



**Samford University.**

**Moffett & Sanders School of Nursing**



**Nurse Anesthesia – Class of 2027  
Doctor of Nursing Practice (DNP)  
Student Handbook**

*“He will not forget your work and the love you have shown Him as you have helped His people and continue to help them.” Hebrews 6:10*

*REVIEWED AND REVISED 01/16, 04/18, 03/19, 4/20, 4/21, 5/22, 5/23, 5/24*

A LETTER FROM THE DEAN.....	6
<b>DEPARTMENT OF NURSE ANESTHESIA.....</b>	<b>7</b>
NON-DISCRIMINATION STATEMENT.....	8
AMERICANS WITH DISABILITIES ACT.....	8
INTRODUCTION AND OVERVIEW .....	9
A BRIEF HISTORY OF SAMFORD UNIVERSITY .....	9
A BRIEF HISTORY OF THE MOFFETT & SANDERS SCHOOL OF NURSING.....	9
UNIVERSITY, SCHOOL OF NURSING, AND PROGRAM ACCREDITATION .....	10
MISSION STATEMENT OF SAMFORD UNIVERSITY .....	10
MISSION STATEMENT OF THE MOFFETT & SANDERS SCHOOL OF NURSING .....	11
VISION .....	11
VALUES.....	11
ORGANIZING FRAMEWORK .....	11
PHILOSOPHY .....	11
DNP PROGRAM OVERVIEW / GRADUATE PROGRAM OUTCOMES .....	13
<b>NURSE ANESTHESIA STUDENT OUTCOMES .....</b>	<b>14</b>
CURRICULAR REQUIREMENTS.....	16
SERVICE LEARNING EXPERIENCE.....	17
THRIVE WELLNESS INITIATIVE.....	17
DNP PROJECT EXPERIENCE.....	18
<b>ACADEMIC POLICIES.....</b>	<b>19</b>
ACADEMIC GOOD STANDING .....	19
PROGRESSION POLICIES .....	19
DISMISSAL/TERMINATION POLICY.....	20
GRADING SCALE .....	20
PREPARATION FOR CLASS .....	20
DIDACTIC EVALUATION .....	20
GRADE APPEALS .....	21
PROBLEM SOLVING CHANNELS.....	21
ACADEMIC INTEGRITY .....	21
PROFESSIONAL CONDUCT POLICY.....	22
VALUE VIOLATIONS.....	22
ATTENDANCE.....	23
ONLINE ATTENDANCE POLICY .....	24

TECHNOLOGY REQUIREMENTS .....	24
FORMAT FOR WRITING PAPERS .....	26
EXAMSOFT - STUDENT RESPONSIBILITIES.....	26
FULL TIME vs. PART TIME STATUS.....	28
LEAVE OF ABSENCE.....	28
FORMAL COMPLAINT .....	29
REGISTRATION .....	29
SCHEDULE ADJUSTMENT AND WITHDRAWAL .....	29
TRANSFER OF GRADUATE CREDIT .....	29
EVALUATIONS.....	29
EXIT AND GRADUATE EVALUATIONS.....	29
GRADUATION AND COMMENCEMENT.....	30
CRITERIA FOR GRADUATION.....	30
LICENSURE.....	31
STUDENT EMPLOYMENT.....	31
HONORS AND AWARDS.....	31
<b>CAMPUS SERVICES AND INFORMATION .....</b>	<b>33</b>
BOOKS AND SUPPLIES .....	33
CAMPUS SAFETY .....	33
INCLEMENT WEATHER POLICIES.....	33
NOTIFICATION OF EMERGENCY .....	33
ELECTRONIC MAIL.....	34
SAMFORD CAMPUS PORTAL.....	34
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT.....	34
STUDENT RIGHTS AND RESPONSIBILITIES.....	35
STUDENT CONDUCT.....	35
FOOD SERVICES.....	35
LIBRARY .....	36
SIMULATION CENTER.....	36
MAILING ADDRESS/NAME CHANGES .....	36
PARKING .....	37
STUDENT SERVICES.....	37
HEALTH SERVICES .....	37
ACCESSIBILITY AND ACCOMMODATIONS .....	37
TITLE IX.....	38
STUDENT COMMITTEE MEMBERS OF SCHOOL OF NURSING COMMITTEES .....	38

NURSE ANESTHESIA EVALUATION COMMITTEE.....	38
PROFESSIONAL ORGANIZATIONS WITH CAMPUS CHARTERS .....	39
<b>FINANCIAL SERVICES.....</b>	<b>41</b>
BILLING.....	41
CANCELLATION AND REINSTATEMENT.....	41
FINANCIAL AID, SCHOLARSHIPS, AND LOANS.....	41
NURSE FACULTY LOAN PROGRAM.....	43
<b>INFORMATION PERTAINING TO CLINICAL SITES.....</b>	<b>44</b>
POLICIES OF AGENCIES .....	44
BEHAVIOR IN THE PRACTICE SETTING.....	44
LIABILITY INSURANCE .....	44
HEALTH DATA AND IMMUNIZATION REQUIREMENTS.....	44
CLINICAL STANDING.....	45
CONFERENCE TIME .....	46
VACATION AND HOLIDAYS .....	46
RELEASE OF INFORMATION .....	46
SEXUAL HARASSMENT POLICY .....	46
<b>SUBSTANCE ABUSE POLICY AND PROCEDURE .....</b>	<b>47</b>
PROFESSIONAL/LEGAL STANDARD .....	47
STATEMENT OF PURPOSE .....	47
STATEMENTS FOR POLICY INCLUSION IN UNIVERSITY CATALOG/HANDBOOKS .....	47
TESTING PROCEDURES .....	47
CONFIDENTIALITY.....	50
OPPORTUNITY TO REQUEST A RE-TEST.....	51
INCIDENCE OF RECURRENCE .....	51
STUDENT RELEASE FORM .....	51
<b><i>NURSE ANESTHESIA CLINICAL POLICIES AND PROCEDURES</i>.....</b>	<b>52</b>
CLINICAL MILESTONES.....	53
STUDENT CLINICAL RIGHTS AND RESPONSIBILITIES.....	58
AMERICAN HOSPITAL ASSOCIATION – A PATIENT’S BILL OF RIGHTS.....	60
SERVICE LEARNING .....	84
THRIVE: A WELLNESS INITIATIVE.....	85
CLINICAL COORDINATOR RIGHTS AND RESPONSIBILITIES .....	86
<b>CLINICAL APPENDICES.....</b>	<b>88</b>
DAILY CLINICAL EVALUATION.....	89

CRNA CLINICAL PRECEPTOR EVALUATION.....	91
CLINICAL SITE EVALUATION.....	92
STUDENT SELF-EVALUATION.....	93
<b>MINIMUM REQUIRED AND PREFERRED CASES.....</b>	<b>97</b>
BACKGROUND CHECK.....	100
SUBSTANCE ABUSE POLICY RELEASE FORM.....	101
CONFIDENTIALITY STATEMENT AGREEMENT.....	102
<b>ACADEMIC INTEGRITY POLICY .....</b>	<b>103</b>
<b>ADMISSION/PROGRESSION OF PERSONS WITH DISABILITIES TO MSSON.....</b>	<b>111</b>
SIMULATION CONFIDENTIALITY AGREEMENT.....	114
SIMULATION CONSENT.....	115
REQUIRED SIGNATURE FORMS.....	116



Dear Students:

Welcome to the Moffett & Sanders School of Nursing (MSSON). On behalf of the faculty and staff, it is my privilege to welcome new and returning students. We are excited that you are pursuing a Doctor of Nursing Practice degree and are honored that you have selected our program. Since the school began in 1922, the MSSON has prepared highly qualified and compassionate nurses to provide care and lead in all sectors of the nursing profession. Our primary focus is to help each one of you to be successful and to create a positive learning environment that assists you in achieving your educational and professional goals.

Consistent with the values of Samford University, the faculty have designed a curriculum that will 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.

Again, welcome to the nurse anesthesia program at the Moffett & Sanders School of Nursing. We look forward to working with you throughout your journey as a student and having you join the ranks of MSSON alumni who have been and are providing quality, compassionate health care throughout the world! I look forward to meeting each one of you and I wish you much success in your studies as you advance in our profession.

Sincerely,

A handwritten signature in cursive script that reads "Melondie R. Carter".

Melondie Carter, PhD, RN  
Ralph W. Beeson Dean and Professor  
Moffett & Sanders School of Nursing

## **DEPARTMENT OF NURSE ANESTHESIA**

Melondie R. Carter, PhD, RN, Dean and Professor

Lora Shelton, DNP, FNP, CNE, Senior Associate Dean and Professor

Lisa Gurley PhD, RN, CNE, COAT, CPHQ, Associate Dean, Graduate Programs and Professor

Terri Cahoon, DNP, CRNA, Department Chair and Professor

Lisa Herbinger, DNP, CRNA, Associate Department Chair and Associate Professor

Amy Snow, DNP, CRNA, Director of Clinical Services and Assistant Professor

Maria Ledbetter, DNAP, CRNA, Assistant Professor

David Fort, DNP, CRNA, Adjunct Faculty

Mary Beth Greenway, DNP, CRNA, Simulation Coordinator and Adjunct Faculty

David Sanford, DNP, CRNA, EMT-P, Adjunct Faculty

Lauren Barnes, DNP, CRNA, Adjunct Faculty

Nancy Ann Westbrook, DNP, MSNA, CRNA, FNP- BC, Col (Ret) USAF, Adjunct Faculty

Cassandra D. King, DNP, CRNA, Adjunct Faculty

Becky Morgan, BS, Department Coordinator

### **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 Moffett & Sanders 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**

In accordance with applicable federal and state laws, such as Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act and ADA Amendments, the University does not unlawfully discriminate on the basis of sex, gender, race, color, national origin, age, disability, genetic information, veteran status, religion, or any other protected status under federal, state or local law applicable to the University, in its education policies, programs, and activities, in its admissions policies, in employment policies and practices, and all other areas of the University. As a faith-based institution, the University is exempted from certain laws and regulations concerning discrimination.

### **AMERICANS WITH DISABILITIES ACT**

The Moffett & Sanders School of Nursing (MSSON) endorses the university commitment to students with disabilities. MSSON 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 with disabilities or chronic health conditions who wish to request accommodations should register with the Office of Accessibility and Accommodations (205) 726-4078, [access@samford.edu](mailto:access@samford.edu), DBH 203, <https://www.samford.edu/departments/disability-resources/>. Students who are registered with OAA are responsible for sending the official notification of their accommodations through the OAA online portal to the instructor. Accommodations will be implemented after the student and instructor discuss how they apply in this course. Accommodations may not be applied retroactively and should not alter fundamental course outcomes. Meeting with the course instructor should occur during the first week of the semester.

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. 111-113)

To be eligible for program accommodation, students must self-identify to the Office of Accessibility and Accommodations, who will determine eligibility for services. Once eligibility for accommodations is determined, 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 the Howard College of Arts and Sciences, Brock School of Business, Orlean Beeson School of Education, School of the Arts, Beeson School of Divinity, Cumberland School of Law, and the College of Health Sciences, which includes the Moffett & Sanders School of Nursing (MSSON), McWhorter School of Pharmacy, School of Health Professions, and School of Public Health. Samford University was founded by Baptists of Alabama, and today maintains a close relationship with the Alabama Baptist State Convention. While the University cherishes this 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**

In 2013, Samford announced the creation of its College of Health Sciences, an ambitious initiative that combined the strengths of Moffett & Sanders School of Nursing, McWhorter School of Pharmacy, the School of Health Professions, and the School of Public Health to provide a revolutionary learning experience for students pursuing careers in health care. The College of Health Sciences embraces today's model for interdisciplinary, collaborative teams of health care professionals by providing students in all four schools opportunities to learn alongside students in other health professions. Graduates are uniquely equipped to succeed in today's health care environment.

### **A BRIEF HISTORY OF THE MOFFETT & SANDERS SCHOOL OF NURSING**

The Moffett & Sanders 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 a new facility, the Dwight and Lucille Beeson Center for the Healing Arts, on the Samford campus. The Master of Science in Nursing degree program began in 1995 and the Doctor of Nursing Practice degree program began in 2008. The School is now housed in the College of Health Sciences building located on the east campus.

While Moffett & Sanders School of Nursing has experienced significant growth and transformation since its foundation, the school's objective remains unchanged: to prepare graduates to provide exceptional, compassionate, patient-centered care. The school focuses on four foundational pillars, all of which are based on the vision and passion of legendary nurse Ida Vines Moffett: academic excellence, compassion, caring and service.

#### **UNIVERSITY AND SCHOOL OF NURSING AND PROGRAM ACCREDITATION**

Samford University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Samford University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

The Moffett & Sanders 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), 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603 phone: 224-275-9130 <http://coacrna.org>. 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 MOFFETT & SANDERS SCHOOL OF NURSING**

The mission of the Moffett & Sanders School of Nursing is to prepare caring, competent, and compassionate graduates with a commitment to service, scholarship, lifelong learning, and professional practice by providing a quality nursing education in a nurturing Christian environment.

### **VISION**

In response to the evolving demands of the healthcare needs of a global society, the MSSON 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 MSSON 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: Core Competencies for Professional Nursing Education (AACN, 2021)*. This document provides the competencies (core knowledge, core skills, and role component) that guide course content, student learning 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 Evaluation Plan.

### **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 Moffett & Sanders 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 Moffett & Sanders 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.

### **DNP PROGRAM OVERVIEW**

The Doctor of Nursing practice (DNP) is a terminal degree in nursing. The DNP program fulfills a need within the profession for advanced practice nurses who can provide leadership in the healthcare system of the 21st century. This program prepares graduates to demonstrate competencies, including organizational and systems leadership, advanced clinical skills, the ability to mobilize interprofessional teams, the ability to establish collaborative relationships to solve complex clinical problems, and to initiate policy and programmatic changes. The DNP graduate will be a visionary leader for the practice of nursing and the delivery of health care in all settings.

### **GRADUATE PROGRAM OUTCOMES**

At the completion of the DNP program, graduates will be able to:

1. Integrate knowledge and evidence from nursing and other sciences into advanced specialty nursing practice.

2. Design evidence-based person-centered care within multiple contexts across the health continuum.
3. Formulate strategies to improve equitable population health outcomes among diverse populations.
4. Engage through scholarship and analytical methods for evidence-based practice to effect optimal health outcomes.
5. Facilitate quality of care and culture of safety at individual and system levels.
6. Collaborate, building on core nursing and interprofessional values, to optimize integrated team-based care.
7. Coordinate innovative system-based solutions to address complex health problems for diverse individuals and populations across settings.
8. Incorporate information systems and technologies for the provision and/or transformation of healthcare delivery and nursing practice.
9. Model nursing's unique professional identity and ethical behaviors across roles, relationships, and settings.
10. Participate in activities and self-reflection that promote well-being, resilience and leadership in self and others.

#### **DEPARTMENT OF NURSE ANESTHESIA DOCTOR OF NURSING PRACTICE (DNP) OUTCOMES**

Upon completion of the DNP degree requirements in the Nurse Anesthesia program, the graduate will be prepared to:

1. Deliver safe patient care including the following behaviors:
  - a. Be vigilant in the delivery of patient care.
  - b. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.)
  - c. Conduct a comprehensive equipment check.
  - d. Protect patients from iatrogenic complications.
2. Provide perianesthetic management as demonstrated by the ability to:
  - a. Provide individualized care throughout the perianesthetic continuum.
  - b. Deliver culturally competent perianesthetic care.
  - c. Provide anesthesia services to all patients across the lifespan.
  - d. Perform a comprehensive history and physical assessment.
  - e. Administer general anesthesia to patients with a variety of physical conditions.
  - f. Administer general anesthesia for a variety of surgical and medically related procedures.
  - g. Administer and manage a variety of regional anesthetics.
  - h. Maintain current certification in advanced and pediatric cardiac life support (ACLS and PALS).
3. Employ ethical, critical thinking as demonstrated by the ability to:
  - a. Apply knowledge to practice in decision-making and problem solving.
  - b. Provide nurse anesthesia services based on evidence based principles.

- c. Perform a preanesthetic assessment prior to providing anesthesia services.
  - d. Assume responsibility and accountability for diagnosis.
  - e. Formulate an anesthesia plan of care prior to providing anesthesia services.
  - f. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
  - g. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
  - h. Calculate, initiate, and manage fluid and blood component therapy.
  - i. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
  - j. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
  - k. Use science-based theories and concepts to analyze new practice approaches.
  - l. Pass the national certification examination (NCE) administered by NBCRNA.
4. Utilize effective communication skills including the following:
- a. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
  - b. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
  - c. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
  - d. Maintain comprehensive, timely, accurate, and legible healthcare records.
  - e. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
  - f. Teach others.
5. Assume leadership and professional responsibility as demonstrated by the ability to:
- a. Integrate critical and reflective thinking in his or her leadership approach.
  - b. Provide leadership that facilitates intraprofessional and interprofessional collaboration.
  - c. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
  - d. Interact on a professional level with integrity.
  - e. Apply ethically sound decision-making processes.
  - f. Function within legal and regulatory requirements.
  - g. Accept responsibility and accountability for his or her practice.
  - h. Provide anesthesia services to patients in a cost-effective manner.
  - i. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
  - j. Inform the public of the role and practice of the CRNA.
  - k. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
  - l. Advocate for health policy change to improve patient care.
  - m. Advocate for health policy change to advance the specialty of nurse anesthesia.



- n. Analyze strategies to improve patient outcomes and quality of care.
- o. Analyze health outcomes in a variety of populations.
- p. Analyze health outcomes in a variety of clinical settings.
- q. Analyze health outcomes in a variety of systems.
- r. Disseminate research evidence.
- s. Use information systems/technology to support and improve patient care.
- t. Use information systems/technology to support and improve healthcare systems.
- u. Analyze business practices encountered in nurse anesthesia delivery settings.

### **CURRICULAR REQUIREMENTS**

The nine-semester curriculum plan is a didactically “front loaded” design. The first two semesters are designed to allow students to take courses online utilizing distance education principles. The first five semesters consist solely of didactic courses conducted by department and nursing faculty, select academic, clinical, and adjunct university faculty. The courses provide the student with fundamental basic science, clinical, professional, and doctoral education.

#### **FOUNDATIONAL COURSEWORK**

Human Anatomy	Advanced Physical Assessment
Human Physiology	Obstetric and Regional Anesthesia
Essentials of Population Health	Concepts of Advanced Nursing Practice
Anesthesia Pharmacology	Theoretical Principles of Evidence-Based Practice
Advanced Pathophysiology	Systems-Based Practice
Anesthesia Principles	

The curriculum is offered in a sequential manner with increasing complexity to provide a continuum of increasing knowledge, competencies, and skills to support the clinical practicum and the DNP project. The sixth semester begins with an overlap of coursework and a full clinical schedule.

Clinical rotations in semesters six through nine enable students to integrate and apply scientific principles to safe anesthetic practice. In addition to clinical courses, the student takes seminar courses in conjunction with 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, DNP project development, implementation and evaluation, 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.

#### **SERVICE LEARNING EXPERIENCE**

The faculty members of the department value 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 community-based learning to develop the true professional. A minimum of twenty hours of service to the community or profession, as well as three service learning reflective self-evaluations, 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 MSSON. While twenty hours is the minimum requirement, students are encouraged to serve and submit records for every area of service.

#### **MEDICAL MISSION APPROVAL**

Nurse anesthesia students are encouraged to participate in medical mission opportunities. Typically, students travel with third-party organizations such as Kenya Relief or Medical Mission Ecuador. To gain approval and for appropriate clinical scheduling, the student is responsible for submitting the required information on the Medical Missions Information form to the department chair prior to making any travel arrangements. The form can be accessed on the departmental Canvas page. If funds are requested from the Jackie H. Davis Medical Mission Fund, the student will submit those application materials to the department chair as well.

#### **THRIVE: A WELLNESS INITIATIVE**

The *Thrive* initiative is a collaborative effort between faculty and staff of the Counseling and Wellness Department and the Department of Nurse Anesthesia. The goal is to assist in developing students' coping skills, emotional intelligence, and overall well-being with a variety of focused strategies. While engagement in *Thrive* is highly encouraged, participation is completely voluntary.

Studies conducted with SRNAs and CRNAs reveal that ineffective coping skills can lead to higher rates of burnout, intense anxiety, substance use, and depression. With this knowledge, the faculty is proactively working with professionals to provide content each semester to strengthen the skills necessary not just to survive but thrive. New content will be introduced each semester and will be housed in a module in Canvas for access anytime.

### **DNP PROJECT EXPERIENCE**

The DNP project 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 nurse anesthesia. Students will work on their project in a mentor / mentee relationship with a doctoral prepared mentor and team member. Students will disseminate project results in a professional manner. The DNP Project Handbook includes the details of the project, its dissemination, grading, as well as details of a portfolio in which to demonstrate achievement of program outcomes.

### **INSTITUTIONAL REVIEW BOARD**

All research proposals must be directed to the Institutional Review Board for Human Subjects 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, students 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 MSSON, the student must:

- Have a completed Health Data Record (with all required immunizations) upon admission and as required by clinical facilities.
- Carry health insurance while enrolled at Samford. Students in the MSSON are required to provide proof of current personal health insurance coverage. Each semester, students in the MSSON are automatically enrolled in the University sponsored student health insurance plan unless the student has waived coverage. There is a charge for this coverage. To have the charge removed from his/her Samford account, a nursing student must provide proof of insurance by completing the insurance waiver as instructed in the University Catalog. <https://www.samford.edu/departments/files/Registrar/23-24SamfordAcademicGradCatalog.pdf>
- Provide current documentation of BLS, ACLS, and PALS certification prior to clinical rotations. Certification courses are provided prior to starting clinical rotations.
- Adhere to the Code of Ethical and Professional Conduct as specified on the *Samford University Catalog*.
- Possess a current unencumbered **Multi-state Nursing License** (by January 31).
- 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/TERMINATION 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 MSSON. 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, unapproved use of artificial intelligence (AI), unethical, unprofessional, or unsafe conduct may result in immediate dismissal from the MSSON.

## GRADING SCALE

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

91-100	A
89-90	B+
82-88	B
80-81	C+
75-79	C
70-74	D
0-69	F
Clinical Failure	F

Faculty members will consider any score at a .500 to be taken to the next whole number (Example: 74.511 = 75; 83.566 = 84), if less than .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, simulation 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. The late policy is described in course syllabi.

#### **GRADE APPEALS**

An initial grade may be challenged by a student before the last day of classes of the next full semester. Summer term grades must be appealed by the end of fall term. All petitions must be made first in writing to the instructor, chair, and dean. If each of these three in turn denies the appeal, the student may submit a written appeal to the university registrar. The registrar will convene a subcommittee of the Faculty Academic Affairs Committee who will weigh the appeal. The results of this subcommittee's decision are final.

("Grading System Guidelines and Policies" section,

<https://www.samford.edu/departments/registrar/policies-and-definitions>)

#### **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, then the Dean of the School of Nursing. The Provost for Academic Affairs is the next contact if matters are not resolved.

#### **ACADEMIC INTEGRITY**

The University catalog provides that "students, upon enrollment, enter into voluntary association with Samford University. They must be willing to observe high standards of intellectual integrity; they must respect knowledge and practice academic honesty." Unless an instructor provides specific instructions to the contrary, students are expected to conduct their course work independently. In no event may students cheat, copy, or plagiarize the work of others (including unauthorized use of artificial intelligence tools). When drawing from various resources for assignments, students shall provide proper citations, footnotes, and bibliographic information.

The instructor of a course reserves the right to issue an academic penalty to students who are found responsible for violations of Samford's policy on academic integrity (graduate and professional programs). Academic penalties assigned by the instructor may include, but are not limited to, a grade of zero for the assignment/assessment and/or a lowered cumulative course grade. Academic penalties issued by the instructor are separate and apart from any sanction issued by the honor council.

Academic integrity violations shall be governed by the policy that applies in the school or program in whose course or activity the alleged violation occurred. Additional information on academic integrity and examples of academic integrity violations can be found in the *Samford University Academic Integrity Policy Governing Graduate & Professional Students in the College of Health Sciences School of Health Professions, School of Nursing, School of Public*

*Health*, found in the Nurse Anesthesia DNP Student Handbook and on the Department of Nurse Anesthesia Canvas page.

### **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 MSSON 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 MSSON, 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 MSSON 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 MSSON 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 (including unauthorized use of artificial intelligence tools)
- 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 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 communicated via RAVE.

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.

- Because of the possibility of a student needing to participate in a course virtually at some point during the semester, all students should have the following technology available to them: OR Participation in an online course will require the following technology:

- A Windows 10 or Macintosh desktop or laptop computer; although Chromebooks and mobile devices are capable of accessing the Canvas learning management system, they may not be compatible with certain third-party software.
- A web cam, microphone, speakers, and headphones or earbuds for use on your computer (built into most modern laptops)
- The most recent version of the Chrome or Firefox Web browser; the Safari browser can be particularly problematic when accessing online courses. Samford utilizes the Canvas Learning Management System (LMS). Canvas 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.
- A stable Internet connection capable of at least 2 Mbps upstream and 5 Mbps downstream. Students may test the speed of their connection at <http://speedtest.net>. High-speed internet connection (DSL/cable modem preferred)
- Samford Email and Canvas accounts (required)
- 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 Username 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.
- *Exemplify*: On-campus exams will be taken on the student’s personal laptop via Exemplify. It is the student’s responsibility to have Exemplify loaded onto his/her personal laptop prior to the first exam. It is also the student’s responsibility to install periodic updates to Exemplify when notified.
  - *Support for all ExamSoft products is available 24/7 by calling 866-429-8889 or emailing ExamSoft support at [ar@turnitin.com](mailto:ar@turnitin.com)*

[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](mailto: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

The Department of Nurse Anesthesia uses American Medical Association (AMA) citation style in agreement with all major anesthesia journals. Reference: Christiansen SL, Iverson C, Flanagin A, et al. *American Medical Association Manual of Style*. 11th ed. New York: Oxford University Press; 2020.

Example citations:

1. Ramesh AS, Krishna SG, Denman WT, Tobias JD. An in...endotracheal tubes. *Pediatr Anesth*. 2014;24(9):1005-1008. (<6 authors, volume & issue)
2. Krishna SG, Ramesh AS, Jatana KR, et al. A technique to measure...accuracy. *Pediatr Anesth*. 2014;24:999–1004. (>6 authors, no issue)
3. Khine HH, Corddry DH, Kettrick, RG, et al. Comparison of...general anesthesia. *Anesthesiology*. 1997;86(3):627-631. (>6 authors, 1-word journal title)
4. Litman RS, Fiadjoe JE, Sticker PA, Cote CJ. The pediatric airway. In: Cote CJ, Lerman J, Anderson JA, eds. *A Practice of Anesthesia for Infants and Children*, 5th ed. Saunders Elsevier; 2013:237-276. (chapter, edited text)
5. Australian New Zealand Clinical Trials Registry. Cuffed versus uncuffed endotracheal tubes...longer term ventilation. Accessed February 1, 2017. <https://www.anzctr.org.au/Trial/Registration/TrialReview.aspx?id=367700> (online, group author, URL)
6. Khemani RG, Randolph A, Markovitz B. Corticosteroids for...adults. *Cochrane Database Syst Rev*. 2011. doi:10.1002/14651858.CD001000.pub3 (online, doi)

## EXAMSOFT - STUDENT RESPONSIBILITIES

### Introduction

- MSSON has contracted with the vendor ExamSoft to administer electronic exams and other assessments (e.g., quizzes, grading rubrics).
- ExamSoft uses *Exemplify* as the software program for students to complete an electronic assessment (e.g., exam, quiz).

### Before the Exam

- All nurse anesthesia students are required to have an operating laptop.
- Students are required to maintain their laptop with the most current operating system and update software programs (e.g., pdf reader, *Exemplify*).
- The laptop battery should be charged to last for the entire exam. A power cord may be used.
- A privacy filter for the laptop screen (with at least 60-degree security) is **REQUIRED** for all exams/assessments.
- Students are responsible for taking an Exemplify mock exam to test the functionality of Exemplify, on their computer prior to the first exam in their courses, so that any

troubleshooting that is required can be accomplished. A mock exam for this purpose can be found in Exemplify for each semester.

- Students are required to take proctored course exams on the exact date and time specified in each course.
- Exams will be available for download prior to the exam date. ***The student is required to download the exam in advance of the exam start day and time.*** Students must ensure that the exam is downloaded, and all technology problems are resolved before the exam begins. If any issues arise in downloading, students should contact the ExamSoft Support using this link: [admin@turnitin.com](mailto:admin@turnitin.com)
- Students must have their laptop turned on, muted and ready before the scheduled start time for the exam.
- All phones must be turned off and stored.
- It is recommended that the students disable or turn off their antivirus programs before opening Exemplify. This will help reduce potential issues during and after their exam. This will also reduce time as Exemplify will attempt to disable the antivirus program prior to starting the exam. The link for instructions on how to disable Anti-Virus software is here <https://examsoft.force.com/etcommunity/s/article/Disabling-Anti-Virus-Software>.

### During the Exam

- No food is allowed during the exam.
- Students may not wear a hoodie, hat, ball cap, watch, or bracelet during the exam.
- Students may use foam or moldable earplugs during the exam. No personal earbuds or headphones of any type are allowed.
- Students may use a single sheet of blank scratch paper provided during the exam. Write your name on it and turn it in prior to leaving the exam.
- For the exam to start on time, all students must have their scratch sheet, must be seated, and must have their privacy screen up (if on-campus) and laptop ready before the exam scheduled start time. Once the exam starts, students may not leave the room until the exam is uploaded.
- If the laptop is not functioning properly, notify the exam proctor immediately. Attempts to restore/resolve laptop functionality/problems will be conducted on a case-by-case basis.
- Students will use the calculator provided by Exemplify during the exam. Students may also use the highlighter and strike through functions in Exemplify.
- Students will be allowed to use a computer mouse (attached or wireless\*). Bluetooth devices will be disabled by ExamMonitor.
- Students need to be aware that questions may contain an attachment that requires the student to scroll down to see the attachment.
- If a student's computer is stuck attempting to load the quiz/exam for several minutes, then the student can hold the power button for 10 seconds to force a shutdown and reboot their computer and attempt to re-enter the exam.

- If a student's computer is frozen during the exam where they are unable to proceed, then the student will have to shut down and reboot their computer. They will NOT lose any saved answers and will be able to continue after rebooting. The student can hold the power button for 10 seconds to force a shutdown and reboot their computer and attempt to re-enter the exam.

### **After the Exam**

- Upon submitting the exam, the student may be allowed to review missed questions. The review will likely be for a limited time (5-8 minutes). Take advantage of this time as individual opportunities to review later is at the instructor's discretion. No writing of notes is allowed during this time.
- Upon completion of the exam, the student must upload the exam; a GREEN screen indicates that the upload was successful.
- Students MUST show the GREEN screen to the proctor before leaving the exam room.
- Students MUST turn in their scratch paper to the proctor before leaving the exam room.

The ExamSoft Student Responsibilities can be found on the Department Canvas page.

### **FULL TIME VS. PART TIME STATUS**

For Financial Aid purposes, students must register for a minimum of three credits to be considered full-time. 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 MSSON.

### **FORMAL COMPLAINT**

Formal complaint is defined as a student's grievance about his/her perceived treatment/interaction with a member of the university community or a service offered at the university. To file a formal complaint, proceed to <https://www.samford.edu/departments/student-support/>, then go to "Student Complaint Process" section.

### **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 GRADUATE 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 suggested 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, students 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 DNP 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 competencies, knowledge and skills obtained during the educational experience.

#### **GRADUATION AND COMMENCEMENT**

Commencement exercises are held at the end of the Spring Semester. A student is required to meet all requirements for graduation as set forth in *The Moffett & Sanders School of Nursing DNP (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 MSSON's responsibility to notify the Office of the Registrar of the candidates for graduation each term. The candidate will then receive information regarding graduation via email directly from the Office of the Registrar. 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 DNP project and portfolio.
- 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 coordinator.
- Required evaluations completed.
- Final case record totals submitted.
- Successful completion of the APEX Review and SEE

Nurse Anesthesia students are expected to complete all graduation requirements in the 36 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. Nurse anesthesia students will also complete 20 service learning hours prior to graduation.

## LICENSURE

Graduate students enrolled in all nursing courses must hold an unencumbered multi-state license as a registered nurse to practice professional nursing. 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

After the initial two online semesters, 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** – graduate 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 Moffett & Sanders 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. The recipient is in the top 3-5% of the class and demonstrates leadership,



service, academic excellence, and a Christian witness. The recipient is selected by the Dean of the School of Nursing based on nominations from faculty members.

#### **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 Shop 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. Fall and spring hours are: 8:00 a.m. – 5:00 p.m. on Monday to Thursday; from 8:00 a.m. – 4:00 p.m. on Friday and 10:00 am – 2:00 pm on Saturday. Summer store hours vary: 10:00 a.m. -3:00 pm Monday to Thursday; 10:00 a.m. -2:00 p.m. Friday; closed Saturday. Students can view a list of required textbooks and materials prior to each term at <https://www.bkstr.com/samfordstore/shop/textbooks-and-course-materials>.

### 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 reported through the RAVE notification system. In addition, the Public Relations Office of the University notifies local television and radio station of the closing. 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. All students and employees are automatically enrolled to receive RAVE alerts on their Samford email address and cannot be removed from that list. You can also add 2 more email addresses and 3 mobile phones.

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](#) 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. <https://www.samford.edu/emergency/default#personal-preparedness>

### **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 DNP 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 department Canvas page and 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 Caf Passes which gives unlimited access to any venue in The Caf during a meal period such as breakfast, lunch, and dinner. Students must bring their Samford ID to each meal. 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 Caf, Food Court, Bookstore or copy machines. The Food Court accepts Cash, Debit/Credit cards and Samford cards.

## LIBRARY

The Samford University Library is the primary library for all students, faculty, and staff. 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 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.

A computer laboratory, computer classroom, individual and group study rooms, multimedia viewing and listening rooms, meeting rooms with advanced presentation capabilities, and a patron-lounge area are available for patron use. The Alfa Presentation Practice Room on the Library's second floor allows students to practice and record presentations individually or as a group. Einstein Bros Bagels, on the library's first floor, offers the perfect spot for refreshment, studying, and meeting with friends and classmates.

For more information, see the Library Web page at <http://library.samford.edu/>.

For more information about specific library resources just for nurse anesthesia students see the Nursing Research Guide at <http://samford.libguides.com/anesthesia>.

For assistance with any research endeavors, please contact the Nursing Library Liaison, Lauren M. Young, at (205)726-2079 or [lyoung2@samford.edu](mailto:lyoung2@samford.edu).

## 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 the departmental Canvas.

## MAILING ADDRESS/NAME CHANGES

Students must notify the Department Chair, Department Coordinator, the AANA, Board(s) of Nursing, Samford OneStop, and Samford University Office of the Registrar 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 Student Financial Services. It is also the student's responsibility to notify the MSON 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. All motor vehicles operated on campus must be registered with the Department of Transportation Services, in the transportation services menu in self-service Banner at <https://portal.samford.edu>. Parking permits expire yearly on August 31. All year permits are \$60 annually. For more information:

<https://www.samford.edu/departments/transportation/registration> Zone: **Blue:** CHS Commuter (only CHS Commuter permits are allowed to park at the College of Health Sciences)

## STUDENT SERVICES

Samford Student Services (<https://www.samford.edu/students/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 Office of Accessibility and Accommodations are support services available for your academic, spiritual, and physical success here at Samford University.

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 the Health & Wellness Center. For more information, or to make an appointment, e-mail [counseling@samford.edu](mailto:counseling@samford.edu) or call 205-726-4083. Additional information and resources might be found on their website: <https://www.samford.edu/departments/counseling/>.

## HEALTH SERVICES

Conveniently located in F. Page Seibert Hall, 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 in the Health & Wellness Center. MedHelp at Samford is a fully-functional health care facility providing urgent care, primary medical care, preventive health care, and wellness services. In partnership with MedHelp, Samford's on-campus Health Center is staffed by a Physician and a Nurse Practitioner during regular operating hours, and students and staff have access to MedHelp's five locations in Birmingham after hours and on weekends. Walk-ins are welcome or call 205-726-2835 to schedule an appointment. [SUhealth@samford.edu](mailto:SUhealth@samford.edu)  
<https://www.samford.edu/departments/health-services/>

## ACCESSIBILITY AND ACCOMMODATIONS

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities or chronic health conditions who wish to request accommodations should register with the Office of Accessibility and Accommodations (205) 726-4078, [access@samford.edu](mailto:access@samford.edu), DBH 203, <https://www.samford.edu/departments/disability->

[resources/](#). Students who are registered with OAA are responsible for sending the official notification of their accommodations through the OAA online portal to the instructor. Accommodations will be implemented after the student and instructor discuss how they apply in this course. Accommodations may not be applied retroactively and should not alter fundamental course outcomes. Meeting with the course instructor should occur during the first week of the semester.

### **TITLE IX**

Samford University and its faculty are committed to creating and maintaining a safe learning environment for all students and the entire University community. If you or someone you know has experienced sexual harassment, sexual assault, relationship violence, stalking, or discrimination based on sex or gender, please know that help and support are available. Samford University strongly encourages all community members to report incidents of sexual misconduct to the Title IX Office. You may contact the Title IX Office at 205-726-2764 or [titleix@samford.edu](mailto:titleix@samford.edu).

Please be aware that all faculty members are required to disclose information concerning suspected or alleged sexual harassment or other violations of the Samford University Sexual Misconduct Policy to the Title IX Office. You can also make a disclosure yourself, including an anonymous report, through the Sexual Misconduct Report Form accessible on the Title IX website at <https://www.samford.edu/students/title-ix/>. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and available procedural options. It is a student's choice whether they wish to engage or respond to that outreach.

If you, or another student you know, wishes to speak with a confidential resource who is not obligated to report information to the Title IX Coordinator, please reference the list of confidential resources in the online student handbook. You can also connect with a confidential resource through the Counseling Office at 205-726-4083 or the Office of Spiritual Life at 205-726-2825.

### **STUDENT COMMITTEE MEMBERS OF SCHOOL OF NURSING COMMITTEES**

Graduate students have the opportunity to provide perspectives and assist in shaping policies through membership on MSSON 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, student representatives from each cohort, 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 (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 statement has been generated will be sent to the student via the Samford University email 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 statement system at any time via the Samford University web portal.

Students registering during the early registration period will receive a statement at least 15 days prior to the payment due date. The statement reflects activity up to the date the statement was generated. Any activity transpiring after the statement generation date can be viewed on the Current Activity section of the online statement 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 statement 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 statement 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 in full is received. Student financial services will forward a clearance slip to the registrar's office to re-establish the student's class schedule. Statement generation, payment and registration cancellation dates for each semester/monthly statement are noted on the payment schedule.

### **FINANCIAL AID, SCHOLARSHIPS AND LOANS**

The Samford One Stop is located on the ground floor of Ingalls Hall. Office hours are from 0800-1630, M-F. Phone: 205-726-2905. Nursing students have the ability to utilize Stafford Loans and Grad PLUS Loans. As a Nursing student, a FAFSA (<https://studentaid.gov/h/apply-for-aid/afsa>)

is required to receive either of these loans. A \$20,500 annual, maximum limit is enforced for Stafford Loans. Grad PLUS Loans are limited only by other aid already received, credit decisions and the total annual financial aid maximum.

Complete financial aid information for nursing students is available through the One Stop (205)726-2905, [onestop@samford.edu](mailto:onestop@samford.edu) or <http://www.samford.edu/departments/financial-services/> or <https://www.samford.edu/admission/graduate/student-loans>. Billing and payment information is available through the One Stop as well.

#### **ALABAMA BOARD OF NURSING SCHOLARSHIP**

On June 15, 1977, the State of Alabama signed into law an act providing scholarships 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. Application period opens July 1 each year. For additional information see the Alabama Board of Nursing website: <https://www.abn.alabama.gov/abn-nursing-excellence/abn-loans-and-scholarships/abn-scholarships/>.

#### **NURSES EDUCATIONAL FUNDS, INC.**

NEF Scholarships are for Master's and Doctoral degree study in Nursing. Applications open 10/2024 until 2/3/2025. Should you have any questions or concerns about the Application process, contact <http://www.n-e-f.org/index.php/apply.html>

Requirements - The following criteria must be met for eligibility:

Post-baccalaureate doctoral students

- Enrolled full- **OR** part-time in a post-baccalaureate doctoral program in nursing
- Applicants must have completed 45 credit
- Maintain a minimum GPA of 3.6

#### **AANA FOUNDATION**

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, March 1, 2025. <https://www.aana.com/resident-hub/education-grants-and-scholarships/foundation-scholarship/>

#### **ALANA FOUNDATION**

The ALANA Foundation offers student scholarships to students in each of the CRNA programs in Alabama. Additional information will be distributed when the application opens each year.

#### **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**

Eligible students must be enrolled in either an Accelerated Second Degree or Doctor of Nursing Practice program at an accredited US school of nursing. Funding is up to \$5,000 per academic year. All applications must be submitted via the online submission system. A link to the application will be available in January 2025.

<https://www.sigmanursing.org/advance-elevate/scholarships>

Additional nursing scholarship opportunities are available from different organizations listed:

<https://www.sigmanursing.org/advance-elevate/scholarships/nursing-scholarship-opportunities>

#### **NURSE FACULTY LOAN PROGRAM – HRSA GRANT INFORMATION**

The Nurse Faculty Loan Program (NFLP) is a federal program designed to increase the number of nursing students who pursue careers as full-time faculty teaching in schools of nursing. It also promotes the precepting of advanced practice nursing (APRN) students by advanced practice nurses such as certified nurse anesthetists. The program **provides funds to eligible schools** of nursing to prepare graduates to serve as academic nursing faculty or clinical preceptors. Funds from the program are administered by the Bureau of Health Professions, Health Resources and Service Administration (HRSA). The NFLP is a loan program that offers significant loan forgiveness to students in Master's and Doctoral nursing programs who:

- Undergo specified educational coursework relevant to the nurse faculty role, and
- Commit to work for an accredited school of nursing as a full-time nurse faculty member or via a joint appointment at a clinical facility to serve as a preceptor for advanced education nursing students in nurse anesthesia (CRNA) programs upon graduation.

Following graduation and upon full-time employment as a CRNA in a clinical site with precepting opportunities within twelve months of graduation, the borrower might cancel up to 20% per year for a maximum of 85 percent of the total NFLP loan (years 1, 2, 3: 20%; year 4: 25%). BSN to DNP nurse anesthesia students must complete [in addition to the prescribed nurse anesthesia curriculum plan] the nurse educator concentration courses, which includes 9 semester hours. The required courses are NURG 710 Teaching Learning Principles; NURG 713 Nurse Faculty Role in Clinical Education; and NURG 715 Nurse Faculty Role Transition.

## **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. Liability insurance meets the following requirements:

1. be an occurrence type policy
2. have minimum coverage limits of \$1,000,000/\$3,000,000

Samford University purchases liability insurance for all students enrolled in a clinical program. The coverage is continuous, not dependent on the academic calendar.

### **HEALTH DATA AND IMMUNIZATION REQUIREMENTS**

Graduate nursing students in the MSSON are responsible for maintaining health requirements. Each student is required to have a physical examination, proof of immunity or documentation of the following vaccinations: measles, rubella, varicella, Tdap, and hepatitis B. In addition, the student is required to provide documentation of tuberculin testing and documentation of influenza vaccination. Upon the request of the Facility, the University agrees to require the student to furnish the Facility with any documentation required by the Facility evidencing that the student is in compliance with the University's immunization requirements. As part of the Progression Policy, all health forms, immunization information, and licensure will be submitted by the student for compliance accountability. Compliance information will be maintained in the student's Typhon account, which will indicate expiration dates.

Some clinical placement sites may require MSSON students to have certain immunizations or tests that are not compulsory pursuant to Samford's policies and irrespective of any medical or religious exemption. In such circumstances, MSSON students who decline vaccines or tests required by a specific clinical site may elect to "opt-out" of such placement site and request the Director of Clinical Services (DCS) for the Department of Nurse Anesthesia to attempt to identify a comparable clinical experience. Samford University makes no representation and offers no assurance that any alternative clinical placements can or will be available. MSSON students in such circumstances are also advised that alternative clinical placements may affect the students' academic status (e.g. full time versus part time), eligibility for financial aid, academic schedule, graduation date, licensure eligibility and employment prospects.

Students are responsible for keeping current all licensures and immunizations. Registration for subsequent semesters will be held if compliance is incomplete. 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:

<b>Credential or Document Type</b>	<b>Guideline</b>	<b>Validation Period</b>
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	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	Within 10 years
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 (2 <sup>nd</sup> fall semester) - Provide proof of Flu Shot Vaccine	*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 – Multi-state RN license required by January 31 of first spring semester	

#### **CLINICAL STANDING**

Students are evaluated continuously during a clinical rotation. If the Director of Clinical Services (DCS) 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 Congress 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 1-5 are solely didactic. Semesters 6-9 are predominantly clinical.

#### **Semesters 1-5**

The student follows the Nurse Anesthesia Program calendar during the first two phases.

#### **Semesters 6-9 – see details in Clinical Policy**

- Winter Break, which is the week of Christmas and New Years.
- Ten 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.
- Vacation time will not be granted during clinical rotations 1 and 2. Rare, extenuating circumstances may be considered and must be discussed in advance with the DCS.

### **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. See *Samford University Student Handbook* <https://www.samford.edu/files/Student-Handbook.pdf>

## **SUBSTANCE ABUSE POLICY AND PROCEDURE**

### **PROFESSIONAL/LEGAL STANDARD**

The Moffett & Sanders 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 MSSON 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 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 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 Nurse Practice Act and the 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 an MSSON 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 Moffett & Sanders School of Nursing, Samford University is found in its entirety in this handbook. An abbreviated statement is included in the Samford University Catalog.

### **TESTING PROCEDURES**

**When.** The Moffett & Sanders 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 MSSON
- 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.

**Facility.** The Moffett & Sanders School of Nursing will utilize a contracted third-party for collection of specimens, 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. The contracted third party will collect urine samples at the discretion of the dean of the Moffett & Sanders School of Nursing. The process and procedure for sample collection will adhere to the contract between the third party company and the Moffett & Sanders School of Nursing.

**Substances.** Substance-related disorders are listed in the *Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM-V)*. 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 MSSON 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 non-negative results will be reported to the Medical Review Officer (MRO). After review by the (MRO), non-negative 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 Moffett & Sanders 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-V)*, 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-V)*, the student is in violation of the Moffett & Sanders 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".

## CONFIDENTIALITY

All testing information, interviews, reports, statements and test results specifically related to the individual are confidential. While the issues of testing are confidential within the University community, the information regarding substance abuse and rehabilitation must be shared with 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. Moffett & Sanders 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 Moffett & Sanders 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 substance, including but not limited to the following, will result in immediate dismissal from the Moffett & Sanders School of Nursing: alcohol, amphetamines or similarly acting sympathomimetics, cannabis (marijuana metabolites), cocaine, hallucinogens, inhalants, opioids (methadone, codeine, hydrocodone, hydromorphone, morphine, oxycodone, propoxyphene), phencyclidine (PCP) or similarly acting arylcyclohexylamines and sedatives, hypnotics, or anxiolytics (methaqualone, barbiturates, benzodiazepines). Action taken under the Drug and Alcohol Policy will be independent of action taken, if any, through the Student Values Process. Dismissal from the Moffett & Sanders 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 Moffett & Sanders 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 Moffett & Sanders 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 MSSON, the student will be dismissed from the Moffett & Sanders 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.

*Revised 09/12/19*



**Samford University.**

**Moffett & Sanders School of Nursing**

## **CLINICAL POLICY & PROCEDURES**

## CLINICAL MILESTONES

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 perform a comprehensive history and physical assessment, 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 and calculate, initiate and manage fluid and blood component therapy.
3. Demonstrate individualized planning and management skills throughout the perianesthesia continuum that demonstrate an evidence-based integration of nursing science and the biophysical, psychosocial, analytical, organizational and public health sciences, as well as utilization of accepted standards of care.
4. Demonstrate understanding of the function and use of the anesthesia machine, including the FDA 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, LMA insertion 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 anesthesia plans of care for adult patients (ASA I & II), before providing anesthesia services for elective procedures of low to moderate risk. The plans must be individualized, culturally competent and based on rational assessment of preexisting disease and surgical requirements.
3. Demonstrate basic abilities to recognize, evaluate and manage the physiologic responses to anesthesia and surgery and begin to multitask interventions in a smooth, relevant, consistent, and prioritized manner.

**CLINICAL MILESTONES—LEVEL THREE (ROTATIONS 5, 6, 7 –1000-1800 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 evidence-based anesthesia care plans for ASA class I-V patients across the lifespan: including, pediatric, geriatric, obstetric, and other specialty areas.
4. Demonstrate proficiency in insertion and management of invasive physiological monitoring systems including the interpretation and utilization of data obtained.
5. Demonstrate proficiency in managing and administering spinal, epidural and peripheral nerve blocks.

**CLINICAL MILESTONES—LEVEL FOUR (ROTATIONS 8, 9 - 1800-2000+ CLINICAL HOURS)**

1. Maintain proficiency in all Level III milestones.
2. Competently plan, manage and evaluate anesthetic care for all patient classifications, risk categories and age groups.
3. Demonstrate proficient use of critical thinking skills to apply knowledge to practice in clinical decision-making, problem solving and increasing levels of independence in patient care.
4. Demonstrate communication skills that result in effective information exchange and collaboration with patients, their families and other healthcare professionals.

## **DEPARTMENT OF NURSE ANESTHESIA DOCTOR OF NURSING PRACTICE (DNP) OUTCOMES**

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

- 1. Deliver safe patient care including the following behaviors:**
  - a. Be vigilant in the delivery of patient care.
  - b. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.)
  - c. Conduct a comprehensive equipment check.
  - d. Protect patients from iatrogenic complications.
  
- 2. Provide perianesthetic management as demonstrated by the ability to:**
  - a. Provide individualized care throughout the perianesthetic continuum.
  - b. Deliver culturally competent perianesthetic care.
  - c. Provide anesthesia services to all patients across the lifespan.
  - d. Perform a comprehensive history and physical assessment.
  - e. Administer general anesthesia to patients with a variety of physical conditions.
  - f. Administer general anesthesia for a variety of surgical and medically related procedures.
  - g. Administer and manage a variety of regional anesthetics.
  - h. Maintain current certification in advanced and pediatric cardiac life support (ACLS and PALS).
  
- 3. Employ ethical, critical thinking as demonstrated by the ability to:**
  - a. Apply knowledge to practice in decision-making and problem solving.
  - b. Provide nurse anesthesia services based on evidence based principles.
  - c. Perform a preanesthetic assessment prior to providing anesthesia services.
  - d. Assume responsibility and accountability for diagnosis.
  - e. Formulate an anesthesia plan of care prior to providing anesthesia services.



- f. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
- g. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
- h. Calculate, initiate, and manage fluid and blood component therapy.
- i. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
- j. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
- k. Use science-based theories and concepts to analyze new practice approaches.
- l. Pass the national certification examination (NCE) administered by NBCRNA.

**4. Utilize effective communication skills including the following:**

- a. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
- b. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
- c. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
- d. Maintain comprehensive, timely, accurate, and legible healthcare records.
- e. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
- f. Teach others.

**5. Assume leadership and professional responsibility as demonstrated by the ability to:**

- a. Integrate critical and reflective thinking in his or her leadership approach.
- b. Provide leadership that facilitates intraprofessional and interprofessional collaboration.
- c. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
- d. Interact on a professional level with integrity.
- e. Apply ethically sound decision-making processes.

- f. Function within legal and regulatory requirements.
- g. Accept responsibility and accountability for his or her practice.
- h. Provide anesthesia services to patients in a cost-effective manner.
- i. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
- j. Inform the public of the role and practice of the CRNA.
- k. Evaluate how public policy making strategies impact the financing and delivery of healthcare.
- l. Advocate for health policy change to improve patient care.
- m. Advocate for health policy change to advance the specialty of nurse anesthesia.
- n. Analyze strategies to improve patient outcomes and quality of care.
- o. Analyze health outcomes in a variety of populations.
- p. Analyze health outcomes in a variety of clinical settings.
- q. Analyze health outcomes in a variety of systems.
- r. Disseminate research evidence.
- s. Use information systems/technology to support and improve patient care.
- t. Use information systems/technology to support and improve healthcare systems.
- u. Analyze business practices encountered in nurse anesthesia delivery settings.

## 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., clinical case recording in Typhon, daily evaluations, clinical preceptor evaluations, clinical site evaluations, and self 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 discharged early or the anesthetic was for an outpatient procedure.

### **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 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. To not be exploited relative to time commitment for pay or profit of the conducting institution.

## AMERICAN HOSPITAL ASSOCIATION - A PATIENT'S BILL OF RIGHTS

### 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.



## **CLINICAL SCHEDULES**

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

### **SEMESTERS 6, 7, 8, 9**

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

Winter Break, which is the week of Christmas and New Years.

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

1. Ten 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:  
Alabama Colorectal Clinic  
OB rotations at any site
4. Time off allowed for the AANA Annual Congress, 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 day will be allowed to travel to 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.

### **ADDITIONAL DAYS TO VACATION "BANK"**

After transitioning to the Senior Level and at appropriate clinical sites, additional clinical experience may be obtained on days not previously scheduled. For each full day of clinical experience, an additional day will be added to your vacation bank, with a maximum accumulation of **five days** to your vacation bank. It is the student's responsibility to discuss projected additional experiences with the DCS for each rotation prior to engaging in the experience. An email to the DCS to report additional time after completion is necessary to record the experience.



**If you miss Seminar class or “call in” the week before OR week after your additional experience, you forfeit the opportunity to earn any additional days for three months.** This opportunity will be at the discretion of the DCS related to overall clinical time and performance (both clinically and in other courses). It may be revoked, and notification will be provided.

#### **COMPLETION OF CLINICAL EXPERIENCE**

Clinical experience may be completed:

1. One week prior to graduation and all required experiences are achieved.
2. Once 2200 clinical hours are reached, all required experiences are achieved, remaining vacation time is available (subtracted from one week prior to graduation), Typhon records are up to date, and clinical performance is meeting expectations.



## **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 Director of Clinical Services (DCS) to report any unplanned clinical absence by 8 am of the missed day. This must be done **each** day of the absence. Communication via text **does not** complete the requirement.

Further, the student should follow each clinical site’s policies as outlined by the clinical coordinator (CC) 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 DCS 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 10 vacation days, in addition to the Winter Break. 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 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. 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.

#### **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 DCS 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.



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: CLINICAL ATTIRE**

Name badges, with the picture/name identifier facing outward, must be worn at all times whenever in the clinical facility.

Dress codes in the OR Suite and the hospital policy regarding scrubs must be followed at all times; this includes the wearing of scrub caps and artificial nails.

Beards and mustaches must be kept clean and neatly trimmed at all times. They are to be covered when in the operating room.

Extremes in style or clothing, which may be offensive or immodest, are not appropriate. Inappropriate clothing includes shorts, sweat suits of any type, exercise apparel, low cut shirts, tank tops, and clothing containing inappropriate language.

Jewelry should not be distracting or dangling. Each clinical site may exercise discretion in deciding the appropriateness of jewelry in their facility.

Personal protective equipment such as goggles, face shield and/or respirator shall be worn when there is danger of exposure to blood or body fluids, including infectious aerosolized particles.

Tattoos are to be covered at all times.



**Samford University.**  
**Moffett & Sanders School of Nursing**

**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 to 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. The Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate defines reasonable time commitment as: *“A reasonable number of hours to ensure patient safety and promote effective student learning should not exceed 64 hours per week. This time commitment includes the sum of the hours spent in class and all clinical hours averaged over 4 weeks. Students must have a 10-hour rest period between scheduled clinical duty periods (i.e., assigned continuous clinical hours). At no time may a student provide direct patient care for a period longer than 16 continuous hours.”*

Revised 04/2020



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: STUDENT EMPLOYMENT**

#### **EMPLOYMENT**

Students are strongly discouraged from working while in the program.

The Department of Nurse Anesthesia, Moffett & Sanders School of Nursing, Samford University forbids the employment of nurse anesthesia students as nurse anesthetists by title or function.



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: CLINICAL EQUIPMENT**

**EQUIPMENT**

Prior to the beginning of the first clinical course, each student will be fitted for an earpiece and two precordial stethoscope chest pieces will be provided (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, goggles, 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.



### **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. Grades are assigned by the DCS.

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 student is unable to obtain an evaluation after 2 requests of the preceptor, the student is to notify the DCS via email with the date and name of the CRNA. Failure to request clinical evaluations every day or communicate appropriately with the DCS 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.



# Samford University

## Moffett & Sanders School of Nursing

### POLICY: CREDENTIALLING PROCESS

Students in the MSSON are responsible for maintaining health requirements. Each student is required to have a physical examination, proof of immunity or documentation of the following vaccinations: measles, rubella, varicella, Tdap, and hepatitis B. In addition, the student is required to provide documentation of tuberculin testing and documentation of influenza vaccination. Upon the request of a clinical facility, the University agrees to require the student to furnish the facility with any documentation required by the facility evidencing that the student is in compliance with the University's immunization requirements. As part of the Progression Policy, all health forms, immunization information, and licensure will be submitted by the student to Graduate Student Services for compliance accountability. All documentation must be submitted **before the first day of class**.

Compliance information will be maintained in the student's Typhon account, which will indicate expiration dates. Students are responsible for keeping current all licensures and immunizations. Registration for subsequent semesters will be held if compliance is incomplete. 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:

Credential or Document Type	Guideline	Validation Period
Certification	Must be BLS certified prior to entering the program. *BLS/ACLS/PALS certified prior to beginning clinicals; this opportunity provided prior to beginning clinicals.	Valid within 2 years
Mantoux TB skin test	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	Within 10 years
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 (2 <sup>nd</sup> fall semester) - Provide proof of Flu Shot Vaccine	*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 – Multi-state RN license required by January 31 of first spring semester	

Some clinical placement sites may require MSSON students to have certain immunizations or tests that are not compulsory pursuant to Samford's policies and irrespective of any medical or religious exemption. In such circumstances, MSSON students who decline vaccines or tests required by a specific clinical site may elect to "opt-out" of such placement site and request the DCS for the Department of Nurse Anesthesia to attempt to identify a comparable clinical experience. Samford University makes no representation and offers no assurance that any alternative clinical placements can or will be available. MSSON students in such circumstances are also advised that alternative clinical placements may affect the students' academic status (e.g. full time versus part time), eligibility for financial aid, academic schedule, graduation date, licensure eligibility and employment prospects.

Revised 5/23 tmc



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: HIPAA (HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT)**

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 may be posted on social media.**



**POLICY: CLINICAL INCIDENT REPORTING**

It is the responsibility of the student to immediately notify the DCS 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 patient issues, 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 DCS 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 DCS 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 DCS. The DCS 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 DCS 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.



**Samford University.**  
**Moffett & Sanders School of Nursing**

**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.



**POLICY: CASE TRACKING**

**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 Typhon, the case management system, **at least once a week.**

The COA Guidelines for Counting Clinical Experiences, accessible in Typhon, should be used as a resource to ensure accurate recording.

**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 online 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 student is unable to obtain an evaluation after 2 requests of the preceptor, the student must email the DCS and include the name of the CRNA and the date worked with.**

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



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: CLINICAL CERTIFICATIONS**

### **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. Courses for these certifications are provided during the Fall semester prior to clinical experience.

Each student will be responsible for maintaining current certifications during their entire clinical curriculum up to and including graduation.





**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: TRAVEL FOR CLINICAL ASSIGNMENTS**

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 they provide 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 multistate RN license is required for students to obtain all 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.



# Samford University.

## Moffett & Sanders School of Nursing

### **POLICY: VALUE STATEMENTS AND CLINICAL BEHAVIOR**

#### **VALUE STATEMENT**

Students in the MSSON must adhere to the standards of conduct specified in the Samford University Student Handbook as well as Academic Integrity Policy in the College of Health Sciences, 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 an anesthesiology assistant or anesthesiology resident provide supervision for the student.

The Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate defines: *"Clinical supervision of students must not exceed (1) 2 students to 1 CRNA, or (2) 2 students to 1 physician anesthesiologist, if no CRNA is involved. The CRNA and/or physician anesthesiologist are the only individual(s) with responsibility for anesthesia care of the patient, and have responsibilities including, but not limited to: providing direct guidance to the student; evaluating student performance; and approving a student's plan of care. There may be extenuating circumstances where supervision ratios may be exceeded for brief periods of time (e.g., life-threatening situations); however, the program must demonstrate that this is a rare situation for which contingency plans are in place (e.g., additional CRNA or physician anesthesiologist called in, hospital diverts emergency cases to maximize patient safety). Clinical supervision must be consistent with the COA Standards (i.e., clinical oversight is the responsibility of a CRNA or physician anesthesiologist only). The program is responsible for ensuring its clinical supervision requirements are consistent with the COA Standards and that students are aware of these requirements and know who is supervising them in the clinical area."*

The program restricts clinical supervision in non-anesthetizing areas to credentialed experts who are authorized to assume responsibility for the student.

The Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate defines: *"Credentialed expert - An individual awarded a certificate, letter, or other testimonial to practice a skill in an institution is a credentialed expert. The credential must attest to the bearer's right and authority to provide services in the area of specialization for which he or she has been trained. Examples are: a pulmonologist who is an expert in airway management, an emergency room physician authorized by an anesthesia department to assume responsibility for airway management, or a neonatologist who is an expert in airway management."*



### **CLINICAL STANDING/PERFORMANCE EVALUATION**

Students are evaluated daily during a clinical rotation and a summative evaluation is completed 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 DCS.

If performance does not improve, the DCS 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 DCS. 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 DCS 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 DCS.

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 DCS will make a decision as to the student's clinical progression.



# Samford University

## Moffett & Sanders School of Nursing

### POLICY: SERVICE LEARNING

The Nurse Anesthesia Program faculty members value 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 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 MSSON. While twenty hours is the minimum requirement, students are encouraged to serve and submit records for every area of service in which they participate. 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 portion of the departmental Canvas page.

Requirements are as follows:

Prior to starting clinical	5 hours served and submitted
Completion of NUNA 750	Minimum of 10 hours total served and submitted*
Completion of NUNA 751	Minimum of 15 hours total served and submitted*
Completion of NUNA 752	Minimum of 20 hours total served and submitted *

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

Three service learning reflective self-evaluations will be included in your portfolio. Further guidance will be provided.

If a desired service opportunity occurs during clinical hours, the student may request prior approval to be absent from clinical 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 several opportunities to participate in “Lunch n Learns” during Fall and Spring semesters. These events provide speakers that share information about ways to serve in specific organizations. Students will sign in to receive credit for attendance.



**Samford University.**  
**Moffett & Sanders School of Nursing**

**POLICY: THRIVE: A WELLNESS INITIATIVE**

The faculty of the nurse anesthesia department recognizes that a 3-year program to earn a DNP and complete all didactic and clinical requirements to sit for the national certification exam is challenging emotionally, mentally, and physically.

The *Thrive* initiative is a collaborative effort between faculty and staff of the Counseling and Wellness Department and the Department of Nurse Anesthesia. The goal is to assist in developing students' coping skills, emotional intelligence, and overall well-being with a variety of focused strategies. While engagement in *Thrive* is highly encouraged, participation is completely voluntary.

Studies conducted with SRNAs and CRNAs reveal that ineffective coping skills can lead to higher rates of burnout, intense anxiety, substance use, and depression. With this knowledge, the faculty is proactively working with professionals to provide content each semester to strengthen the skills necessary not just to survive but thrive. New content will be introduced each semester and will be housed in a module in Canvas for access anytime.

Upon completion of the 9-semester modules, the students will earn a digital badge that can be attached to their social media profiles and listed on their resume. The badge, issued through the Academic Affairs Office of Online and Professional Studies, illustrates that additional training was pursued and completed related to emotional intelligence, effective stress and anxiety management, and communication.

You are invited to join this supportive community where you will be encouraged, stretched, and hopefully grow as you fulfill the Lord's calling for your life. We are honored to partner with you through *Thrive*.

"He is like a tree  
planted by streams of water  
that yields its fruit in its season,  
and its leaf does not wither.  
In all that he does, he prospers." Psalm 1:3

## 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 DCS 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 preceptor ratio of two to one is not exceeded and determines the ratio of students to preceptors 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 preceptor.
- Participates in the orientation of nurse anesthetist students 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 DCS with written annual assurance that certification and licensure of clinical faculty is up-to-date and current.
- Confers with DCS as necessary, regarding student progress.
- Ensures, and provides DCS with documentation, that all clinical preceptors are currently licensed as registered professional nurses and are certified/recertified by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

### **CLINICAL COORDINATOR RIGHTS**

The Clinical Coordinator should expect the following:

- Communication from the DCS and the Department of Nurse Anesthesia in a timely, thorough manner.
- Access to the DCS and the Department in a reasonable, timely manner.
- Information of department policies including evaluations, time commitment, student assignments, call assignments, clinical milestones, and performance objectives.
- Communication from clinical students regarding an absence **each day** of the absence.
- Receipt of the summative evaluation after each clinical rotation to review and add comments before returning to the DCS for the student's clinical file.
- Notification 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**

**Department of Nurse Anesthesia  
Moffett & Sanders School of Nursing - Samford University**

**DAILY CLINICAL EVALUATION**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

CLINICAL SITE/ROTATION \_\_\_\_\_ CLINICAL COURSE \_\_\_\_\_

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.

CLINICAL SKILL		Does Not Meet Expectations (1)	Meets Expectations (2)	Not able to evaluate (N/A)
1.	Select and set up appropriate equipment; perform FDA and manufacture recommended equipment safety checks			
2.	Perform complete preoperative interview and assessment, assign physical risk, select appropriate anesthetic technique for the procedure and communicate plan of care			
3.	Provide for safety of patient, self, and others. Position patient to prevent injury. Use universal infection control procedures.			
4.	Calculate, initiate, and manage fluid and blood replacement therapy including the use of various infusion devices.			
5.	Demonstrate organization skills necessary for effective anesthetic care			
6.	Demonstrate knowledge of anesthetic and adjunctive drugs including dose, drug classification, anesthetic implications, and pharmacologic rationale for interventions			
7.	Demonstrate technical proficiency in establishing peripheral venous access and invasive monitoring techniques			
8.	Demonstrate proper mask technique, laryngoscopy, intubating techniques, LMA insertion and airway management during emergence			
9.	Demonstrate knowledge of intraoperative case management by applying interpretation of monitoring equipment and maintaining vigilance			
10.	Constantly assess patient during emergence and transport. Report anesthetic implications and patient’s physical status to appropriate post-anesthetic health care providers			

11.	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			
12.	Utilize critical reasoning and judgement in the management of simple to complex situations consistently			
13.	Record keeping is timely, legible, accurate and complete			
14.	Respond effectively to stressful situations and recognize the need for assistance			
15.	Accept constructive criticism, and assume responsibility for his/her actions			
16.	Demonstrate an eagerness to learn with evidence of personal motivation by seeking new opportunities and assuming responsibility for own learning			
17.	Demonstrate personal and professional integrity and the ability to interact and communicate on a professional level			
18.	Participate as a member of an interprofessional team while utilizing time appropriately			

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

**EVALUATOR SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**Department of Nurse Anesthesia  
Moffett & Sanders School of Nursing - Samford University**

CRNA CLINICAL PRECEPTOR EVALUATION

<b>CRNA Name:</b> <i>(include first, last)</i>	I have worked with this instructor (circle) <b>&lt;5 times      5-10 times      &gt;10 times</b>	Student Level:
--	---	----------------

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

Rating Scale:    2=Poor    3=Fair    4=Good    5=Excellent    N/A=no information
--

<b>Provides guidance and clinical teaching.</b>	<b>Rating Scale</b> 2 3 4 5 N/A
---	------------------------------------

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.

<b>Defines expectations and assesses knowledge.</b>	2 3 4 5 N/A
---	-------------

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.

<b>Promotes motivation and provides support.</b>	2 3 4 5 N/A
--	-------------

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.

<b>Completes evaluations and provides feedback.</b>	2 3 4 5 N/A
---	-------------

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.

**DEPARTMENT OF NURSE ANESTHESIA**  
**MOFFETT & SANDERS SCHOOL OF NURSING - SAMFORD UNIVERSITY**  
**CLINICAL SITE EVALUATION**

**SITE NAME:**

Category	Poor	Fair	Good	Excellent	NA
Variety of cases					
Variety of special cases					
Availability of ASA Class 3-4 cases					
Availability of geriatric cases					
Availability of trauma cases					
Availability of pediatric cases					
Diversity of equipment					
Adequacy of equipment					
Appropriate autonomy encouraged					
Encourages interprofessional and intraprofessional collaboration					
Knowledge of CRNAs					
Knowledge of MDAs					
Attitude of CRNAs toward students					
Attitude of MDAs toward students					
Overall attitude of hospital personnel toward students					
Orientation to clinical site					
Timely evaluations of performance					
Overall evaluation of the clinical site					

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

**List any areas of improvement that would make this clinical site a better learning experience:**

**Department of Nurse Anesthesia  
Moffett & Sanders School of Nursing - Samford University  
STUDENT SELF-EVALUATION**

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

	<b>Needs Remediation</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>	<b>Comments</b>
<b>DIDACTIC KNOWLEDGE (applicable to just completed rotation)</b>						
Anatomy						
Physiology / Pathophysiology						
Pharmacology						
Anesthesia Principles/Techniques						
<b>CLINICAL SKILLS</b>						
Starting IV's						
Complete History & Physical						
Pre-Anesthetic Assessment						
Induction Management						
Mask Management						
Endotracheal Intubation						
Monitor Use						
Insertion Invasive Monitors						
Monitor Interpretation						
Maintenance Management						
Management Emergence						
Spinal Technique						
Epidural Technique						
Axillary Technique						
Other block types (write in)						
Resuscitation Techniques						

<b>ANESTHESIA COMPETENCY</b>						
	<b>Needs Remediation</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>	<b>Comments</b>
General Surgery						
Pediatrics						
OB						
CV						

Neurosurgery						
Trauma						
Thoracic						
Outpatient						
Vascular						
Orthopedics						

<b>NON-TECHNICAL SKILLS</b>	<b>Needs Remediation</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>Excellent</b>	<b>Comments</b>
Apply knowledge to practice in decision making and problem solving						
Assume responsibility and accountability for diagnosis						
Recognize and appropriately manage complications that occur during provision of anesthesia services						
Communication skills with patients						
Communication, collaboration with healthcare professionals						
Integrate critical and reflective thinking in his or her leadership approach						
Analyze strategies to improve patient outcomes and quality of care						
Analyze health outcomes in a variety of populations, a variety of clinical settings, a variety of systems						

**DEPARTMENT OF NURSE ANESTHESIA  
MOFFETT & SANDERS 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  
MOFFETT & SANDERS 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: 2000

CLINICAL EXPERIENCES	Minimum REQUIRED	PREFERRED
Total Cases	650	700
Classes III - IV (total of a, b, c & d)	200	300
a. Class III	50	100
b. Class IV	10	100
c. Class V	0	5
d. Class VI		
<b>Patient Assessment</b>		
Initial preanesthetic assessment	50	100
Postanesthetic assessment	50	150
Comprehensive history and physical		
a. Actual		
b. Simulated		
<b>Special Cases</b>		
Geriatric	100	200
Pediatric		
2-12 years	30	75
Less than 2 years	10	25
Neonate (less than 4 weeks)		5
Trauma / Emergency (E)	30	50
Obstetrical management (total of a & b)	30	40
a. Cesarean delivery	10	15
b. Analgesia for Labor	10	15
Pain Management Encounters	15	50
<b>Anatomical Categories</b>		
Intra-abdominal	75	
Intracranial (includes open)	5	20
Open	3	10
Oropharyngeal	20	
Intrathoracic (total of a, b & c)	15	40
a. Heart		
1. Open heart cases (total of a & b)	5	10
a) With cardiopulmonary bypass		
b) Without cardiopulmonary bypass		
2. Closed heart cases		10
b. Lung	5	
Neck	5	10
Neuroskeletal	20	
Vascular	10	30

<b>Methods of Anesthesia</b>		
General Anesthesia	400	
Perform a general anesthetic induction with minimal or no assistance	50	100
Inhalation induction	25	40
Mask management <sup>2</sup>	25	35
Supraglottic airway devices (total of a & b)	35	50
a. Laryngeal mask		
b. Other		
Tracheal intubation (total of a & b)	250	
a. Oral		
b. Nasal		5
Alternative tracheal intubation/endoscopic techniques <sup>3</sup> (total a & b)	25	50
a. Endoscopic techniques <sup>4</sup> (total of 1 & 2)	5	15
1. Actual placement		
2. Simulated placement		
3. Airway assessment		
b. Other techniques	5	25
Emergence from anesthesia	300	
<b>Regional techniques</b>		
Actual Administration (total of a, b, c & d)	35	
a. Spinal (total of 1 & 2)	10	50
1. Anesthesia		
2. Pain management		
b. Epidural (total of 1 & 2)	10	50
1. Anesthesia		
2. Pain management		
c. Peripheral <sup>4</sup> (total of 1 & 2)	10	50
1. Anesthesia		
Upper		
Lower		
2. Pain management		
Upper		
Lower		
d. Other <sup>5</sup> (total of 1 & 2)		
1. Anesthesia		
2. Pain management		

<sup>2</sup> A general anesthetic that is administered by mask, exclusive of induction.

<sup>3</sup>Tracheal intubations accomplished via alternative techniques should be counted in both tracheal intubation and the alternative tracheal intubation categories.

<sup>4</sup>Simple models and simulation experiences may be used to satisfy part of this requirement. No clinical experiences can be obtained by simulation alone.

<sup>5</sup>Examples include truncal, cutaneous, head, and neck blocks (e.g, transversus abdominis plane, rectus sheath, ilioinguinal, iliohypogastric, oral, and maxillofacial blocks).

Management (total of 1 & 2)	35	50
1. Anesthesia		
2. Pain management		
Moderate / deep sedation	25	50
<b>Arterial Technique</b>		
Arterial puncture / catheter insertion	25	
Intra-arterial BP monitoring	30	
<b>Central Venous Catheter</b>		
Placement <sup>6</sup> – Non-PICC (total of a & b)	10	15
a. Actual		5
b. Simulated		
Placement –PICC (total of a & b)		
a. Actual		
b. Simulated		
Monitoring	15	
<b>Pulmonary Artery Catheter</b>		
Placement		5
Monitoring		10
<b>Other</b>		
Ultrasound guided techniques (total of a & b)	20	
a. Regional <sup>7</sup>	10	
1. Actual regional		
2. Simulated regional		
b. Vascular <sup>8</sup>	10	
1. Actual vascular		
2. Simulated vascular		
Point of Care Ultrasound (POCUS) <sup>9</sup>		
a. Actual		
b. Simulated		
IV catheter placement	100	
Advanced noninvasive hemodynamic monitoring		
Assessment of chest X-ray <sup>10</sup>	5	10

<sup>6</sup>Simple models and simulated experiences may be used to satisfy this requirement. For students enrolled on or after 1/1/2020, no clinical experiences can be obtained by simulation alone. Insertion of peripherally inserted central catheters (PICC) does not meet the requirements for central line placement.

<sup>7</sup>Regional includes neuraxial, truncal, and peripheral nerve blocks. No clinical experiences can be obtained by simulation alone.

<sup>8</sup> Vascular includes arterial, peripherally inserted central catheters, central venous, and peripheral access. No clinical experiences can be obtained by simulation alone.

<sup>9</sup> Refers to the use of portable ultrasonography at a patient's bedside for diagnostic (e.g., symptom or sign-based examination) purposes. This is exclusive of using ultrasound for image-guidance purposes such as for regional anesthesia or vascular access.

<sup>10</sup> This experience can be gained in a healthcare institution, classroom, simulation center, or by using online resources. One case should be counted as the evaluation of one chest x-ray, regardless of the number of items assessed on that x-ray.

## **BACKGROUND CHECK**

The MSSON institutes background checks on all nursing students. Students selected for admission to the MSSON 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 MSSON 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 MSSON 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.

Some clinical sites require an updated background check for their credentialing process. The DCS will submit the request and alert you when necessary.

## SUBSTANCE ABUSE POLICY RELEASE FORM

I, \_\_\_\_\_, have read the Substance Abuse Policy of the Moffett & Sanders School of Nursing, Samford University, and agree as a student in the Moffett & Sanders School of Nursing to comply with all aspects of the policy as written including urine testing.

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

I agree to indemnify and hold the drug testing facility 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 the drug testing facility 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 the drug test facility with federal and state law and 2) their 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 Moffett & Sanders 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 "for cause" drug testing will result in immediate administrative withdrawal and a course grade of "F".

---

Student printed name

Student signature

Date

---

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

Modified from: Burris, R. 2002. Arkansas Tech University. SREB Council on Collegiate Education for Nursing (CCEN).

**CONFIDENTIALITY STATEMENT**

**MOFFETT & SANDERS 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 Moffett & Sanders 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

**Samford University**  
**Academic Integrity Policy**  
**Governing Graduate & Professional Students in the College of Health Sciences**  
**School of Health Professions, School of Nursing, School of Public Health**

The School of Pharmacy will follow the current *Code of Ethical and Professional Conduct* outlined in the School of Pharmacy's Student Handbook (pg. 28) for any allegation of an academic integrity violation related to courses within the School of Pharmacy.

Pharmacy students enrolled in courses in the Schools of Health Professions, Nursing or Public Health will be held to the Academic Integrity Policy governing graduate and professional students in the College of Health Sciences.

**Effective Date: October 1, 2019**

**ARTICLE I: PREAMBLE**

A degree from Samford University is evidence of achievement in scholarship and citizenship. Activities and attitudes should be consistent with high academic standards and Christian commitment and should be in keeping with the philosophy and mission of the University. At Samford, academic integrity is expected of every community member in all endeavors and includes a commitment to honesty, fairness, trustworthiness, and respect.

The University Statement on Academic Dishonesty is as follows: 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. Any act to obtain an unfair academic advantage like the acts described in Article VIII is considered dishonest.

**ARTICLE II: SCOPE OF APPLICABILITY**

**2.1 General Applicability**

Articles I through III of this policy apply to students enrolled in the following graduate programs at Samford University: Master of Science in Nursing, Doctor of Nursing Practice, Master of Athletic Training, Master of Science in Speech Language Pathology, Doctor of Physical Therapy, Master of Science in Physician Assistant Studies, Doctor of Audiology, Dietetic Internship, Master of Healthcare Administration, Master of Health Informatics and Analytics, Master of Public Health, Master of Science in Nutrition, Master of Social Work, and Doctor of Public Health. Articles IV-IX apply to students enrolled in any of those listed graduate programs that are not governed by a school-specific academic integrity policy that has been approved by the Provost and the General Counsel of Samford University.

**2.2 Approval of School-Specific Academic Integrity Policies and Procedures**

Specific schools and colleges of Samford University may adopt their own school-specific academic integrity policies and procedures. After August 1, 2021, no school-specific policy may be used unless it was previously approved by the Provost and General Counsel of Samford University. In order to obtain



approval of a school-specific policy, the dean of the school must submit a written copy of the proposed policy to the provost of the university and the general counsel. The general counsel shall approve or disapprove the policy within 60 days of receipt. If the general counsel disapproves the policy, he or she shall communicate to the dean the reasons for the policy's disapproval. If they wish, a school and dean may revise a disapproved policy (perhaps in consultation with the general counsel) and resubmit it.

### **2.3 Applicability of Various Academic Integrity Policies**

In determining which of various academic integrity policies governs an academic integrity violation, all allegations of academic integrity violations shall be governed by the policy that applies in the school or program in whose course or activity the alleged violation occurred.

## **ARTICLE III: REPORT OF ACADEMIC INTEGRITY TO THE ACADEMIC INTEGRITY OFFICER**

### **3.1 Academic Integrity Officer**

The University Registrar or his designee shall serve as the Academic Integrity Officer (AIO).

### **3.2 Report of Academic Integrity Violations to the AIO by Faculty**

All final determinations of an academic integrity violation by a student in a graduate or professional program must be reported to the AIO as follows:

- (a) By Faculty.** Any faculty member (including faculty in schools that have an approved school-specific academic integrity policy) who finally determines that a student committed an academic integrity violation (as defined by the applicable academic integrity policy) and who adjusts any grade based on the violation must report the violation to the AIO.
- (b) By School-Specific Academic Dishonesty Hearing Bodies.** If the hearing body or other entity authorized by an approved school-specific academic integrity policy finally determines that a student committed an academic integrity violation (as defined by the applicable policy), the entity must report the violation to the AIO.
- (c) By the Graduate Academic Council.** If pursuant to this policy the Graduate Academic Council determines that a student committed an academic integrity violation, the GAC must report the violation to the AIO.
- (d) Nature of the Report to the AIO.** A report of academic dishonesty to the AIO pursuant to this section shall (i) identify the student who committed the violation and the school and academic program in which the violation occurred, and (ii) briefly describe the violation.

### **3.3 Repository of Academic Violation Reports**

The AIO shall create a repository to maintain reports of academic integrity violations submitted pursuant to this section and identify instances in which a student is found guilty of multiple academic integrity violations.

## **ARTICLE IV: GRADUATE ACADEMIC COUNCIL**

### **4.1 Composition**

The Graduate Academic Council (GAC) shall be composed of one (1) faculty member from each of the university's schools that have graduate/professional degree programs (*Howard College of Arts & Sciences, Moffett & Sanders School of Nursing, Brock School of Business, Orlean Beason School of*

*Education, McWhorter School of Pharmacy, School of Public Health, School of Health Professions and School of the Arts*) and the University Library and one student from each school.

Faculty members must be full-time faculty with at least three years of instructional or library experience at Samford University. Each student member must have a cumulative grade point average of 3.0 or higher at the time of the appointment and during service. The student members shall be appointed annually by the deans of the participating schools. Faculty members shall be appointed for three-year terms by their respective deans.

A chairperson shall be selected each year by the faculty members of the Graduate Academic Council. The same person may be elected chairperson in multiple and back-to-back years.

#### **4.2 Jurisdiction**

The GAC shall have exclusive jurisdiction to decide all academic integrity matters brought before it pursuant to the procedures set forth in section 6.1 of this policy.

#### **4.3 Duties**

The GAC shall have the following duties:

- (a) Conduct investigations and hold hearings pursuant to the procedures set forth in this policy to determine whether an accused student committed an academic integrity violation.
- (b) Impose sanctions on students who it finds to be guilty of repeated or severe academic integrity violations.
- (c) Communicate its decisions as set forth in these policies.

### **ARTICLE V: ACADEMIC INTEGRITY VIOLATIONS**

#### **5.1 Definition of Academic Integrity Violations**

Academic Integrity Violations are acts of academic misconduct. The term academic integrity violation includes, but is not limited to, the following acts:

- (a) Offering for course credit as one's own work, in whole or in part, the work of another.
- (b) Plagiarism, that is, incorporating into one's work and submitting to others (either for course credit or some other university sanctioned purpose) passages taken either word for word or in substance from a work of another, unless the student credits the original author and identifies the original author's work with appropriate quotation marks, footnotes, or other appropriate written explanation.
- (c) Offering one's work for course credit or other university sanctioned purpose work that one previously offered for course credit in another course or other university sanctioned activity, unless one secures permission to do so prior to submission from the instructor in whose course the work is being offered or the person in charge of the activity.
- (d) Obtaining an unauthorized copy of a test or assignment in advance of its scheduled administration.

- (e) Taking an examination (or other evaluative instrument, exercise, or competition) for another student or knowingly permitting another person to take an examination (or other evaluative instrument, exercise, or competition) for oneself.
- (f) Giving, receiving, or obtaining information pertaining to an examination (or other evaluative instrument, exercise, or competition) during an examination or exercise period, unless such action is authorized by the instructor giving the examination or the person in charge of the exercise or competition.
- (g) Divulging the contents of an essay or objective examination or other evaluative exercise or competition to a student who has not taken the exam or engaged in the exercise or competition.
- (h) Taking, keeping, misplacing, or tampering with the property of Samford University, a faculty member, or another student, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage. This section is intended to include, but not be limited to, material in a university library.
- (i) Failing to follow the instructions of a professor in completing an assignment or examination or of a person or entity in charge of an exercise or competition, if one knows or should reasonably know that one would, by such conduct, obtain an unfair academic advantage.
- (j) Witnessing conduct which one knows or should reasonably know is dishonorable and failing to report it.
- (k) Altering or falsifying academic or student record documents such as transcripts, change of grade forms, University excuses, and add/drop forms.
- (l) Giving or receiving unauthorized assistance on an examination, assignment, project, or other academic assignment.
- (m) Making a false report of academic dishonesty.
- (n) Fabricating, falsifying, or misrepresenting data, results, analyses, or other studies, presenting the results of research or studies not actually performed, or manipulating or altering data to achieve a desired result, including the failure to report or suppressing conflicting or unwanted data.
- (o) Violating a Code of Conduct applicable to a program in which the student is enrolled that relates to academic integrity.
- (p) Violation of HIPPA Rules.
- (q) Falsifying clinical records (Case numbers, hours practice, etc.) and clinical evaluations.

## **ARTICLE VI: PROCEDURES FOR ADDRESSING REPORTING ACADEMIC INTEGRITY VIOLATIONS**

### **6.1 Faculty Actions Based on a Suspected Academic Integrity Violation**

If a faculty member believes that a student committed an academic integrity violation in a course or activity for which the faculty member is responsible, the faculty member shall follow the following procedures:

**(a) Meeting with the Student.** The faculty member must meet with the student within 15 university working days after discovering the alleged violation. Based on the situation, the faculty member should consider having a witness at the meeting with the student. The faculty member should seek in the meeting to determine whether the student admits or denies the alleged violation. At some point in the discussion, the faculty member must describe the alleged violation and ask if the student committed it. Once a faculty member has charged a student with an academic integrity violation, the student may not withdraw from or change status in the course until the matter is resolved.

**(b) Consultation and Advice.** The faculty member is encouraged to consult with his or her department chair and or dean and may disclose information necessary for the chair and/or dean to provide guidance as a school official with a legitimate educational interest. The faculty member may also consult with colleagues about the suspected academic integrity violation. All such communications shall comply with FERPA. Faculty members may also consult with the AIO regarding a suspected violation.

**(c) Student Admission of Violation.** If the student admits the academic integrity violation, the faculty member shall adjust the student's grade on the assignment or in the course as the faculty member deems appropriate. The faculty may also submit the matter to the AIO and request that the GAC review the matter to consider sanctions beyond a grade adjustment due to the seriousness of the violation. In that event, the faculty member shall prepare a report to the AIO describing the violation and related circumstances.

**(d) Faculty Determination of No Violation.** If, after further review, the faculty member is satisfied that no academic integrity violation occurred, then the allegations are dismissed, no report shall be filed, and the matter is closed.

**(e) Student Contests Violation.** If after further review the faculty member determines that an academic integrity violation occurred, but the student denies the violation, then the faculty member shall adjust the student's grade on the assignment or in the course as the member the faculty member deems appropriate. The faculty member shall in that event prepare a report that (i) states he or she found an academic integrity violation, (ii) describes the violation, and (iii) describes the grade sanction, if any, that he or she imposed. The faculty member shall provide a copy of the report to both the student and the AIO. If the student wishes to contest the faculty member's determination or the grade sanction imposed, the student may file an appeal with the AIO pursuant to section 7.1 of this policy stating why the student believes the faculty member's determination or sanction is inappropriate. The student may not withdraw from the course during this process and should continue to attend the course and complete all necessary assignments.

## **6.2 Reports of Alleged Academic Integrity Violations by Other Members of the University Community.**

Any member of the Samford community who suspects that a graduate or professional student has committed an academic integrity violation shall report the allegation to the faculty member in whose course the alleged violation occurred. If the alleged violation did not occur in a course, the allegation shall be reported to the AIO.

## ARTICLE VII. GRADUATE ACADEMIC COUNCIL PROCEDURES

### 7.1 AIO Referrals to the Graduate Academic Council

Within five (5) business days of receiving a report or allegation of an alleged academic integrity violation, the AIO shall in the following instances refer the matter to the chairperson of the GAC:

- (a) When a student files an appeal of a faculty member's determination of an academic integrity violation or the grade sanction imposed based on the violation.
- (b) When a faculty member requests GAC review of an academic integrity violation pursuant to section 6.1(c) for consideration of sanctions beyond a grade adjustment due to the seriousness of the violation.
- (c) When the AIO determines that an alleged academic integrity violation would be the student's second or subsequent violation.
- (c) When another member of the Samford community reports an alleged academic integrity violation pursuant to section 6.2 that did not occur in a course.

### 7.2 Referrals Reviewed by the Chairperson of the GAC

Within ten (10) business days after the AIO refers an alleged academic integrity violation to the GAC chairperson, the chairperson shall review the allegation, report, and any other material submitted and determine if there are reasonable grounds to believe that an academic violation occurred. If the chairperson determines such grounds do not exist, the chairperson shall report to the AIO within those ten (10) days that the allegations are dismissed. The chairperson may request assistance from legal counsel and other university departments as appropriate.

### 7.3 Assembling a GAC Hearing Panel

**(a) Composition.** Within 10 business days after the AIO refers an alleged academic integrity violation to the GAC chairperson, the shall appoint a Hearing Panel. The Hearing Panel shall consist of three faculty and two student members of the GAC selected by the chairperson. In selecting the faculty members of the hearing panel, the chairperson shall give preference to appointing the GAC representative from the school in whose program the alleged violation occurred. The Hearing Panel shall by majority vote select one of its faculty members to serve as its presiding member who shall assure the panel proceeds in a manner that is timely and consistent with these procedures.

**(b) Recusal.** A member of the Hearing Panel shall recuse himself or herself if he or she believes that he or she cannot decide the matter before the panel based on the evidence or without bias or prejudice. The Hearing Panel may, by majority vote, recuse one of its members from sitting on a hearing if that recusal would best serve the interests of the university.

**(c) Notice to Student.** If the GAC chairperson determines that reasonable grounds exist to believe an academic violation occurred, then the chairperson shall within five (5) business days notify the student alleged to have committed the violation that GAC proceedings are being instituted to address the allegation. The notification shall be in writing and shall describe the specific violations alleged.

### 7.5 Hearing Panel Proceedings

**(a) Initial Panel Deliberation.** The Hearing Panel must convene (this may occur face to face, WebEx or other electronic means) and begin deliberations within fourteen (14) days after their appointment. The panel shall at that time review the allegations and all material submitted to the AIO and the GAC chairperson. The Hearing Panel may by majority vote decide to dismiss the allegation, investigate further, or proceed to a hearing of the matter.

**(b) Investigation.** If the Hearing Panel believes further investigation is needed, it may interview any member of the Samford community who may have knowledge of relevant facts or request any materials that relate to the alleged violation.

**(c) Scheduling a Hearing.** If after completing any needed investigation, the Hearing Panel does not decide to dismiss the allegation, it shall schedule a hearing of the matter. The hearing must be held within 20 days after the Hearing Panel was appointed.

**(d) Notice of Hearing.** The panel must provide written notice of the hearing to the accused student no less than ten (10) days before the hearing. The notice must set forth:

- (i) the date, time, and place of the hearing;
- (ii) the specific violations alleged;
- (iii) the names of all witnesses whom the panel consulted or on whose statements the panel has relied; and
- (iv) a list (and copies when available) of all materials relating to the violation on which the panel relied; and
- (v) a copy of this policy and any related written procedures.

**(e) Hearing.** At the hearing, the Hearing Panel may hear the testimony of any witnesses and consider any documents it deems relevant to the allegation. The accused student has the right to be present at the hearing, to act as his or her own counsel, to be assisted by a member of the Samford community of his or her choice, to obtain copies of all testimony or reports relied upon by the Hearing Panel; to ask questions of all witnesses who testify at the hearing; and to present evidence in his or her defense.

**(e) Panel Deliberations.** After the hearing concludes, the Hearing Panel shall deliberate and determine (i) whether the student committed academic integrity violations; and (ii) what sanctions, if any, should be imposed.

**(f) Sanctions.** The Hearing Panel may impose the following sanctions:

- (1) Official reprimand that will be made part of the student's record;
- (2) Removal of awards or honors received by the student as a result of the violation;
- (3) A requirement that the student engage in community service, educational classes, or other appropriate activity;
- (4) Probation (a period in which the student is restricted from participating in all or designated co-curricular or other activities).
- (5) Suspension (termination of student status at the university for a specified period);
- (6) Expulsion (termination of student status at the university for an indefinite period or permanently).

**(g) Notice of Decision.** Within five (5) business days, the chairperson of the Hearing Panel shall communicate its decision in writing to the AIO who will provide a copy of the decision to the accused student, the affected faculty member, and—in the case of a violation—the dean(s) of the appropriate school(s).

**(h) Panel Requests for Assistance.** The Hearing Panel may at any point during its work request assistance from legal counsel as appropriate. It may also confer with the AIO regarding consistency of decisions and sanctions.

## ARTICLE VIII: APPEAL OF SANCTIONS

### **8.1 Grade Appeals.**

Any grade adjustment made pursuant to these policies may be appealed through the grade appeals process otherwise applicable in the school.

### **8.2 Appeal of Non-Grade Sanctions.**

If a student disputes the sanction(s) imposed by the GAC, he or she may appeal the sanction decision in writing to the AIO within five university working days of the date he or she receives notice of the Hearing Panel decision. The AIO (in discussion with the Provost and Executive Vice President) may review the record of the hearing and the student's academic and disciplinary records, and based upon this review, decide to:

1. Allow the sanction(s) to stand.
2. Modify the sanction(s) or impose a different sanction(s).
3. Suspend the sanction(s).

For issues regarding the same academic integrity incident, the AIO and Provost will consider a grade appeal and an appeal of the University Academic Council's decision on additional sanctions at the same time. The decision of the AIO and Provost as to the appropriateness of the sanction(s) is final.

## ARTICLE IX: CONFIDENTIALITY

**9.1 Confidentiality.** The proceedings of the Graduate Academic Council and Hearing Panel are confidential and are subject to the provisions of the Family Educational Rights and Privacy Act and its implementing regulations.

Approval for Schools of Nursing, Health Professions and Public Health: August 2019

Final Edits: 9/4/2019

Effective date: October 1, 2019

## **Admission/Progression of Persons with Disabilities to the Moffett & Sanders School of Nursing**

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

### **MSSON ADA Awareness Statement**

MSSON endorses the university commitment to students with disabilities. MSSON 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 Accessibility & Accommodations, 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.

<b>Clinical Practicum/Lab Course Standards</b>		
<b>Issue</b>	<b>Standard</b>	<b>Some Examples of Necessary Activities (not all-inclusive)</b>
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans, ability to make safe judgments when planning and implementing all psychomotor nursing prescriptions
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from diverse backgrounds	Establish rapport with patients and colleagues; negotiate interpersonal conflict; respect differences in clients; respect the cultural diversity of clients and co-workers
Communication	Communication abilities (hearing, speaking, reading, and writing) sufficient for interaction	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient responses.



	with others in verbal and written form	
<b>Issue</b>	<b>Standard</b>	<b>Some Examples of Necessary Activities (not all-inclusive)</b>
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patients' rooms, work spaces, and treatment areas; administer CPR, assist in ambulation, have sufficient mobility and stamina to function over an 8-12 hour period in a hospital setting (twist, bend stoop/squat, move quickly, climb, walk).
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and properly use equipment (blood pressure cuffs and syringes); position, lift, and transfer patients; ability to lift up to 50 pounds; obtain and process specimens; insert catheter; administer injections; use a computer; twist or squeeze with fingers; stand and maintain balance; reach and bend; move within confined spaces
Physical Strength and Endurance	Physical stamina sufficient to perform full range of required client care activities for entire length of work role	Sustain repetitive movements; maintain physical tolerance; lift; push and pull; support 25 pounds; move heavy objects weighing 10-50 pounds; defend self against combative client; carry equipment; use upper body strength
Emotional Stability	Able to assume responsibility and accountability for own actions	Establish therapeutic boundaries; provide client with emotional support; adapt to stress; deal with the unexpected; perform multiple responsibilities concurrently; handle strong emotion
Hearing	Auditory ability sufficient for observation and assessment necessary in nursing care	Hear verbal exchanges among health care personnel and patients, monitors alarms, emergency signals, auscultator sounds, cries for help; ability to hear in situations when not able to see lips of speaker; ability to hear sounds of a normal or faint volume level
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Able to read handwritten documents (chart data); able to see small calibrations on syringes; sphygmomanometer, thermometers; observe patient responses to interventions and/or health problems; ability to detect subtle color changes
Tactile	Tactile ability sufficient for physical assessment	Perform palpation; functions of physical examination and/or those related to

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

**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 the Associate Dean for the Graduate Program, 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 \_\_\_\_\_

**CHS Simulation Center**  
**Consent for Participation and Audiovisual/Photography**

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 Moffett & Sanders 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 Moffett & Sanders 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 Moffett & Sanders 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 \_\_\_\_\_