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**Welcome**

On behalf of the faculty and staff of the Ida Moffett School of Nursing, it is my privilege to welcome all new and returning students. We are pleased that you are pursuing a Master of Science in Nursing degree, and are honored that you have selected our program. Please know that our primary focus is to create a positive and motivating learning environment that assists you in achieving your professional goals and developing competencies required for new roles as nurse educators, nurse anesthetists, nurse practitioners, and nurse managers and leaders in health systems.

Consistent with the values of Samford University, the faculty have designed curricula that build upon your strengths and prior educational and clinical experiences, and promote the provision of caring, competent, and compassionate service to others. We are prepared to guide, support, and mentor you as you expand your skills and knowledge.

I wish you much success in your studies, and as you advance in our profession.

Sincerely,

Nena F. Sanders, PhD, RN, FAAN
Vice Provost, College of Health Sciences
Ralph W. Beeson Dean and Professor, Ida Moffett School of Nursing

Colossians 1:9-14 (NIV)

9 For this reason, since the day we heard about you, we have not stopped praying for you. We continually ask God to fill you with the knowledge of his will through all the wisdom and understanding that the Spirit gives, 10 so that you may live a life worthy of the Lord and please him in every way: bearing fruit in every good work, growing in the knowledge of God, 11 being strengthened with all power according to his glorious might so that you may have great endurance and patience, 12 and giving joyful thanks to the Father, who has qualified you to share in the inheritance of his holy people in the kingdom of light. 13 For he has rescued us from the dominion of darkness and brought us into the kingdom of the Son he loves, 14 in whom we have redemption, the forgiveness of sins.
FOREWORD

This student handbook has been developed and revised in an effort to acquaint you, the student, with the policies and procedures necessary for effective communication and functioning of the Ida Moffett School of Nursing and the Department of Nurse Anesthesia. We hope that each of you will keep this handbook and file it in a place readily available for quick reference when questions arise. Again, welcome and best of wishes to each of you for a most rewarding educational experience in preparation for a rewarding professional and personal life.
NON-DISCRIMINATION STATEMENT

Samford University complies with applicable laws prohibiting discrimination, including applicable provisions of and amendments to Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, Executive Order 11246, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990, and does not unlawfully discriminate on the basis of race, color, national origin, sex, age, disability, genetic information, or veteran status in admission or access to, or treatment or employment in, its programs or services. Inquiries and concerns regarding this policy may be directed to the vice president for business affairs or general counsel, Office of Business and Financial Affairs, 200 Samford Hall, Birmingham, AL 35229, 205-726-2811.

STUDENTS WITH DISABILITIES

The Ida Moffett School of Nursing (IMSON) endorses the university commitment to students with disabilities. IMSON will provide accessible programs, services, and activities and reasonable accommodations for any student with a disability as defined by Section 504 of the Rehabilitation Act of 1973, and by the Americans with Disabilities Act (ADA) of 1990. Students and applicants with disabilities who seek accommodations must make a request by contacting Disability Resources (205-726-4078, disability@samford.edu). Students who are registered with Disability Resources (DR) are responsible for providing DR with a copy of their accommodation letter and scheduling a meeting with DR personnel to discuss how their approved accommodations will apply to this course. Accommodations will not be implemented until DR personnel have met to review your accommodation letter.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of a nursing program with or without reasonable accommodation or modification.

Students must satisfy the Essential Performance Standards of nursing students. (pp. 97-99)

To be eligible for program accommodation, students must self-identify to the Office of Disability Resources (DR), who will determine eligibility for services. Once eligibility for accommodations is determined by DR, it is the students’ responsibility to request appropriate accommodations. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty RESERVES the right to withdraw the student from clinical courses.
INTRODUCTION AND OVERVIEW

A BRIEF HISTORY OF SAMFORD UNIVERSITY

Samford University is the largest privately supported and fully accredited institution for higher learning in Alabama. Founded by a group of education, economic, and religious leaders, the school was chartered in 1841 and opened its doors on January 3, 1842, in Marion, Alabama as Howard College. It has survived two destructive fires and the partial paralysis of the Civil War and Reconstruction. In 1887 it was relocated to Birmingham, and in 1957 the institution was moved to its present campus. In 1920 Howard College gained membership in the Southern Association of Colleges. The establishment of the Teacher Education Division in 1914 and the Division of Pharmacy in 1927 highlighted the school’s continuous growth throughout the years. The historic and renowned Cumberland School of Law, established in 1847 in Lebanon, Tennessee was acquired in 1961.

The University now consists of ten organizational units, School of the Arts, Howard College of Arts and Sciences, Brock School of Business, Beeson Divinity School, Orlean Bullard Beeson School of Education, Cumberland School of Law, and the College of Health Sciences, which includes the School of Health Professions, Ida Moffett School of Nursing, McWhorter School of Pharmacy, and the School of Public Health. Samford University offers a challenging and richly diverse curriculum in 155 undergraduate majors, minors and concentrations. Graduate and professional degrees exist in business, divinity, education, law, health professions, nursing, pharmacy, and public health. Samford University was founded by Baptists of Alabama. While the University cherishes this past relationship and sees its role centered on Christian belief, Samford is open to students of all denominations and faith traditions.

A BRIEF HISTORY OF THE COLLEGE OF HEALTH SCIENCES

The College of Health Sciences (CHS) approved by the Board of Trustees in 2013, is a new and innovative initiative for Samford University. The college includes four schools: Ida Moffett School of Nursing, McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. The college will offer multiple degree programs and majors within the health sciences with an inter-professional education focus that reflects today’s team approach to health care delivery and professional practice. College faculty and students have special opportunities for cross-disciplinary collaboration.

A BRIEF HISTORY OF THE IDA MOFFETT SCHOOL OF NURSING

The Ida Moffett School of Nursing (IMSON) offers programs that meet the requirements for the Bachelor of Science in Nursing degree, the Master of Science in Nursing degree, and the Doctor of Nursing Practice degree.

The Ida Moffett School of Nursing was founded as a hospital diploma program in 1923. It was the first program in the state of Alabama to achieve accreditation by the National League for Nursing (NLN) in 1955, and it has remained fully accredited throughout its existence. The program transferred to Samford University in 1973 following a merger agreement with Baptist
Medical Centers. In 1988 the School moved into its new facilities, the Dwight and Lucille Beeson Center for the Healing Arts, on the Samford Campus. In 2016, the School joined three others in the new College of Health Sciences location. The Master of Science in Nursing degree program began in 1995 and the Doctor of Nursing Practice degree program in 2008. The nurse anesthesia program first admitted students in August 2003 at the MSN level. The final MSN class will be admitted January 2018. The program will move to the entry level DNP level with the class admitted May 2018.

UNIVERSITY AND SCHOOL OF NURSING AND PROGRAM ACCREDITATION

Samford University is accredited by the Commission on Colleges of the Southern Association of College and Schools (SACS) to award the Associate Degree, the Bachelor’s Degree, the Master’s Degree, the Specialist in Education Degree, the Doctor of Pharmacy Degree, the Juris Doctor Degree, and the Doctor of Ministry Degree. This status was most recently reaffirmed in 2007, continuing a relationship which Samford has enjoyed with the Southern Association since 1920.

The Ida Moffett School of Nursing’s baccalaureate, master’s, and doctoral degree programs are accredited by The Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; phone (202) 887-6791. In addition, the nurse anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 222 South Prospect Avenue, Suite 304, Park Ridge, Illinois, 60068-4010; phone (847) 692-7050. The School of Nursing is also approved by the Alabama Board of Nursing.

MISSION STATEMENT OF SAMFORD UNIVERSITY

The mission of Samford University is to nurture persons in their development of intellect, creativity, faith, and personhood. As a Christian university, the community fosters academic, career, and ethical competency, while encouraging social and civic responsibility, and service to others.

The Samford community values lifelong:

- belief in God, the Creator of heaven and earth, and in Jesus Christ, His only Son, our Lord.
- engagement with the life and teachings of Jesus
- learning and responsible freedom of inquiry
- personal empowerment, accountability, and responsibility
- vocational success and civic engagement
- spiritual growth and cultivation of physical well-being
- integrity, honesty, and justice
- appreciation for diverse cultures and convictions
- stewardship of all resources
- service to God, to family, to one another, and to the community.
MISSION STATEMENT OF THE IDA MOFFETT SCHOOL OF NURSING

The mission of the Ida Moffett School of Nursing is to nurture students while providing quality nursing education in a Christian environment that prepares caring, competent, and compassionate graduates with a commitment to service, scholarship, life-long learning, and professional practice.

VISION

In response to the evolving demands of the healthcare needs of a global society, the IMSON will be a premier faith-based school of nursing that serves as the standard for nursing education and practice.

VALUES

- Christian values
- Advocacy
- Caring and Compassion
- Lifelong Learning
- Academic and Practice Excellence
- Professionalism
- Servant Leadership
- Innovation
- Integrity
- Individual Worth

ORGANIZING FRAMEWORK

The organizing framework for the IMSON provides the overall structure for establishing the curriculum and maintaining its internal consistency. Faculty beliefs and values regarding nursing and nursing education are stated in the mission and philosophy. Program goals and student objectives provide general statements regarding the expected results for students and faculty. These values, beliefs, and expected results are operationalized through the standards established by the AACN and published in *the Essentials of Baccalaureate Nursing Education, the Essentials of Masters Nursing Education, and the Essentials of Doctor of Nursing Practice Education*. These documents provide the structural constructs (core knowledge, core skills, and role component) that guide course content, course objectives, and teaching/learning practices within the curriculum. Program quality is maintained through a commitment to continuous quality improvement and is implemented through the Systematic Plan for Evaluation.

PHILOSOPHY

In fulfillment of this mission, the nursing faculty affirms the following values and beliefs as foundational for nursing practice. Further, these beliefs guide interactions with students, patients, colleagues, other professionals, and the public, and provide the framework for preparing graduates to practice in the changing and complex social, political, economic and health care environments.
The Ida Moffett School of Nursing faculty believe:

A **person** is a unique individual, possessing dignity and worth, who is created in the image of God, and is in constant interaction with the environment. A person is composed of physical, psychological, socio-cultural, developmental, and spiritual dimensions, but when examined as a whole is more than the sum of the parts. The term “person” incorporates the concepts of learner, self, individual, family, group, community and population.

**Health** is a dynamic balance among the physical, psychological, socio-cultural, developmental, and spiritual dimensions of the person. Adaptation is the process by which one attempts to maintain this balance. The degree of balance between the person and the internal and external factors of the environment determines the individual's level of health. Thus, health exists on a continuum from wellness to illness.

The **environment** is the collective of all conditions, circumstances, and internal and external forces. Environment is affected by physical, psychological, social, cultural, ethnic, spiritual, economic, political, and ecological factors. It is diverse and ever changing, constantly influencing and responding to dynamic forces including technology, education, values, economic, geopolitical and population characteristics. Individuals, families, groups, communities, and populations share responsibility to foster optimal environmental conditions that are conducive to health and well-being.

**Nursing** is a professional practice discipline which combines the science of nursing and the art of caring. The science of nursing is the body of knowledge generated from nursing theory and research, as well as knowledge integrated from other disciplines. The decision-making process, which includes the ability to think critically and analytically, is integral to the practice of nursing.

The art of **caring** is the creative and dynamic application of nursing knowledge, emphasizing the human aspect. Caring emanates from a commitment to preserve and enhance the integrity and dignity of persons. Caring relationships are also central to the educational experience and are based on a fundamental belief in the value of persons and a commitment to facilitate personal integration. Caring relationships begin with the self and embrace all those one touches within the environment.

Professional values and value-based behaviors provide a foundation for the practice of nursing. "**Professionalism** is the demonstration of high-level personal, ethical, and skill characteristics of a member of a profession" (Catalano, 1996, p.2) and reflects the beliefs or ideals to which the individual is committed. Professionalism emphasizes altruistic service, competence, and the importance of the profession’s service to society. Nursing is an accountable, autonomous practice concerned with personal issues and guided by a body of knowledge and a professional code of ethics.
Nursing education is a process that involves the educator and the learner in collaboratively pursuing and sharing knowledge. The focus of nursing education is critical inquiry which enables the learner to recognize meaningful phenomena, to take appropriate actions in a variety of situations, and to interactively evaluate the outcomes of actions. The reflective process emphasizes creative insight, valuation, and self-realization. The goals of liberal and scientific education must be integrated with those of professional development for students to become competent health care practitioners and informed citizens. Consequently, the integration of the principles of liberal and scientific studies with the principles of nursing care is essential to a student’s discovery of a conceptual knowledge of nursing, one that leads to lifelong inquiry and improved patient care outcomes. A climate of mutual inquiry, support, and interdependence contributes to the exchange of knowledge and experience among students and faculty.

The educator has an ethical responsibility to mentor learners to develop their full potential. An educator enters the learning environment as a resource person, facilitator, mentor and co-learner. The educator respects and values the experiences and knowledge of students and fosters their continuing professional role development.

Students are viewed as adult learners. In this context, learners engage in the educational process in a spirit of self-directedness by assuming responsibility for learning. The learner enters the educational process with a unique personal and cultural history which serves as a rich resource for learning and contributes to self-identity. This background energizes the learning environment and provides the impetus for life-long personal and professional growth. Learning occurs best when it is organized along a continuum from simple to complex. Thus, students gain a foundation of basic core knowledge and skills and progressively add content, concepts, and skills that are increasingly complex.

Students engaged in the Ida Moffett School of Nursing educational experience, are prepared as professional practitioners who provide excellence in service and leadership and exemplify the core values of Samford University.

MSN Program Overview

The Ida Moffett School of Nursing offers a Master of Science in Nursing (MSN) degree. The graduate program has two remaining advanced nursing practice options: Nurse Practitioner and Nurse Anesthesia. Graduates of the Master of Science in Nursing program are prepared to practice in leadership roles as nurse practitioners and nurse anesthetists in a variety of health care and academic settings. Graduates completing the requirements for Nurse Practitioner or Nurse Anesthesia will have fulfilled the educational requirements to write a national certification examination.
**MSN OUTCOMES**

Graduates with a master of science in nursing degree from the Ida Moffett School of Nursing will be prepared to:

1. Integrate multidisciplinary scientific findings for the continual improvement of nursing care across diverse settings.
2. Demonstrate leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems perspective to promote high quality and safe patient care.
3. Articulate and apply quality methods, tools, performance measures, and standards within organizations.
4. Apply research outcomes within the practice setting to resolve practice problems, work as a change agent, and disseminate results.
5. Utilize patient-care and communications technologies to deliver, enhance, integrate, and coordinate care.
6. Intervene at the system level by developing and advocating policy to influence health and health care.
7. Demonstrate effective collaborative, communicating, and consulting skills as a leader and as a member of inter-professional teams to manage and coordinate care.
8. Provide evidenced-based clinical prevention and health promotion care and services in a client-centered manner to individuals, families, and populations.
9. Synthesize an advance level of understanding of nursing and relevant sciences to integrate this knowledge for direct or indirect care.

**NURSE ANESTHESIA STUDENT OUTCOMES**

Graduates of the Master of Science in Nursing/Department of Nurse Anesthesia program are knowledgeable and skillful entry-level anesthetists; able to provide safe, comprehensive, culturally competent, ethical, professional care and to serve constituencies within metropolitan, urban, and rural communities.

Upon completion of the M.S.N. degree requirements in the Nurse Anesthesia program, the graduate will be prepared to:

1. Deliver safe patient care including the following behaviors:
   - Be vigil ant in the delivery of patient care.
   - Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.)
   - Protect patients from preventable complications.
   - Participate in the proper positioning of patients to prevent injury.
   - Conduct a comprehensive and appropriate equipment check.
   - Utilize standard precautions and appropriate infection control measures.
2. Provide individualized perianesthetic management as demonstrated by the ability of the graduate to:

- Provide care throughout the perianesthetic continuum.
- Use a variety of current anesthesia techniques, agents, adjunctive drugs, and equipment while providing anesthesia.
- Administer general anesthesia to patients of all ages and physical conditions for a variety of surgical and medically related procedures.
- Provide anesthesia services to all patients, including trauma and emergency cases.
- Administer and manage a variety of regional anesthetics.
- Function as a resource person for airway and ventilatory management of patients.
- Possess current advanced cardiac life support (ACLS) certification.
- Possess current pediatric advanced life support (PALS) certification.
- Deliver culturally competent perianesthetic care throughout the anesthesia experience.

3. Employ ethical, critical thinking as demonstrated by the graduate’s ability to:

- Apply knowledge to practice in decision-making and problem solving.
- Provide nurse anesthesia care based on sound principles and research evidence.
- Perform a preanesthetic assessment and formulate an anesthesia care plan for patients to whom they are assigned to administer anesthesia.
- Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
- Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
- Calculate, initiate, and manage fluid and blood component therapy.
- Recognize and appropriately respond to anesthetic complications that occur during the perianesthetic period.
- Pass the national certification examination (NCE) administered by NBCRNA.

4. Utilize effective communication skills as demonstrated by the graduate’s ability to:

- Effectively communicate with all individuals influencing patient care.
- Utilize appropriate verbal, nonverbal, and written communication in the delivery of perianesthetic care.

5. Assume professional responsibility as demonstrated by the graduate’s ability to:

- Participate in activities that improve anesthesia care.
- Function within appropriate legal requirements as a registered professional nurse, accepting responsibility and accountability for his or her practice.
- Interact on a professional level with integrity.
- Teach others.
- Participate in continuing education activities to continue in life-long learning, acquire new knowledge, and improve his or her practice.
- Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
CURRICULAR REQUIREMENTS

The seven semester curriculum plan is a didactically “front loaded” design. The first three semesters consist solely of didactic courses conducted by department faculty, select academic, clinical, and adjunct university faculty. The courses provide the student with fundamental basic science, clinical, and professional education.

FOUNDATIONAL COURSEWORK

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>Advanced Physical Assessment</td>
</tr>
<tr>
<td>Physiology</td>
<td>Regional / Obstetrical Anesthesia</td>
</tr>
<tr>
<td>Population Health and Policy</td>
<td>Anesthesia Pharmacology</td>
</tr>
<tr>
<td>Anesthesia Pharmacology</td>
<td>Statistics</td>
</tr>
<tr>
<td>Advanced Pathophysiology</td>
<td>Ethical Leadership and Collaboration</td>
</tr>
<tr>
<td>Anesthesia Principles</td>
<td>Research, Theory, and Quality Improvement</td>
</tr>
</tbody>
</table>

The curriculum is offered in a sequential manner from basic to more complex to provide a continuum of increasing knowledge and skills to support the second component of the curriculum, clinical practicum. The fourth semester begins the second academic year with an overlap of coursework and a four day a week clinical component.

Clinical rotations in semesters five through seven enable students to integrate and apply scientific principles to safe anesthetic practice. In addition to clinical courses, the student takes seminar courses continuously during the clinical practicum. Seminar courses bind the foundational knowledge with ongoing clinical experiences. They are directed toward integration of scientific principles with clinical experiences, evidence-based practice, capstone project development and presentation, certification examination preparation, and professional aspects of the nurse anesthesia role.

Clinical courses provide the student with supervised practice and experience in the planning and execution of general and regional anesthesia techniques. Directed clinical experience, seasoned preceptors, and a wide variety of patients and clinical settings add breadth and depth to the graduate students’ practicum.

Students will rotate to varied clinical sites. The pace and complexity of clinical experiences will be sequenced to allow achievement of basic skills early on and highly integrated complex skills later in the clinical education. Sequencing of these clinical experiences will allow the student to develop technical and critical thinking skills and analytical decision-making appropriate to the student’s level of experience. As the student progresses, he/she will assume increasing responsibility for the planning, implementation, and evaluation of anesthesia care. This process will develop a graduate that can engage in the full scope of nurse anesthesia practice.
**CAPSTONE EXPERIENCE**

The capstone experience is an integration of learning that requires the student to synthesize knowledge and put into practice what has been learned in the program of study. The project should reflect the integration of evidence, research methodology, theory, and advanced nursing practice in an area of specialization. Students will work on their capstone project in a mentor / mentee relationship with a faculty member. Strategies to disseminate the results of the capstone experience may vary.

**SERVICE LEARNING EXPERIENCE**

The faculty members of the department value the learning that comes from serving with a variety of populations, cultures, and passions. The Service Learning component has been developed from the desire to bridge classroom learning with opportunities to serve our communities and profession to develop the true professional. A minimum of twenty hours of service to the community or profession, as well as one reflective paper, are required prior to graduation. The required twenty hours can be obtained through “Lunch-n-Learns”, service in the student’s community and/or church, through mission trips, and through service to nurse anesthesia professional organizations and/or the IMSON. While twenty hours is the minimum requirement, students are encouraged to serve and submit records for every area of service.

**INSTITUTIONAL REVIEW BOARD**

All research proposals must be directed to the Institutional Review Board for Human Use at Samford University for approval. In addition, each proposal must be reviewed and approved by the Institutional Review Board at the organization where the research is being conducted.
ACADEMIC POLICIES

ACADEMIC GOOD STANDING

In order to be a student in good standing in the Samford Nurse Anesthesia Program, one must make a “B” or higher in each course. Students must be in “Good Standing” to progress in the program of study and graduate.

PROGRESSION POLICIES

In order to progress in the Nurse Anesthesia Program in the IMSON, the student must:

- Submit all health forms, and immunization information to Employee Screening Service (ESS) for compliance accountability and maintain immunizations throughout.
- Carry health insurance while enrolled at Samford. **Students in the School of Nursing are required to provide proof of current personal health insurance coverage.** A charge for the University-offered insurance has been/will be placed on your account and will remain on the account until you have completed the waiver process.
  - If you are insured and have comparable coverage under another plan, you do not need to purchase the University sponsored Injury and Sickness Insurance Plan, but you MUST complete and submit an Insurance Waiver Form online. After your waiver is confirmed, the charge will be reversed off of your account. This may take a couple of days to show up.
  - In order to complete the Enrollment or Waiver Process, please go to: [www.uhcsr.com/samford](http://www.uhcsr.com/samford).
  - These processes must be completed online. At later times, you may receive additional reminders. If you have already completed the form and received confirmation or enrolled in the insurance program, you can disregard the additional notices. If you have any questions, please go to [www.uhcsr.com](http://www.uhcsr.com).
- Provide current documentation of BLS, ACLS, and PALS certification prior to clinical rotations
- Adhere to the Code of Ethical/Professional Conduct as specified in the *Samford University Catalog.*
- Possess a current unencumbered RN Nursing License in Alabama (by April 1) and in the states of all clinical rotations.
- Submit to background check prior to enrollment and random drug testing
- Make a grade of “B” or better in each didactic course and a “pass” grade in each clinical course throughout the program.

Nurse Anesthesia students must successfully complete all semester coursework before progressing to the next semester. Individual exceptions may be made by the Department Chair. An incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but failed to complete some portion of the required work because of an emergency, and the work can be completed without further class attendance. An INC grade automatically becomes an F if not removed by the last day of classes in the next full semester after the grade was given.
DISMISSAL/TERRMINATION POLICY

Nurse anesthesia students must receive a “B” or higher grade in every didactic course and a “pass” grade in every clinical course to progress in the program. Students who receive a non-progressing grade may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the Nurse Anesthesia Program faculty with approval of the Dean of the IMSON. There is no guarantee, however, that a student will be readmitted. Students will be obligated for complete tuition payments for any enrolled semester. For students readmitted to the program, tuition costs will be at the tuition rate in place at the time of readmission.

Students must be aware that matters of plagiarism, unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the IMSON.

GRADING SCALE

The faculty of the Ida Moffett School of Nursing approve the following grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>91-100</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
</tr>
<tr>
<td>B</td>
<td>82-88</td>
</tr>
<tr>
<td>C+</td>
<td>80-81</td>
</tr>
<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>D</td>
<td>70-74</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

Clinical Failure  F

Faculty members will consider any score at a 0.50 to be taken to the next whole number (Example: 74.511 = 75; 83.566 = 84), if less than 0.500, the score remains at the current whole number (Example: 74.280 = 74; 83.461 = 83).

PREPARATION FOR CLASS

Students are expected to attend, be punctual, and be prepared for classes, laboratory and clinical experiences. Any material(s) assigned by program or clinical faculty as preparatory is the responsibility of the student. Specific assignments are established by each course faculty.

DIDACTIC EVALUATION

Evaluation of didactic performance is by academic achievement in the classroom and/or assigned work from faculty that culminates in a course grade. Nurse Anesthesia students must obtain a grade of “B” or better in each didactic course to successfully progress in the program.
Students are expected to complete and turn in assignments within the prescribed time frame. Students are expected to discuss any delinquency in turning in assignments with the appropriate course faculty and make arrangements for a subsequent deadline, if an extension is granted.

**GRIEVANCE PROCEDURE**

If a student has concerns or questions regarding an examination or assignment, he/she must request an appointment with the course coordinator in writing within seven (7) days of posting of the examination or assignment grade. Students should follow the complaint process as outlined in the current *Samford University Student Handbook*.

**PROBLEM SOLVING CHANNELS**

Students should initially discuss problems/issues/concerns with the faculty member teaching the course or providing clinical supervision. If a matter remains unresolved, the student should contact the Nurse Anesthesia Department Chair. If the issue remains unresolved, the student should schedule an appointment with the Graduate Associate Dean, 726-2626, then the Dean of the School of Nursing, #726-2861. The Associate Provost or Provost for Academic Affairs is the next contact if matters are not resolved.

**ACADEMIC HONESTY**

Students, upon enrollment, enter into a voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity, respect knowledge, and practice academic honesty. Those who cheat on an examination or class assignment are not only academically dishonest, but also are deficient in the scholarly maturity necessary for college study. Those who engage in academic dishonesty are subject to severe punishment. The more dependent, the more inevitable becomes ultimate failure, often accompanied by public disgrace. Any act to obtain an unfair academic advantage is considered dishonest. Additional information on academic integrity and examples of academic integrity violations can be found at: [https://www.samford.edu/Files/Student-Handbook.pdf](https://www.samford.edu/Files/Student-Handbook.pdf)

**PROFESSIONAL CONDUCT POLICY**

Samford students and future advanced practice nurses are expected to conduct themselves in a professional manner, and uphold high standards of honesty and ethical behavior in study and clinical practice. Samford University considers cheating an example of deficiency “in the scholarly maturity necessary for college study” (Samford Catalog). Unethical or unprofessional behavior in the clinical setting demonstrates the lack of integrity needed for advanced practice nursing.

When a faculty member determines a student's behavior reflects decision making resulting in unsafe or unethical nursing practice, lack of adherence to established policies and procedures, and/or unprofessional conduct, the IMSON faculty reserves the right to immediately assign a course grade of “F” and the student will be administratively withdrawn from the course at that
point. Administrative withdrawal prohibits the student from further attendance and/or participation in class or clinical. Such behaviors may include, but are not limited to:

- Committing fraud or deceit while enrolled in the IMSON, including falsifying, plagiarizing, or in a negligent manner making incorrect entries on records or any other written work.
- Committing a HIPAA violation including engaging in activities that breach client confidentiality, such as unauthorized access to clients’ charts, photocopying documents from the clients’ chart, verbally communicating with unauthorized individuals, and communicating to others about client information in public places.
- Participating in disorderly conduct or breach of the peace, such as obstruction or disruption of teaching, physical or verbal abuse, or detention of any person while engaged in any IMSON activity. This includes unprofessional and/or inappropriate communication with faculty, staff, clients, or peers.
- Negligently or willfully implementing nursing care in a manner that fails to meet generally accepted standards for the students’ level of preparation, such as recommendation for or administration of inappropriate or dangerous medications or performance of procedures without supervision or outside the scope of practice.
- Negligently or willfully violating any rule, regulation, or policy of the IMSON such as unexcused clinical absence or excessive unexcused clinical tardiness.
- Exhibiting a physical, mental, or emotional behavior which renders the student unable to provide nursing care with appropriate skill and safety in accordance with course objectives and clinical facility policies and procedures.
- Negligently or willingly acting in a manner inconsistent with the health or safety of others.

**VALUE VIOLATIONS**

An academic integrity value violation is defined as the act of lying, cheating, or stealing academic information to gain academic advantage for oneself or another. As a Samford University student, one is expected neither to commit nor assist another in committing an academic integrity value violation. Additionally, it is the student’s responsibility to report observed academic integrity violations. As stated in the Samford University Student Handbook, violations of the Academic Integrity Values Statement include but are not limited to:

**Taking Information**

- Copying graded homework
- Working together on a take-home test or homework when specifically prohibited by the professor
- Looking at another student’s paper during an exam
- Looking at your notes when prohibited
- Acquiring a term paper written by someone else
- Taking an exam out of the classroom when prohibited
- Removing resource material from the University Library without authorization

**Tendering Information**

- Giving your work to another to be copied
• Giving someone answers to exam questions during the exam
• After taking an exam, informing a person of questions that appeared on the exam
• Giving or selling a term paper or class work to another student

**Plagiarism**

• Copying homework answers from your text and handing them in for a grade
• Quoting text or other works on an exam, term paper or homework without citing the source
• Submitting a paper purchased from a term paper service or acquired from any Internet source
• Submitting another’s paper/project as your own
• Taking a paper from an organization’s files and handing it in as your own

**Conspiracy**

• Planning with one or more students to commit a violations of the Academic Integrity Values Statement
• Giving your term paper/project to another student who you know will plagiarize

**Misrepresentation**

• Having another person do your computer program, course project or lab experiment
• Lying to a professor to increase your grade

**Attendance – Class and Clinical**

Students are expected to attend, be punctual and be prepared for classes, laboratory and clinical experiences. Specific attendance requirements are established by each course and are indicated in the course syllabus. Ultimately, each student bears the responsibility to be aware of and adhere to attendance and punctuality requirements. Students are responsible for contacting the course instructor via email when an absence has occurred or if an unavoidable absence is anticipated. The student remains responsible for any material covered, assignments or testing missed.

If the graduate student is currently engaged in the clinical practicum, the clinical attendance policy is in effect. Students are responsible for personally contacting the site Clinical Coordinator and the Director of Clinical Anesthesia Services to report any absence or if an unavoidable absence is anticipated. Students are to follow each clinical site’s policy for informing the hospital/anesthesia department of an absence or need to be late in arriving for the assigned clinical assignment. This must be done each day of the absence. **All clinical hours missed by absences are deducted from available personal/vacation days.**

Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered and handled on a case-by-case basis by the Department Chair.

Patterns of excessive absences, in classes or clinical, are not permitted and may result in disciplinary action, including dismissal from the program.
In the event of inclement weather that results in unsafe travel conditions to the clinical site, the student should contact the clinical site as soon as possible. If the inclement weather subsides and safe travel conditions are restored, the student should contact the clinical coordinator to determine if they should/are expected to present themselves for clinical. The student is to follow the inclement weather policy of Samford University during the didactic portion of the program. Information regarding the status of the university is available on the inclement weather hot-line (726-4636).

Students are responsible for retrieving electronic messages from their Samford University e-mail account. It is expected that students will respond to all messages in a timely manner.

**Online Attendance Policy**

Students who are registered in web-enhanced or online courses are expected to complete all required coursework through electronic forums. Students are expected to participate in all class discussions. In the event of extenuating circumstances, students should notify the professor prior to class and make arrangements for any make-up work. Failure to do so may affect the course grade. Online class attendance will be assessed by completion of all course assignments by the published due date and time.

**Technology Requirements**

Technology is an essential and integral aspect of a web-enhanced or online course.

- Samford utilizes the Moodle Learning Management System (LMS). Moodle is best accessed using the most recent versions of Chrome or Firefox web browsers. Pop-ups must be enabled in your browser settings to access linked course materials.
- Samford Bulldog Email and Moodle accounts (required)
- Access to a computer with speakers and a stable internet connection on a regular basis (required)
- High-speed internet connection (DSL or cable modem, preferred)
- Microsoft Office products (e.g. – MS Word, PowerPoint, Excel, etc.)
  - It is expected that all written assignments be completed with Microsoft Word.
  - Microsoft Office 365 is available for free download to all current faculty, staff, and students. This can be downloaded from the Technology Services website. You will need to sign in with your Samford User Name and Password to download and use this software.
- Lecture Capture: Ownership of information should be considered prior to use. Classroom lecture material may not be recorded or dispersed without prior consent from course faculty. Any approved material is to be used for the individual student’s learning purposes only.
- **ECHO 360**: Class recordings should be downloaded to the student’s computer or device instead of streaming the materials each time it is viewed.
• **Examplify**: On-campus exams will be taken on either the student’s personal laptop or an IMSON provided laptop via Examplify. It is the student’s responsibility to have the Examplify loaded onto his/her personal laptop prior to the first exam.

**Technology Services** offers telephone, email, and in-person support to all Samford student and employees. Technology Services is located in the lower level of University Library, Room 012. Hours of operation are:

- In person: University Library, Room 012, Monday-Friday, 7 a.m.-5 p.m.
- Email: support@samford.edu, Monday-Friday, 7 a.m.-5 p.m.
- Phone: 205-726-2662, 7 days a week, 24 hours
- Web address: Technology Services Home Page

Technology can be problematic: Internet connections can be slow or down; computers may malfunction; power outages can cause delays or the inability to connect. Technological issues are not acceptable excuses for late assignments. Be prepared and have a backup plan.

**FORMAT FOR WRITING PAPERS**


**Example citations:**

**Book**

**Journal or Magazine Article**

**Newspaper, Magazine or Journal Article** (without volume numbers)

**Book Article or Chapter**

**Website**
**FULL TIME VS. PART TIME STATUS**

For Financial Aid purposes, students must register for a minimum of six credits to be considered full-time. Four credits is full time for summer term. If a student fails to register for one semester, that student will be considered inactive.

**LEAVE OF ABSENCE**

Students should write a letter requesting a leave of absence for any semester in which they do not intend to enroll or if the student should choose to withdraw from Samford University, with intent to return. Leave of absence requests should be directed to the attention of the Nurse Anesthesia Department Chair. Students who wish to drop all courses for a semester should formally withdraw in Student Records.

Students who take a leave of absence or withdraw from the program may reapply to continue their course of study the following year. Additional remedial courses may be required on a case-by-case basis prior to readmission. Determination for readmission will be made by the Nurse Anesthesia Program faculty with approval of the Dean of the IMSON.

**INDEPENDENT STUDY PROSPECTUS**

Guidelines for graduate students’ independent study are available online. Independent study should be discussed with the faculty advisor and a written contract completed in advance of enrollment. Student’s registering for an Independent Study must submit an Independent Study Contract to the faculty member overseeing the independent study.

**REGISTRATION**

The Director of Graduate Students Services is responsible for coordinating the registration process for graduate nursing students. The Graduate Student Services Office will register the student each semester and will send an email to their Samford email account indicating when the process is completed.

**SCHEDULE ADJUSTMENT AND WITHDRAWAL**

Students should notify the Department Chair as soon as possible if there is a problem that might involve an immediate interruption in attendance. The refund policy can be found in the Samford University catalog.

**TRANSFER OF MASTER’S CREDIT**

Graduate students are permitted to transfer a maximum of twelve hours of graduate credit from an accredited college or university. To do so, students should complete a course substitution form (available online) and attach a copy of the syllabus. Transfer credits will be evaluated by the Department Chair and the individual course instructor for applicability to the graduate program and final approval will be granted by the Dean.
EVALUATIONS

Formal evaluation forms are available online near the end of each course to all graduate students. The purposes of these evaluations are to foster student contributions to the planning and revising of curriculum and to indicate areas of change that would enhance the learning environment. These evaluations provide a mechanism for direct communication with administration regarding the curriculum. After completion, evaluations are submitted on-line. In the past, input from these evaluations has made it possible for the faculty to document changes that are requested by students.

Additionally, faculty responsible for a course may administer informal course evaluations. Students are encouraged to thoughtfully complete these forms. The course faculty utilize student input in the ongoing development and refinement of courses.

EXIT AND GRADUATE EVALUATIONS

Prior to graduation, student should receive a Graduate Evaluation form on-line. On this evaluation form, students will be asked to evaluate their entire program of study and their achievement of the goals and competencies of their particular program. A year after graduation, a one-year follow-up alumni survey evaluation form will be sent to MSN graduates. This form and an employer survey will be similar to other evaluations, but they will allow the faculty to gain graduates’ and employers’ perspectives about the programs of study after graduates have had time to apply the knowledge and skills obtained during the educational experience.

GRADUATION AND COMMENCEMENT

Commencement Exercises are held at the end of the Fall Semester and at the end of the Spring Semester. A student is required to meet all requirements for graduation as set forth in The Ida Moffett School of Nursing MSN (Nurse Anesthesia) Handbook and the Samford University Catalog in effect at the time of entrance into the program. Later changes in the requirements for graduation are not applicable to students who proceed without interruption through their chosen program of studies.

It is the IMSON’s responsibility to notify Student Records of the candidates for graduation each term. The candidate will then receive information regarding graduation via email directly from the Student Records Office. It is the responsibility of the graduate student to see that all requirements for graduation are met. Students must have a 3.0 GPA to graduate.

CRITERIA FOR GRADUATION

A student will be eligible to graduate and take the national certification examination (NCE) administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) after they have met all graduation criteria.

- Completion of all courses with the minimum GPA of 3.0 or pass grade in each course.
- Successful completion of all requirements pertaining to the capstone project.
Achievement of all outcome criteria and terminal objectives of the program as described in the program materials.

- Successful completion of all clinical requirements.
- Completion of requirements of the Service Learning component
- Current BLS, ACLS and PALS provider status.
- Program property returned (nerve stimulator, library material, etc.)
- Forwarding address left with the program secretary.
- Required evaluations completed.
- Final case record totals submitted.

Nurse Anesthesia students are expected to complete all graduation requirements in the 28 months allotted to the program. In the event that extenuating circumstances are present, the student may request deferral of graduation with approval of the Department Chair.

**Licensure**

Graduate students enrolled in all nursing courses must hold an unencumbered license as a registered nurse in Alabama to practice professional nursing. In addition, students who elect or are assigned to complete the clinical requirements in another state must be licensed to practice as a registered professional nurse in that state. It is the student’s responsibility to obtain and maintain licensure and certification. It is the student’s responsibility to immediately notify the School of Nursing of any encumbrance that is placed on any license.

The address for the Alabama Board of Nursing is:

Alabama Board of Nursing
RSA Plaza, Suite 250
770 Washington Avenue
Montgomery, AL 36104
Telephone (334) 242-4060
https://www.abn.alabama.gov/

**Student Employment**

Students are discouraged from working while in the Nurse Anesthesia Program. In addition, students may not accept employment as a nurse anesthetist or represent himself or herself as a nurse anesthetist by title or function while enrolled in the program. Students may not perform any function deemed to be interpreted as within the scope of practice of a CRNA when not participating in a nurse anesthesia clinical practicum. Further, any student employed as a nurse anesthetist by title or function while enrolled in the program will be dismissed.

**Honors and Awards**

Each year, a number of awards are given to honor students who have excelled in the areas of caring, scholarship, leadership and service to others in the University, churches, local and world community, and the nursing profession.
SCHOOL AWARDS

Academic Achievement Award – master’s student with the highest Samford GPA

Elizabeth Calhoun Memorial Award - A deserving graduate student who exemplifies the highest professional qualities and a commitment to nursing. This individual should have demonstrated qualities of leadership, integrity and a passion for serving those in need. The Baptist Health System gratefully acknowledges Miss Calhoun’s many years of steadfast service and loyalty to the Ida Moffett School of Nursing.

Alumni Association Award - A graduate student who is committed to preparation as an advanced practice nurse. This student demonstrates academic and clinical excellence.

Lucille Stewart Beeson Nursing Award - A first year graduate student who will begin the second year of coursework. Both recipients are in the top 3-5% of their classes and demonstrate leadership, service, academic excellence, and a Christian witness. The recipients are selected by the Dean of the School of Nursing. The Student Affairs Committee will submit two names for each award to the Dean for her consideration.

DEPARTMENT AWARDS

The Agatha Hodgins Award is a specific award, given upon program completion, to the nurse anesthesia student who demonstrates excellent clinical practice, service, and leadership skills established by an early nurse anesthesia pioneer, Agatha Hodgins. The award is given to a student who has a GPA in the upper 25th percentile of the class.

The Dr. Resa Culpepper Professionalism Award is given to the graduating nurse anesthesia student who best exemplifies professionalism and service as an anesthesia student. Students are encouraged to begin thinking about, and striving for, these awards early in their academic career.

CAMPUS SERVICES AND INFORMATION

BOOKS AND SUPPLIES

All books and supplies are available online or at the Samford University Bookstore located on the first floor of the University Center. Required books are identified on a shelf card listing the course name, number and professor’s name. Used books are sometimes available. The Bookstore is open from 7:45 a.m. – 6:00 p.m. on Monday and Thursday from 7:45 a.m. – 5:00 p.m. on Tuesday, Wednesday and Friday. Students can view a list of required textbooks and materials prior to each term at bookstore.samford.edu.

CAMPUS SAFETY

The Department of Public Safety and Emergency Management is staffed 24 hours a day, providing immediate availability for emergency response, performance of security patrols, monitoring of persons on campus, lockouts, dead batteries, and providing other services to the
campus community. Public Safety may be reached at 726-2020. In the event of a health or campus emergency, please refer to the public safety website as a mechanism for official communication and resources: http://www.samford.edu/departments/public-safety/.

INCLEMENT WEATHER POLICIES

Announcements of the closing of the University campus are recorded on the University switchboard, 726-3673 (SAM-FORD). In addition, the Public Relations Office of the University notifies local television and radio station of the closing. RAVE is Samford's emergency notification system. Any campus closings related to weather or safety situations are communicated via email and text message.

NOTIFICATION OF EMERGENCY

RAVE is the primary method of communication used by Samford University during a campus emergency. If you have not registered for RAVE alerts, please use the link provided below and go to the My Contact Information box on your Portal homepage to update your RAVE Emergency Alert Information. Link to RAVE Emergency Alert

Samford University utilizes Samford Alert for desktop, laptop, tablet, and mobile devices to provide students with information, procedures, and links about what to do in the event of a variety of emergency situations that could occur on our campus. If you do not already have the Samford Alert app on your mobile device, laptop, desktop, or tablet, please click on this Link to Samford Alert app and go to the In Case of Emergency box on your Portal homepage for instructions on downloading the App. Once you have downloaded the App, please take time to review the information provided, it is important that you know what to do in the case of a campus emergency. http://www3.samford.edu/ops/publicsafety

COMPUTER LABS

Academic buildings at Samford house general access computer laboratories for student use. Popular software titles in areas such as word processing, spreadsheet analysis and presentation preparation are provided in these laboratories. Information about the location and hours of the labs is available from the Computing Laboratories Manager or on Samford’s Web page at http://www.samford.edu/labs/. A computer lab is located in the basement of the library, and first floor of the Propst Science Center. Printing and charging stations are located in CHS.

ELECTRONIC MAIL

Every Samford student is assigned an email account. Students are required to read their Samford email every day and to maintain an email mailbox that is not “full”, to accept incoming emails. The School does not use personal email accounts to communicate with enrolled students.
SAMFORD CAMPUS PORTAL

Students are encouraged to take advantage of all the services offered through the campus portal. By clicking on the Banner button, students may obtain important information such as: transcripts, grades, class schedules, and financial aid information.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act [FERPA] is a federal law designed to protect the privacy of a student's education records. The rights of the FERPA heretofore assigned to parents are now transferred to their college students. These rights are:

1. Eligible students have the right to inspect and review all of the student's educational records maintained by the school. The student must contact the dean of academic services and registrar office to make an appointment to view their academic record.
2. Eligible students have the right to request that a school correct records believed to be inaccurate or misleading. If the school refuses to change the records, the eligible student then has the right to a formal hearing. After the hearing, if the school still refuses the correction, the eligible student has the right to place a statement in the records commenting on the contested information in the records.
3. Generally, Samford University must have written permission from the eligible student before releasing any information from a student's record. However, the law allows schools to disclose records, without consent, to the following parties: school employees who have a need to know, other schools to which a student is transferring, parents when a student over 18 is still a dependent, certain government officials in order to carry out lawful functions, appropriate parties in connection with financial aid to a student, organizations doing certain studies for the school, accrediting organizations, individuals who have obtained court orders or subpoenas, persons who need to know in cases of health and safety emergencies, state and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

Schools may also disclose, without consent, "directory type" information, such as a student's name, address, e-mail address, and telephone number. Samford University has designated the following as directory information: student name, address, telephone number, date and place of birth, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, honors, degrees and awards received, most recent previous school attended, and photograph. An eligible student who does not wish for this information to be released without prior written consent must notify in writing the Office of the Dean of Academic Services and Registrar by the last day to Drop/Add without financial penalty in a semester or term.

STUDENT RIGHTS AND RESPONSIBILITIES

All graduate students are expected to comply with the behavioral expectations and values as stated in the Samford University Handbook. Some stated policies may not apply to graduate, non-resident students, i.e., issues related to residence halls, notification of parents etc.
However, the Values Violation Process does apply to students in the MSN Program. See Clinical Student Rights and Responsibilities.

**Student Conduct**

Students in the School of Nursing must adhere to the standards of conduct specified in the current Samford University Student Handbook, as well as to certain standards of behavior appropriate for all health professionals. The information contained in the Handbook can be accessed online from the Samford University website. Students shall comply with legal, moral, and legislative standards, which determine acceptable behavior of the nurse. Noncompliance may be cause for suspension or dismissal from the School of Nursing.

**Food Services**

In the College of Health Sciences buildings, Freshens is available on the Atrium level of Building 2. A student kitchen area and vending machines are located in Building 1 near 1253. The University Center Cafeteria offers full meals offering an “all you can eat” selection of hot entrees, salad/dessert bar and other items. For students seeking a la carte items such as sandwiches, drinks and snacks, the Food Court is located on the ground floor of the University Center. Students may put money on their Samford card to use in the Food Court, Bookstore or copy machines. The Food Court accepts Cash, Debit/Credit cards and Samford cards.

**Library**

Samford offers a wealth of library resources featuring extensive print and electronic collections, as well as multimedia resources that include microfilm, music scores, and audio and video recordings. The online catalog and other full-text electronic resources are available to students 24/7 via the Internet. Other libraries in the Birmingham area cooperate with Samford on a reciprocal basis, increasing the variety of resources directly available to the Samford community.

The **Samford University Library** is the primary library for all students, faculty, and staff. In addition to books, e-books, periodicals, unique collections, and full-text electronic resources, the library houses a large government documents collection—serving as an official repository. Individualized and group instruction in the use of library resources is provided on a regular basis by librarians. A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms with advanced presentation and conferencing capabilities, and a lounge area are available for use.


**Lister Hill Library of the Health Sciences** may be accessed using the Samford University student identification card. Lister Hill Library is located at 1700 University Boulevard, in the heart of the University of Alabama at Birmingham. The library collections for the University of Alabama
Medical Center are housed in this library which serves all health personnel as well as students in dentistry, medicine, nursing, optometry, public health, and other allied health students. There are approximately 170,000 volumes and current subscriptions to approximately 2,500 journals. Journals in all subject areas are located in the basement with access to many copying machines at nominal charges.

**Simulation Center**

The Simulation Center is located on third floor of CHS Building 1. The human patient simulation center is located in the corner with an observation room. Equipment needed to simulate anesthesia care, including the anesthesia machines, task trainers for airway management, central venous line insertion, and epidural and spinal administration are available for proctored use. Any person or group using classrooms, laboratories, and/or equipment is responsible for leaving them orderly and ready for the next user. Nametags are required in the Simulation Center. No food or drink (except water bottles) is allowed. CHS Simulation Center Student Guidelines may be accessed through Moodle: [http://moodle.samford.edu/pluginfile.php/564288/mod_resource/content/1/Student%20Guidelines%20for%20Sim%20Center.pdf](http://moodle.samford.edu/pluginfile.php/564288/mod_resource/content/1/Student%20Guidelines%20for%20Sim%20Center.pdf)

**Mailing Address/Name Changes**

Students must notify the Department Chair, Department Coordinator, the AANA, Board(s) of Nursing, Samford Bursar’s Office, and Samford University Record’s Office should their address and/or name change. In the event that a student does not submit a change of address, important information may not be received. Changes are the student’s responsibility and should be made via the Samford Portal. Change of name requires a copy of the marriage certificate or other legal document and must be completed by the Financial Aid Office. It is also the student’s responsibility to notify the IMSON office of Graduate Student Services of any changes. For the AANA: Send student associate membership number, old information and new information.

**Parking**

**Vehicles must display a Samford University parking decal if parked on campus.** Decals may be obtained for a nominal fee from the transportation services located at 301A Seibert Hall. You may also obtain a decal online through Samford’s website at [www.samford.edu/ts](http://www.samford.edu/ts).

**Student Services**

[Samford Student Services](http://www.samford.edu/services/) are available to support online, hybrid, and on-campus faculty and students, regardless of their physical location. This student services website provides a convenient list of resources available with links and how each resource can be accessed by all students enrolled, even in online offerings. Academic Success Center, Communication Resource Center, Counseling Services, and Disability Resources are support services available for your academic, spiritual, and physical success here at Samford University.
UNIVERSITY HEALTH SERVICES

Conveniently located in F. Page Seibert Hall, University Health Services has three examination rooms, a treatment room, triage area and on-site CLIA-certified lab and x-ray. The clinic entrance is located on the east side of Seibert Hall, adjacent to the commuter parking lot. The clinic provides primary medical care services, including acute care for illness and injuries, health maintenance and management of stable, chronic conditions.

Confidential counseling services are available free to enrolled Samford students. Counselors have experience and training in a wide range of issues. In addition to individual counseling, counselors provide relationship counseling, group counseling, academic skills assistance, referral information and crisis intervention. Counseling Services is located at Dwight Beeson Hall (DBH) Suite #203. For more information, or to make an appointment, e-mail counseling@samford.edu or call 205-726-4083.

DISABILITY SUPPORT SERVICES

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. If you are registered with Disability Resources and have your current semester accommodation letter, please make an appointment with the course coordinator as soon as possible to discuss accommodations that may be necessary. Students with disabilities who wish to request accommodations should register with Disability Resources (205) 726-4078, disability@samford.edu, University Center Room 205, (Disability Resources Webpage). Academic adjustments will be granted only upon receipt of a current accommodation letter from DR.

Title IX

Samford University is committed to the creation and maintenance of a safe learning environment for students and the University community. In accordance with federal policy all University employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University Title IX Coordinator. If you wish to speak with an employee who is not required to report information, you can find a list of confidential resources listed in the online student handbook and the Title IX website.

STUDENT COMMITTEE MEMBERS OF SCHOOL OF NURSING COMMITTEES

Graduate students have the opportunity to provide perspectives and assist in shaping policies through membership on IMSON committees as designated. Student representatives have full voting privileges and responsibilities with the exception of any committee activities which include a review of student and/or faculty records. Each committee will have one undergraduate and one graduate representative and one alternate for each committee. Students shall serve one year on the respective committee.
NURSE ANESTHESIA EVALUATION COMMITTEE

The purpose of this committee is to regularly evaluate processes and outcomes related to the Nurse Anesthesia Program. Members: Department Chair, Associate Department Chair, Director of Clinical Services, Senior Students, Junior Students, program faculty.

The Evaluation Committee reviews:
- Student evaluations of clinical sites and clinical instructors
- Summaries of course evaluations
- Student clinical and didactic grades
- Student graduation rates
- Student employment rates
- Student semester program evaluations
- National Certification Examination and SEE pass rates and mean scores
- Graduate evaluations
- Graduate employer evaluations
- Alumni surveys
- Program textbooks

The Evaluation Committee will meet one time each year, during the fall semester. Student committee members will be excused for discussions regarding specific student grades or evaluations.

a. The Evaluation Committee makes recommendations regarding improvements and changes to the evaluation process as indicated.
b. Based on student, faculty and graduate evaluations, course completion rates, program completion rates, and committee member input, the Evaluation Committee addresses and responds to matters regarding major programmatic revisions to the curriculum, proposes appropriate faculty or student development activities, and helps determine changes to program policy and procedures.
c. Based on student, faculty and graduate evaluations and committee member input, the Evaluation Committee evaluates the program’s quality and integrity and determines whether the terminal objectives of the program are being met.

PROFESSIONAL ORGANIZATIONS WITH CAMPUS CHARTERS

NURSES’ CHRISTIAN FELLOWSHIP

Nurses’ Christian Fellowship (NCF) is an organization of Christian nursing students and practicing registered nurses. The purpose of NCF is to better prepare nurses to assist people spiritually, psychosocially and physically as they face crisis. The concern of NCF is for quality nursing care, which includes the spiritual dimension regardless of religious affiliation.
SIGMA THETA TAU

The Gamma Eta Chapter of Sigma Theta Tau International is an honor society for nursing students and nurses. The organization is dedicated to promoting high professional standards. Membership includes graduate and advanced graduate men and women in nursing with excellence in studies, qualities of leadership, capacity for professional growth and desirable personal characteristics. Invitation to membership occurs in the Fall and Spring Semesters and chapter inductions are held.

PHI KAPPA PHI

Recognizes and encourages superior scholarship in all academic disciplines. Nominations are made by graduate faculty during the Spring Semester.

OMICRON DELTA KAPPA

Recognizes that leadership of exceptional quality and versatility in college should be recognized, that representatives in all phases of college life should cooperate in worthwhile endeavors, and that outstanding students, faculty, and administrators should meet on a basis of mutual interest, understanding, and helpfulness.
FINANCIAL SERVICES

BILLING

Notification that a new e-bill has been generated will be sent to the student via the Samford University e-mail account, which is considered the official means of communication with students, so it is important to check this account regularly. Paper billing statements will not be provided. Students and authorized users may also access the e-bill system at any time via the Samford University web portal.

Students registering during the early registration period will receive an e-bill at least 15 days prior to the payment due date. The e-bill reflects activity up to the date the e-bill was generated. Any activity transpiring after the e-bill generation date can be viewed on the Current Activity section of the online e-bill system. The Current Activity page provides the current account balance that is due including any unbilled charges and payments. To review the detail by term, select the appropriate term from the drop down box. Payment for a term e-bill will be due in accordance with the schedule included within this policy. Students who register/make schedule changes/add room and board, etc., after the e-bill generation date must consult the online system to view their account summary and make payment arrangements for all charges by the due date for the term regardless of whether or not the charge(s) have been billed. There are payment plan options available and to go to the following link for more information.

http://www.samford.edu/admission/graduate/payment-plans

There is one payment due date at the start of each term for all Samford students. It is the first business day after the drop/add period has ended for undergraduate students. Students who register/make schedule changes/add room and board, etc. after the e-bill generation date must consult the online system to view their account summary and arrange payment for all charges by the due date for the term regardless of whether or not the charge(s) have been billed. Late fees are no longer assessed to students. Dropping students from classes due to non-payment remains in effect, however.

CANCELLATION AND REINSTATEMENT

Students not paying their bill by the due date are subject to having their registration cancelled until payment is received. A student may be reinstated by paying their balance in full. Following this payment, students will receive a clearance slip from the bursar’s office for them to present to student records to re-establish their class schedule. E-bill generation, payment and registration cancellation dates for each semester/monthly e-bill are noted on the payment schedule.

FINANCIAL AID, SCHOLARSHIPS AND LOANS

The Office of Financial Aid is located in the Student Financial Services suite on the first floor of Samford Hall. Office hours are from 0800-1630, M-F. Phone: 205-726-2905. The Federal Stafford Loan Program offers low interest student loans that enter repayment after a six-month
grace period from the date the student ceases to be enrolled at least half-time in school. To be eligible for a Stafford Loan, students must file a FASFA (http://www.fafsa.ed.gov/). The student may borrow based on enrollment, cost of attendance, and grade level. Maximum amount for the unsubsidized Stafford loan is $20,500. Additional loan funding may be available.

Complete financial aid information for nursing students is available through the Office of Financial Aid (205)726-2905, ofa@samford.edu or http://www.samford.edu/departments/financial-services/. Billing and payment information is available through the Bursar’s Office, broffice@samford.edu, (205) 726-2816 or http://www.samford.edu/bursar.

ALABAMA BOARD OF NURSING SCHOLARSHIP

On June 15, 1977, the State of Alabama signed into law an act providing for 15 scholarships of $3,800 each for post-baccalaureate nursing education. The scholarships are awarded by the Board of Nursing contingent upon annual appropriation of funds by the legislature. In 2016, a tuition reimbursement opportunity was introduced for advanced practice nurses who agree to work in underserved areas in Alabama. For additional information see the Alabama Board of Nursing website: https://www.abn.alabama.gov/alabama-nursing-resource-center/grad-students/#tab-loans.

NURSES EDUCATIONAL FUNDS, INC.

NEF Scholarships are for Master's and Doctoral degree study in Nursing. Should you have any questions or concerns about the Application process, contact http://www.nef.org/index.php/apply.html

Requirements - The following criteria must be met for eligibility:

• Master's Students
  • Enrolled full- OR part-time in a professionally NLNAC or CCNE accredited nursing program
  • Completed at least 12 credits of the program
  • Maintain a minimum GPA of 3.6


The AANA Foundation offers student scholarships to individuals in accredited CRNA programs. To apply for a scholarship, a first-year student must be an AANA member, and have completed at least six months of courses in an accredited CRNA program by the application deadline date. Second-year students must have completed at least one year of courses in an accredited CRNA program by the application deadline date.

FUNDERBURG SCHOLARSHIP

The Funderburg Scholarship is awarded each year in honor of Dr. Lonnie Funderburg, to the student who shows a commitment to practice in rural or underserved areas. Criteria for the scholarship include:
1. Registered nurse enrolled in the Samford University Nurse Anesthesia Program.
2. Undergraduate grade point average equal to or greater than 3.0.
3. Previous work as a nurse for a year in a rural or underserved area OR commitment to work in a rural or underserved community (http://muafind.hrsa.gov/) after graduation.
4. Short essay (maximum 2 typed pages) regarding the student’s commitment to the rural underserved community, personal interest in becoming a nurse anesthetist, and long term goals after graduation from the nurse anesthesia program.

ADDITIONAL SCHOLARSHIP OPPORTUNITIES LISTED ON THE SIGMA THETA TAU WEBSITE

http://www.nursingsociety.org/Career/CareerAdvisor/Pages/scholarships_opps.aspx
INFORMATION PERTAINING TO CLINICAL SITES

POLICIES OF AGENCIES
Graduate students are expected to become familiar with and adhere to the policies and documentation requirements of each agency or institution used for learning experiences.

BEHAVIOR IN THE PRACTICE SETTING
Clinical faculty have the right to dismiss students from the clinical setting if there is behavior that indicates that the student is unprepared and not capable of providing safe care to assigned patients.

LIABILITY INSURANCE
Professional liability insurance for clinical practice is required for all nurse anesthesia graduate students. The program will provide additional information regarding this purchase.

Liability insurance should meet the following requirements:
1. be an occurrence type policy
2. have minimum coverage limits of $1,000,000/$3,000,000

The graduate student will be required to provide proof of liability insurance in writing to the Director of Clinical Anesthesia Services prior to beginning their 1st clinical observation day and must maintain coverage while enrolled in the graduate program.

HEALTH DATA AND IMMUNIZATION REQUIREMENTS
As part of the Progression Policy, all health forms, immunization information, and licensure will be submitted by the student to Employee Screening Service (ESS) for compliance accountability.

ESS will contact each student via email once their deposit is paid to Samford University for admittance into the Nurse Anesthesia Program. Instructions will be provided for setting up the account and each individual student should set their account up within two weeks of notification.

Students are responsible for uploading all required documents to ESS. Once reviewed, ESS will clear each student as appropriate. All documentation must be submitted to ESS before the first day of class.

Students are responsible for keeping current all licensures and immunizations. Failure to do so while in the clinical portion of the program will result in loss of privileges at the site until compliance is verified. Days not attended will be subtracted from available vacation days.
The student must submit the following:

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<thead>
<tr>
<th>Credential or Document Type</th>
<th>Guideline</th>
<th>Validation Period</th>
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| Certification               | Must be BLS certified prior to entering the program.  
*ACLS/PALS certified prior to beginning clinical experience | Valid within 2 years |
| Mantoux TB skin test        | Must indicate either one step exam or chest x ray read neg; date rec’d and date read must be listed. | Valid within 1 year, required every year |
| Hepatitis B Vaccination series | Proof of vaccinations signed by physician, PA, or CRNP; need all 3 dates listed or titer |                    |
| MMR                         | Provide date signed by physician, PA, or CRNP on physical form or proof of MMR; must be two step or titer |                    |
| Tetanus (TDAP)              | Provide date signed by physician, PA, or CRNP on physical form or proof of TDAP |                    |
| Varicella                   | Immunization date or varicella titer signed by physician, PA, or CRNP on physical form OR date of disease |                    |
| Flu shot                    | In fall prior to November - Provide proof of Flu Shot Vaccine to B. Morgan | *Required by clinical sites |
| Student Health Form         | Must be on College of Health Sciences Health Form and signed by physician, PA, or CRNP |                    |
| Nursing License             | Must be active and unencumbered – AL required by April 1 of first spring semester |                    |

**CLINICAL STANDING**

Students are evaluated continuously during a clinical rotation. If the Clinical Coordinator or Director of Clinical Services determines that the student is not meeting clinical standards and/or if patient safety is at risk, the student may be dismissed from the program or counseled and provided guidance for improvement.

If performance continues below the established standards and/or if patient safety is at risk, the student may be placed on clinical probation or dismissed from the program. When the student is placed on clinical probation, specific criteria will be prescribed that will measure the improvement in student clinical performance over a specified period of time. If these criteria are not successfully met, the student’s likelihood of future success will be evaluated by the faculty and a decision made regarding future status in the program.

**CONFERENCE TIME**

Conference time will not be deducted from the student’s personal time bank. Attendance at the AANA annual meeting can be a valuable educational experience, and students are allowed conference time to attend. Students are required to attend the Alabama Association of Nurse Anesthetists Fall Meeting, if it is held within 60 miles of Birmingham.
One conference day in addition to one day for travel will be allowed for senior students who are registered for a board review class.

**VACATION AND HOLIDAYS**

The Department of Nurse Anesthesia academic and clinical training extends throughout the year, and often through published University break periods. Semester 1-3 are solely didactic. Semesters 4-7 are predominantly clinical.

**Year One (Semesters 1-3)**
The student follows the Nurse Anesthesia Program calendar during the first year of study.

**Years Two and Three (Semesters 4-7) – see details in Clinical Policy**
One week vacation during the University Christmas holiday schedule - either the week of Christmas or the week after Christmas.
Twelve days of excused personal time (including vacation, interviews, bereavement days, and sick days).
Students will observe the holiday schedule of the clinical site where they are rotating.

**RELEASE OF INFORMATION TO CREDENTIALING AGENCIES AND STATE BOARDS OF NURSING**

Students, who wish to have academic information shared with credentialing agencies or boards of nursing, must complete the Authorization to Release Information to Certification Agencies and State Boards of Nursing form before the School of Nursing faculty or administrators may release information about students.

**SEXUAL HARASSMENT POLICY**

As a Christian institution of higher education, Samford University has a moral commitment to the worth and dignity of all individuals. Consequently, sexual harassment is deemed unacceptable and will not be tolerated. Samford’s policy of opposition to sexual harassment is not only a legal responsibility and practical utility, but stems from the university’s profound commitment to Christian and moral values as expressed in its mission and purpose.

A student who believes he or she has been sexually harassed should report the incident(s) to the Assistant Dean for Student Services and Values Advocate. The Assistant Dean will advise the student of the procedures to be followed to resolve a complaint.

In all cases, the offended student will be given the option of resolving the issue informally or formally. The formal resolution of a complaint of a student toward another student will be processed through the value violation procedures as described in this handbook. Student-to-student informal resolution will be referred to and administered by the Vice President for Student Services and Enrollment Management or a designee.
SUBSTANCE ABUSE POLICY AND PROCEDURE

PROFESSIONAL/LEGAL STANDARD

The Ida Moffett School of Nursing recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The School is committed to protecting the safety, health, and welfare of its faculty, staff, and students and people who come in contact with its faculty, staff, and students during scheduled learning experiences. The IMSON strictly prohibits the illicit use, possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any nurse or nursing student who tests non-negative for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Alabama Nurse Practice Act and the Alabama State Board of Nursing Rules and Regulations.

Furthermore, any nurse or nursing student who is aware that another nurse or nursing student has violated a provision of the Alabama Nurse Practice Act is obligated to report that nurse to the Alabama Board of Nursing. A failure to do so in and of itself is a violation of the Alabama Nurse Practice Act and the Alabama State Board of Nursing Rules and Regulations. Similar professional expectations apply to nursing students. Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, or controlled substances is obligated to report this information to a School of Nursing faculty member.

STATEMENT OF PURPOSE

The intent of the Substance Abuse Policy is twofold: to identify students who are chemically impaired and help them to return to a competent and safe level of practice. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are conducted in good faith and with compassion, dignity, and confidentiality.

STATEMENTS FOR POLICY INCLUSION IN UNIVERSITY CATALOG/HANDBOOKS

The Substance Abuse Policy and Procedure of the Ida Moffett School of Nursing, Samford University is found in its entirety in the Undergraduate and Graduate Student Handbooks. An abbreviated statement is included in the Samford University Catalog.

TESTING PROCEDURES

When. The Ida Moffett School of Nursing requires the student to submit to drug testing under any or all of the following circumstances:

- Random testing as required by the clinical sites of the IMSON
- For cause (see Testing for Cause Statement); and
- Part of a substance abuse recovery program.
Failure to comply. Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete.

Cost. The student will be responsible for paying the cost for the urine drug screen. This cost will be placed on the student’s ebill.

Facility. The Ida Moffett School of Nursing will utilize Employment Screening Service (ESS) for collection of specimens, and ESS will perform testing, utilizing the laboratory’s policies.

Sample Collection. The collection techniques will adhere to the guidelines in accordance with U.S. Department of Transportation 49 CFR Part 40 following chain of custody protocol. ESS will collect urine samples at the discretion of the dean of the Ida Moffett School of Nursing. The process and procedure for sample collection will adhere to the contract between and the Ida Moffett School of Nursing.

Substances. Substance-related disorders are listed in the Diagnostic and Statistical Manual of Mental Disorders, fourth edition, (DSM-IV). Substances of abuse are grouped into eleven classes: alcohol, amphetamines or similarly acting sympathomimetics, caffeine, cannabis, cocaine, hallucinogens, inhalants, nicotine, opioids, phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics. Testing may include any of these drug categories. The IMSON shall have the authority to change the panel of tests without notice to include other substances as suggested by local and national reports or circumstances.

Non-negative Results. If a non-negative result is obtained, the urine sample will be sent to a Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratory. If the specimen results are non-negative after the screening process at the laboratory the urine samples will be sent for Gas Chromatography/Mass Spectrometry (GCMS) confirmation.

All positive results will be reported to the Medical Review Officer (MRO). After review by the (MRO), positive results will then be reported to the appropriate associate dean and/or department chair. All non-negative urine samples will be frozen in a secure and locked freezer compartment at the (SAMHSA) laboratory.

Testing for Cause. Any nursing student, who demonstrates behavioral changes suspected to be related to the use of drugs, including but not limited to alcohol, will be subjected to testing. The decision to drug test for cause will be drawn from those facts in light of the experience of the observers and may be based on:

- observable phenomena such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a drug
- erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, absenteeism, tardiness, and deterioration of work performance
- a report of drug use provided by reliable and credible sources which have been independently corroborated
• information that a student has caused or contributed to an accident that resulted in injury requiring treatment by a licensed health care professional
• evidence of involvement in the use, possession, sale, solicitation or transfer of drugs while on a clinical site premise
• conviction by a court, or being found guilty of a drug, alcohol or controlled substance in another legitimate jurisdiction.

Testing for cause will be conducted using the following procedure:
1. The faculty member will have another faculty member or health professional at the practice site to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made after conferring with the appropriate associate dean and/or department chair.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and clinical site policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committee designated by the dean of the Ida Moffett School of Nursing.
5. If the lab test is negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student will be allowed to return to class and clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (whichever comes first).
6. If any part of the lab test is non-negative for substances classified in the Diagnostic and/or Clinical Statistical Manual of Mental Disorders (DSM-IV), the student is in violation of the Ida Moffett School of Nursing Substance Abuse Policy and the Samford University Drug and Alcohol Policy. As provided in this policy in the section entitled, “Non-negative Drug Screen, Sanctions, Treatment, Referral, Re-application, Opportunity for a Re-Test”, violations will result in the imposition of disciplinary sanctions up to and including expulsion of the student (Samford University Student Handbook).
7. Confidentiality will be maintained.
8. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”. 

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CONFIDENTIALITY

All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. Drug test results will be sent to the appropriate associate dean and/or department chair in the IMSON. Records will be maintained in a locked cabinet. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation must be shared with the Alabama Board of Nursing or the Board of Nursing in the state where the student has licensure and may be shared with a parent or legal guardian as provided in the following paragraph.

Pursuant to the Family Educational Responsibility and Privacy Act (20 USC 1232g) Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of a Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education records, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or abuse.

Non-Negative Drug Screen, Sanctions, Treatment, Referral and Re-application, Opportunity for a Re-Test:
A non-negative drug screen will result in three different actions.

1. Ida Moffett School of Nursing

Hospitals and clinics cannot afford to compromise on patient safety, health and welfare. Therefore, if a nurse tests non-negative on a drug screen, the nurse is released from employment immediately. Nursing students are held to this same standard. Hospitals and clinics will not allow a nursing student who tests non-negative on a drug screen to continue in training or service in their organization.

Violations of the Samford University Drug and Alcohol Policy will result in the imposition of disciplinary sanctions by the Ida Moffett School of Nursing up to and including expulsion of the student. (“Drug and Alcohol Policy” as printed in the Samford University Student Handbook). In order to assure patient safety at clinical sites, a non-negative drug screen will be considered evidence of drug use/abuse by the student.

A non-negative drug screen of any of the following substances will result in immediate dismissal from the Ida Moffett School of Nursing: amphetamines or similarly acting sympathomimetics, cannabis, cocaine, hallucinogens, inhalants, phencyclidine (PCP) or similarly acting arylycyclohexylamines. Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values Process. Dismissal from the Ida Moffett School of Nursing is not automatically a dismissal from Samford University. The student will be ineligible to receive a letter of good standing from the dean of the nursing program.

2. Samford University
Violations of the Samford University Code of Values will result in the imposition of disciplinary sanctions up to and including expulsion of the student, (“Code of Values” as printed in the Samford University Student Handbook). Results of a non-negative drug screen will be referred by the dean of nursing to the Associate Dean for Student Services and Values Advocacy. Action taken through the Student Values Process will be independent of action taken, if any, under the Substance Abuse Policy of the Ida Moffett School of Nursing.

3. Referral to a Substance Abuse Treatment Program

A student with a non-negative drug screen will be referred to a Substance Abuse Treatment Program.

**OPPORTUNITY TO REQUEST A RE-TEST**

If a test result is non-negative, the student may request a re-test of the original urine sample. A student who desires to have the original sample re-tested must file a written request with the dean of the Ida Moffett School of Nursing within three (3) business days following notification of a positive drug test result. The student will be responsible for all costs of the re-test. If the re-test is negative the student will be reinstated.

**INCIDENCE OF RECURRENCE**

If a non-negative test for substance abuse is found once a student is re-admitted to the IMSON, the student will be dismissed from the Ida Moffett School of Nursing and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the dean of the nursing program.

**STUDENT RELEASE FORM**

As a condition of progression, each student will sign the following “Substance Abuse Policy Release Form” agreeing to adhere to the terms and conditions of the Substance Abuse Policy and Procedure.
**Clinical Milestones and Performance Objectives**

Clinical milestones are specified, time specific knowledge and skill sets that a graduate nurse anesthesia student will evidence mastery of prior to advancing to the next clinical practicum course.

These serve as a guide for the clinical preceptor in evaluating a student’s clinical performance at various points in their clinical experience.

**Clinical Milestones—Level One (Rotations 1, 2 – Less than 500 Clinical Hours)**

1. Demonstrate the ability to conduct a pertinent health history, chart review, preanesthetic physical examination and obtain an informed consent in preparation for anesthesia.

2. Demonstrate the ability to successfully obtain intravenous access in a variety of patients.

3. Demonstrate perioperative planning and management skills that demonstrate a strong basic and applied science foundation as well as utilization of accepted standards of care.

4. Demonstrate understanding of the function and use of the anesthesia machine, including the ASA recommended checkout procedure, as well as operation of physiological monitoring systems, anesthesia ventilators, drug delivery systems, and fluid/blood delivery systems.

5. Demonstrate proficiencies with technical skills of airway management, to include mask management and laryngoscopy with endotracheal intubation.

6. Demonstrate mastery of all common anesthetic drugs, including doses, toxicology, pharmacodynamic and pharmacokinetic profiles.

**Clinical Milestones—Level Two (Rotations 3, 4 – 500-1000 Clinical Hours)**

1. Maintain proficiency in all Level One milestones.

2. Demonstrate ability to formulate and implement appropriate management plans for adult patients (ASA I & II), undergoing elective procedures of low to moderate risk. The plans must be patient specific, based on rational assessment of preexisting disease and surgical requirements.

3. Demonstrate basic abilities to recognize major normal and abnormal patient responses to anesthesia and surgery and begin to multi task interventions in a smooth, relevant, consistent, and prioritized manner.
**Clinical Milestones—Level Three (Rotations 5, 6, 7-1000-1500 Clinical Hours)**

1. Maintain proficiency in all Level II milestones.
2. Consistently demonstrate timely and appropriate airway evaluations and interventions for normal and abnormal presentations.
3. Demonstrate the ability to formulate more complex anesthesia care plans for ASA class I-V patients; including, pediatric, obstetric, and other specialty areas.
4. Demonstrate proficiency in insertion of and management of invasive physiological monitoring systems.
5. Demonstrate proficiency in managing and administering spinal, epidural and axillary blocks.

**Clinical Milestones—Level Four (Rotations 8, 9—1500-2000+ Clinical Hours)**

1. Maintain proficiency in all Level III milestones.
2. Competently plan, manage and evaluate anesthetic care for all patient classifications and risk categories.
3. Demonstrate proficient use of critical thinking skills that supports effective clinical decision-making and increasing levels of independence in patient care.
PERFORMANCE OBJECTIVES

Clinical experiences are designed to equip the student to meet all of these expectations prior to graduation from the nurse anesthesia educational program:

I. **Formulate a safe, specific, and effective anesthesia care plan for all types of patients to include ASA classifications I-V(E), including in that process:**

   1. Interview and prepare the patient psychologically for anesthesia.
   2. Perform and record a thorough and accurate pre-anesthetic history and physical exam.
   3. Identify concurrent pathophysiology and the implications of said pathophysiology for anesthesia.
   4. Identify abnormal laboratory, radiological, ECG, or other reports, determine the implications for the conduct of anesthesia and integrate information in developing an anesthesia care plan.
   5. Discuss possible problems associated with concurrent disease and the implications for anesthesia with colleagues and/or collaborators/consultants.
   6. Recognize when patients need consultation and/or treatment by other qualified healthcare providers.
   7. Exercise judgment and sound decision-making principles when conducting a pre-anesthetic evaluation.
   8. Properly document the pre-anesthetic interview and the informed consent.
   9. Develop a secondary/alternative anesthesia care plan for each patient.

II. **Select and implement safe anesthesia management plans, including:**

   1. Select, assemble, and evaluate all necessary anesthesia delivery and monitoring equipment.
   2. Select and prepare appropriate drugs and other treatment modalities to be used. Consider cost-effectiveness when implementing anesthesia care plans.
   3. Identify the patient, review the patient’s chart for accuracy and completeness, and monitor and record baseline vital signs.
   4. Start intravenous infusions using appropriate aseptic techniques.
   5. Develop and implement an appropriate fluid management plan and administer intravenous fluids. When indicated, implement electrolyte therapy, and utilize blood and blood products after identification and verification.
   6. Select and administer anesthetic and adjunctive pharmacotherapeutics compatible with the condition of the patient and with the required surgical procedure.
7. Administer and manage various types of regional anesthesia techniques including epidural, subarachnoid, brachial plexus, intravenous regional (Bier), and selected peripheral nerve blocks.

8. Assess and maintain an unobstructed airway, utilizing various methodologies; face mask, oral and nasal airways, laryngeal mask airway, endotracheal tube, and tracheostomy.

9. Assist and control ventilation effectively.

10. Interpret data obtained from sensory & electronic monitoring modalities and take corrective measures when indicated.

11. Demonstrate decision making abilities and sound judgment in solving problems during an anesthetic and evaluate any actions taken.

12. Recognize when a patient may need assessment and/or intervention by another healthcare provider.

13. Record appropriate information accurately, completely, and legibly on the anesthesia record.


15. Provide for safety of other operating room personnel to include effective scavenging of anesthetic gases, use of universal precautions, and adherence to local safety and environmental standards.

III. Demonstrate procedures necessary during the anesthetic management of the patient to include:

1. Intubation of patient orally and/or nasally under direct/indirect vision, utilizing a blind approach, awake or asleep.

2. Assess fluid intake and output and blood loss estimation.

3. Terminate the anesthetic and perform appropriate emergence sequence.

4. Insertion of central venous line catheter and calibration to appropriate monitor.

5. Insertion of arterial catheter and calibration of arterial lines to appropriate monitor.

6. Interpretation of CVP measurements in conjunction with other monitors.

7. Interpretation of arterial blood gas samples and taking corrective action.

8. Direct and assist with safe movement of patients from stretcher to OR table, from OR table to recovery stretcher, and transfer of patient to the PACU or other suitable recovery area.

9. Identify and correct problems that occur in transport or in PACU.
IV. Assess appropriateness of transfer of care:

1. Assess and document the patient’s condition on arrival to PACU, or other recovery area, and give appropriate, complete, and timely report to the receiving nurse, including: pertinent preoperative information, surgical procedure, anesthetic care, any abnormal responses to anesthesia.

2. Report estimated fluid deficit/blood loss and the total amount and type of intravenous solution administered to include blood and/or components.

3. Provide postoperative assessment and record information as determined by the patient’s condition, facility policy and procedures and applicable standards.

4. Report any complications that result from anesthetic management and refer any complications to appropriate individuals.

5. Perform a post-anesthesia assessment of anesthetized patients, unless there is early- or out-patient discharge.

V. Achieve and maintain ACLS and PALS certifications.

1. Students will achieve ACLS & PALS certification prior to beginning clinical rotations.

VI. Perform general care on all anesthesia equipment and report defective equipment to appropriate anesthesia personnel.

1. Demonstrate correct performance of the ASA machine checkout

VII. Demonstrate professional behavior appropriate for an advanced practice nurse to include:

1. Participate in a collaborative, collegial, and therapeutic environment within the work environment.

2. Demonstrate mutual respect and cooperation between co-workers.

3. Demonstrate professionalism by being punctual, dependable, seeking learning opportunities and being receptive to constructive criticism/evaluation.

4. Demonstrate responsibility and personal integrity by maintaining ethical and legal conduct, including patient care, verbal communication, record keeping, and confidentiality of all types of patient information.

5. Assume responsibility for one’s own actions in accordance with the level of didactic and clinical education preparation and conform to the Samford University Values Code.

6. Submit assigned work in a timely manner.

7. Utilize basic principles of management in utilizing and supervising supportive personnel and in obtaining appropriate resources to manage patient care.
VIII. Demonstrate Self Education Skills

1. Demonstrate the ability to utilize technology to continuously monitor the current literature in anesthesia and other disciplines.

2. Utilizes critical thinking skills for analysis and/or resolution of clinical problems.
STUDENT CLINICAL RIGHTS AND RESPONSIBILITIES

Enrollment in a program of nurse anesthesia grants certain rights and responsibilities to the student. Student rights and responsibilities should be fully understood and complied with.

STUDENT RESPONSIBILITIES

The Department of Nurse Anesthesia expects an acceptable quality of work and mature professional behavior from every student enrolled in the program. Student responsibilities include, but are not limited to the following:

**Dependability in Program Assignments**

1. Arrive at the clinical site on time.
2. Remain in the area until dismissed by the clinical preceptor/clinical coordinator.
3. Refrain from requesting to leave the clinical area to attend to personal business.
4. Follow the “work” schedule that the clinical coordinator provides without “frivolous” requests for changes.
5. Follow each clinical site’s policies as outlined by the respective clinical coordinator for informing the hospital/anesthesia department of an absence or need to be late in arriving for assigned clinical assignment.
6. Carry out assignments without excessive reminders (e.g., daily evaluations, clinical preceptor evaluations, clinical site evaluations).

**Personal Responsibility**

1. Prior to the beginning of the clinical experience, review identified personal goals, clinical goals, and experience level with the preceptor.
2. Maintain accountability for own learning activities.
3. Communicate with preceptor, patients, faculty and others effectively.
4. Wear name badge and make introductions as a graduate student nurse anesthetist to every patient.
5. Demonstrate preparation for clinical experiences, including developing a plan of care for every patient.
6. Maintain patient safety at all times.
7. Act professionally and ethically at all times.
8. Accept constructive criticism and use it to improve performance.
9. Ensure preceptor’s supervision when performing procedures.
10. Respect the confidential nature of all information obtained during clinical experience.
11. Perform a post-anesthesia assessment on every anesthetized patient, unless the patient is early- or outpatient discharge.
STUDENT RIGHTS
Students in a clinical learning environment should expect the following:

1. To learn in a non-threatening environment.
2. To maximize opportunity to obtain clinical experiences.
3. To be respected as a licensed registered nurse.
4. To be communicated with clearly, honestly, and in a timely manner.
5. To have personal property respected.
6. To have all student/preceptor communication conducted in appropriate locations and kept confidential.

Should a student encounter a situation in the clinical area in which they feel that these rights are being violated, the student should immediately call the Director of Clinical Anesthesia Services for resolution of the matter.

CLINICAL PRECEPTOR EXPECTATIONS
Preceptors have many expectations about how learners will perform. Communication with the preceptor will make their expectations clear. The preceptor can expect the student:

1. To have successfully completed all of the academic preparation required prior to entrance to the clinical courses.
2. To behave in a professional manner and be receptive to educational experiences.
3. To be prepared for the daily clinical experiences.
4. To communicate clearly, honestly and in a timely manner with the preceptor.
5. That they will not be exploited relative to time commitment for pay or profit of the conducting institution.
INTRODUCTION

Effective health care requires collaboration between patients and physicians and other health care professionals. Open and honest communication, respect for personal and professional values, and sensitivity to differences are integral to optimal patient care. As the setting for the provision of health services, hospitals must provide a foundation for understanding and respecting the rights and responsibilities of patients, their families, physicians, and other caregivers. Hospitals must ensure a health care ethic that respects the role of patients in decision making about treatment choices and other aspects of their care. Hospitals must be sensitive to cultural, racial, linguistic, religious, age, gender, and other differences as well as the needs of persons with disabilities.

The American Hospital Association presents A Patient's Bill of Rights with the expectation that it will contribute to more effective patient care and be supported by the hospital on behalf of the institution, its medical staff, employees, and patients. The American Hospital Association encourages health care institutions to tailor this bill of rights to their patient community by translating and/or simplifying the language of this bill of rights as may be necessary to ensure that patients and their families understand their rights and responsibilities.

BILL OF RIGHTS

These rights can be exercised on the patient’s behalf by a designated surrogate or proxy decision maker if the patient lacks decision-making capacity, is legally incompetent, or is a minor.

1. The patient has the right to considerate and respectful care.

2. The patient has the right to and is encouraged to obtain from physicians and other direct caregivers relevant, current, and understandable information concerning diagnosis, treatment, and prognosis. *Except in emergencies when the patient lacks decision-making capacity and the need for treatment is urgent, the patient is entitled to the opportunity to discuss and request information related to the specific procedures and/or treatments, the risks involved, the possible length of recuperation, and the medically reasonable alternatives and their accompanying risks and benefits.*

    Patients have the right to know the identity of physicians, nurses, and others involved in their care, as well as when those involved are students, residents, or other trainees. The patient also has the right to know the immediate and long-term financial implications of treatment choices, insofar as they are known.

3. The patient has the right to make decisions about the plan of care prior to and during the course of treatment and to refuse a recommended treatment or plan of care to the extent permitted by law and hospital policy and to be informed of the medical consequences of this action. In case of such refusal, the patient is entitled to other appropriate care and services that the hospital provides or transfer to another hospital.
The hospital should notify patients of any policy that might affect patient choice within the institution.

4. The patient has the right to have an advance directive (such as a living will, health care proxy, or durable power of attorney for health care) concerning treatment or designating a surrogate decision maker with the expectation that the hospital will honor the intent of that directive to the extent permitted by law and hospital policy.

Health care institutions must advise patients of their rights under state law and hospital policy to make informed medical choices, ask if the patient has an advance directive, and include that information in patient records. The patient has the right to timely information about hospital policy that may limit its ability to implement fully a legally valid advance directive.

5. The patient has the right to every consideration of privacy. Case discussion, consultation, examination, and treatment should be conducted so as to protect each patient’s privacy.

6. The patient has the right to expect that all communications and records pertaining to his/her care will be treated as confidential by the hospital, except in cases such as suspected abuse and public health hazards when reporting is permitted or required by law. The patient has the right to expect that the hospital will emphasize the confidentiality of this information when it releases it to any other parties entitled to review information in these records.

7. The patient has the right to review the records pertaining to his/her medical care and to have the information explained or interpreted as necessary, except when restricted by law.

8. The patient has the right to expect that, within its capacity and policies, a hospital will make reasonable response to the request of a patient for appropriate and medically indicated care and services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically appropriate and legally permissible, or when a patient has so requested, a patient may be transferred to another facility. The institution to which the patient is to be transferred must first have accepted the patient for transfer. The patient must also have the benefit of complete information and explanation concerning the need for, risks, benefits, and alternatives to such a transfer.

9. The patient has the right to ask and be informed of the existence of business relationships among the hospital, educational institutions, other health care providers, or payers that may influence the patient’s treatment and care.

10. The patient has the right to consent to or decline to participate in proposed research studies or human experimentation affecting care and treatment or requiring direct patient involvement, and to have those studies fully explained prior to consent. A patient who declines to participate in research or experimentation is entitled to the most effective care that the hospital can otherwise provide.
11. The patient has the right to expect reasonable continuity of care when appropriate and to be informed by physicians and other caregivers of available and realistic patient care options when hospital care is no longer appropriate.

12. The patient has the right to be informed of hospital policies and practices that relate to patient care, treatment, and responsibilities. The patient has the right to be informed of available resources for resolving disputes, grievances, and conflicts, such as ethics committees, patient representatives, or other mechanisms available in the institution. The patient has the right to be informed of the hospital's charges for services and available payment methods.

The collaborative nature of health care requires that patients, or their families/surrogates, participate in their care. The effectiveness of care and patient satisfaction with the course of treatment depends, in part, on the patient fulfilling certain responsibilities. Patients are responsible for providing information about past illnesses, hospitalizations, medications, and other matters related to health status. To participate effectively in decision making, patients must be encouraged to take responsibility for requesting additional information or clarification about their health status or treatment when they do not fully understand information and instructions. Patients are also responsible for ensuring that the health care institution has a copy of their written advance directive if they have one. Patients are responsible for informing their physicians and other caregivers if they anticipate problems in following prescribed treatment.

Patients should also be aware of the hospital's obligation to be reasonably efficient and equitable in providing care to other patients and the community. The hospital's rules and regulations are designed to help the hospital meet this obligation. Patients and their families are responsible for making reasonable accommodations to the needs of the hospital, other patients, medical staff, and hospital employees. Patients are responsible for providing necessary information for insurance claims and for working with the hospital to make payment arrangements, when necessary.

A person's health depends on much more than health care service. Patients are responsible for recognizing the impact of their life-style on their personal health.

**CONCLUSION**

Hospitals have many functions to perform, including the enhancement of health status, health promotion, and the prevention and treatment of injury and disease; the immediate and ongoing care and rehabilitation of patients; the education of health professionals, patients, and the community; and research. All these activities must be conducted with an overriding concern for the values and dignity of patients.

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CLINICAL SCHEDULES

The Department of Nurse Anesthesia clinical training extends over four semesters.

SEMESTERS 4, 5, 6, 7

During these semesters, the graduate student will be allowed the following time off:

One week vacation during the University Christmas holiday schedule - either the week of Christmas or the week after Christmas. This week is at the discretion of the student and plans for utilizing should be turned into the DCS by December 10th.

Scheduled vacation is allowed after completion of the second clinical rotation. (See Clinical Attendance Policy to request)

1. Twelve days of excused personal time (including vacation, interviews, bereavement days, and sick days).
2. Time for job interviews will be considered personal time.
3. No vacation can be taken during the first week of a clinical rotation or during clinical rotations to:
   - Birmingham Children’s Hospital
   - Scottish Rite Children’s Hospital
   - Alabama Colorectal Clinic
   - OB rotation at Gadsden Regional Medical Center, Gadsden, Alabama
   - OB rotation at Montgomery East, Montgomery, Alabama
   - OB rotation at Midtown, Nashville, Tennessee
4. Time off allowed for the AANA Annual Meeting, including one day travel prior to meeting and one day travel home.

Students will observe the holiday schedule of the clinical site where they are rotating.

One travel day will be allowed for out-of-state professional meetings.

One conference day, in addition to one day for travel, will be allowed for senior students who are registered for a board review class.
ATTENDANCE

UNPLANNED/RECORDED AS A “CALL IN”
Students are expected to attend, be punctual and prepared for the clinical experience. Students are responsible for emailing the DCS to report any unplanned clinical absence by 8 am of the missed day. This must be done each day of the absence.

Further, the student should follow each clinical site’s policies as outlined by the clinical coordinator for informing the hospital/anesthesia department of an absence or late arrival for clinical assignment.

DO NOT report to the clinical area when ill. This includes an elevated temperature above 100.5, vomiting, etc. Students are responsible for notifying the Director of Clinical Services and the Clinical Coordinator each day by 8:00 am of the absence. You must send an email regarding your illness; a text does not complete the requirement.

PLANNED/RECORDED AS “VACATION”
Students are provided with 12 vacation days, in addition to the one week off at Christmas or New Years. To request vacation, students are to:
1) Email the DCS to request dates desired and the clinical site where attending during those dates.
2) Once dates are approved by the DCS, the student may then notify the CC of approval by the DCS and request permission from the CC.

The request should be sent to the DCS the week prior to the request. Vacation will be granted ONLY if the case tracking is current.

EXTENDED ABSENCE
Extenuating circumstances that require extended periods of absence, such as illness, personal circumstances, maternity, etc. will be considered excused absences and handled on a case by case basis by the Department Chair.

MEDICAL LEAVE OF ABSENCE
If the need is for an extended illness, a student can apply for a medical leave of absence. Documentation from a physician will be required for granting medical leave.
who return to the program after a leave may not be able to resume their clinical activities at the point where they left, due to the curriculum plan and close correlation of clinical and didactic activities.

**Non-Medical Leave of Absence**

Non-medical leave requests are at the discretion of the Department Chair on a case-by-case basis. Students who return to the program after a leave may not be able to resume their clinical activities at the point where they left, due to the curriculum plan and close correlation of clinical and didactic activities.

**Unexcused Clinical Absences**

Patterns of unplanned clinical absences are not permitted and may result in disciplinary action, including dismissal from the program. Scheduled absences will occasionally be allowed for other approved educational opportunities, family emergencies, or military service.

**Inclement Weather Attendance**

In the event of inclement weather, where travel to the clinical site is not safe, the student should email the Director of Clinical Services and call the clinical site as soon as possible. If the inclement weather subsides and safe travel conditions are restored, the student should contact the clinical coordinator at the clinical site to determine if they should/are expected to present themselves for clinical.
Name badges, appropriate professional attire, and a lab coat (if appropriate) must be worn whenever in the clinical facility.

Dress codes in the OR Suite and hospital policy regarding scrubs and infection control must be followed at all times; this includes artificial nails.

Shorts or any clothing items that are excessively revealing are not appropriate attire to wear to the clinical area.

Distracting or dangling jewelry is not appropriate for the operating room. Each clinical site may exercise discretion in deciding the appropriateness of jewelry in their facility.
Policy: Call Assignments

All students will have clinical call experience. The Standards for Accreditation of Nurse Anesthesia Education Programs defines call as a “Call is a planned clinical experience outside the normal operating hours of the clinical facility, for example, after 5 p.m. and before 7 a.m., Monday through Friday, and on weekends. Assigned duty on shifts falling within these hours is considered the equivalent of an anesthesia call, during which a student is afforded the opportunity to gain experience with emergency cases. Although a student may be assigned a 24 hour call experience, at no time may a student provide direct patient care for a period longer than 16 continuous hours.”

The Clinical Coordinator at a clinical site may assign one or more call days as a component of the student’s rotation. The hours of that call assignment will be at the discretion of the clinical coordinator, but must be within the defined limitations.

The program limits students’ commitment to the program to less than 64 hours per week on average to ensure patient safety and promote effective student learning.

Revised 05/2014
Policy: Student Employment

Employment

Students are strongly discouraged from working while in the program.

The Department of Nurse Anesthesia, Ida Moffett School of Nursing, Samford University forbids the employment of nurse anesthesia students as nurse anesthetists by title or function.
EQUIPMENT
Prior to the beginning of the first clinical course, the students will be required to obtain an earpiece and two pre-cordial stethoscopes, (one weighted pediatric and one non-weighted pediatric). Other anesthesia equipment is provided by the clinical site.

Each student should be prepared with a functioning earpiece, precordial stethoscope, binaural stethoscope, scissors, writing pen and personal electronic device each clinical day.

In the operating room, personal electronic devices or “smart phones” are only appropriate for activities related to patient care. Students must follow the clinical site’s policy regarding the use of such devices.
POLICY: CLINICAL GRADING / EVALUATION

GRADING/EVALUATION

The assignment of either "Pass" or "Fail" for the clinical course is based upon written summative clinical evaluations and direct feedback from the clinical faculty.

Nursing is a practice discipline. Regardless of the grade on clinical evaluation tools and other written work, it is possible to fail a course as a result of unsafe/unsatisfactory practice or interactions.

Clinical grades are on a Pass/Fail basis based on the student’s clinical performance. Daily evaluations are completed by the clinical preceptor and are accompanied by a discussion of performance, which provides information necessary to complete a summative evaluation at the end of the clinical rotation. Summative evaluations are provided to the student for review.

The Department of Nurse Anesthesia requires a “Pass” grade in each clinical course to successfully progress in the program.

Students must complete all semester coursework before progressing to the next semester. An incomplete grade (INC) may be awarded if the student has done work that would earn a passing grade in the course but has failed to complete some portion of the required work because of an emergency. An “INC” grade automatically becomes an “F” if not removed by the last day of classes in the next full semester after the grade was given.

DAILY EVALUATIONS

Formative Evaluations: The clinical preceptor should review the anesthetic management with the student at the end of each clinical day. This is an informal opportunity for discussion of strengths and weaknesses observed and suggestions for improvement. It is the student’s responsibility to request an evaluation from the clinical preceptor each clinical day. If a preceptor is unaware of their ability to submit an evaluation, please notify the Director of Clinical Services and provide an appropriate email address for the preceptor. Failure to obtain evaluations or notify the DCS of difficulty obtaining clinical evaluations may result in a failing grade.

The daily evaluation is done via the student’s personal smartphone or case management system website. Paper evaluations are not accepted. The clinical preceptor, not the student, must complete the on-line form.
**SUMMATIVE EVALUATIONS**

Daily evaluations and direct clinical faculty feedback provide the information necessary to complete a summative evaluation at the end of the clinical rotation. Consultation with the clinical preceptor(s) and the site clinical coordinator may be considered in determining the summative evaluation and semester grade. The summative evaluation is returned to the clinical coordinator for review and comment, prior to submission for graduate student review.

**SELF-EVALUATION**

The student will complete a self-evaluation form at the end of every clinical rotation and midway through the clinical portion of the program.

**CLINICAL SITE EVALUATION**

At the end of each clinical rotation, the student will complete an anonymous evaluation of the clinical site, addressing its strengths and weaknesses. Evaluations are returned to each site at the end of the year for their review.

**CLINICAL PRECEPTOR EVALUATION**

At the end of each clinical rotation, the student will complete an anonymous evaluation of at least three clinical preceptors. Evaluations are returned to each site for their review at the end of the year.
**POLICY: EMPLOYEE SCREENING SERVICE CREDENTIALLING PROCESS**

As part of the Progression Policy, all health forms, immunization information, and licensure will be submitted by the student to Employee Screening Service (ESS) for compliance accountability.

ESS will contact each student via email once their deposit is paid to Samford University for admittance into the Nurse Anesthesia Program. Instructions will be provided for setting up the account and each individual student should set their account up within two weeks of notification.

Students are responsible for uploading all required documents to ESS. Once reviewed, ESS will clear each student as appropriate. All documentation must be submitted to ESS before the first day of class.

Students are responsible for keeping current all licensures and immunizations. Failure to do so while in the clinical portion of the program will result in loss of privileges at the site until compliance is verified. Days not attended will be subtracted from available vacation days.

The student must submit the following:

<table>
<thead>
<tr>
<th>Credential or Document Type</th>
<th>Guideline</th>
<th>Validation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certification</td>
<td>Must be BLS certified prior to entering the program. *ACLS/PALS certified prior to beginning clinical experience</td>
<td>Valid within 2 years</td>
</tr>
<tr>
<td>Mantoux TB skin test</td>
<td>Must indicate either one step exam or chest x ray read neg; date rec’d and date read must be listed.</td>
<td>Valid within 1 year; required every year</td>
</tr>
<tr>
<td>Hepatitis B Vaccination series</td>
<td>Proof of vaccinations signed by physician, PA, or CRNP; need all 3 dates listed or titer</td>
<td></td>
</tr>
<tr>
<td>MMR</td>
<td>Provide date signed by physician, PA, or CRNP on physical form or proof of MMR; must be two step or titer</td>
<td></td>
</tr>
<tr>
<td>Tetanus (TDAP)</td>
<td>Provide date signed by physician, PA, or CRNP on physical form or proof of TDAP</td>
<td></td>
</tr>
<tr>
<td>Varicella</td>
<td>Immunization date or varicella titer signed by physician, PA, or CRNP on physical form OR date of disease</td>
<td></td>
</tr>
<tr>
<td>Flu shot</td>
<td>Provide proof of Flu Shot Vaccine</td>
<td>*Required by clinical sites</td>
</tr>
<tr>
<td>Student Health Form</td>
<td>Must be on College of Health Sciences Health Form and signed by physician, PA, or CRNP</td>
<td></td>
</tr>
<tr>
<td>Alabama Nursing License</td>
<td>Must be active and unencumbered</td>
<td></td>
</tr>
</tbody>
</table>

Revised 3/16 acs
To remain in compliance with HIPAA regulations, graduate students may not keep any patient protected health information (PHI) including patient photos to complete daily and summative case counts, care plans, case presentations or any other type of assignment.

Unauthorized disclosure of patient information may violate state or federal laws, and unauthorized release of information may result in dismissal from school and legal action taken against the student.

No photos are to be taken of any patient or patient records. No information related to clinical patients or clinical sites may be posted on social media.
POLICY: CLINICAL INCIDENT REPORTING

It is the responsibility of the student to immediately notify the Director of Clinical Services of any incident that places the patient, the student, the clinical preceptor, or the University at risk. This can include but is not limited to needle sticks, drug errors, or disagreements with clinical preceptors. If the student is unsure if an incident is of a reportable nature, it should be reported. The Director of Clinical Services will determine the nature of the incident and direct the student to the appropriate subsequent procedures. Failure to immediately report the incident can result in suspension from clinical, dismissal from the program, and loss of liability protection.

The following procedure is to be instituted:

1. notify the preceptor/clinical coordinator of the incident
2. follow the policy and procedures for incident reporting at the institution
3. call the Director of Clinical Services to notify the Department of Nurse Anesthesia.
4. notify the liability insurance provider

Students must complete required incidence reporting forms within 24 hours and submit them to the Director of Clinical Services. The Director of Clinical Services will notify the Samford University Risk Management Office within 48 hours of the incident.

CLINICAL AREA ILLNESS OR INJURY

Students who are injured or become ill while providing patient care MUST notify the assigned preceptor and the Director of Clinical Services immediately. The Clinical Coordinator of the site needs to be notified within 24 hours.

1. Follow the agency’s policy and procedure for injury or illness, if appropriate.
2. Clinical agencies will not provide medical care free of charge for students who are injured or become ill during the clinical experience. Students are responsible for any expense incurred. Each student is required to carry personal health care coverage.
POLICY: STUDENT CLINICAL IDENTIFICATION

CLINICAL IDENTIFICATION

Students are expected to wear their name badges in a visible location at all times while in the clinical area. Most clinical sites prefer the title of “graduate student nurse anesthetist” for introductions.

All patients have the right to refuse participation in the nurse anesthesia clinical education process. This right must be respected by the student during their clinical experience.
**Case Tracking**

Case tracking is done via the student’s personal “smart phone” or the case management system website.

All cases and experiences should be recorded accurately via the case management system at least once a week.

**Daily Evaluations**

The daily evaluation is done via the student’s personal “smart phone” or case management system website. Paper evaluations are not accepted. The clinical preceptor, not the student, must complete the on-line form.

It is the student’s responsibility to provide a daily evaluation opportunity to their assigned clinical preceptor and request that they complete the evaluation tool. If a preceptor is unaware of their ability to submit an evaluation, please notify the Director of Clinical Services and provide an appropriate email address for the preceptor. Failure to obtain evaluations or notify the DCS of difficulty obtaining clinical evaluations may result in a failing grade.

Daily evaluations and direct clinical faculty communication provide the information necessary to complete a summative evaluation at the end of the clinical rotation.
BLS & ACLS & PALS

Prior to beginning clinical courses, each student will be required to demonstrate evidence of current Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS) certification.

Each student will be responsible for maintaining current certifications during their entire clinical curriculum up to and including graduation.
An integral part of the clinical component of the program is the access to rural and specialty clinical sites for clinical experiences. The benefit of these clinical sites is the diversity that it provides in the student’s clinical education.

Students will be assigned to several “out of town” clinical sites. Clinical sites may be a significant distance from the Samford University campus. A Georgia, Mississippi, or Tennessee RN license may be required in order for students to obtain all requisite case requirements. All state licenses must be current and unencumbered for in-state and out-of-state clinical rotations.

When a student is assigned to one of these sites, the expense of travel to the site and/or housing while assigned to the distant site will be the responsibility of the student.
Policy: Value Statements and Clinical Behavior

Value Statement

Students in the IMSON must adhere to the standards of conduct specified in the Samford University Student Handbook as well as the Samford University Student Guide to Academic Integrity, and certain standards of behavior appropriate for all health professionals. Students shall comply with legal, moral, and legislative standards that determine acceptable behavior of the nurse. Noncompliance may be cause for suspension/dismissal from the nursing school.

The student will be expected to adhere to all value statements (Samford University Student Handbook) as they apply to the clinical arena, including respect for others, ethical practice, ethical personal behavior, and patient confidentiality. Students documented to have demonstrated unethical, unprofessional, or unsafe conduct merit immediate probation or dismissal from the nursing school.

Clinical Behaviors

A student may be dismissed from the program for any but not limited to the following clinical practices:

1. unsafe practice
2. clinical error or poor clinical judgment affecting patient safety
3. inability to cooperate with supervisors, clinical preceptors, peers, or hospital staff
4. habitual tardiness or absenteeism
5. administering anesthesia outside the confines of the anesthesia program
6. consistent lack of preparation for clinical practicum
7. evidence of drug or alcohol abuse
8. falsification of records
9. medication diversion
10. unprofessional behavior
CLINICAL SUPERVISION

Clinical instruction (supervision) is normally provided on a one student to one preceptor ratio. When clinical preceptors determine that a student’s level of clinical competence allows less supervision, 2:1 (students to instructor) supervision may be considered under some conditions. At no time will the ratio of supervision exceed two students to one preceptor. At no time is 2:1 supervision used for the convenience of the clinical facility to the detriment of the student’s educational experience or patient safety.

Clinical supervision of nurse anesthesia graduate students is restricted to CRNAs and/or anesthesiologists with staff privileges who are immediately available at all times. At no time may a graduate nurse anesthetist, anesthesiology assistant, or anesthesiology resident provide supervision for the student.

The program restricts clinical supervision in non-anesthetizing areas to credentialed CRNAs and anesthesiologists who are authorized to assume responsibility for the student.
**POLICY: CLINICAL STANDING / PROBATION / PROGRESSION**

**CLINICAL STANDING/PERFORMANCE EVALUATION**
Students are evaluated daily during a clinical rotation and a summative evaluation is done at the end of a clinical rotation.

If a preceptor and/or clinical coordinator determine that clinical expectations are not being met, the student will be counseled by the preceptor, clinical coordinator, and/or the Director of Clinical Services.

If performance does not improve, the Director of Clinical Services in consultation with the Department Chair will make the judgment as to placing the student on clinical probation or program dismissal.

**CLINICAL PROBATION**

Clinical Probation is a period designed to remediate and evaluate the clinical performance of a student who has not satisfactorily met the semester’s clinical objectives.

When the student is placed on clinical probation, a *Probation Action Form-Part A* will be completed, outlining the reasons for probation and the necessary actions to correct the stated problem(s). A probationary clinical site will be assigned by the Director of Clinical Services. Specific preceptors may be identified to work with and evaluate the student’s performance. The student’s clinical progress will also continually be monitored by the Director of Clinical Services and Department Chair.

Specific criteria may be prescribed to measure the improvement in student clinical performance over a specified period of time. A *Preceptor Evaluation Form-Part B* will be completed by the clinical preceptor(s) and forwarded to the Director of Clinical Services.

At the end of the probation period, the student will be re-evaluated and if there is still a deficiency the student will either be dismissed from the program or allowed a second probationary period. After careful evaluation of the documentation of performance, student conference(s) and input from the clinical site, the Department Chair and Director of Clinical Services will make a decision as to the student’s clinical progression.
The Nurse Anesthesia Program values the learning that comes from serving with a variety of populations, cultures, and passions. The component of Service Learning has developed from the desire to bridge classroom learning with opportunities to serve our communities and profession to more comprehensively develop the true professional.

A minimum of twenty hours of service to the community or profession, as well as one reflective paper, are required prior to graduation. The required twenty hours can be obtained through “Lunch-n-Learns”, service in the student’s community and/or church, through mission trips, and through service to nurse anesthesia professional organizations and/or the IMSON. While twenty hours is the minimum requirement, students are encouraged to serve and submit records for every area of service they participate in. Completion of service hours are submitted to the Coordinator for the Department of Nurse Anesthesia and the appropriate form is found in the Service Learning Course in Moodle. Requirements are as follows:

Prior to starting clinical
Completion of NUNA 650
Completion of NUNA 651
Completion of NUNA 652

5 hours served and submitted
Minimum of 10 hours total served and submitted*
Minimum of 15 hours total served and submitted*
Minimum of 20 hours total served and submitted *

* If a mission trip is scheduled, this requirement can be waved.

The Reflective Paper can be written and submitted at any point during the program. It is to address the following:

- How did I give of myself through service?
- What did I experience that I wasn’t expecting?
- How will this impact the way I care for my patients in the future?

If a desired service opportunity occurs during clinical hours, the student may request prior approval to be absent from clinical in order to participate. The following conditions must be met:

- The service time will be a minimum of 6 hours
- A ½ page reflection paper is submitted within one week of the event. It will answer one of the three questions required for the Reflective Paper
- Photographs are also submitted
- This may occur once during the clinical experience

There will be a minimum of 4 opportunities to participate in “Lunch n Learns” each semester. These events provide speakers that share information about ways to serve in specific organizations. Students will sign in to receive credit for attendance.
Clinical Coordinator Rights and Responsibilities

Clinical Coordinator Responsibilities
The Director of Clinical Services for the Department of Nurse Anesthesia expects a clinical coordinator to promote the educational goals and objectives of the Department; promote effective communication between the program faculty, university, and hospital staffs; and be responsible for the orientation, coordination, and guidance of the student’s clinical experience at the clinical site.

Major tasks and responsibilities include, but are not limited to the following:

- Acts as a liaison with anesthesiologists, CRNAs, and other members of the medical staff in matters relating to clinical site issues.
- Consults with and advises the Director of Clinical Services in regards to program direction, evaluation, and policy formation.
- Familiarizes self with the graduate nursing program including course of study and evaluation policies for the student experience.
- Assigns surgical cases to students based on student need.
- Ensures that a student to instructor ratio of two to one is not exceeded and determines the ratio of students to instructors in the clinical area based on the:
  - student’s knowledge and ability
  - physical status of the patient,
  - complexity of the anesthetic and/or surgical procedure
  - experience of the instructor.
- Participates in the orientation of nurse anesthetist student to the clinical setting.
- Evaluates students based on specific semester clinical behavioral objectives.
- Holds conferences with student(s) regularly to assess progress and determine needs; counsels student(s) as appropriate.
- Assists other clinical faculty in the clinical evaluation process.
- Makes certain that the clinical supervision of students in anesthetic and nonanesthetic situations is restricted only to CRNAs and/or anesthesiologists with staff privileges who are immediately available and assume responsibility for the student. (Instruction by graduate registered nurse anesthetists is prohibited if they act as the sole agents responsible for the students.)
- Provides Director of Clinical Services with written annual assurance that certification and licensure of clinical faculty is up-to-date and current.
- Confers with Director of Clinical Services as necessary, regarding student progress.
- Ensures, and provides Director of Clinical Services with documentation, that all clinical instructors are currently licensed as registered professional nurses in Alabama and are certified/recertified by the Council on Certification/Recertification of Nurse Anesthetists.
**CLINICAL COORDINATOR RIGHTS**

The Clinical Coordinator should expect the following:

- Receive communication from the Director of Clinical Services and the Department of Nurse Anesthesia in a timely, thorough manner.
- Access to the Director of Clinical Services and the Department in a reasonable, timely manner.
- Informed of department policies including evaluations, time commitment, student assignments, call assignments, clinical milestones, and performance objectives.
- Receive communication from clinical students regarding an absence **each day** of the absence.
- Receive the summative evaluation after each clinical rotation to review and add comments before returning to the Director for the student’s clinical file.
- Notified within 24 hours if a student is injured or becomes ill while providing patient care to help guide the process of following agency’s policy and procedure, if appropriate.
CLINICAL APPENDICES
Evaluate performance in each of the following areas by placing an “X” in the box, that in your best judgment, represents the student’s performance.

<table>
<thead>
<tr>
<th>CLINICAL SKILL</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Not able to evaluate (N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select and set up appropriate equipment; perform FDA and manufacture recommended equipment safety checks</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Perform complete preoperative interview and assessment, assign physical risk, select appropriate anesthetic technique for the procedure and communicate plan of care</td>
<td></td>
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</tr>
<tr>
<td>Provide for safety of patient, self, and others. Position patient to prevent injury. Use universal infection control procedures.</td>
<td></td>
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</tr>
<tr>
<td>Calculate, initiate, and manage fluid and blood replacement therapy including the use of various infusion devices.</td>
<td></td>
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</tr>
<tr>
<td>Demonstrate organization skills necessary for effective anesthetic care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of anesthetic and adjunctive drugs including dose, drug classification, anesthetic implications, and pharmacologic rationale for interventions</td>
<td></td>
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<tr>
<td>Demonstrate technical proficiency in establishing peripheral venous access and invasive monitoring techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proper mask technique, laryngoscopy, intubating techniques, LMA insertion and airway management during emergence</td>
<td></td>
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<td></td>
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<tr>
<td>------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of intraoperative case management by applying interpretation of monitoring equipment and maintaining vigilance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly assess patient during emergence and transport. Report anesthetic implications and patient’s physical status to appropriate post-anesthetic health care providers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesize and suggest an impression of the problem and possible solutions/alternatives to the responsible staff anesthesiologist and nurse anesthetists for judgment and definitive action</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record keeping is timely, legible, accurate and complete</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respond effectively to stressful situations and recognize the need for assistance</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accept constructive criticism, and assume responsibility for his/her actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate an eagerness to learn with evidence of personal motivation by seeking new opportunities and assuming responsibility for own learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate personal and professional integrity and the ability to interact and communicate on a professional level</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recognize the importance of participating as a team member with appropriate utilization of time

Please write any comments regarding clinical strengths and/or weaknesses below:

Evaluator Signature______________________________________

Date____________________
CRNA CLINICAL PRECEPTOR EVALUATION

**CRNA Name:** (include first and last name)  
**I have worked with this instructor (circle)**  
<5 times 5-10 times >10 times  
**Student Level (year):**

Select the score that best describes this individual in each of the 4 categories. Examples of desired behaviors are listed.

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>2-Poor</th>
<th>3-Fair</th>
<th>4-Good</th>
<th>5-Excellent</th>
<th>N/A=no information</th>
</tr>
</thead>
</table>

**Provides guidance and clinical teaching.**

Examples:
- Prepares me for clinical situations and potential difficulties I might not expect.
- Demonstrates clinical procedures and techniques as needed.
- Provides guidance with technical skills.
- Uses clear explanations and information to relate theory into practice.
- Assists me in finding learning experiences.
- Answers my questions or refers me to an appropriate source.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>2 3 4 5 N/A</th>
</tr>
</thead>
</table>

**Defines expectations and assesses knowledge.**

Examples:
- Apprises me of what is expected from my performance.
- Questions me to elicit adequacy of knowledge and rationale for actions.
- Allows me to function independently appropriate to my developmental level.

<table>
<thead>
<tr>
<th>Rating Scale</th>
<th>2 3 4 5 N/A</th>
</tr>
</thead>
</table>

**Promotes motivation and provides support.**

Examples:
- Conveys enthusiasm and interest in teaching.
- Encourages me to ask questions and express ideas.
- Motivates me to function to the best of my ability.
- Provides professional support and encouragement.
- Promotes a climate of mutual respect.
- Encourages me to demonstrate ethical and professional behaviors.
<table>
<thead>
<tr>
<th>Completes evaluations and provides feedback.</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
</table>

Examples:
- Is available for perioperative consultation.
- Critiques my anesthetic management plan, verbal or written.
- Accepts points of view other than their own.
- Discusses my progress with me.
- Completes written evaluations in a timely manner.
- Provides constructive ways to improve my performance.
- Maintains confidentiality.
## Clinical Site Evaluation

**Samford University Nurse Anesthesia**

**Site Name:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variety of Cases</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variety of Special Cases</td>
<td></td>
<td></td>
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<tr>
<td>Availability of ASA PS Class 3-4 Cases</td>
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<tr>
<td>Availability of Geriatric Cases</td>
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<tr>
<td>Availability of Trauma Cases</td>
<td></td>
<td></td>
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<tr>
<td>Availability of Pediatric Cases</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Diversity of Equipment</td>
<td></td>
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</tr>
<tr>
<td>Adequacy of Equipment</td>
<td></td>
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<tr>
<td>Autonomy Appropriate Encouraged (e.g.,</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>administering drugs during induction)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Knowledge of CRNAs</td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of MDAs</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Attitude of CRNAs toward students</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Attitude of MDAs toward students</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Overall attitude of hospital personnel</td>
<td></td>
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<tr>
<td>toward students</td>
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<tr>
<td>Orientation to clinical site</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Timely evaluations performance</td>
<td></td>
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<tr>
<td>Overall evaluation of the clinical site</td>
<td></td>
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</tr>
</tbody>
</table>

**List the strengths of the clinical site:**

**List any areas of improvement that would make this clinical site a better rotation:**
**STUDENT SELF-EVALUATION**

Instructions: This self-evaluation form is to be completed at the end of every other clinical rotation. The form will be turned in to the Director of Clinical Services and be reviewed at the student/faculty summative clinical evaluation conference.

<table>
<thead>
<tr>
<th>Needs Remediation</th>
<th>Below Average</th>
<th>Average</th>
<th>Above Average</th>
<th>Excellent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIDACTIC KNOWLEDGE (applicable to just completed rotation)</td>
<td></td>
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<tr>
<td>Anatomy</td>
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<tr>
<td>Physiology</td>
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<tr>
<td>Pharmacology</td>
<td></td>
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<tr>
<td>Anesthesia Principles/Techniques</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CLINICAL SKILLS</td>
<td></td>
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<tr>
<td>Starting IV’s</td>
<td></td>
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<tr>
<td>Pre-Anes Assessment</td>
<td></td>
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<tr>
<td>Induction Management</td>
<td></td>
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<tr>
<td>Mask Management</td>
<td></td>
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</tr>
<tr>
<td>Endotracheal Intubation</td>
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<tr>
<td>Monitor Use</td>
<td></td>
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<tr>
<td>Insertion Invasive Monitors</td>
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<tr>
<td>Monitor Interpretation</td>
<td></td>
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<tr>
<td>Maintenance Management</td>
<td></td>
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<tr>
<td>Management Emergence</td>
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<tr>
<td>Spinal Technique</td>
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<tr>
<td>Epidural Technique</td>
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<tr>
<td>Axillary Technique</td>
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<tr>
<td>Other block types (write in)</td>
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<tr>
<td>Resuscitation Techniques</td>
<td></td>
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<tr>
<td>ANESTHESIA COMPETENCY</td>
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<tr>
<td>General Surgery</td>
<td></td>
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<tr>
<td>Pediatrics</td>
<td></td>
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<tr>
<td>OB</td>
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<tr>
<td>CV</td>
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<tr>
<td>Neurosurgery</td>
<td></td>
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<tr>
<td>Trauma</td>
<td></td>
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<tr>
<td>Thoracic</td>
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<tr>
<td>Outpatient</td>
<td></td>
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<tr>
<td>Vascular</td>
<td></td>
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</tr>
<tr>
<td>Orthopedics</td>
<td></td>
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</tbody>
</table>
DEPARTMENT OF NURSE ANESTHESIA
IDA MOFFETT SCHOOL OF NURSING
SAMFORD UNIVERSITY
PROBATIONARY ACTION FORM - Part A

Student Name:

Date:

Probationary Period: ________________ to ________________

REASON(S) FOR PROBATION:

PROPOSED REMEDIAL ACTIONS:

STUDENT COMMENTS:

________________________________________

Student

________________________________________

Director of Clinical Services

________________________________________

Department Chair
DEPARTMENT OF NURSE ANESTHESIA
IDA MOFFETT SCHOOL OF NURSING
SAMFORD UNIVERSITY
PROBATIONARY ACTION FORM -- PART B

Student Name: 
Date: 
Probationary Period: ____________________ to ____________________

Clinical Sites involved during probation: ____________________________

1. Areas identified as needing further improvement:

2. Areas that have improved and are meeting expectations as specified:

3. Overall impression and recommendations following probation period:

4. Student Comments:

________________________________________
Student

________________________________________
Director of Clinical Services

________________________________________
Department Chair
# Minimum Required and Preferred Cases

Minimum number of clinical hours is 2000.

<table>
<thead>
<tr>
<th>Clinical Experiences</th>
<th>Minimum Required</th>
<th>Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Cases</td>
<td>600</td>
<td>700</td>
</tr>
<tr>
<td>Classes III &amp; IV (total of a, b, c &amp; d)</td>
<td>200</td>
<td>300</td>
</tr>
<tr>
<td>a. Class III</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>b. Class IV</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>c. Class V</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>d. Class VI</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Special Cases</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geriatric</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Pediatric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-12 years</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Under 2 years</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Neonate (less than 4 weeks)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Trauma / Emergency (E)</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Obstetrical management (total of a &amp; b)</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>a. Cesarean deliver</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>b. Analgesia for Labor</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Pain Management Encounters</td>
<td>15</td>
<td>50</td>
</tr>
<tr>
<td><strong>Anatomical Categories</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intra-abdominal</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Intracranial (includes open)</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Open</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Oropharyngeal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Intrathoracic (total of a &amp; b)</td>
<td>15</td>
<td>40</td>
</tr>
<tr>
<td>a. Heart (total of 1 &amp; 2)</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>1. With Cardiopulmonary Bypass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Without Cardiopulmonary Bypass</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Lung</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Neck</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Neuroskeletal</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Vascular</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td><strong>Methods of Anesthesia</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Anesthesia</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>Inhalation induction</td>
<td>25</td>
<td>40</td>
</tr>
<tr>
<td>Mask management</td>
<td>25</td>
<td>35</td>
</tr>
<tr>
<td>Supraglottic airway devices (total of a &amp; b)</td>
<td>35</td>
<td>50</td>
</tr>
<tr>
<td>a. LMA placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure</td>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td><strong>Tracheal intubation (total of a &amp; b)</strong></td>
<td>250</td>
<td></td>
</tr>
<tr>
<td>a. Oral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Nasal intubation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Alternative airway management (total a &amp; b)</strong></td>
<td>25 50</td>
<td></td>
</tr>
<tr>
<td>a. Endoscopic techniques (total of 1, 2, &amp;3)**</td>
<td>5 15</td>
<td></td>
</tr>
<tr>
<td>1. Actual placement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Simulated placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Airway assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Other techniques</td>
<td>5 25</td>
<td></td>
</tr>
<tr>
<td><strong>Emergence from anesthesia</strong></td>
<td>300</td>
<td></td>
</tr>
<tr>
<td><strong>Regional techniques</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual Administration (total of a, b &amp; c)</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>a. Spinal (total of 1 &amp; 2)</td>
<td>10 50</td>
<td></td>
</tr>
<tr>
<td>1. Anesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pain management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Epidural (total of 1 &amp; 2)</td>
<td>10 50</td>
<td></td>
</tr>
<tr>
<td>1. Anesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pain management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Peripheral (total of 1 &amp; 2)**</td>
<td>10 50</td>
<td></td>
</tr>
<tr>
<td>1. Anesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pain management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management (total of 1 &amp; 2)</td>
<td>35 50</td>
<td></td>
</tr>
<tr>
<td>1. Anesthesia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pain management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Moderate / deep sedation</strong></td>
<td>25 50</td>
<td></td>
</tr>
<tr>
<td><strong>Arterial Technique</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arterial puncture / catheter insertion</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Intra-arterial BP monitoring</td>
<td>30</td>
<td></td>
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<tr>
<td><strong>Central Venous Catheter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement (total of a &amp; b)**</td>
<td>10 15</td>
<td></td>
</tr>
<tr>
<td>a. Actual</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>1. PICC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Non PICC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Simulated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CVP monitoring</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Pulmonary Artery Catheter</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Monitoring</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Ultrasound guided techniques (total of a &amp; b)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>a. Regional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Vascular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV placement</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
BACKGROUND CHECK

The IMSON institutes background checks on all nursing students. Students selected for admission to the IMSON are admitted pending the results of a background check. Each student is required to have a background check, and submit to, as requested, any additional checks once enrolled in the nursing program. The IMSON must certify to all clinical agencies where students practice that each student has had an acceptable background check. Students are required to follow the procedures established by the School of Nursing.

Students must report any arrests or legal convictions that occur prior to or during their nursing education. Reportable examples include, but are not limited to, misdemeanors, felonies, sexual offender convictions or governmental sanctions. The IMSON reserves the right to release information regarding the student’s criminal history to appropriate clinical agency representatives. If a student is deemed ineligible for clinical placement in any contracted clinical agency of the School of Nursing, the student will receive a course failure and dismissal from the nursing program. Failure to report arrests or legal convictions will result in dismissal from the School of Nursing. A student’s admission may be withdrawn or the student may be dismissed from the School of Nursing due to findings from the background check. Students dismissed will be considered for readmission on a case by case basis depending on the particular situation.

Students will receive an email in your Samford email. Follow the link as instructed. The company who will be conducting the screenings is:

Employment Screening Services (ESS)
2550 Southlake Park
Birmingham, AL 35244
(205) 879-0143

Any major credit card is accepted. Costs for International students and students who reside in certain states will be more. For more information, contact Customer Service at ESS, (205) 879-0143. If you encounter any problems completing this process, please contact Customer Service at ESS, (205) 879-0143.
I, ________________________________, have read the Substance Abuse Policy of the Ida Moffett School of Nursing, Samford University, and agree as a student in the Ida Moffett School of Nursing to comply with all aspects of the policy as written including urine testing.

I agree that ESS, a drug testing facility, is authorized by me to provide the results of this test to the Dean of the Ida Moffett School of Nursing for use in enforcing the Substance Abuse Policy and Procedure.

I agree to indemnify and hold ESS and its directors, officers, employees and agents harmless from and against any and all liabilities or judgments arising out of any claim related to 1) compliance of Samford University with federal and state law and 2) Samford University’s interpretation, use and confidentiality of the test results, except with ESS is found to have acted negligently with respect to such matters.

I agree to indemnify and hold Samford University and its trustees, officers, employees and agents harmless from and against any and all liabilities or judgments arising out of any claim related to 1) compliance of ESS with federal and state law and 2) ESS’s interpretation, use and confidentiality of the test results.

I further understand, acknowledge and agree that my failure to adhere to the conditions specified in this policy will result in my dismissal from the Ida Moffett School of Nursing. Furthermore, I agree to abide by the provisions for determining dismissal and to follow the conditions of re-acceptance as outlined.

I acknowledge that under the Family Education Responsibility and Privacy Act, 20 USC Section 1232g, Samford University may disclose, to a parent or legal guardian of a student, information regarding any violation of any Federal, State or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student’s education record, if (A) the student is under the age of 21; and (B) the institution determines that the student has committed a disciplinary violation with respect to such use or possession. I agree that a positive drug screen will be considered a determination by Samford University that I have committed a disciplinary violation with respect to such use or possession and if I am under the age of 21 years Samford University may disclose such information to my parent(s) or legal guardian.

I represent and certify that as of the date of my execution of this document I am _______ years of age. Failure to comply with random drug testing at the specified time without administrative permission will result in suspension from clinical attendance until testing is complete. Failure to comply with random drug testing at the specified times without administrative permission will result in suspension from clinical attendance until testing is complete. Failure to comply with “for cause” drug testing will result in immediate administrative withdrawal and a course grade of “F”.

<table>
<thead>
<tr>
<th>Student printed name</th>
<th>Student signature</th>
<th>Date</th>
</tr>
</thead>
</table>

_________________________________   ______________________   __________
Witness                                      Date

Draft 3-18-02 JHW/Jhw;  Modified by Bill Mathews 4-9-02; Finalized 4-17-02
Revised 8/1/07 JSM
Substance Abuse Policy and Procedure
CONFIDENTIALITY STATEMENT

IDA MOFFETT SCHOOL OF NURSING
SAMFORD UNIVERSITY

I hereby agree to hold in confidence any information that I am made aware of pertaining to patients and/or their families during all of my clinical experiences while I am a student in the Ida Moffett School of Nursing. I recognize that patient records and patient interviews are confidential and private and that I will share information only with those authorized to have the information as necessary to care for the patient/family. I will not disclose any information to any unauthorized person, or permit any person to examine or make copies of any report or document prepared by me, coming into my possession or to which I have access. I will not use patient names or other identifying information on assignments that I submit to fulfill course requirements. I further agree never to use any information for my advantage or personal gain.

I realize that the unauthorized disclosure of information by me may violate state or federal laws, and that unauthorized release of information may result in my dismissal from school and legal action against me.

I have read this agreement, understand it, and agree to abide by it.

__________________________________  ______________________
Signature                      Date

__________________________________
Witness
Admission/Progression of Persons with Disabilities to the
Ida Moffett School of Nursing

Students with disabilities are considered for acceptance to the Ida Moffett School of Nursing (IMSON) on the basis of their ability to meet the objectives of the program and to perform required activities.

**IMSON ADA Awareness Statement**

IMSON endorses the university commitment to students with disabilities. IMSON will provide accessible programs, services, and activities and reasonable accommodations for any student with a disability as defined by Section 504 of the Rehabilitation Act of 1973, and by the Americans with Disabilities Act (ADA) of 1990.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements. Qualified individuals are those who satisfy admission requirements and who can perform essential functions of a nursing program with or without reasonable accommodation or modification.

Students must satisfy the Essential Performance Standards of nursing students.

To be eligible for program accommodation, students must self-identify to the Office of Disability Resources (DR), who will determine eligibility for services. Once eligibility for accommodations are determined by DR, it is the students’ responsibility to request appropriate accommodations. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty RESERVES the right to withdraw the student from clinical courses.

<table>
<thead>
<tr>
<th>Clinical Practicum/Lab Course Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Issue</strong></td>
</tr>
<tr>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Interpersonal</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Issue</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>Mobility</td>
</tr>
<tr>
<td>Motor Skills</td>
</tr>
<tr>
<td>Physical Strength and Endurance</td>
</tr>
<tr>
<td>Emotional Stability</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Visual</td>
</tr>
<tr>
<td>Tactile</td>
</tr>
</tbody>
</table>
## Distance-Accessible Course Standards

<table>
<thead>
<tr>
<th>Issue</th>
<th>Standard</th>
<th>Some Examples of Necessary Activities (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking ability sufficient for clinical judgment</td>
<td>Synthesize reading assignments, able to write course assignments</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals and groups from diverse backgrounds</td>
<td>Interact with classmates and course instructors on course related subjects; able to work with other students on a group project</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction with others in verbal and written form</td>
<td>Communicate with faculty and other students via e-mail and electronic threaded discussions</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Physical abilities sufficient to use a computer</td>
<td>Complete written assignments and examinations by typing on the computer</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to complete class assignments</td>
<td>Listen to online audiovisual presentations</td>
</tr>
<tr>
<td>Visual</td>
<td>Visual ability sufficient to participate in course activities</td>
<td>Complete reading assignments and watch audiovisual presentations</td>
</tr>
</tbody>
</table>

**NOTE:** It is important for nursing students to have a realistic view of the demanding curriculum before deciding to pursue the degree. Students are encouraged to contact the School of Nursing if there are questions about his/her abilities to function in the clinical settings.

__________ I meet all Performance Standards required by the School of Nursing.

__________ I do not/__________ am not sure that I meet all Performance Standards required by the School of Nursing. I understand that I must meet with Dr. Gretchen McDaniel, Graduate Associate Dean to discuss/clarify before I am allowed to progress in the School of Nursing.

All information I have provided is complete and accurate.

_________________________________________  __________________________
Student Signature                          Date

_______________________________
Printed Name
College of Health Sciences Simulation Center
Confidentiality Agreement

As a participant in a simulated patient care environment, I understand that the objective of this training program is to train individuals to better assess and improve their performance in difficult patient care situations. Simulation-based training is designed to challenge participants. It is a safe environment where mistakes are expected, and participants and observers will learn from their own as well as others mistakes.

Because of this, I will maintain strict confidentiality regarding both my performance as well as the performance of others, whether witnessed in real time or on media. I understand that failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. This would seriously impair the effectiveness of this simulation-based training program. I understand that repercussions of breaking confidentiality are decided upon by individual faculty members.

In order for every participant to achieve the best learning environment, I understand and will observe strict simulated patient and peer confidentiality about the details of the scenario, team member actions, and the debriefing discussions, at all times to which I am both directly and indirectly exposed.

Signature____________________________________ Date____________________

Print Name____________________________________
As a participant in training in a simulated patient care environment, I understand that I will be both an active participant in realistic scenarios and an observer of others immersed in similar situations (either in real time or in media form). I understand that participating in simulation-based training is part of my clinical learning experience. I will engage in and participate in the simulation fully as a professional and treat it as a realistic patient care experience.

As a learner in the CHS Simulation Center, I acknowledge understanding that audio and video surveillance is present throughout the floor. I also understand that while participating in simulation-based training, participants involved in the scenario will be recorded for educational purposes only. Photographs and live video may be taken of any activity in the Simulation Center by approved persons only. This material may be used for the Samford University website and/or promotional purposes. I understand that I will not be compensated in any way for the use of my image.

My signature acknowledges that I have read and understand these statements.

Signature_________________________________ Date____________________

Print Name________________________________
RECEIPT OF STUDENT HANDBOOK FORM

I, (please print) ________________________________, am aware the Ida Moffett School of Nursing Student Handbook is online and acknowledge responsibility for reviewing the contents contained therein. I will clarify with my advisor, any part(s) I do not understand. I further understand that failure to follow these rules and regulations contained in the handbook may result in various consequences, according to the infraction.

Student's Signature ______________________________________ Date ___________________

PERMISSION TO PROVIDE REFERENCES

I, (please print) ________________________________, realize that in the future, references will be requested by potential employers. I give permission to the Ida Moffett School of Nursing administration and/or faculty to provide the requested information. A copy will also be directed to the Student File.

Student's Signature ______________________________________ Date ___________________

PERMISSION TO DISPLAY/PRESENT WORK

I, (please print) ________________________________, hereby give the Ida Moffett School of Nursing permission to display and/or present examples of my work as part of a program review process by accrediting or approving organizations and their designated personnel.

Student's Signature ______________________________________ Date ___________________