



AVERETT
UNIVERSITY
— SINCE 1859 —

SCHOOL OF NURSING

Traditional BSN Program

School of Nursing Admission Information

THE UNIVERSITY MISSION

Averett University prepares students to serve and lead as catalysts for positive change. Averett fulfills this mission by educating students from diverse backgrounds, cultures, and nations through liberal arts based undergraduate and graduate programs in a personal, collegial, interdisciplinary environment.

THE UNIVERSITY VISION

Averett University will be a model for partnership and innovation in learning, assuring our graduates will be highly competitive in the workplace and creative and agile leaders in their fields.

THE UNIVERSITY'S CORE VALUES

- *Agility*
- *Curiosity*
- *Faith*
- *Growth*
- *Inclusivity*
- *Imagination*
- *Integrity*
- *Learning*
- *Openness*
- *Relevancy*
- *Transformation*

ACCREDITATIONS AND MEMBERSHIPS

Averett University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA, 30033-4097, 404-679-4501) to award associate, baccalaureate and master's degrees. The University is approved for payment for veterans.

The Accelerated BSN program at Averett University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

On July 27, 2020, the Virginia Board of Nursing granted initial program approval for the Accelerated Baccalaureate Degree Registered Nurse Program. This approval is pursuant to regulation 18VAC90-27-120.

Averett University's memberships include: the American Council on Education, Association of Virginia Colleges, Council of Independent Colleges and the Virginia Humanities Conference.

The School of Nursing memberships include: The National League of Nursing (NLN), the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties and the Virginia Association of Colleges of Nursing.

NURSING PROGRAM OVERVIEW

Philosophy

The faculty of the Averett University School of Nursing (AUSON) adopts the mission of Averett University including the core values of integrity, excellence, leadership, diversity, discovery through critical thinking, and collaboration with inter-professional teams. We believe nurses are born healers who seek mastery of their calling. AUSON faculty strive to empower nursing greatness through excellent nursing education.

The philosophy of the AUSON consists of the nursing meta-paradigm of PERSON, HEALTH, NURSING, and ENVIRONMENT. The Faculty beliefs are as follows:

Persons include individuals, families, groups, communities, and populations. People have intrinsic value and dignity because of shared and individual physical, emotional, intellectual, social, cultural, and spiritual characteristics. They are self-determining, and each person functions interdependently with other individuals, families, groups, communities, and populations.

Environment consists of both internal and external factors that influence and are influenced by a person's health.

Health is a dynamic state of optimal physical, social and mental well-being across the lifespan. The health status of an individual is influenced and determined by their background, genetics, lifestyle, economic and social conditions, and spirituality. Health is affected by environmental factors that include choices about personal health practices and by the ability of people to meet their healthcare needs and to have access to healthcare.

Nursing is an art that incorporates a caring and holistic approach to patient-centered care. It is a science that is built upon a broad scientific and liberal arts foundation. Nursing is defined by the American Nurses Association (ANA) as “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and population” (ANA, 2010). The faculty believes that nursing is conducted in accordance with the ANA nursing practice standards and the ANA ethical code of the nursing profession. Nursing is a systematic process that incorporates critical thinking to collect and analyze data, develop nursing diagnoses, plan and implement therapeutic interventions, and evaluate patient outcomes. A nurse functions as a leader, collaborator, and an integral member of the interprofessional team working with information systems and technology to optimize the healthcare of individuals, families, communities and populations.

Nursing Education prepares baccalaureate graduates to function as a generalist, leader, and caregiver in a variety of healthcare settings. The AUSON accomplishes this by being a learning community that builds on a foundation of liberal arts, humanities, and sciences. The curriculum is designed to develop the students’ clinical skills and clinical judgment required to practice professional nursing. We believe that experiential learning is essential to applying the knowledge and skills learned in the classroom.

Faculty believes that students are responsible for their own learning with faculty to facilitate the learning process. We are committed to providing an environment which assists students to reach their potential, promote intellectual interest, critical thinking, development of professional values, and a commitment to life-long learning. Within a milieu of mutual respect, students and faculty participate collaboratively in a sense of inquiry, scholarship, learning, creativity, and service.

The faculty is responsible for designing and implementing teaching strategies that help facilitate students’ learning. Evaluation of student performance is a continuous process and utilizes established criteria. Student success is promoted by supportive faculty advisement, remedial work, and/or referral to counseling services. Faculty enhances the learning process by maintaining current knowledge in the discipline of nursing and integrating research, scholarship, and service into nursing education.

Baccalaureate nursing education provides the foundation for the development of professional knowledge, critical thinking, ethical decision-making, leadership skills, and the independent and interdisciplinary pursuit of quality and safe patient care in the healthcare settings. The AUSON applies the *Essentials of Baccalaureate Education in Nursing* (2008) as the curriculum framework for both the BSN and the RN to BSN tracks.

Mission

Averett University School of Nursing prepares and empowers outstanding nurse leaders and providers of care to nurse greatly. This is accomplished by educating students from diverse backgrounds, cultures, and nations in a personal, collegial and interdisciplinary environment.

Vision

The Undergraduate Nursing Program will prepare nurses to be catalysts for change in healthcare in Virginia, the United States, and globally.

Goals

The goals of the School of Nursing are to:

- Prepare generalist nurses who provide excellent nursing care for individuals, families and communities at all developmental levels, in illness and wellness, and across all healthcare settings.
- Produce excellent student and faculty scholarship.
- Collaborate with clinical agency partners using evidence-based best practice for the improvement of patient care outcomes.
- Serve communities to improve healthcare in Virginia, the United States and globally.
- Promote a collegial environment that supports lifelong learning, leadership and development of student, staff and faculty.

Values

Averett University pursues its mission based upon specific core values. The School of Nursing embraces and models the following characteristics:

- Integrity in thought, deed, and action;
- Excellence using creative and innovative approaches to teaching, scholarship and service;
- Leadership to promote strategic change in an evolving health care system;
- Diversity of thought, cultures, religions and the uniqueness of the individual;
- Discovery through critical thinking, lifelong learning and a commitment to the application of evidence-based practice;
- Collaboration with all members of the healthcare team in providing quality and safe nursing care;
- Stewardship of all resources with a commitment to fiscal responsibility;

Graduate Outcomes

Upon successful completion of the program, graduates will be able to:

1. Exhibit a broad knowledge of the liberal arts and nursing science in utilizing critical thinking and decision-making to deliver safe, quality, professional care to individuals, families, groups and communities across the continuum of care. (Liberal Education)
2. Use leadership skills to design improved healthcare models of care for individuals, families, groups, organizations and community arenas. (Leadership)
3. Incorporate evidence-based practice in the care of individuals, families, and groups across the lifespan in healthcare settings. (Evidence-Based Practice)
4. Demonstrate excellence in information technology management skills to support delivery of safe, quality care globally. (Information Technology Management)
5. Participate in the improvement of healthcare policy for diverse populations. (Health Care Policy)
6. Apply enhanced communication and collaboration skills when working with interprofessional healthcare teams to produce safe, quality healthcare outcomes. (Interprofessional Team)
7. Apply the nursing process to promote, maintain and restore health for diverse populations and groups. (Health Promotion and Disease Prevention)
8. Apply the principles of ethical self-regulation and accountability for the individual generalist nursing practice grounded in professional engagement and a commitment to life-long learning. (Professionalism)
9. Incorporate the knowledge gained from the art of nursing and nursing science to deliver compassionate nursing care across the healthcare continuum to individuals, families, and communities in Virginia, the United States and globally. (Generalist Patient Care Management)

Admission

Students wishing to be admitted to the nursing major must be admitted to the university as a degree-seeking student. Admission to Averett University does not guarantee acceptance into the School of Nursing. All Official High School Transcripts/GED certificates must be submitted at the time of the university admission.

Application forms for admission to the nursing major may be obtained from the office of the School of Nursing at the Riverview campus. Students desiring to enroll in a fall semester must submit a completed application by March 1st of that same year. The School of Nursing faculty approves admission to the nursing major. The review of the pre-licensure applicant is based on the following criteria:

- I. A minimum cumulative GPA of 2.75 is required **by the end of spring semester freshman year and is to be maintained at 2.75 through the summer if any summer courses are taken.**
- II. A minimum grade of "C" is required in any course required for the nursing major.
- III. Pre-admissions aptitude testing (TEAS)
 - a. Preference is given to students with a minimal score of 65. Applicants may take the test twice within a 12-month period.
- IV. A certified criminal background check
 - a. The School of Nursing uses a specific company to complete the criminal background checks. You will be given information on how to purchase this at the time of application.
- V. A written essay. Instructions are shared on the AUSON application.
- VI. Two references are required, one from a Science professor and one from an English professor.

Upon acceptance into the nursing major, the following admission requirements **must be completed by August 1st:**

1. Completion of health appraisal form
2. CPR certification-**BLS American Heart Association ONLY**
3. QuantiFERON TB Gold test or x-ray
4. Covid vaccination
5. Flu vaccination (due in fall)
6. ****MMR vaccine or immunity**
7. ****Varicella vaccine or demonstration of immunity**
8. ****Hepatitis B vaccination series, immunity or waiver**
9. 12-panel drug screen (Urine – through CastleBranch)
10. Proof of current health insurance
11. Picture I.D.
12. **Tdap**

****Required to be administered if greater than 10 years since received****

Clinical Documentation

The AUSON is required to comply with all requirements from its clinical partners in order to allow our students to participate in clinical education, and this includes providing documentation to demonstrate student compliance with clinical partner requirements. A packet of forms will be provided to the student. All required documentation must be completed and signed prior to entering the first nursing

course of each academic year. It is the responsibility of the student to ensure that all required clinical documentation is kept up-to-date. The process for completing clinical documentation is shared below.

Upon acceptance into the nursing major, the following admission requirements **must be completed prior to the due dates specified for each enrollment period:**

1. Completion of health appraisal form
2. CPR certification-BLS American Heart Association only!
3. QuantiFERON TB Gold test or x-ray
4. Flu vaccination
5. 12-panel drug screen urine
6. Proof of current health insurance
7. T-Dap

REQUIRED IF > 10 YEARS SINCE ADMINISTERED:

- a. MMR vaccine or immunity
- b. Varicella vaccine or demonstration of immunity
- c. Hepatitis B vaccination series or waiver

Averett University Graduation Requirements

Students must satisfactorily complete all Core General Education requirements.

- Students must achieve satisfactory completion of a specified major area of study.
- Transfer students must complete a minimum of 60 semester hours at a senior college or university, at least 25% of which must be from Averett University
- Students who are first admitted to Averett University as special students must earn a minimum 25% of their credit hours at Averett University after obtaining degree-seeking status.
- Students must complete a minimum of 120 credit hours.
- Student must have a cumulative GPA of 2.8 or higher.
- Student must meet all financial obligations to the University. All tuition, fees, bookstore charges, and other bills must be paid in full prior to participating in graduation.
- Students must file an application for graduation with the Registrar's Office by designated date in the semester in which graduation is planned. Go to:
<https://www.averett.edu/academics/registrars-office/senior-year/>
- If the student exits from the University the student must graduate under the *Catalog* that is current upon his/her readmission.
- Students must complete all requirements for graduation in order to participate in commencement exercises.
- Graduation attire such as sashes, **must be approved** by Averett University and can **ONLY** be worn at graduation. Items not approved by Averett University are not allowed to be worn at graduation.

Fees and Expenses

(INSERT EXCEL SHEET HERE)

Availability of Financial Aid

(INSERT 2 FLYERS HERE)

Tuition Refund Policy

(INSERT ATTACHMENT)

Information may be obtained from the Web at:

<https://www.averett.edu/?s=tuition+refund+policy>

Available Student Activities & Services

- Academic Support: Academic Success Coach on site in Norfolk; Tutoring Services; onsite academic support from Didactic Course Leads and Didactic Individual Course Professors
- Career Services: Access to career services staff to assist with resumes, cover letters, interview preparation and software platform; Handshake for job searching.
- Counseling Services: Access to virtual mental health counseling services.

BSN Plan of Study

| Freshman Year | | | | | |
|---------------|--------------------|--------------|--------------|----------------|--------------|
| Semester I | | | Semester II | | |
| Course # | Course Name | Credit Hours | Course # | Course Name | Credit Hours |
| BIO 101 | Intro to Biology | 4 | BIO 204 | A & P | 4 |
| ENG 111 | Intro to Writing | 3 | PSY 303 | Stress Mgmt. | 3 |
| MTH 103 | Principles of Math | 3 | BIO 301 | Microbiology | 4 |
| IDS 110 | Student Success | 3 | MTH 160 | Intro to Stats | 3 |
| PSY 205 | Dev. Psych | 3 | ENG 112 | Intro to Lit | 3 |
| TOTAL | | 16 | TOTAL | | 17 |

STUDENT WILL NEED TO TAKE BIO 205 IN THE SUMMER BEFORE THE SOPHOMORE YEAR

| Sophomore Year | | | | | |
|----------------|-------------------------------|--------------|--------------|-----------------------------|--------------|
| Semester III | | | Semester IV | | |
| Course # | Course Name | Credit Hours | Course # | Course Name | Credit Hours |
| NUR 210 | CCC: Introduction | 5 | NUR 213 | Clinical Mgmt. of Disease I | 3 |
| TH 103/ENG 390 | Hum Comm / Struc of English | 3 | NUR 214 | Contemp. Issues | 3 |
| NUR 211 | Health Assessment | 2 | NUR 215 | CCC: Adult I | 5 |
| NUR 212 | Prin/App of Critical Thinking | 3 | NUR 216 | Improving Patient Outcomes | 3 |
| TOTAL | | 13 | TOTAL | | 14 |

| Junior Year | | | | | |
|--------------|------------------------------|--------------|--------------|----------------------------|--------------|
| Semester V | | | Semester VI | | |
| Course # | Course Name | Credit Hours | Course # | Course Name | Credit Hours |
| NUR 325 | CCC: Adult II | 5 | NUR 328 | CCC: Maternal & Child | 5 |
| NUR 326 | Clinical Mgmt. of Disease II | 3 | NUR 329 | Evidence Based Practice | 3 |
| NUR 327 | CCC: Mental Health | 4 | REL 212 | Death & Dying | 3 |
| TBD | Elective (not SOC 230) | 3 | NUR 330 | Global Health Perspectives | 3 |
| TOTAL | | 15 | TOTAL | | 14 |

| Senior Year | | | | | |
|--------------|----------------------|--------------|---------------|---------------------------|--------------|
| Semester VII | | | Semester VIII | | |
| Course # | Course Name | Credit Hours | Course # | Course Name | Credit Hours |
| NUR 438 | Ethics for HSC | 3 | NUR 441 | CCC: Complex Probs. | 5 |
| NUR 439 | CCC: Public Health | 5 | NUR 442 | Transition to Practice I | 5 |
| NUR 440 | Healthcare Economics | 2 | NUR 443 | Transition to Practice II | 2 |
| ART | TBD | 3 | ART | TBD | 3 |
| TOTAL | | 13 | TOTAL | | 15 |

TOTAL NURSING CREDITS: 69

TOTAL PROGRAM CREDITS: 121

COURSE DESCRIPTIONS

NUR 210 Client Centered Care: Introduction 5 credits

This course guides application of theory and principles for basic nursing interventions for individuals with common health alterations and begin socialization into the professional nursing role. Topics include: Nursing process, Oxygenation and Elimination concepts, Operative care of the client, Mechanisms of mobility, and Therapeutic communication. **90 hours of clinical.**

NUR 211 Health Assessment 2 credits

This course prepares students to integrate observations, systematically collect data and communicate effectively in the comprehensive health assessment of clients. Topics include: Interviewing skills, Assessment by systems – well adult, Physical exam skills by systems – well adult, Documentation of client data, Telehealth – concepts, modalities, equipment, and Therapeutic communication via telehealth. **45 hours of skills lab.**

NUR212 Principles and Application of Critical Thinking 3

Introduces clinical reasoning and clinical judgment skills to develop deliberate, responsible and thoughtful responses to healthcare situations - teaching students to 'think like a nurse.'

NUR 213 Clinical Management of Disease I 3 credits

This course examines the pathophysiologic basis for alterations in health across the lifespan. Emphasis will be on the application principles of drug action and nursing implications within the framework of the nursing process. The study is centered on the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses. Topics include: Drug mechanism of action – expected effects, side effects, adverse effects, Drug interactions and contraindications, Major drug classifications, Professional nursing responsibilities in drug administration, Promotion, prevention and restoration of health, and treatment of illness, Theories of disease causation, Acquired, immune, infectious, carcinogenic, genetic and biochemical alterations in health, Etiology, cellular and systemic responses, and Clinical manifestations of disease.

NUR 214 Contemporary Issues in Nursing 3 credits

This course explores the nurse's role in addressing emerging issues in healthcare. Topics include: introduction to professional nursing standards, issues that impact the delivery of care, issues common to entry into practice, and introduce Magnet hospital status

NUR 215 Client Centered Care: Adult I

5 credits

This course focuses on application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute or chronic illness. The study is centered on the perioperative, respiratory, cardiac, immune and neurological systems, as well as oncological illnesses. Topics include: study of patient care related to the respiratory, cardiac, immune and neurological systems, as well as oncological illnesses with application of the nursing process, functioning as a member of an interdisciplinary healthcare team, improving patient outcomes, and integrating critical thinking with clinical reasoning. **90 hours of clinical.**

NUR 216 Improving Patient Outcomes

3 credits

This course introduces foundational principles, concepts and methods to provide safe, quality patient care, improve patient outcomes and improve the healthcare practice environment. Topics include: introduction of Quality Safety Education for Nurses (QSEN), developing a culture of patient safety, risk areas in patient care, informatics, data and their role in patient safety, interprofessional relations, and Quality improvement.

NUR 325 Client Centered Care: Adult II

5 credits

This course continues application of the nursing process, critical thinking and clinical decision-making in the care of adults with acute and chronic illness. The study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems. Topics include: study of patient care related to the GI, endocrine, renal, musculoskeletal and reproductive systems with application of the nursing process, functioning as a member of an interdisciplinary healthcare team, improving patient outcomes, and integrating critical thinking with clinical reasoning. **90 hours of clinical.**

NUR 326 Clinical Management of Disease II

3 credits

This course continues to examine the pathophysiologic basis for alterations in health across the lifespan. The application principles of drug action and nursing implications within the framework of the nursing process will be emphasized. The study is centered on the GI, endocrine, renal, musculoskeletal and reproductive systems. Topics include: drug mechanism of action – expected effects, side effects, adverse effects, drug interactions and contraindications, major drug classifications, professional nursing responsibilities in drug administration, promotion, prevention and restoration of health, and treatment of illness, theories of disease causation, acquired, immune, infectious, carcinogenic, genetic and biochemical alterations in health, etiology, cellular and systemic responses, and clinical manifestations of disease.

NUR 327 Client Centered Care: Mental Health

4 credits

This course provides application of the nursing process in the compassionate care of individuals and families experiencing acute or chronic psychiatric/mental health illnesses. Topics include: Mood disorders, Substance abuse, legal/ethical issues, treatment modalities, advanced therapeutic communication, Pharmacokinetics, and Psychoses and personality disorders. **45 hours of clinical.**

NUR 328 Client Centered Care: Maternal & Child

5 credits

This course utilizes the nursing process in the assessment and management of healthcare for the childbearing and childrearing family. Emphasis will focus on the nurse's role in health promotion and disease prevention for families. Topics include: nursing assessment and care of normal OB/Ped clients, nursing assessment and care of abnormal OB/ped clients, assessing family dynamics, advanced therapeutic communication, understanding the antepartal, intrapartal and postpartal client, growth &

development (infancy-adolescence), common childhood diseases, and recommended health promotion and disease prevention for the pediatric client. **45 hours of clinical.**

NUR 329 Evidence-Based Practice 3 credits

This course develops skills necessary to identify, appraise and apply best evidence to support nursing practice and improve client health. Emphasis will be placed on examining how technology and informatics can be used to leverage change in healthcare. Topics include: how evidence is generated, overview of scientific inquiry, research process, analyzing evidence, using research/evidence to improve practice/CQI, statistical methods, rights of human subjects, and nursing theoretical frameworks.

NUR 330 Global Health Perspectives 3 credits

This course prepares the healthcare professional to provide culturally appropriate physical and spiritual care for diverse clients. Topics include: definitions, scope, priorities, identification of personal values, beliefs, priorities, experiences, Identify populations/cultures, determinants of health, Health & Human Rights, Human trafficking, spiritual needs of clients from different cultures, and financing of global health

NUR 438 Ethics for the Health Sciences I 3 credits

This course provides knowledge and skills for healthcare professionals to address common ethical and legal issues encountered in their roles as citizens, members of a profession, providers of care, and managers of care. Topics include: values clarification and ethics self-assessment, ethical theory, ethical decision-making models, professional ethical standards, ethical reasoning, laws related to professional practice (Negligence, Liability, Malpractice), application of ethics to practice, scope and standards of professional practice, professional code of ethics, working with ethics committees, common ethical/legal issues, and ethical dilemmas.

NUR 439 Client Centered Care: Public Health 5 credits

This course explores the nurse's role in managing healthcare for communities. Focus will be on utilizing the framework of Healthy People 2020 to promote and improve health within a defined community. Topics include: Healthy People 2030, Epidemiology, cultural aspects of community health, disaster preparedness, disaster nursing, and identifying health issues within a community.**90 hours of clinical.**

NUR 440 Healthcare Economics 2 credits

This course introduces healthcare policy, finance and regulatory environments, including trends from the local to national level. Topics include: implications of business principles, such as patient and system cost factors, regulatory agencies, QSEN, factors influencing healthcare delivery and practice (sociocultural, economic, legal, political), benefits and limitations of the major forms of reimbursement, and impact of major forms of reimbursement on the delivery of healthcare services.

NUR 441 Client Centered Care: Complex Health Problems 5 credits

This course synthesizes all prior nursing knowledge in the management of care of critically ill clients and their families. Emphasis is focused on complex nursing decisions and interventions across a variety of environments. Topics include: Legal/ethical, end of life issues, shock and burns, care of the respiratory, cardiovascular and neuro patients, advanced interdisciplinary communication skills, and issues related to transition of care. **90 hours of clinical.**

NUR 442 Transition to Practice I

5 credits

This course develops skills in interprofessional leadership and management expected of an entry-level nurse. Emphasis will be placed on exploring current theories of management, leadership and change, and the internal forces of the healthcare system affecting delivery of care. Concepts will be presented to begin the transition from student nurse to professional practitioner. Topics include: professional role development, interprofessional collaboration, delegation, professional standards, quality and safety, EBP, workplace issues, conflict resolution, decision making, problem solving, team dynamics, and Information Systems. **90 hours of clinical.**

NUR 443 Transition to Practice II

2 credits

The course synthesizes knowledge from all prior nursing courses to help prepare students to take the NCLEX-RN and transition into the nurse generalist role. Topics include: NCLEX preparation, professional preparation, and review of critical nursing decisions.

Detailed Course Hours

| Course Number | Course Name | Didactic instruction hours | Skills acquisition hours | | Observation Experience hours | Simulation in lieu of direct clinical hours <i>(If integrated course, specify hours for each content area)</i> | Direct client care hours <i>(If integrated course, specify hours for each content area)</i> |
|---------------|-----------------------------------|----------------------------|--------------------------|------------|------------------------------|---|--|
| | | | Skills Lab | Simulation | | | |
| NUR 210 | Introduction to Nursing | 45 | 45 | 0 | 0 | 0 | 45 |
| NUR 211 | Health Assessment | 15 | 45 | 0 | 0 | 0 | 0 |
| NUR 213 | Clinical Management of Disease I | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 215 | Adult Health I | 45 | 4 | 0 | 0 | 6 | 84 |
| NUR 214 | Contemporary Issues in Healthcare | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 216 | Improving Patient Outcomes | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 325 | Adult Health II | 45 | 0 | 0 | 0 | 6 | 84 |
| NUR 326 | Clinical Management of Disease II | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 327 | Mental Health | 45 | 0 | 0 | 0 | 0 | 45 |
| NUR 328 | Maternal & Child | 60 | 0 | 0 | 0 | 4-OB 4-Peds | 24-OB 13-Peds |

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Detailed Course Hours

| | | | | | | | |
|--------------|--------------------------------|----|---|---|---|-------------------------|------------|
| NUR 329 | Evidence-based Practice | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 330 | Global Health Perspectives | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 438 | Ethics for the Health Sciences | 45 | 0 | 0 | 0 | 0 | 0 |
| NUR 439 | Public Health | 45 | 0 | 0 | 0 | 45 | 45 |
| NUR 440 | Healthcare Economics | 30 | 0 | 0 | 0 | 0 | 0 |
| NUR 441 | Complex Health Problems | 45 | 0 | 0 | 0 | 24 | 66 |
| NUR 442 | Transition to Practice I | 45 | 0 | 0 | 0 | 8 | 82 |
| NUR 443 | Transition to Practice II | 30 | 0 | 0 | 0 | 0 | 0 |
| | | | | | 0 | 0 | |
| TOTAL | | | | | | 97 | 488 |
| | | | | | | TOTAL DIRECT HRS | 585 |

3/28/2024

Faculty-Staff Roster

(INSERT HERE)

School Calendar

(AU WEB)

Informal Student Complaint

Students are required to resolve problems through normal administrative channels, as detailed below. The student must first follow the Informal Chain of Command to resolve any complaints. If the chain of command is not followed, then the complaint will not be recognized.

The informal written complaint process is as follows:

1. The student contacts his/her instructor directly involved with the complaint.
2. If unresolved, the student contacts the ABSN Associate Dean to resolve the complaint.
3.
 - a. The Associate Dean may make a decision independent of, or in consultation with, faculty members.
 - b. Associate The Dean's decision will be communicated to all involved parties.
 - c. The Associate Dean's decision will be final.
4. If the student is not satisfied with the outcome of the informal complaint, a formal complaint may be filed by following the procedures as listed in the *Student Handbook*.

If the Associate Dean of ABSN Program is the involved party, the student contacts the AUSON Dean to resolve the complaint. If the AUSON Dean is the involved party, the student contacts the AU Dean of Students to resolve the complaint.

Formal Student Complaint

The major functions of the complaint process are to accept and investigate all formal complaints of students who have been through the informal process without satisfactory resolution, and to render decisions of all formal complaints.

- Students have the right to file a complaint if the complaint cannot be resolved through the informal chain of command.
- Any student who elects to pursue the complaint process must sequentially follow the steps of the process or the complaint will become invalid.
- Confidential information will be disclosed on a need to know basis, which will be determined by the AUSON Assistant Dean of ABSN Program.
- Faculty committee members who are involved in the complaint must disqualify themselves from the investigation.

Student complaints are defined as a formal claim, in writing, by a student or a group of students regarding alleged improper, unfair, arbitrary or discriminatory treatment. Claims that are classified as complaints include, but are not limited to academic grievances, conduct issues, and harassment. These complaints may include a grievance with a member of the faculty, staff, administration, or student body. **Please note** that the grade appeal process is separate and is outlined in the undergraduate academic catalog and in the School of Nursing *Student Handbook*.

Averett University believes that problems should be solved as close to the source as possible. This means, first, that individuals should make every reasonable effort to resolve disagreements with the person involved before invoking the complaints procedure outlined below. If a student feels that the issue can only be resolved by initiating a formal complaint, all efforts will be made to ensure the utmost confidentiality as the appropriate staff work to resolve the complaint.

The formal written complaint process is as follows:

1. To file a formal complaint and to generate a university response, the complaint must be dated and made in writing. A written complaint should name the specific nature of the complaint, cite relevant facts, and propose a solution that would be satisfactory to the student.
2. A student shall submit a complaint to the Vice President for Academic Affairs or the Dean of Students within 30 days from the act causing the complaint. The Vice President for Academic Affairs and Dean of Students will work together to ensure the complaint is handled in the appropriate office.
3. Within 30 business days after acknowledging receipt of the complaint, the appropriate administrative office of the University will inform the complainant regarding the institutional response to the complaint. Students have an option for one (1) appeal, which will be heard by an ad hoc committee assembled to hear the appeal.

A student will not be subject to unfair actions as a result of initiating a complaint proceeding at Averett University School of Nursing.

Student Grievances

If a student violates Averett University's Standards of Conduct in a classroom, the first level of discipline lies with the faculty member. If a situation demands further action, the Associate Dean of the ABSN Program is responsible, then the AUSON Dean, then the VP of Academic Affairs (VPAA). In the absence of the VPAA, the Campus President determines disciplinary action. If a student has a serious objection to the disciplinary action imposed, the student has the right to use the grievance process as outlined in the Averett University *Catalog*.

If Averett University is forced to take action against a student, it still believes strongly that every student has a right to procedural due process in which a student has notice and an opportunity to be heard. If the administration has to take disciplinary measures against a student or other action related to a student, the student may appeal the decision to the university Grievance Committee.

Implications of Criminal Convictions

I _____ have been apprised of the following regulations and stipulations associated with information disclosed following the required background check. I understand that the particulars of the background check must be disclosed to the clinical agency and that agency must grant permission for my participation in clinical activities. I also understand that the Virginia Board of Nursing conducts an independent background check at the time of application for nursing licensure and NCLEX testing. This information is conveyed by the following:

Impact of Criminal Convictions on Board of Nursing Licensure and Certification

Criminal convictions can affect an individual during the licensure or certification application process and may affect an individual's employment options after licensure or certification by the Board.

- a. Until an individual applies for licensure or certification, the Board of Nursing is unable to review, or consider for approval, an individual with a criminal conviction, history of action taken in another jurisdiction, or history of possible impairment. The Board has no jurisdiction until an application has been filed (Averett School of Nursing Student Handbook).

b. Convictions Referred for Board Actions under § 54.1-3007

Conviction of any Felony or any misdemeanor involving “moral turpitude” (lying, cheating, stealing, etc.).

Convictions that indicate a possible impairment or pattern of impairment (DUI, drug possession, etc.).

Convictions not disclosed on current or previous applications* (*applies to reinstatements).

Failure to disclose convictions may be considered fraud or deceit in procuring or attempting to procure a license. (Virginia Board of Nursing)

I _____ understand that although the clinical agency may grant me permission to participate in clinical activities at the designated sites, and that I may successfully complete all requirements for my degree from Averett University, The Virginia Board of Nursing (VBON) has the ultimate decision to grant nursing licensure and permission to take the NCLEX exam based upon the results of **their** independent assessment/background check. I also understand that the VBON will not address the situation until application is made for licensure.

Applicant Signature

Date

Witness

Date