on the student's clinical evaluation tool.

Refer to the final Clinical Evaluation Tool in each course to obtain the specific sub-competencies of each critical behavior of safe practice. The sub-competencies for each critical behavior are written to be consistent with one's level of preparation across the nursing curriculum.

1.0 Competency 2: Person-Centered Care

- Develops a tentative plan of care for the clinical day.

2.0 Competency 5: Quality & Safety

- Demonstrates safe administration of medications.
- Demonstrates safe delivery of care.

3.0 Competency 7: Systems-Based Practice

- Prioritizes and delivers direct nursing care for assigned client(s) in a timely manner.

4.0 Competency 9: Professionalism

- Practices in a manner consistent with federal and state laws and professional nursing standards (including but not limited to: ANA Code of Ethics, ANA Standards of Care, Kentucky Nurse Practice Act, Patient Bill of Rights, and Confidentiality and Privacy Standards (including HIPAA)).
- Demonstrates professional behavior.

Section IV: Simulation

Rationale for Use of Simulation in the Curriculum:

Simulations are life-like situations that use task trainers, interactive experiences, standardized patients, online simulation, and/or hybrid scenarios that promote learning in the following domains: psychomotor, cognitive, and affective. The ESON believes that by integrating simulation into the curriculum it will provide a safe, supportive and positive environment where students develop problem solving skills, enhanced communication skills, teamwork, and the opportunity to experience clinical decision making and critical thinking skills that meet defined learning outcomes. In turn, creating a more confident, well rounded and well-prepared nurse graduate. The ESON Simulation Center follows the International Nursing Association for Clinical Simulation and Learning (INACSL) Healthcare Simulation Standards of Best Practice.

Simulation experiences are linked to program objectives, course objectives and student learning outcomes. Students are provided with simulation objectives one week prior to simulation activities. These are outlined in the prebrief document/assignment that is provided to the student in Canvas.

Simulation as Clinical Hours

According to Sullivan et al (2019), due to increased intensity and efficiency of simulation, evidence supports using a 1:2 ratio for simulation to clinical time. In other words, for every one (1) hours of simulation students are given two (2) hours of clinical time.

All clinical policies outlined in this handbook also pertain to simulation. This includes attendance, clinical simulation makeup, preparation and deadlines for assignments, confidentiality and privacy standards, social media/device policy, and student uniform/personal appearance policies.

Faculty

All simulation faculty are academically and experientially qualified to conduct simulation activities. Simulation facilitators complete an orientation plan which includes a preceptorship and INACSL online courses before independently conducting simulations.

Facilities

The ESON Simulation Center was opened in the fall of 2021. The simulation center is state of the art, with top-of-the-line equipment, programs, and simulators. The center houses four simulated hospital rooms with fully functioning headwalls and charting computers, as well as two skills bays, two exam rooms, nurses station equipped with clean supplies and medication room, a debriefing/conference room with an occupancy of 20 and additional debrief area that accommodates up to ten students.

Sullivan, N., Swoboda, S. M., Breymier, TI, Lucas, L., Sarasnick, J., Rutherford-Hemming, T., Budhathoki, C., & Kardong-Edgren, S. (2019, May). Emerging evidence toward a 2:1 clinical to simulation Ratio: A study comparing the traditional clinical and simulation settings. *Clinical Simulation in Nursing*, 30(C), 34-41.

Kentucky Board of Nursing Information on Meeting Eligibility for Licensure

NOTE: KBN Administrative Regulation requires that “Upon admission”, each student shall be advised in electronic or written format of policies pertaining to....” information on meeting eligibility for licensure” [201 KAR 20:340, Section 2(3.k)]. The two KBN regulations that are provided next – 201 KAR 20:070 and 201 KAR 20:370 – state in writing the requirements for eligibility for licensure.

201 KAR 20:070.

Licensure by examination.

RELATES TO:

KRS 194A.540, 314.041, 314.051(3), (6), 314.103, 314.109, 314.475

STATUTORY AUTHORITY: KRS 314.041(2), 314.051(3), 314.103, 314.131(1)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 314.131(1) authorizes the Kentucky Board of Nursing to promulgate administrative regulations to implement the provisions of KRS 314.011 to 314.991. KRS 314.041(2) requires an applicant for licensure as a registered nurse to pass an examination prescribed by the board. KRS 314.103 authorizes the board to require a criminal background check investigation of an applicant or nurse. KRS 314.051(3) requires an applicant for licensure as a licensed practical nurse to pass an examination prescribed by the board. This administrative regulation establishes the requirements for the licensure of nurses by examination.

Section 1.

Eligibility for Licensure by Examination for a Graduate of a Kentucky Program or Other State or Territorial Nursing Program.

(1) To be eligible for licensure by examination, an applicant shall:

(a) Submit:

1. A properly executed application for licensure, as required by and incorporated by reference in 201 KAR 20:370, Section 1(1);
2. The licensure application fee as established in 201 KAR 20:240;
3. A criminal record check completed within six (6) months of the date of the application by the Department of Kentucky State Police (KSP) and the Federal Bureau of Investigation (FBI) using the FBI Applicant Fingerprint Card, and including payment of any required fee to the KSP and the FBI;
4. A certified or attested copy of the court record of any misdemeanor or felony conviction as required by 201 KAR 20:370, Section 1(3);
5. A letter of explanation that addresses each conviction, if applicable;
6. A certified copy of any disciplinary action taken on any professional or business license in another jurisdiction with a letter of explanation or a report if there is any disciplinary action pending on any professional or business license in another jurisdiction; and
7. Evidence of completion of the jurisprudence examination required by KRS 314.041(4) for RN applications or KRS 314.051(4) for LPN applications;

(b) Notify the board as soon as a new address is established after submitting the application;

(c) Submit a copy of a marriage certificate, divorce decree, Social Security card, or court order to change the applicant's name, if the applicant's name is changed after the original application is filed;

(d) While taking the examination, abide by and cooperate with security procedures adopted by the board; and

(e) Apply to take and pass the National Council Licensure Examination.

(2) An application for licensure shall be valid for a period of one (1) year from the date the application is filed with the board office or until the board receives the results of the examination.

(3)

(a) Except as provided in paragraph (b) of this subsection, the name of the applicant shall appear on the Certified List of Kentucky Program of Nursing Graduates or the Certified List of Out-of-state Program of Nursing Graduates.

(b) If the name does not appear on the list, the applicant shall request that the program submit to the board an official transcript verifying completion of program requirements.

(c) The Certified List of Out-of-state Program of Nursing Graduates shall be submitted by the nurse administrator of the out-of-state program of nursing.

(4)

(a) The applicant shall complete the three (3) hour continuing education course on domestic violence within three (3) years of licensure as required by KRS 194A.540.

(b) The applicant shall complete the applicable continuing education courses as required by 201 KAR 20:215, Section 5.

(5) An applicant shall not be licensed until a report is received from the FBI pursuant to the request submitted pursuant to subsection (1)(a)3 of this section and any conviction is addressed by the board.

(6) A graduate of a school of nursing in Puerto Rico after September 1, 2006, in addition to the other requirements of this section, shall provide evidence of evaluation of the graduate's transcript by the Commission on Graduates of Foreign Nursing Schools or a credential evaluation organization that is a member of the National Association of Credentialing Evaluation Services. The evaluation shall indicate that the school of nursing is substantially equivalent to a school of nursing in this state.

Section 2. Retaking the Examination.

(1) An examination candidate who fails to achieve a passing result may retake the examination after meeting the requirements of Section 1 of this administrative regulation.

(2) The applicant shall not be eligible to take the examination more often than once every forty-five (45) days.

Section 3. Release of Examination Results. The board shall release examination results to:

(1) The candidate;

(2) Other state boards of nursing;

(3) The National Council of State Boards of Nursing, Inc.;

(4) The candidate's program of nursing; and

(5) An individual or agency who submits an applicant's or licensee's written authorization for their release, if applicable.

Section 4. Provisional License.

(1) An applicant shall request a provisional license by completing the application for licensure required by Section 1 of this administrative regulation.

(2)

(a) The board shall issue the provisional license to the applicant after Section 1(1)(a) and (3) of this administrative regulation are met, but not until the report is received from the FBI and any conviction is addressed by the board.

(b) In this case of a graduate of a foreign nursing school, the board shall issue the provisional license after the requirements of 201 KAR 20:480 are met.

(3) To qualify as direct supervision pursuant to KRS 314.041(5) and KRS 314.051(6), the nurse responsible for the applicant shall be physically present in the facility and immediately available to the applicant during work hours while the applicant holds a provisional license.

(4) The nurse responsible for the applicant shall be currently licensed or privileged to practice pursuant to KRS 314.475 as a nurse in Kentucky.

(5) Upon notification to the board that the applicant has failed the NCLEX examination after two (2) attempts, the provisional license shall be voided.

(6) A provisional license shall be valid for a period not to exceed six (6) months.

Section 5.

(1) An applicant not from a party state under the Nurse Licensure Compact who is issued a license and who does not have permanent residency in Kentucky shall be issued a license that indicates on the license that it is only valid in Kentucky.

(2) The board may request that an applicant provide evidence of the applicant's state of residence.

Section 6. Incorporation by Reference.

(1) The following material is incorporated by reference:

- (a) "Certified List of Kentucky Program of Nursing Graduates", 6/10, Kentucky Board of Nursing; and
- (b) "Certified List of Out-of-State Program of Nursing Graduates", 6/10, Kentucky Board of Nursing.

(2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Kentucky Board of Nursing, 312 Whittington Parkway, Suite 300, Louisville, Kentucky 40222, Monday through Friday, 8 a.m. to 4:30 p.m. This material is also available on the agency's Web site at <https://kbn.ky.gov/documentlibrary/Pages/default.aspx>

(BNE-8; 1 Ky.R. 1251; eff. 7-2-1975; 6 Ky.R. 419; eff. 4-1-1980; 8 Ky.R. 780; eff. 3-1-1982; 9 Ky.R. 251; eff. 9-8-1982; 11 Ky.R. 1621; eff. 6-4-1985; 14 Ky.R. 571; eff. 11-6-1987; 19 Ky.R. 1637; eff. 2-17-1993; 20 Ky.R. 2044; 2622; eff. 3-14-1994; 3219; eff. 8-4-1994; 22 Ky.R. 1872; 2287; eff. 6-6-1996; 24 Ky.R. 1752; 2108; eff. 4-13-1998; 25 Ky.R. 592; 1030; eff. 11-18-1998; 26 Ky.R. 1437; eff. 2-16-2000; 27 Ky.R. 820; 1247; eff. 11-17-2000; 28 Ky.R. 676; 1114; eff. 10-17-2001; 1677; eff. 3-14-2002; 29 Ky.R. 498; 918; eff. 10-16-2002; 2121; eff. 4-11-2003; 30 Ky.R. 378; eff. 10-15-03; 30 Ky.R. 378; 1584; 1926; eff. 2-16-2004; 31 Ky.R. 792; 1290; 1399; eff. 2-22-2005; 32 Ky.R. 287; eff. 10-19-2005; 1917; eff. 6-21-2006; 33 Ky.R. 859; 1286; eff. 11-15-2006; 33 Ky.R. 4205; eff. 8-16-2007; 34 Ky.R. 2559; 35 Ky.R. 258; eff. 9-5-2008; 37 Ky.R. 423; 10-20-2010; 2900; eff. 8-17-2011; TAm eff. 5-10-2012; 39 Ky.R. 2194; 40 Ky.R. 16; eff. 7-17-2013; 42 Ky.R. 488; 1140; eff. 11-6-2015; 43 Ky.R. 2187; 44 Ky.R. 216; eff. 8-16-2017; 44 Ky.R. 2239, 2475; eff. 6-20-2018; 48 Ky.R. 2847; 49 Ky.R. 325; eff. 8-25-2022; TAm eff. 11-21-2023.)

201 KAR 20:370. Applications for licensure.

RELATES TO: KRS 314.041, 314.042, 314.051, 314.071, 314.091, 314.103, 314.475

STATUTORY AUTHORITY: KRS 314.041, 314.042, 314.051, 314.071, 314.131(1)

CERTIFICATION STATEMENT:

NECESSITY, FUNCTION, AND CONFORMITY: KRS 314.131(1) authorizes the Board of Nursing to promulgate administrative regulations as may be necessary to enable it to carry into effect the provisions of KRS Chapter 314. KRS 314.041, 314.042, 314.051, and 314.071 require the board to review an application for licensure and a licensee for conformity with KRS Chapter 314. This administrative regulation establishes requirements and procedures for licensure.

Section 1. To be eligible for licensure by examination, endorsement, renewal, reinstatement, retired licensure status, or for advanced practice registered nurse licensure, renewal, or reinstatement, an applicant shall:

(1) Submit the completed application to the board office, for:

- (a) RN or LPN licensure by examination, endorsement, or reinstatement, Application for Licensure;
- (b) RN or LPN Renewal, Annual Licensure Renewal Application: RN or LPN;
- (c) Licensure or reinstatement as an Advanced Practice Registered Nurse, Application for Licensure as an Advanced Practice Registered Nurse;
- (d) Renewal as an RN and an APRN, Annual Licensure Renewal Application: RN and APRN;
- (e) Retired licensure status, Application to Retire a License;
- (f) APRN renewal with an RN Compact license, Annual Licensure Renewal Application: APRN with RN Compact License (not Kentucky); or
- (g) APRN renewal with a Kentucky RN License, Annual Licensure Renewal Application, APRN with Kentucky RN License;

(2) Submit the current application fee, as required by 201 KAR 20:240;

(3) Submit a certified or attested copy of the court record of each misdemeanor or felony conviction in this or any other jurisdiction and a letter of explanation that addresses each conviction, except for traffic-related misdemeanors (other than DUI) or misdemeanors older than five (5) years;

(4) Submit a certified copy of a disciplinary action taken in another jurisdiction with a letter of explanation or report a disciplinary action pending on a nurse licensure application or license in another jurisdiction;

(5) Have paid all monies due to the board;

- (6) Submit a copy of an official name change document (court order, marriage certificate, divorce decree, Social Security card), if applicable;
- (7) Submit additional information as required by the board in 201 KAR Chapter 20;
- (8) Meet the additional requirements for:
 - (a) Licensure by examination established by 201 KAR 20:070;
 - (b) Licensure by endorsement established by 201 KAR 20:110;
 - (c) Licensure by reinstatement established by 201 KAR 20:225;
 - (d) Licensure by renewal established by 201 KAR 20:230;
 - (e) Retired nurse or inactive licensure status established by 201 KAR 20:095; or
 - (f) Advanced practice registered nurse licensure, renewal, or reinstatement established by 201 KAR 20:056;
- (9) If not a citizen of the United States, maintain proof of legal permanent or temporary residency under the laws and regulations of the United States; and
- (10) Notify the board upon establishment of a new mailing address.

Section 2. An application shall lapse and the fee shall be forfeited if the application is not completed:

- (1) For an application for licensure by endorsement, within one (1) year from the date the application form is submitted with the board office;
- (2) For an application for licensure by examination, within one (1) year from the date the application form is submitted with the board office or the date the applicant fails the examination, whichever comes first; or
- (3) For all other applications except renewal of license applications, within one (1) year from the date the application form is submitted with the board office.

Section 3. A multistate licensee who changes primary state of residence to Kentucky shall apply for a multistate license in Kentucky within sixty (60) days.

Section 4. Incorporation by Reference.

- (1) The following material is incorporated by reference:
 - (a) "Application for Licensure", 10/2022, Kentucky Board of Nursing;
 - (b) "Annual Licensure Renewal Application: RN or LPN", 02/2022, Kentucky Board of Nursing;
 - (c) "Application for Licensure as an Advanced Practice Registered Nurse", 10/2022, Kentucky Board of Nursing;
 - (d) "Annual Licensure Renewal Application: RN and APRN", 02/2022, Kentucky Board of Nursing;
 - (e) "Application to Retire a License", 11/2023, Kentucky Board of Nursing;
 - (f) "Annual Licensure Renewal Application: APRN with RN Compact License (not Kentucky)", 02/2022, Kentucky Board of Nursing; and
 - (g) "Annual Licensure Renewal Application, APRN with Kentucky RN License", 02/2022, Kentucky Board of Nursing.
- (2) This material may be inspected, copied, or obtained, subject to applicable copyright law, at the Kentucky Board of Nursing, 312 Whittington Parkway, Suite 300, Louisville, Kentucky 40222, Monday through Friday, 8 a.m. to 4:30 p.m. This material is also available on the board's Web site at <https://kbn.ky.gov/document-library/Pages/default.aspx>.

(13 Ky.R. 1963; eff. 6-9-1987; 14 Ky.R. 596; eff. 11-6-1987; 19 Ky.R. 2674; eff. 8-6-1993; 20 Ky.R. 2047; eff. 3-14-1994; 3221; eff. 8-4-1994; 23 Ky.R. 3077; 3560; eff. 3-19-1997; 24 Ky.R. 1757; 24 Ky.R. 1757; 2112; eff. 4-13-1998; 25 Ky.R. 598; 1034; eff. 11-18-1998; 1945; eff. 4-21-1999; 26 Ky.R. 1693; 1943; eff. 5-10-2000; 28 Ky.R. 682; eff. 10-17-2001; 29 Ky.R. 1302; eff. 1-15-2003; 30 Ky.R. 384; eff. 10-15-2003; 31 Ky.R. 804; 1062; eff. 1-4-2005; 32 Ky.R. 298; eff. 10-19-2005; 32 Ky.R. 2069; eff. 7-24-2006; 33 Ky.R. 4207; eff. 8-16-2007; 36 Ky.R. 528; 781; eff. 10-21-2009; 1980; eff. 5-7-2010; 37 Ky.R. 434; 10-20-2010; 38 Ky.R. 299; 10-19-2011; 39 Ky.R. 258; eff. 10-17-2012; 40 Ky.R. 2605; 41 Ky.R. 26; eff. 8-1-2014; 42 Ky.R. 497; eff. 11-6-2015; 42 Ky.R. 497, 2510; eff. 6-3-2016; 44 Ky.R. 2246, 2478; eff. 6-20-2018; 45 KY.R. 3469, 46 Ky.R. 420; eff. 8-19-2019; 46 Ky.R. 2691; 47 Ky.R. 58; eff. 7-29-2020; 47 Ky.R. 1823, 2581; eff. 6-16-2021; 48 Ky.R. 2618, 49 Ky.R. 20; eff. 8-25-2022; 49 Ky.R. 1346, 1762; eff. 3-9-2023; 50 Ky.R. 1753; eff. 6-18-2024.)

APPENDICES & FORMS

Appendices (*in italics*) that are consent forms are placed in the back (out of alphabetical order) to enable removal and submission of the form at the end of annual student orientation.

Appendix A: Family Education Rights and Privacy Act (FERPA)-Related Consent/Declination Forms

Appendix B: Immunizations and Health-Related Clinical Requirements

Appendix C: Hepatitis B Declination Form

Appendix D: Minimal Functional Abilities

Appendix E: Bloodborne Pathogens Educational Session (signed after completion of NUR course content) Form

Appendix F: Benchmark, Remediation, and Progression Policy and Procedure

Appendix G: Civility and Social Media Policy

Appendix H: Statement of Receipt and Understanding of Nursing Student Handbook

APPENDIX B

Immunizations and Health-Related Clinical Requirements Checklist

UNIVERSITY OF PIKEVILLE - ELLIOTT SCHOOL OF NURSING
Documentation of Immunizations and Health-Related Clinical Requirements

NAME _____

SEMESTER/YEAR ADMITTED _____

Semester/Year	Semester I	Semester II	Semester III	Semester IV
Physical Exam				
Immunizations:				
MMR				
• MMR 1				
• MMR 2				
• (or) MMR Titer				
Hepatitis B				
• HepB 1				
• HepB 2				
• HepB 3				
• (or) HebB Titer				
Varicella				
• Documented Hx				
• (or) Varicella Vaccine 1				
• and Varicella Vaccine 2				
• (or) Varicella Titer				
Tdap				
TB Skin Test				
CPR Certification (exp. date)				
Liability Insurance (exp. date)				
Criminal Background Check				
Urine Drug Screen				
Influenza Vaccine (flu)				

Requirements that are annual or required more than once are highlighted; CPR renewal will depend on expiration date.

Rev. 08/2014, 2/2018, 06/2019, MRS, KD; 09/2021, 05/2024 KD

APPENDIX D

Minimal Functional Abilities

The University of Pikeville's Elliott School of Nursing is committed to providing a reasonably safe environment for nursing students and their patients. Nursing applicants and continuing students must meet core performance standards and minimal functional abilities to demonstrate both physical and emotional fitness. Measures taken to determine such physical and emotional fitness shall follow Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990, to prevent discrimination toward any individual on the basis of a handicap.

Obtaining or using alternative means to accommodate a handicap shall be the responsibility of the student. The University will render reasonable assistance to the student as necessary, however, a student must be able to perform in an adequately independent manner. Minimal functional abilities that students must maintain to be considered for admission, or to be retained, in the nursing program include:

1. **Visual acuity** sufficient for observation, assessment, and intervention necessary for nursing care. Examples include (not all inclusive): observe patient responses, accurately read equipment, gauges, and monitors; ability to discriminate numbers and patterns; obtain information from written documents; prepare and dispense medications.
2. **Sensory and Motor Function** sufficient to perform a physical assessment employing inspection, auscultation, percussion and palpation. Examples include (not all inclusive): assess texture, shape, size, temperature and vibration; calibrate and use equipment; perform skills such as insertion of intravenous device or urinary catheter, change dressing and administer medications; move around a patient's room, work space and treatment area; administer CPR; respond promptly to emergencies and must not hinder the efforts of coworkers to render prompt treatment and care; position and transfer patients; stoop, bend, squat or reach overhead; sit, stand or walk for extended periods of time.
3. **Auditory Perception** sufficient to monitor and assess health needs. Examples include (not all inclusive): auscultation for patient assessment; ability to hear monitoring or emergency devices such as cardiac monitors, IV infusion pumps, and system alarms; assistive devices must correct hearing to this degree and be used at all times during clinical session.
4. **Communication and Interpersonal Abilities** sufficient to interact with individuals, families, and the health care team. Skills include verbal, nonverbal and written abilities consistent with effective communication. Examples include (not all inclusive): interacting effectively with others from a variety of social, cultural, and intellectual backgrounds; teach and/or demonstrate treatment procedures; document and interpret nursing actions and patient responses.
5. **Conceptualization and Critical Thinking** sufficient for measuring, calculating, reasoning, analyzing, judging and synthesizing. Examples include (not all inclusive): plan, organize, individualize and deliver nursing care based on analysis of pathophysiology, diagnostic and medication data and developmental level; conscientiously and judiciously use current best evidence in making decisions about the care of individual patients; identify cause and effect relationships related to clinical situations; perform mathematical functions.

6. Behavioral and Emotional Health sufficient to safely participate in the practice of nursing as determined by professional standards of practice. Empathy, integrity, interpersonal skills, and motivation are essential qualities for a nurse. Students must have the emotional health required for full use of their intellectual abilities, the use of good judgment, the prompt completion of responsibilities related to patient care, and the development of mature, culturally sensitive, and effective relationships with patients. Students are expected to accept appropriate suggestions and criticisms and respond by modifying behavior as needed. Examples include (not all inclusive): ability to be aware of and appropriately react to one's own immediate emotional responses and biases; adapting to changing environments, displaying flexibility, and learning to function under conditions of uncertainty intrinsic to the clinical problems of many patients.

APPENDIX F

University of Pikeville - Elliott School of Nursing (ESON) Benchmark, Remediation, and Progression Policy and Procedure

Purpose:

1. To strengthen test taking skills of nursing students based on NCLEX-RN test plan
2. To increase retention of nursing students to the next semester of the nursing program
3. To increase NCLEX-RN pass rates

Policy

Standardized specialty exams and an exit exam will be administered to nursing students on predetermined dates each semester of the nursing program. Students are required to purchase ATI integrated resources and are assessed a course fee each semester while in the nursing program.

- Semester I Specialty Exams.....**Determined each semester
Semester II Standardized Exams.....RN Fundamentals, RN Mental Health
Semester III Standardized Exams.....RN Pharmacology, RN Pediatrics
Semester IV StandardizedRN Medical-Surgical; RN Maternity, RN Leadership
Semester IV Standardized Exit Exam.....RN ATI Comprehensive Predictor

Testing Procedure

1. Specialty achievement exams will be scheduled in the latter half of the second, third, and fourth semester. Students will be assigned the relevant practice exam prior to the proctored exam.
2. Students are required to achieve a level 2 score (varies by exam) to meet approval without remediation. Failure to achieve level 2 for first-year standardized exams (RN Fundamentals and RN Mental-Health) will require remediation *and retake*.
 - a. Students meeting the minimum score required for level 2 will receive 1 pt added to their final exam score; see table below. Points are added based on 1st attempt only.
 - b. Students meeting the minimum score required for level 3 will receive 2 pt added to their final exam score. Points are added based on 1st attempt only.

Course	Standardized Exam
NUR 120	RN Fundamentals
NUR 124	RN Mental Health
NUR 200	RN Pharmacology
NUR 230	RN Pediatrics
NUR 240	RN Medical-Surgical
NUR 244	RN Maternal Newborn

3. Remediation activities will be assigned to those students failing to reach the level 2 benchmark. Students who do not meet the minimum acceptable score will:
 - a. Meet with faculty on a specific date for instructions on assigned remediation.

Remediation activities *may* include:

 - Review sessions with faculty
 - Test-taking strategy sessions
 - Case study assignments – to enhance ability to prioritize, plan care, and

- enhance clinical reasoning and critical thinking.
- b. Complete assigned remediation by due date.
 - c. In the final (fourth) semester, remediation as necessary using faculty recommendation and Board Vitals test bank. Failure to achieve a 90% predictor score on the comprehensive predictor will require retake following the NCLEX live review.

NCLEX-RN Review – applies to Semester IV graduating students

1. All graduating students from the ESON are required to take an NCLEX-RN Review. This is generally scheduled within the final 2 weeks of the semester. The Review course is part of the ATI Resources already purchased and incurs no additional cost to the student.
2. All graduates must follow the recommended procedure for completing the NCLEX-RN Review Course, as determined by the host company (i.e. ATI) and nursing faculty. This includes, but is not limited to, pretesting, secure predictor, and question banks.
3. All graduates will take a specified number of standardized NCLEX-RN exams in a proctored setting. The number of exams is at the discretion of the nursing faculty.
4. Graduates must complete all program requirements, return all textbooks, and all clinical facility ID badges before their name will be approved on the Kentucky Board of Nursing Affidavit of Graduation (AOG) Portal by the program director or approved designee.

Rev. 01/2016: MRS; NUR Faculty
Rev. 02/2019: KRD; NUR Faculty
Rev. 10/2019: KRD; NUR Faculty
Rev. 08/2020: KRD; NUR Faculty
Rev. 05/2022; KRD; NUR Faculty
Rev. 05/2023; KRD; NUR Faculty
Rev. 05/2024; KRD; NUR Faculty
Rev. 05/2026; KRD; NUR Faculty

APPENDIX G

University of Pikeville - Elliott School of Nursing Civility, Chain of Command, and Social Media Policy

CIVILITY POLICY Adapted in part from: Ohio University School of Nursing (2014)

Student Conduct. Students are beginning professionals and begin to learn the expectations of professional behavior from the first day of enrollment. A key characteristic of a profession is the use of a code of conduct to guide decisions about behavior. A set of guidelines is useful because they make values, obligations, and limitations explicit. The guidelines can help with decision making but will not provide answers to all complex decisions. Students are encouraged to discuss questions and concerns about conduct with instructors and peers.

It is believed that the practice of nursing and education of future nurses will be built upon integrity, a sense of responsibility, and self-discipline. Nurses are accountable for practicing within the framework of professional nursing standards (*ANA, Scope and Standards of Professional Practice*). Nursing students are expected to conduct themselves, both inside and outside of the Elliott School of Nursing, in a comparable fashion.

CIVILITY IS BEHAVIOR THAT: 1) shows respect towards others; 2) causes another to feel valued; and 3) contributes to mutual respect, effective communication and team collaboration.

Learning is a group activity, and the behavior of each person in the classroom/clinical setting in some way or the other affects the learning outcomes of others. As future nurses and leaders, students within the Elliott School of Nursing must be prepared to recognize and manage incivility, disruptive and inappropriate behaviors within themselves, among peers and others.

Examples of uncivil behavior are below but not limited to:

- Demeaning, belittling or harassing others
- Rumoring, gossiping about or damaging one's reputation in any communication venue.
- Habitually interrupting as others speak.
- Habitually arriving late to class.
- Speaking with a condescending attitude.
- Not paying attention or listening to others who address you; not responding to email, letters or voice mail that requires a reply or action.
- Sending emails or posting on social media comments, photographs, or videos that are inflammatory in nature. Emails or social media posts violate HIPAA when the statement is public, linked to the Elliott School of Nursing, and the person's identity can be known by circumstances known to the reader.
- Yelling at instructors, peers, or clinical staff which includes emails written in all uppercase letters.
- Knowingly withholding information needed by a peer, instructor, and clinical instructors.
- Talking or texting in class.
- Completing homework for another class while in class.

- Taking multiple bathroom breaks during class.
- Not returning to class after a break or exam.
- Discounting or ignoring solicited input from instructors/faculty regarding classroom and/or clinical performance or professional conduct.
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned.
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats.
- Displays of temper or tantrums.
- Using up supplies or breaking equipment without notifying appropriate staff/faculty.
- Rudeness that ultimately escalates into threatened or actual violence.

Consequences of a display of uncivil behavior: A crucial conversation with the program administrator will be scheduled to discuss the student's future in the program.

Chain of Command

An important feature of civil/professional behavior is the observance of chain of command. A chain of command is a hierarchical structure that identifies roles and responsibilities, promotes accountability, and facilitates the overall functioning of an organization. Students in the School of Nursing are expected to follow chain of command whenever they have an academic concern or feel they've been treated unfairly. The steps in the chain of command *begin with the student* and should progress as follows:

1. Student – gathers information about the incident, clarifies concern, and identifies the specific nature of unfair treatment.
2. Directly approach the professor or instructor involved in the situation. Schedule a meeting or reach out by email to discuss concern and seek clarification/resolution. It is important that the student be respectful and provide specific examples and/or evidence to support their claim.
3. If unsatisfied with the response from the professor, the next step is to contact the program chair. The student should explain the situation, *share the previous communication with the professor*, and request a meeting to discuss the matter further.
4. If the student feels that their concerns have not been adequately addressed by the program chair, the next step is to bring the issue to the dean of the college. The student should present their case, *including the previous interactions and attempts made to resolve the issue*.
5. Student Affairs- If the previous steps have not yielded a satisfactory resolution, the student can reach out to this office to seek guidance, discuss the situation, and explore potential options for resolution.
6. Grievance Committee – If all previous attempts to address the unfair treatment have been unsuccessful or the student believes their rights have been violated, the student can file a formal complaint and present their case to this committee, following an established procedure and providing any supporting evidence or documentation.

It is inappropriate and unprofessional to contact the University Vice President of Academic Affairs (VPAA), President of the University, or a member of the Board of Trustees to seek resolution to issues that should be addressed via the chain of command and University Academic Due Process – Course Grade Appeal procedure.

SOCIAL MEDIA POLICY

Adapted in part from the National Student Nurses' Association (NSNA), Inc.; Social Media – NSNA Recommendations for Social Media Usage –

https://www.ncsbn.org/public-files/NSNA_Social_Media_Recommendations.pdf (retrieved 05/14/25)

Introduction

Student nurses have a responsibility to understand the benefits and consequences of participating in social media; NSNA recommendations encompass personal and professional social media use. It is in this context that the nurse or student nurse may face potentially serious consequences for inappropriate use of social media.

Definitions

Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues.

Types of Social Media

Social media platforms may include, but are not limited to:

- Blogging – Blogger, LiveJournal, Xanga
- Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, X
- Podcasting - Blubrry
- Social networking – Facebook, Facebook Reels, Instagram, Google+, LinkedIn, Snapchat, Orkut, Bebo, AllNurses, TikTok, Discord
- Social news sharing – Digg, Reddit
- Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – Vimeo, YouTube

Privacy and Confidentiality

Student nurses all carry the responsibility of adhering to privacy and confidentiality standards. All students have been oriented to and have signed a statement of understanding that includes HIPAA. Student nurses have a responsibility to promptly report an identified breach of confidentiality or privacy to a school authority—including, but not limited to, an instructor, staff person, or administrator of the nursing program.

Social Media Guidelines

It is important to acknowledge that inappropriate social media behavior occurs. The following suggestions are intended to minimize the risks of using social media:

- Student nurses must be aware of the potential impact of each post made, understanding that patients, peers, instructors, employers, and other contacts may view an individual's online activity as a reflection of the individual's career **and** the nursing profession in general.
- Student nurses should stay informed about the **privacy settings** of the social media sites they utilize, as privacy settings often change. For example, Facebook previously offered a privacy

setting that restricted anyone (even friends) from viewing photos that you are tagged in. This was discontinued. Students are to maintain professional boundaries and should decline social media “friend” invitations from patients.

- Student nurses who use social networking sites should actively maintain an awareness of how their professionalism may be affected by friends’ and peers’ usage of the same sites.
 - For example, Jane posts photos from a weekend party and tags Dave in several of them. Dave immediately untags himself to maintain his professionalism. However, Jane has set her privacy settings for the photo album so that “friends of friends” may view them. Even though Dave is no longer tagged, all of Jane’s friends—and everyone connected to each friend of Jane—can view photos of Dave that Jane uploaded.
- Student nurses should not share, post, or otherwise disseminate any information, that can identify a patient, or in any way violate a patient’s rights or privacy. Limiting access through privacy setting is not sufficient to ensure privacy of patients.
- Student nurses should not post photos of themselves or others in any clinical agency or while wearing clinical agency ID.
- Student nurses should never refer to anyone in a disparaging manner, even if the person cannot be identified with the information stated.
- Student nurses should not make threatening, harassing, sexually explicit, or derogatory statements regarding any person’s race, ethnicity, gender, age, citizenship, national origin, sexual orientation, disability, religious beliefs, political views, or educational choices.
- Student nurses should not make disparaging remarks about any college, university, or school of nursing, including the students, faculty members and staff. In particular, even if person’s name is not used, it is a violation to post information that can be linked to the identity of that person.
- Student nurses should not post content or otherwise speak on behalf of any college, university, school of nursing, or other student nurses association unless authorized to do so.

Action

1. Students are to read, have explained, and have the opportunity to ask questions about, the Elliott School of Nursing Civility Policy and Social Media Policy upon admission and with progression in the nursing program.

2. Students determined by the ESON faculty or administration to have breached the Civility Policy or Social Media Policy will be subject to disciplinary action or may be immediately dismissed from the program/SON. The status of dismissal is determined by the program of nursing administrator in consultation with faculty, Nursing Admissions Committee, and/or other administrative Deans including the President of the University.

3. In the case of a disciplinary action the offending student will be expected to continue to follow the guidelines of the Civility Policy. Any further breach of this policy will result in immediate dismissal from the program.

4. The offending student has the all the rights afforded to the Grievance Process as outlined in the University of Pikeville Course Catalog and University Student Handbooks.

5. Your signature on the Statement of Understanding (Appendix H) in the University of Pikeville *Elliott School of Nursing Student Handbook* indicates that you have read, have been explained, and understand the Civility Policy, Chain of Command, and the Social Media Policy.

Rev. 08/2016: MRS; 06/2019: KD; 08/20: KD; 05/22: KD; 05/23, 05/24, 05/25: KD

APPENDIX A

Family Educational Rights and Privacy Act (FERPA)-Related Consent/Declination Form

I have been explained FERPA guidelines that are used to protect the privacy of my educational records and non-directory information. I also understand that FERPA guidelines are published in the University of Pikeville Catalog, which is accessible to me. The Elliott School of Nursing will not post any information that has a traceable identification number or social-security number. This permission will be valid through my nursing program, unless I negate my permission.

University of Pikeville Elliott School of Nursing faculty and administrative assistant:

_____ have my permission

_____ do not have my permission

to place academic related material with my name on it (e.g., clinical homework, weekly clinical evaluations, sealed letters) in my Elliott School of Nursing mailbox. I understand that this mailbox is in a public area. I acknowledge that the Elliott School of Nursing will provide an envelope in which to place clinical paperwork; however, it is my responsibility to use that or another envelope on a weekly basis.

University of Pikeville Elliott School of Nursing faculty and administrative assistant:

_____ have my permission

_____ do not have my permission

to post academic course-related information (e.g., clinical groups, rotation schedules, skills check-off) in an area not accessible to the general public such as Nursing Class Facebook page or Skills Lab area.

Name: _____ Date: _____

UNIVERSITY OF PIKEVILLE

STUDENT CONSENT FORM

Academic Year: Fall 2026 / Spring 2027

I understand that the University of Pikeville may not release any information about my academic records or my performance at the University of Pikeville without my personal consent. I further understand that the University of Pikeville may, from time to time, want to use my photograph and/or video image for publicity and promotional purpose for the University of Pikeville publications, press releases, advertisements, billboards, University-affiliated social media sites, and on the internet.

I also understand, that in the nursing program, I may be required to be part of a group or team for various educational purposes. These purposes may include, but are not limited to, completing a project, discussing assignments or classwork, or engaging in a presentation. As part of these group activities, I may be asked to perform oral and written critiques as well as be the subject of such critiques regarding my work or the group's work. This work may include, but is not limited to, written papers, presentations, artwork, film or video projects, web pages, clinical performances, musical performances, theatrical performances, and other educational projects.

I have read the preceding statements and I ___ DO or ___ DO NOT object (one must be checked) to any and/or all of the above.

Student's Name (please print)

First

Middle

Last

Student's
Signature: _____

Date: _____

If you have questions or concerns at any time, you may meet with your instructor privately to discuss.

APPENDIX C

Hepatitis B Declination Form

(adapted from: the University of Pikeville's Environmental Health and Safety Manual)

NOTE: This form is discussed in orientation or advising of new nursing students. If applicable, this form is signed by an incoming nursing student prior to required deadline for documentation of immunizations.

Date: ____/____/____

Name: _____

Last 4 digits Social Security # ____ _

Due to the occupational exposure to blood or other potential infectious material, I may be at risk of obtaining the Hepatitis B virus (HBV) infection. I decline the Hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, as I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination services at that time.

Student Printed Name

Student Signature

Elliott School of Nursing Representative

APPENDIX E

Bloodborne Pathogens Educational Session

NOTE: This form is signed after completion of a mandatory University of Pikeville NUR course-related educational session in the Nursing Skills Laboratory.

I attended the educational session on bloodborne pathogens on:

Date: ____/____/____ Time: _____

Taught by: _____

I understand the symptoms of bloodborne diseases and modes of transmission of bloodborne pathogens. An explanation was given on the University's Bloodborne Pathogens Exposure Control Plan and appropriate engineering controls, work practices, and personal protective equipment I need in an assigned on-campus or off-campus clinical area of instruction.

I understand how to locate, use, remove, and/or dispose of appropriate personal protective equipment for the tasks that I perform. I also understand the signs and labels used to identify biohazardous materials.

Printed Name

Student Signature

____/____/____
Date

APPENDIX H

Statement of Understanding of University of Pikeville Nursing Student Handbook 2026-2027

I have received and reviewed a copy of the University of Pikeville’s Nursing Student Handbook, 2026-2027.

I have attended a course orientation session in which the content of the Nursing Student Handbook and the policies of the nursing program were explained to me. I have been given the opportunity to have questions answered to my satisfaction.

I understand that the curriculum and policies of this nursing program may be subject to revision or change. I understand that verbal and written notification of any policy change will be given to me within a reasonable time frame, with the opportunity to have questions answered to my satisfaction.

I understand that adherence to the Nursing Student Handbook policies is my responsibility and that academic consequences shall result if I violate such policies.

My signature indicates that I understand the content and policies of the Nursing Student Handbook and agree to them while I am enrolled as a student in the Elliott School of Nursing.

Printed Name

Student Signature

____/____/____
Date