

**Longwood University**  
**Department of Nursing**



**BSN Program Student Handbook**  
**2025-2026**

## TABLE OF CONTENTS

Department of Nursing History .....	5
Philosophy .....	6
Purpose.....	8
Mission.....	8
Vision.....	8
Values .....	8
Program Learning Outcomes .....	9
Nursing Program Admission.....	10
Academic Requirements for Department of Nursing Students .....	11
Academic Progression Policy .....	12
Grading Policy .....	14
Academic Policies.....	17
Longwood’s Honor System .....	17
Attendance Policy .....	19
Textbooks.....	20
CANVAS Expectations .....	20
Professional Portfolio Expectations .....	20
Exam Policy .....	21
NCLEX Preparation.....	22
Advising .....	24
Confidentiality and Privacy .....	24
Communication.....	24
Contacting Faculty .....	25
Social Networking Policy .....	25
Complaints/Appeals .....	26
Mandatory Reporting of Crimes and Sexual Misconduct.....	27
Discussion Board Forum Instructions.....	28
Longwood University Clinical Simulation Learning Center .....	31
Medication Calculation Exam Policy .....	34
Clinical Policies .....	35
Clinical Evaluation.....	35
Clinical Dismissal .....	37
Core Universal Clinical Skills Form.....	38

Clinical Tracking Forms .....	38
Dress Code/Uniforms.....	39
Functional Ability Standards for Nursing Students .....	42
Clinical Affiliations .....	45
Malpractice Insurance .....	46
Required Clinical Documentation.....	47
Organizations .....	51
Important Contact Information .....	52
BSN: Estimated Program Costs .....	53
BSN: Financial Resources .....	54
Graduation Awards and Scholarship.....	54
Appendix A.....	55
NURS 491: Professional Portfolio Directions .....	55
Appendix B .....	60
Core Universal Clinical Skills Form.....	60
Appendix C .....	62
Statement of Assumption of Risk Form.....	63
Appendix D.....	64
Acknowledgement of Nursing Student Handbook .....	64

## **Welcome from the Nursing Department Chair**

It is my pleasure to welcome you to the Longwood University Nursing Program. You should be very proud of having been accepted in this program because the competition is very high. You are to be commended for your hard work and dedication throughout your high school years. One of the wonderful things about Longwood's program is the fact that you are able to enter into your chosen nursing major as a freshman. In many other nursing schools, students take general education courses in the freshman and sophomore years before being allowed to apply to their school of nursing, unlike the case here at Longwood.

As you embark on your journey here at Longwood, you will begin with general education courses throughout your freshman year, with a few nursing-type courses filtered in, such as Anatomy and Physiology, NURS 105 and NURS 100. As you progress into your sophomore year, following your white coat ceremony, you will begin clinical rotations, which will continue throughout your junior and senior years until graduation. In addition to the clinical rotation requirements, you will also be working in the classroom and completing coursework during each semester as well. Over these next four years, the faculty and staff will help you to consistently build on your knowledge base and critical thinking skills. We will be using interactive, engaging learning activities in the classroom and clinical settings as well as our beautiful simulation laboratory.

The nursing faculty would encourage you to be aware of community activities that may be going on in and around Longwood which can help enhance your service and leadership to the Longwood community. Our nursing program also has numerous clubs that may be of interest to you, which include, but are not limited to, the Student Nurse Association and Sigma Theta Tau International Honor Society of Nursing (Sigma).

It is important for you to know that the nursing program is very rigorous. The nursing department must abide by the standards and expectations of the Virginia State Board of Nursing, as well as other accrediting agencies in order for you to be able to graduate from a program that is fully accredited and approved. Graduation from an accredited Baccalaureate nursing program can open many doors for you and helps you to be set apart as a Baccalaureate-prepared Registered Nurse. You will also be allowed to enroll in graduate nursing programs if you meet their admission and employment criteria, so maintaining our accreditation as a program is very important.

Always remember that we are a team of lifelong learners who are here to learn, teach, and help one another set goals, reflect on our progress, and do all we can to achieve academic success. The journey of a thousand miles begins with one single step and you CAN do this. Best wishes as you begin your journey; know that we are all here to support you every step of the way.

Sincerely,  
Kimberly E. Little, PhD, RN, WHNP-BC, CNE  
Director of Nursing  
Longwood University

## Department of Nursing History

Longwood University, founded in 1839, already provides over 100 programs leading to bachelors' and master's degrees in a variety of subjects. Longwood provides the residential ambience of a small, private college with the cost benefits of a Virginia public institution. Upon careful consideration of Longwood University's existing infrastructure and after conducting a thorough feasibility study, it became clear that Longwood University was uniquely suited to provide a Bachelor of Science in nursing program (BSN).

Longwood University and Farmville Community partners recognized that efforts should be made to address the nursing shortage in rural, Southside Virginia. The development of the BSN program began in 2008 when the Longwood Board of Visitors, Longwood's Faculty Senate, the State Council for Higher Education in Virginia, and the Virginia Board of Nursing approved the establishment of a program of Nursing. In 2009, a department of nursing was established within the Cook-Cole College of Arts & Sciences. The first class of nursing students was admitted in fall 2009. This inaugural class graduated May 2013. In November 2012, the Department of Nursing underwent an on-site accreditation review from the Commission on Collegiate Nursing Education (CCNE) and received full program accreditation. In 2015 the program received full approval by the Virginia Board of Nursing. In November of 2017, the department of nursing received program reaccreditation from the Commission on Collegiate Nursing Education for ten years, which will extend until June 30, 2028.

The Department of Nursing is housed in Stevens Hall. In April 2010, construction of a clinical simulation learning center began to renovate the third floor of Stevens Hall a former science building, which dates to 1951. The Edward I. Gordon, M.D., Clinical Simulation Learning Center (CSLC) was completed in April of 2012. The CSLC is a state-of-the-art simulation learning center with dedicated student and faculty resources. The CSLC is integral to the Bachelor of Science in Nursing program and acquisition of clinical judgment and clinical patient care. Simulated patient experiences will be integrated throughout the nursing curriculum beginning at the sophomore level and increasing in complexity as the students' progress to senior level clinical experiences.

The CSLC enriches the BSN rural-based curriculum and clinical practice. Community Partners enhance the clinical practice component of the nursing program. Students will have clinical experiences in acute care settings, public health, and community-based agencies which will better equip Longwood University BSN graduates to enter the nursing workforce to be citizen leaders in their communities.

The program admits top applicants every fall. In 2014 the Honor Society for Nursing was founded and the program began its commitment to undergraduate and faculty research in nursing. In April 2024, Longwood University in collaboration with Randolph-Macon College

held the chartering and inaugural induction ceremony of the Alpha Beta Psi At Large Sigma Theta Tau International Honor Society of Nursing. The very active Student Nurses Association has increased membership to well over 100 active members. The faculty remain committed to continuing the depth of the nursing experience at Longwood University and in 2015 the inaugural “White Coat Ceremony” was held to commemorate a nursing student’s progression into clinical practice. This ceremony is now named the “Melissa Haislip White Coat Ceremony” to honor a graduate of the first nursing class as she began her clinical practice. To date, Longwood University’s nursing program has graduated over 400 new RNs.

## **Philosophy**

### **The Critical Link between Patients and the Health Care System**

Professional nurses serve as the critical link between patients and an increasingly complex, technological, and fragmented health care system. Professional nursing practice is steeped in a rich tradition of caring and primarily focuses on health promotion, risk reduction, and interventions designed to collaboratively manage existing health problems. Nursing interventions are both value-based and reflect evidence-based standards of practice.

Professional nurses are privileged to work intimately with patients of all ages, diverse cultures and beliefs, and vastly varying health needs and self-care capacities. This complex role demands an in-depth understanding of the biologic functioning of human beings, the family and social contexts in which people live and work, and the intricacies and challenges of the health care system that provides care. This understanding requires nurses to acquire a solid foundation in the liberal arts and makes baccalaureate education the minimum educational preparation for professional practice in nursing.

### **Enhancing Quality of Life**

Professional nursing is a humanistic profession that enhances the quality of life of individuals, families, groups and communities. Nursing interventions are grounded in the professional values of altruism, autonomy, human dignity, integrity, and social justice and reflect a deep-seated commitment to the provision of safe, quality, evidence based, and cost-effective care that assists patients to move toward independence in self-care and an optimal degree of health.

### **Educating Future Nurses**

Socialization into the professional role is a major focus of the education experience. Faculty serve as deliberate, thoughtful role models for professional knowledge, attitudes, values and behavior, assisting students to systematically apply knowledge from nursing and other disciplines and identify issues to be tested. Thoughtfully planned learning experiences are used to progressively develop student’s cognitive processes, decision making skills, technologic competencies, collaborative communication abilities and leadership skills. The faculty function as facilitators of this process, but the individual students also play an active role in the learning process, demonstrating commitment and responsibility for their own learning.

The baccalaureate program in nursing is developed from the belief that baccalaureate education is the basic preparation for practice as a professional nurse, and is designed to prepare graduates for entry level generalist practice in professional nursing in a variety of settings. Upon completion, graduates will be eligible to take the National Council Licensure Examination (NCLEX-RN) and obtain a license to practice professional nursing.

## **Purpose**

Longwood University's nursing program culminates in a Bachelor of Science in Nursing (BSN). Reflecting Longwood University's mission to prepare citizen leaders who strengthen their communities, the BSN program maximizes the use of local and regional resources. By assuring that students have experience in both rural and more urban healthcare settings, this program ultimately will increase the number of baccalaureate-prepared nurses who live and practice in the region.

## **Mission**

- To promote excellence in nursing education and clinical competency.
- To promote the development of citizen leaders in the nursing profession.
- To promote partnerships to enhance health care and health care education in the region.
- To meet the needs of a changing health care system
- To provide the knowledge, skills and values to transform nursing
- To improve the health of the communities that we serve.

(Rev 1/2017)

## **Vision**

To develop professional nurses who become citizen leaders for the promotion of healthcare.

## **Values**

- Members of the nursing program value the following: Personal and professional integrity.
- The ethic of caring.
- Competency.
- Respect for the individual.
- Respect for diversity.
- Commitment to life-long learning and professional development.
- High-quality, compassionate healthcare and the promotion of professional nursing practice.



## **Program Learning Outcomes**

### **Graduates of the BSN program will be able to:**

1. Integrate knowledge from the arts, sciences and humanities into professional nursing practice.
2. Deliver high quality, patient-centered, technologically proficient care to individuals, families, groups, and communities in varied settings.
3. Incorporate professional values and standards into compassionate nursing practice.
4. Act as effective advocates for consumers of health care and the profession of nursing, particularly in pursuit of the goals of equity, access and social justice in health care.
5. Function as effective members of the healthcare team demonstrating excellent interprofessional communication.
6. Demonstrate skills in point of care leadership, management and care coordination across settings and with varied multicultural populations.
7. Participate in point of care quality and safety initiatives using outcome data to expand the evidence base for professional practice.
8. Demonstrate commitment to life-long learning and professional development.

## **Nursing Program Admission**

### **Admission Requirements**

Admission to the Nursing Program is Competitive. Students will be admitted to the BSN program as freshmen or as second-year internal or external transfer students. Freshmen admission will follow the same process and requirements as Longwood University general admission, with additional nursing program requirements. Admission decisions for freshmen are competitive and are based on academic performance in high school including academic units completed, cumulative grade point average, scores on the SAT, ACT, or TEAS entrance test, and class rank, if available. Personal statements and participation in school and community activities are also considered. The nursing program is rigorous, with an extensive required science/math base; an advanced studies diploma is preferred for applicants from the Commonwealth of Virginia.

### **Minimum high school requirements include:**

English – 4 years

Math – 3 years including Algebra I, Algebra II, Geometry

Science – 3 years

History/Social Studies – 3 years

Foreign Language – a minimum of 2 years of one foreign language

Health/Physical Education – 2 years

Fine or Practical Arts – 1 year

The program proceeds in a clearly defined pattern which cannot be easily modified. Therefore, all students will be expected to attend full-time. The application deadline for all external applicants is December 1<sup>st</sup> annually. Early decision deadline is November 1<sup>st</sup>. Freshmen applications are found on the LU Admissions webpage at [www.longwood.edu/admissions](http://www.longwood.edu/admissions).

Students may transfer into the BSN program at the sophomore year as space permits as long as all required first year courses have been successfully completed. Students who have not completed first year requirements may transfer into Nursing as a freshman. All transfer applicants are expected to have a minimum cumulative GPA of at least 2.75. The application deadline for all internal transfer students is July 1<sup>st</sup> for fall admission, and December 1<sup>st</sup> for spring admission. Internal Transfer applications are found on the LU Nursing webpage at [www.longwood.edu/nursing](http://www.longwood.edu/nursing).

## **Academic Requirements for Department of Nursing Students In Addition to General Longwood University Requirements**

1. **Transfer of Credit.** **Transfer credits from another nursing program will be reviewed on a case-by-case basis.** As a general rule, students may not transfer courses that are part of the nursing major. Students may transfer in general education and prerequisite courses in accordance with Longwood University policy. Final determination of transfer courses will be made by the Registrar's Office. *Approved 8/14/18; Rev 8/26/2020*
2. **Course Load.** It is the desire of the university and the department of nursing that all students progress through the nursing program of study as a full-time student. A student must take at least 12 credit hours a semester to maintain full time status. A normal academic load ranges from 14-16 credits each semester. Nursing course work is rigorous and time consuming with its intense clinical hours demands. Permission of the department chair is required for a student to take more than 19 credits in a semester. *Rev 8/26/2020*
3. Students who have transferred in credits from an outside college/university or have delayed progression through the nursing program may find it difficult to maintain full time status without adding additional courses to their schedule. Upon written approval of the academic advisor and permission of the department chair, students may be allowed an exception to the full-time requirements as long as there is no impact upon progression through the nursing plan of study, financial aid or housing requirements. *Approved 4/19/15*

## Academic Progression Policy

**Due to accreditation standards and a commitment to student success, this grading progression policy for the nursing program supersedes Longwood University's repeat forgive policy.**

- **Grading.** A minimum grade of C must be earned in every pre-requisite and co-requisite to nursing courses, all courses listed under nursing major requirements, and courses listed under additional degree requirements.
- **Cumulative GPA Requirements:** A cumulative G.P.A. of 2.75 for all students must be achieved by the beginning of each fall semester of the 2nd, 3rd, and 4th nursing program levels or students will forfeit their seat in the nursing program and will not progress in their nursing courses. Once the cumulative GPA is 2.75 or greater, the students may progress as space is available.
- **The Nursing Department does not round grades.** All required (NURS) specific labeled courses require a C or higher. Grades of C-, D, and F are failing grades for all nursing courses with the nursing prefix of (NURS).
- In required (NURS) courses that align with the NLCEX blueprint, students must achieve a weighted average of 75% on tests/quizzes/exams to receive a passing (C) grade in the course. This applies to the following courses: NURS 210, 220, 230, 240, 315, 320, 325, 341, 372, 393, 410, & 420. If a student does not achieve a C or 75% weighted average on course examinations the earned average grade on course examinations will be utilized for the course grade.  
(Approved 8/12/20; Revised 8/12/2021; 8/16/2023)
- In (NURS) courses with a clinical component, students must also demonstrate satisfactory achievement of the clinical objectives to pass the course. Failure to achieve either standard will result in a course failure and necessitate repeating the entire course. If a student earns a C or 75% weighted average on course examinations and does not demonstrate satisfactory achievement of the clinical objectives, students will earn a grade of C- in the course. If a student does not achieve a C or 75% weighted average on course examinations and does or does not demonstrate satisfactory achievement in the clinical area, the earned average grade on course examinations will be utilized for the course grade.
- A student who receives a grade of less than a C in a required nursing (NURS) course must seek departmental approval to repeat the course. Courses must be retaken when they are next scheduled in the curriculum and as space allows. Students must complete (NURS) courses in each semester/level of the program prior to progressing to subsequent semesters/levels. This will substantially alter the planned sequence of courses and will lengthen the time for completion of the program. The student must successfully repeat the course with a grade of C or above. A student may repeat a specific nursing (NURS) course one time only. A second failure in the same course will result in enforced withdrawal from the program. Enforced withdrawal will also

result if a student receives less than a grade of C in more than one nursing (NURS) course.

- Students on delayed progression at the second, third, or fourth level of the program due to a course failure, withdrawal, or postponed enrollment for any reason, will be required to complete a one-credit NURS 290-*Learning Strategies and Core Nursing Clinical Skills* course in the semester prior to returning to nursing courses with a clinical component. Satisfactory completion of this course is required to continue in the nursing program. The one-credit NURS 290 course may only be taken once. Students on delayed progression will be required to enroll in NURS 480 – *NCLEX Success* during senior year. (Approved 8/21/19/Revised 8/16/23)
- The expectation is that students will progress through the nursing program and graduate within 4 years. Students on delayed progression in the nursing program are expected to graduate within 5 years. Approved 8/19/14

## Grading Policy

**Course Grading will be as follows:**

**The Nursing Program does not round grades.** The Nursing Department follows the +/- grading system consistent with Longwood University. All NURS specific courses require a C or higher

**This Grading Policy is effective for all students.**

A	93 -100
A-	90-92
B+	88-89
B	85 – 87
B-	82-84
C+	79-81
C	75 -78
C-	72-74
D+	69-71
D	65-68
D-	62-64
F	<62

Approved 8/23/13

## **NURSING MAJOR, BSN DEGREE – COHORTS BEGINNING Fall 2020**

### **A. Civitae Core Civitae Core Requirements (39-40 credits)**

Civitae Core Nursing majors may count Civitae Core courses satisfying major requirements as also satisfying their respective Civitae Core requirements, up to two Pillar courses and one Perspectives course. The following are the courses in this major that may be used in this way:

PSYC 230 can satisfy the Human Behavior and Social Institutions Pillar requirement

MATH 171 or MATH 155 can satisfy the Quantitative Reasoning Pillar requirement

Courses satisfying major requirements that are designated as Civitae Core courses subsequent to the print deadline of this catalog will not appear in the above listings but will be eligible to also satisfy Civitae Core requirements, subject to the same rules as the others. If doing so would otherwise decrease the total credits required for the degree below 120, general elective credits must be substituted to restore the total.

### **B. Additional Degree Requirements (4 credits)**

- BIOL 304 - Microbiology for the Healthcare Professional

### **C. Major Requirements (77 credits)**

- BIOL 206 - Human Anatomy and Physiology I
- BIOL 207 - Human Anatomy and Physiology II
- MATH 171 or MATH 155 - Statistical Decision Making (3 credits counted in Civitae)
- PHIL 315 - Biomedical Ethics
- PSYC 230 - Life Span Developmental Psychology (3 credits counted in Civitae)
- NURS 100 - Introduction to Nursing and the Health Care System
- NURS 105 - Medical Terminology for Healthcare
- NURS 210 - Health Assessment Across the Lifespan
- NURS 220 - Clinical Skills for Nursing Practice
- NURS 230 - Foundations of Nursing Practice
- NURS 240 - Principles of Pathophysiology
- NURS 315 - Nutrition: Health and Disease
- NURS 320 - Principles of Pharmacology
- NURS 325 - Nursing Care of Women, Children, and Families
- NURS 341 - Nursing Care of Adults and Families
- NURS 360 - Introduction to Research and Evidence Based Practice
- NURS 372 - Social Concepts and Nursing Care of the Older Adult
- NURS 393 - Nursing Care of Patients with Complex Health Problems
- NURS 410 - Nursing Care of Patients with Psychiatric/Mental Health Problems
- NURS 420 - Community Health Nursing
- NURS 430 - Health Care Policy and Regulation
- NURS 440 - Managing for Safety and Quality Outcomes
- NURS 491 - Senior Seminar: Transition to Nursing
- NURS 492 - Internship in Nursing

**Total Credits Required BSN in Nursing 120-121**

## SAMPLE 4-YEAR PLAN - NURSING

<p><b>FRESHMAN FALL (17-18 CREDITS)</b></p> <p>CTZN 110: Inquiry into Citizenship (3)  NURS 105: Medical Terminology for Healthcare (1)  BIOL 206: Human Anatomy &amp; Physiology I (4)  PSYC 230: Developmental Psychology (3)  Pillar: Global Citizenship (3-4)  Pillar: Historical &amp; Contemporary Insights (3)</p>	<p><b>FRESHMAN SPRING (16 CREDITS)</b></p> <p>ENGL 165: Writing &amp; Rhetoric (3)  MATH 171 or MATH 155: Statistics (3)  NURS 100: Intro to Nursing &amp; Healthcare System (3)  BIOL 207: Human Anatomy &amp; Physiology II (4)  Perspective: Integrating World Languages (3)</p>
<p><b>SOPHOMORE FALL (15 CREDITS)</b></p> <p>NURS 210: Health Assessment Across the Lifespan (3)  NURS 220: Clinical Skills for Nursing Practice (3)  Pillar: Scientific Reasoning (3)  Pillar: Aesthetic Expression (3)  Perspective: Historical or Social (3)</p>	<p><b>SOPHOMORE SPRING (18 CREDITS)</b></p> <p>PHIL 315: Biomedical Ethics (3)  BIOL 304: Microbiology (4)  NURS 230: Foundations of Nursing Practice (4)  NURS 240: Principles of Pathophysiology (4)  Perspective: Global Citizenship or Aesthetic Expression (3)</p>
<p><b>JUNIOR FALL (14 CREDITS)</b></p> <p>NURS 315: Nutrition: Health &amp; Disease (3)  NURS 320: Principles of Pharmacology (3)  NURS 341: Nursing Care of Adults &amp; Families (5)  Perspective: Quantitative or Scientific Reasoning (3)</p>	<p><b>JUNIOR SPRING (17 CREDITS)</b></p> <p>NURS 325: Care of Women, Children &amp; Families (6)  NURS 360: Research &amp; Evidence Based Practice (3)  NURS 393: Patients with Complex Health Problems (5)  NURS 372: Social Concepts and Nursing Care of the Older Adult (3)</p>
<p><b>SENIOR FALL (13 CREDITS)</b></p> <p>NURS 410: Nursing Care of Patients with Psychiatric/Mental Health Problems (4)  NURS 420: Community Health Nursing (4)  NURS 480: NCLEX Success (2)  CTZN 410: Symposium for the Common Good (3)</p>	<p><b>SENIOR SPRING (12 CREDITS)</b></p> <p>NURS 430: Healthcare Policy &amp; Regulation (3)  NURS 440: Managing for Safety &amp; Quality Outcomes (3)  NURS 491: Senior Seminar: Transition to Nursing (2)  NURS 492: Internship in Nursing (4)</p>



## Academic Policies

As an established university, Longwood already has extensive academic and student life policies developed that can found online in the following documents:

**Academic requirements:** <https://catalog.longwood.edu/index.php>

**Academic regulations:**

<https://catalog.longwood.edu/content.php?catoid=11&navoid=576>

**Student handbook:** <http://www.longwood.edu/studenthandbook/>

**University Catalog:** <https://catalog.longwood.edu/index.php>

**Freshman Admission Requirements:** <http://www.longwood.edu/admissions.htm>

**Admission Procedures:** <http://www.longwood.edu/admissions.htm>

## Longwood's Honor System

A strong tradition of honor is fundamental to the quality of living and learning in the Longwood community. The Honor System was founded in 1910, and its purpose is to create and sustain a community in which all persons are treated with trust, respect, and dignity. Longwood affirms the value and necessity of integrity in all intellectual and community endeavors. Students are expected to assume full responsibility for their actions and to refrain from lying, cheating, stealing, and plagiarism.

Cheating in any form will not be tolerated in the Department of Nursing. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. It is a fundamental requirement that any work presented by students will be their own. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. Violations of the Honor Code will be handled as outlined in the Student Handbook <http://www.longwood.edu/studentconduct/honor-code/>

Upon entering Longwood, students sign the Honor Pledge:

*I, ....., having a clear understanding of the basis and spirit of the Honor Code created and accepted by the student body of Longwood University, shall at all times govern my university life according to its standards and actively work to support its principles, thereby thoughtfully accepting my responsibility for preserving the honor and integrity of all past, present and future members of the Longwood University community of scholars. I will not lie, cheat, or steal, nor tolerate those who do.*

First-Name Last-Name, SN28

Your signature is required on all submitted work your Longwood Nursing Signature Acknowledges your adherence to the Honor Code.

For further information regarding the honor system refer to:

<http://www.longwood.edu/studentconduct/honor-code/>

For further information regarding the appeals process refer to:

<http://www.longwood.edu/studentconduct/disciplinary-process/>

## Attendance Policy

### Classroom and Lab

1. 100 % attendance is expected. Attendance is required for the full class period unless excused by the instructor.
2. The student must notify his/her instructor of the reason for any absence(s) prior to the scheduled class time.
3. Failure to obtain permission from the instructor to be absent from class constitutes an unexcused absence.
4. A tardy is defined as entering a classroom after scheduled class meeting times. Three tardies will result in an unexcused absence.
5. Instructors may assign a grade of “0” or “F” on work missed because of unexcused absences.
6. Instructors have the right to lower a student’s course grade, but no more than one letter grade, if the student misses 10 percent of the scheduled class meeting times for unexcused absences.
7. Instructors have the right to assign a course grade of “F” when a student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.
8. If a student is absent from class he/she must arrange with instructor to make up assignments and clinical lab responsibilities. Alternate learning experiences and requirements may be substituted at the instructor’s discretion.
9. In case of extenuating circumstances, exceptions to this policy may be made by the course faculty in collaboration with the department chair.

### Clinical Attendance (revised 3/2022)

1. 100 % attendance is required. Attendance is required for the full clinical experience.
2. The student must notify his/her instructor prior to any absence(s). For precepted experiences, the student must notify his/her instructor and the clinical site prior to any absence(s).
3. Failure to notify the instructor and clinical site of an absence prior to the start of the clinical day constitutes an unexcused absence. An unexcused absence will result in an Unsatisfactory “U” for that clinical day.
4. A tardy is defined as entering a clinical experience after the scheduled clinical meeting time. A tardy will result in being dismissed from clinical and an Unsatisfactory “U” for that clinical day.
5. All clinical absences and tardies are required to be made up at the instructor’s discretion and convenience. Alternate clinical experiences may be necessary and substituted at the instructor’s discretion.
6. Two (2) unexcused absences from clinical activities will result in a clinical failure. (rev 3/20/18)
7. In case of extenuating circumstances, exceptions to this policy may be made by the course faculty in collaboration with the department chair.
8. Excused absences are those resulting from recognizable emergencies, or from serious illness. Faculty require documentation from a health care provider for medical related absences.

## Textbooks

Textbooks are to be purchased at Longwood University-Bookstore or will be provided through your Evolve Account refer to your course syllabi.

## CANVAS Expectations

Students are responsible for all course materials posted on CANVAS.

## Minimum Laptop Specifications

The Longwood University Nursing Program utilizes specific software products that must be downloaded to their personal laptops. Mac or Windows operating systems are supported, but Chromebooks, iPad, Android or Linux operating systems are not supported. To ensure your laptop is cable of downloading the required software and products, please refer to the minimum system requirement links.

ATI – <https://www.atitesting.com/technical-requirements>

ExamSoft - <https://examsoft.com/resources/examplify-minimum-system-requirements/>

HESI -

[https://service.elsevier.com/app/answers/detail/a\\_id/8199/supporthub/evolve/kw/Elsevier+360/%C2%A0/](https://service.elsevier.com/app/answers/detail/a_id/8199/supporthub/evolve/kw/Elsevier+360/%C2%A0/)

## Professional Portfolio Expectations

Each student is required to maintain a professional portfolio throughout the program. Your portfolio contains a purposefully selected academic and clinical work. "Purposefully" selecting student work means deciding what type of story you want the portfolio to tell. The portfolio is a collection of data related to the student's progress in achieving the Program/Student Learning Outcomes (SLOs). It is a tool for student learning, self-evaluation and assessment. The portfolio serves as a link between curriculum course content, course objectives, program outcomes, and professional nursing experience. The portfolio is used to showcase your professional role development, values, core competence, and critical thinking. The completed portfolio is an integral part of the student and program assessment process.

One of the greatest attributes of your portfolio is its potential for focusing on the *processes* of learning. Your portfolio should look and read as a professional document. Use care in selecting and organizing its content and creating its appearance. The portfolio should look professional and appeal to prospective employers.

Portfolios will be introduced in NURS 100: Introduction to Nursing. Students will be responsible for scheduling an appointment with their advisor at least once a semester to discuss portfolio progress. The final portfolio will be submitted in NURS 491: Transition to Nursing Practice. Guidelines can be located in Appendix A as well as on the main Nursing Department Canvas page.

## Exam Policy

- All students are expected to be present for scheduled exams, quizzes, and/or tests. The faculty member must be contacted prior to the exam/quiz/test unless there is an extreme emergency. If prior arrangements have been made the exam must be made up within 3 days of the original exam date. An alternate exam may be administered Approved 12/14/15; Amended 5/11/2020
- Students who arrive late for a test will not receive extra time to complete the test, but will be afforded only the remaining allotted test time. Approved 5/11/2020
- If a student misses an exam and no prior arrangements have been made with the instructor a zero will be given for that exam. Approved 5/11/2020
- Students arriving late to an exam/test (once the exam has started) or have missed exams will be tracked throughout the program. Repeated occurrences may result in further action. Approved 5/11/2020
- The use of calculators will be at the discretion of the instructor for that course or/and the exam.
- All smart devices including phones, watches, tablets and video and audio devices are not allowed during exams/tests/quizzes. There are no phone calls to be taken or placed during exams. Rev 8/18/17
- Students are required to bring laptops to course exams as directed by faculty.
- Failure to comply with these rules will result in a zero for the exam/test/quiz.
- The student may not leave the test area if he or she has not finished the exam.
- When finished with the exam the student is to leave the room, and is not permitted to return to the classroom until test time is completed.
- Any questions regarding the exam are to be asked at the beginning of the exam (per instructor). Instructors may choose to answer questions during an exam; however, this is at the discretion of the instructor.
- Exam reviews: **Optional per instructor**- may be scheduled following the grading of the exam. Reviews are for the benefit of the student to assess where errors occurred and may help with future study habits, and where review in particular areas is recommended.
- If the student feels an error in grade has been made-see appeal policy in Longwood Student Handbook.
- Excused absences for exams are those resulting from recognizable emergencies, or from serious illness. Faculty require documentation from a health care provider for a medical related absence stating date seen and when student can return to class/clinical. Approved 12/14/15

## NCLEX Preparation

Longwood University's nursing program is designed to prepare students to meet the requirements for professional licensure in the Commonwealth of Virginia. Any prospective or current student wishing to pursue professional licensure in a state other than Virginia should contact the Office of Accreditation and Compliance in writing at [oac@longwood.edu](mailto:oac@longwood.edu) to receive current contact information for the other state's applicable licensing board and work with the faculty advisor to determine whether the other state's requirements can be met through the Longwood degree program. (Added 8/16/22)

National Council Licensure Examination for Registered Nurses (NCLEX-RN) preparation testing and remediation will be integrated throughout the nursing curriculum and will be factored into course grades. Throughout the curriculum students will be required to complete specialty exams linked to courses and course grades that will evaluate the students' performance and assess their progress toward successful program completion and licensure.

Cohorts graduating in 2026 will continue to use ATI resources for NCLEX-RN preparation. Students are expected to score at least a Level II on all ATI Content Mastery Series proctored exams. Remediation will be required when students are unsuccessful at achieving the ATI benchmark. Students enrolled in NURS 491: *Senior Seminar: Transition to Nursing* will be required to complete the ATI Comprehensive Predictor which serves as an end of program assessment of readiness to graduate and successfully undertake the NCLEX licensure exam. Students are expected to score at least 95% or above passing predictability by the second attempt on the ATI Comprehensive Predictor. The cost of NCLEX prep exams and reviews/remediation will be the responsibility of the student. (Approved 8/19/14)

## ATI Grading Policy for Comprehensive Predictor and Content Mastery Assessments

### ATI Comprehensive Predictor Grading: (Senior Level – Class of 2025 & 2026)

<b>95% or above Passing predictability</b>	<b>90% or above Passing predictability</b>	<b>85% or above Passing predictability</b>	<b>84% or below Passing predictability</b>
7.5	6.5	5.5	4.5
No Retake for V2/Optional. (if 95% or greater on first attempt will automatically receive full 15% for V1 and V2)	Retake	Retake	Retake

### ATI Content Mastery Series Grading (Courses throughout Program with Proctored CMS)

ATI level	Level III	Level II	Level 1	Below Level I
V1	2.5 (100 %)	2 (80%)	1.5 (60%)	1 (40%)
	No Remediation Required	Remediation Required	Remediation Required	Remediation Required
Remediation of V1		0.5 pts <ul style="list-style-type: none"> <li>Focused 2-hour review</li> <li></li> </ul>	0.5 pts <ul style="list-style-type: none"> <li>Focused 3-hour review</li> <li></li> </ul>	0.5 pts <ul style="list-style-type: none"> <li>Focused 4-hour review.</li> <li></li> </ul>
Final Points after remediation	2.5	2.5	2.0	1.5

### Elsevier/Evolve 360

*Cohorts entering Fall 2023* will transition to using Elsevier 360 for Nursing resources. Elsevier 360 will provide students with resources to support success in the classroom, clinical, and preparation for the NCLEX-RN. Beginning at the sophomore level students will gain access to the Evolve/Elsevier 360 resources to include course eBooks, Sherpath, EAQs, HESI Case Studies, Shadow Health; HESI Specialty Exams, and NCLEX Comprehensive Review.

(Approved 8/16/23/Revised: 8/22/2025)

### HESI Exams:

Standardized testing is used as a part of Longwood University's Nursing program's assessment plan as well as a tool for students to measure their progress and remediate in areas in which they may be deficient.

All students will take the HESI Exam as assigned (weeks 13-14) of the course and all students will be expected to complete HESI remediation, including packets and case studies, at that time. After completion of remediation by due date points will be added to the final HESI grade.

(Approved 1/13/2025)

HESI PROCTORED EXAM RUBRIC			
HESI Score	HESI Score	HESI Score	HESI Score
850 or above	800-849	750-799	< 749
On Track	Below Acceptable Performance	Needs further preparation	At risk
<b>2.5 Points (100%)</b>	<b>2 Points (80%)</b>	<b>1.5 Points (60%)</b>	<b>1 Points (40%)</b>
Remediation is recommended, not required.	Remediation is required.	Remediation is required.	Remediation is required.
<b>Recommended:</b> Review HESI Essential remediation packets	<b>Required:</b> Review HESI Essential remediation packets	<b>Required:</b> Review HESI Essential remediation packets	<b>Required:</b> Review HESI Essential remediation packets

Complete all assigned Case Studies in HESI Remediation	Complete all assigned Case Studies in HESI Remediation	Complete all assigned Case Studies in HESI Remediation Complete one 20-question custom quiz from relevant content area in EAQ, with a goal of 80%	Complete all assigned Case Studies in HESI Remediation Complete two 20-question custom quiz from relevant content area in EAQ, with a goal of 80%
<b>Points added to final HESI grade upon completion of remediation</b>			
N/A	Points=0.5 (100%)	Points=0.5 (80%)	Points=0.5 (60%)

## Advising

Roles and Responsibilities of Longwood Nursing Student Advisees: As an advisee, you are ultimately responsible for your educational decisions and progress. Advisees are expected to:

1. Contact and schedule regular appointments with your advisor each semester or as necessary when the student needs assistance.
2. Come prepared to every advising session with a planned schedule for the upcoming semester. Bring portfolio to advising session at least once per year for input from your advisor.
3. When it's time to complete the undergraduate degree application, have a plan drafted prior to meeting with your advisor.
4. Use institutional and/or program tools to assist in the development of your academic plans.
5. Become and remain knowledgeable of institutional and department policies and procedures.
6. Accept final responsibility for all decisions made as well as your progression in the nursing program.

## Confidentiality and Privacy

Confidentiality and privacy are expected components of the nursing program. If students are dismissed from the nursing program because of issues related to confidentiality and privacy, they will not be considered for readmission to the program.

## Communication

The Department of Nursing provides information to its nursing students through the utilization of Longwood University e-mail, the nursing department WEB page, and CANVAS. Students are expected to access their e-mail and CANVAS courses regularly; any missed information/communication is the responsibility of the student.



## Contacting Faculty

Nursing Faculty Members are available to students by phone or e-mail. This information will be available in the nursing department and in faculty members' course syllabi. Appointments with faculty members may be made during office hours or as scheduled with the faculty member. Faculty members will post office hours on their office doors and include them in their course syllabi. Nursing students are expected to contact their nursing advisors or the nursing faculty member of the course in which they are enrolled for any questions or concerns that may arise.

## Social Networking Policy

Students must be aware of their association with the Longwood University Nursing Department, and the profession of nursing in general, while participating in any form of electronic media. If you identify yourself as a student of LU or as a nursing student in general, you must ensure that your profile and related content is consistent with how you wish to present yourself to colleagues, future employers, and your patients. As a nurse, the public holds you to a higher standard. Therefore, be cognizant in all of your interactions on social networking sites to prevent compromising the sacred trust the public places in you.

It is required that students keep all patient information or discussion of clinical experiences off any social media sites. This includes the use of social network sites, such as Facebook, Instagram, TikTok and X, blogs, wikis, forum boards, texting or any other form of user-generated media.

Information prohibited includes any references to patients, their families, clinical settings, faculty/staff, and class information. Even if information excludes identifiers such as name, date, place, or circumstance, a breach of confidentiality may be possible, and sharing of such information electronically or in any other manner is unacceptable.

The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Sending or posting discriminatory, harassing, or threatening messages or images
- Sending or posting confidential material
- Sending or posting messages or material that could damage a clinical agency's image or reputation
- Sending or posting messages that defame or slander individuals or organizations

The use of social media to communicate with patients and/or their family members particularly about healthcare issues is prohibited due to the risk of potential violations and inadequate security associated with this technology. DO NOT share or provide any personal information with any patient who may be able to locate you outside of clinical time. Any communication with a patient or family member must occur during the student's clinical time only.

Additionally, this is NOT the type of forum to share and state your personal views of the course, instructors, other class members, patients or your evaluation of performance. This information is private and all efforts to protect this privacy are YOUR responsibility.

Consequences to students who violate the social media policy will be subject to disciplinary action, decided by a review committee. *Approved 8/14/18*

## Complaints/Appeals

As opposed to an ombudsperson or central office, Longwood University believes that student complaints are best handled within the appropriate professional area, as this allows a timely response by a competent staff person. Accordingly, students with complaints or grievances should directly contact the office in question. The normal appeals or grievance procedure within that office is then followed. The complaint and response will be logged by the office.

The following are some complaint/grievance procedures that may be of specific interest to students. For other issues refer to the office in question.

**Grade Appeals:** Grade appeals should be directed initially to the instructor teaching the class. If the matter is not resolved after meeting with the instructor, the student may submit a written appeal to the Department Chair. More information regarding grade appeals may be found in the appropriate University Catalog: <http://catalog.longwood.edu/content.php?catoid=4&navoid=157>

**Parking Appeals:** The student must submit a written or online appeal within five working days of the date on the citation. The Parking Citation Appeals Committee conducts a hearing and issues an appeal hearing detail report to the student indicating the decision. If the appeal is denied, payment is due upon receipt of the notification letter. More information may be found on this site: <http://www.longwood.edu/parking/appeals/>

**Harassment, Hazing or Abusive Behavior:** The grievance/complaint procedure for areas including harassment, hazing, and abusive behavior is detailed in the Longwood University Student Handbook available on the Office of Honor and Judicial Program's website: [www.longwood.edu/judicial](http://www.longwood.edu/judicial). Student vs. University employee complaints regarding sexual or other harassment or abusive behavior are reviewed through a joint investigation by the Department of Human Resources and the Office of Honor and Judicial Programs. Action in these situations is taken by the Department of Human Resources.

### **Nursing Department Policy Complaints and Formal Complaints**

If a nursing student has a specific concern or complaint regarding a nursing course, they are advised to first address the concern with the course faculty. If then, unresolved the course faculty and student will take the concern to the Department Chair/ Program Director.

If a faculty member has a specific concern or complaint regarding a student in a nursing course, they are advised to first address the concern with the student. If then, unresolved the course faculty and student will take the concern to the Department Chair/ Program Director.

A complaint is considered formal when it is provided in writing to the Department Chair/ Program Director. The Program Director will respond to the formal complaint within 72 hours. The Program Director will then review the complaint process and definition upon each incident according to type of complaint & follow appropriate university procedure as defined in the Longwood University Student Handbook and at the following webpages:

<http://www.longwood.edu/studentconduct/>  
<http://www.longwood.edu/studentaffairs/suggestionscomplaints/>

When applicable, the Department of Nursing will first attempt to reach resolution internally. When a complaint cannot be resolved within the Department of Nursing the Program Director/Department Chair will direct the student to the appropriate university policy and procedure.

Any revisions will be published immediately and communicated to all current students through CANVAS and/or e-mail. REV: 8/19/14

## **Mandatory Reporting of Crimes and Sexual Misconduct**

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee, she or he is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

<http://www.longwood.edu/police/crime-reports--prevention/>

<http://www.longwood.edu/studentconduct/conduct-code/>

<http://www.longwood.edu/titleix/>

## Discussion Board Forum Instructions

Discussion boards are collaborative learning experiences. You are required to create a thread in response to the provided prompt. Each thread must be at least 300 words and be supported by information from the course textbook, scholarly journal article(s), and/or reputable, professional websites. At least 2 current (published within the last 5 years), scholarly sources should be incorporated in the thread posting.

In addition to the thread, you are required to submit 2 replies. Each reply must be at least 150 words and cite at least 1 current, scholarly source. This source may be the course textbook or another scholarly source, as listed above.

Please Note: References do not count towards the length requirement for the thread or reply posts. Only the substantive words in the body of the posts are counted.

For your replies, you must either:

- Reply to 2 classmates' threads, or
- Reply to 1 classmate's thread and then reply to a classmate's reply to your thread or another's.

Submit your threads by 11:59 pm on Thursday of the assigned modules/weeks and your replies by 11:59 pm on Sunday of the same module/week. Because Discussion Boards are designed to promote interaction among members of the class, postings submitted after the assigned modules/weeks are not accepted.

### Discussion Board Grading Rubric

	<b>Exemplary 4 points</b>	<b>Above Average 3 points</b>	<b>Acceptable 2 points</b>	<b>Below Average 1 point</b>	<b>Unacceptable 0 points</b>
<b>Punctuality of Participation</b>	Student had an initial (thread) post to all questions and responded to two classmates by the due dates.	Student had an initial (thread) post to all questions by due date and responded to one classmate by the due date.	Student had an initial (thread) post to all questions by due date.	Student had an initial (thread) post to some questions by due date and/or initial (thread) post/replies were submitted late.	Student did not participate in this forum.
<b>Quality of Thread Posting</b>	Initial posting reveals a solid understanding of all topics of the forum AND the length of the posting is at least 300 words.	Initial posting demonstrates genuine reflection and answers most aspects of the forum and/or the length of the posting is 250-299 words in length.	The initial posting did not adequately address the question(s) posed in the forum and/or the length of the posting is 200-249 words in length.	The initial posting was not related to the topic of the forum and/or the length of the posting is less than 200 words.	No thread posting.
<b>Use of Supporting References (Thread &amp; Replies)</b>	At least 2 current (published within last 5 years), scholarly sources are incorporated in the thread post and at least 1 current, scholarly source is included in each of the 2 replies.	One current, scholarly source is incorporated in the thread post and in each of the 2 replies.	One source is incorporated in the thread post and in each of the 2 replies, but the source(s) used are not scholarly and/or current.	Use of supporting references is missing from the thread post or from one or both replies.	No supporting references are incorporated in thread posting or replies.
<b>Responses to Classmates</b>	Responds to at least two other students' postings and replies are each at least 150 words in length; extends meaningful discussions by building on	Responds to at least two other students' postings; not all responses promote further discussion of the topic; and/or 1 reply is less than 150	Responds to at least two other students' postings; posts shallow contributions to discussion; responses do not promote further discussion;	Posted a response to only one other student's posting in this forum.	Did not post any responses to other students in this forum.

	<b>Exemplary 4 points</b>	<b>Above Average 3 points</b>	<b>Acceptable 2 points</b>	<b>Below Average 1 point</b>	<b>Unacceptable 0 points</b>
	previous posts. *Only substantive words count towards the length requirement (i.e., greeting and other words such as “great job” are not counted).	words in length.	and/or both replies are less than 150 words in length.		
<b>Mechanics &amp; APA</b>	Quality of work includes: clarity of writing, grammar, sentence structure, and correctly formatted citations.	Quality of work has minor writing-related, grammatical, and/or formatting errors.	Quality of work has some writing-related, grammatical, and/or formatting errors.	Quality of work has substantial writing-related, grammatical, and/or formatting errors and/or there is excessive use of direct quotations.	No postings for which to evaluate writing and formatting or prior writing/formatting related feedback not implemented.

Total = \_\_\_\_\_/ 20 possible points

# Longwood University Clinical Simulation Learning Center

## Student Expectations and Guidelines

**Overview:** The Clinical Simulation Learning Center (CSLC) is designed to provide the student with the opportunity to practice skills and problem solve in a simulated healthcare environment. The center will provide the equipment and the resources to facilitate the student's acquisition of competence with the skills to care for patients in the clinical setting.

Students must function within the legal, moral, and ethical standards of the profession. The ability to utilize the nursing process is the major focus of the clinical simulation learning center. Therefore, each student must adhere to the following guidelines for clinical lab and simulation preparation and performance.

1. **Attendance:**

- a. Attendance Policy will be adhered to as outlined in the Nursing Student Handbook.
- b. Clinical simulation experiences are arranged by the instructor.
- c. Faculty or lab assistant supervision is required.

2. **Student dress code:**

- a. The Clinical Simulation Learning Center adheres to the Longwood University Nursing Student Policy Handbook dress code. Students are expected to dress as if they were reporting to clinical in the hospital setting for patient simulated clinical experiences and skills lab testing as directed by instructor.
- b. Dress code for the clinical campus Lab is subject to discretion of course faculty and adheres to the student handbook dress code policy.

3. **Honor Code and Professionalism:**

- a. Students are expected to adhere to Longwood University's Honor Code and Nursing Student Handbook's Policy on Clinical Professional Behavior.
- b. Students are expected to maintain confidentiality of the simulated patient experiences, events, procedures, and information. This includes patient history information, pre and post simulated patient experiences.
- c. Violating this policy may be considered grounds for loss of clinical simulation learning center privileges.

4. **Required Equipment:**

- a. Stethoscope, penlight, bandage scissors, pencil, and watch with second hand are required.
- b. Other equipment as required by course instructor.

5. **Consent to Video:**

You are hereby informed that there is a continuous audio-video digital recording system in the CSLC. Signing this document authorizes faculty to use the video recordings for purposes including: debriefing, faculty review, educational, public relations, promotional,

and/or research activities. No commercial use of the audiovisual recordings will be made without the student's written permission.

**6. Housekeeping:**

- a. Food and drink are not allowed in the CSLC at any time.
- b. Please return all equipment and supplies to the designated locations.
- c. Report immediately to your instructor, if any equipment is damaged or lost during your lab experience
- d. Personal use of electronic equipment including cell phones is not permitted in the clinical simulation lab. These devices must be turned off during your time in the center.
- e. All equipment used in the lab will be in accordance with the expected/intended use of the piece of equipment. If you have questions regarding appropriate use of equipment please check with your instructor.
- f. Lab equipment should not be removed from a lab without the consent of the Clinical Simulation Director or Department Chair.

**7. Patient Simulators:**

- a. In order to protect equipment, students must wash hands prior to each lab exercise and when soiled.
- b. Students must wear gloves when in direct contact with patient simulators and mannequins.
- c. Jewelry such as rings (except wedding bands) and bracelets may not be worn in the lab areas as they may damage the equipment.
- d. Do not use betadine/iodine solutions or ink pens/markers on or near mannequins this will cause permanent damage to the "skin"!
- e. Caution to be used when applying tape and adhesives to mannequins. After use please clean with warm soapy water. If residue is difficult to remove you may use "Goo Gone" to clean and/or contact Clinical Simulation Director for assistance.
- f. Please return all mannequin parts, modules to original bins after use.

**8. Open Lab Use:**

- a. Open labs will be scheduled at the discretion of the lab assistant and CSLC Director.
- b. Students cannot use the lab unattended; a professor or lab assistant must be present.
- c. Students will be responsible for leaving their workstations clean and orderly.
- d. Professionalism is expected at all times when handling equipment and using open lab.
- e. The lab assistant is available to aid students in practicing skills but is not responsible for teaching course material. Skills that are labeled by an asterisk (\*) must be checked-off by your designated lab instructor; all remaining skills (non-asterisk), can be checked-off by the lab assistant during open lab sessions.  
Approved 8/14/18
- f. Each student must sign in and out to open labs with date and time.
- g. Students will be helped by the lab assistant in the order in which they arrive.



- h. Use of open lab may be restricted at the discretion of the lab assistant or professor if any of these rules are not followed.

Thank you for leaving the lab clean and in the condition in which you arrived. We hope that you enjoy your lab and simulated clinical experiences. **Failure to follow the above guidelines may be considered grounds for loss of clinical simulation learning center privileges. (Revised 5/15/2017)**

## Medication Calculation Exam Policy

Medication administration is an integral component of nursing care. To promote safety in medication administration, students must demonstrate the proficiency to calculate medication dosages accurately.

1. Leveled Medication Calculation Proficiency Examinations are administered yearly at the beginning of the spring semester of the second year; fall semester of the third year; and spring semester of the fourth year.
2. Students will have three attempts at each level to achieve a minimum passing grade of 90% on the Medication Calculation Proficiency Examination in order to proceed to clinical coursework.
3. Students who do not achieve a minimum score of a 90% on the first attempt will be required to remediate and retake the second Medication Calculation Proficiency Examination no later than the University's course add/drop date.
4. If a student does not achieve a grade of 90% after the second attempt, the student will be allowed to attend clinical but will not be permitted to administer medications, resulting in a grade of "1-Needs Improvement" under Safety on the Clinical Evaluation Rubric. The student will be required to remediate with faculty prior to the third and final attempt which will be determined and agreed upon by both faculty and student. The student must wait a minimum of one week between the second and third attempt.
5. If a student fails to achieve a minimum score of a 90% on the Medication Calculation Proficiency Examination after three attempts, will result in failure of the clinical course.
6. Students on delayed progression must take the appropriate leveled Medication Calculation Proficiency Examination at the beginning of the semester in which they return to NURS courses.

Approved 8/20/2013

Revised 5/11/2020

## Clinical Policies

### Clinical Evaluation

Clinical nursing practice is a vital dimension of nursing education. No student can successfully complete a clinical nursing course without a passing grade in clinical practice. At all times it is expected that nursing students will practice in a safe and professional manner characterized by the integration of previous and newly learned knowledge and skills; appropriate communication with clients and their families as well as other health care providers, preceptors and clinical faculty; and seek assistance from a licensed professional when a clinical situation is beyond the knowledge or experience base of the nursing student. A satisfactory clinical performance using the clinical evaluation rubric is mandatory for passing. Areas that need improvement will be documented and discussed with the student. The student must meet clinical expectations by the end of the assigned clinical rotation to receive a passing grade. Unsatisfactory performance occurs when the student repeats one or more of the following:

- fails to meet clinical objectives
- is insensitive to client needs
- is unable to develop communication skills and form therapeutic relationships with clients, families, and coworkers
- violates professional ethics

Unsatisfactory clinical performance will result in failure of the clinical nursing course.

### Clinical Evaluation Rubric Guidelines

The clinical evaluation rubric is used for all clinical nursing courses. Each nursing course builds on prior knowledge, facts, and skills across multiple situations within nursing practice. The clinical evaluation rubric is based on the core concepts found in *The Essentials: Core Competencies for Professional Nursing Education*. Each clinical course has a unique clinical evaluation rubric specific to the course and level. (Approved 8/21/24)

- All clinical learning experiences will be evaluated upon completion and/or as deemed necessary by clinical faculty.
- Students who are not meeting clinical outcomes will be counseled individually as needed.
- Each student will fill out a self-evaluation using the clinical evaluation rubric within 48 hours of each clinical experience.
- The nursing clinical faculty will concur or revise the self-evaluations weekly to provide continuous feedback to students.
- A final clinical evaluation will be conducted by faculty using the same clinical evaluation rubric. Faculty will meet with the student to review final evaluations.
- **The final clinical evaluation for any nursing clinical related component must be Satisfactory which constitutes passing clinical learning experience. A grade of**

**Unsatisfactory at final evaluation for any clinical learning experience constitutes failure of the course. Refer to Academic Progression Policy. (Revised 8/15/2022)**

- A faculty may require a student not meeting clinical expectations to develop a Clinical Improvement Action Plan. This plan serves as written documentation of reasons/issues causing the student to be at risk, specific plan, and actions required to help student resolve the problem. (Approved 9/29/20)

### **Core Competency Statements**

- Each core competency (as outlined in BOLD) has associated statements, which specifies individual guidelines.
- The core competency statements are based upon level of matriculation in each clinical course.
- Each clinical course has a unique clinical evaluation tool specific to the course and level.

### **Grading Guidelines: (Revised 3/2022; 8/2024)**

Evaluation ratings are as follows:

#### **Exceeds Expectations (3)**

- The student functions consistently with minimum guidance in the clinical situation.
- Recognized by staff, peers, patients, families, or community as practicing above and beyond expectations for course objectives.
- Engages consistently in self-direction in approach to learning.

#### **Satisfactory (2)**

- Functions satisfactorily with moderate to minimum guidance in the clinical situation.
- Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes among interdisciplinary/interprofessional team members.
- Follows directions and performs safely.
- Occasional prompting for engaging in self-direction in approach to learning.
- Provides evidence of preparation for all clinical learning experiences.
- Identifies own learning needs and seeks appropriate assistance.
- Demonstrates continued improvement throughout the semester.
- Uses the nursing process and applies evidence-based practice for clinical decisions.

#### **Needs Improvement (1)**

- Functions safely with moderate to extensive amount of guidance in the clinical situation.
- Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills.
- Requires some direction in recognizing and utilizing learning opportunities.

#### **Unsatisfactory (0)**

- Requires intense guidance for the performance of activities at a safe level.
- Clinical performance reflects difficulty in the provision of nursing care.
- Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.
- Requires frequent and detailed instructions regarding learning opportunities.
- Is often unprepared and has limited insight into own behavior.
- Is unable to identify own learning needs and neglects to seek appropriate assistance.
- Not dependable.
- Breaches in profession or ethical conduct.
- Is unable to develop communication skills and form therapeutic relationships with clients, families, preceptors and clinical faculty, peers, and other health care providers.

**The final clinical evaluation for any nursing clinical related component must be Satisfactory which constitutes passing clinical learning experience. A grade of Unsatisfactory at final evaluation for any clinical learning experience constitutes failure of the course. (Revised 3/2022)**

## **Clinical Dismissal**

A clinical dismissal will occur if a student demonstrates any of the following infractions:

- Level of incompetence representing a threat to patient safety
- Falsification of documents or records
- While in the clinical area, being under the influence of alcohol, marijuana, or any controlled substances not legally prescribed
- The administration of any medication without the supervision of clinical faculty or RN designee
- Insubordination or failure to follow direct orders from a clinical faculty or designee
- Theft of patient or agency property

A clinical dismissal related to any of the above infractions will lead to a clinical failure and the student will not be permitted to attend any other clinical experiences. Inability to complete a clinical experience will result in a course grade C-. (Revised 8/10/22)

## Core Universal Clinical Skills Form

The student is responsible for bringing the *Core Universal Clinical Skills Form* (Appendix B) to campus labs and to the clinical settings. A copy of this form will be maintained in the Nursing Department Canvas page. The student is responsible for uploading a new copy after each semester. Skills labeled by an asterisk (\*) may only be checked off by a course instructor. All remaining skills (without an asterisk) can be checked off by the nursing department's lab assistant during open lab sessions. The lab assistant is not responsible for teaching material.

Students must receive a satisfactory (S) on all course assigned skills to successfully complete lab courses. If a satisfactory (S) is not earned on all course assigned skills, the student will receive a failing grade per the Academic Progression policy. (Revised 8/2022)

**NEW FALL 2025:** Students enrolled in NURS 210 and/or NURS 220 in Fall 2025 (Class of 2028) will begin utilizing the CORE ELMS to submit their completed clinical skills. The student is responsible for submitting completed clinical skills in CORE ELMS within 48 hours of being checked off by lab and/or clinical faculty. Skills labeled by an asterisk (\*) may only be checked off by a course instructor. All remaining skills (without an asterisk) can be checked off by the nursing department's lab assistant during open lab sessions. The lab assistant is not responsible for teaching material.

## Clinical Hours Tracking

All students enrolled in clinical courses are required to maintain a record of all clinical hours completed in CORE ELMS. To receive credit for completed hours, the following guidelines must be followed:

- Each time entry must include the correct course, clinical faculty (preceptor)/site, date, and number of hours.
- Clinical hours must be entered and submitted **within 48 hours** of the rotation.
- The student is responsible for keeping track of their clinical hours and ensuring all entries are submitted on time.
- Please note that your **30-minute break** does not count towards the total number of hours.

Failure to follow these guidelines may result in loss of credit for clinical hours.

(Approved 8/19/16; Revised 8/19, 8/12/2021; 8/22/2025)

## Dress Code/Uniforms

Students will be required to be in uniforms and follow the professional appearance policy while on any clinical premise or in the simulation lab. The Nursing ID or agency ID badges should be clearly displayed at all times in the clinical setting.

**Uniforms:** Approved student nursing uniforms consists of:

- A gray scrub top, with Longwood University Nursing Student embroidered on the chest area, white lab coat, blue pants/skirts. Students may wear white socks/hose with white shoes or black socks/hose with black shoes. Shoes must be wipe able, water-resistant, with closed toes and heels. (Revised 8/10/22)
- It may occasionally be appropriate for a student to wear institutional scrubs or other attire during clinical experiences. Any modification of the standard uniform policy is done with the approval of the on-site clinical faculty member.

Uniforms are to be purchased by the students from the approved vendor. The Nursing Department will arrange an annual uniform fitting for nursing students. Students will be notified of fitting dates. Uniforms will be needed beginning the fall of your sophomore year. The cost of the uniforms is the responsibility of the student.

## PROFESSIONAL APPEARANCE:

**The professional appearance policy is adopted from the requirements of our clinical agencies. Part of your role as a nursing student at Longwood University is to present yourself in a professional manner while adhering to the clinical dress code.**

### General Appearance

- Appearance should be professional, clean, and neat. Students should remember that they represent Longwood University.
- Clothing must cover the torso, midriff, lower back, and buttocks.
- Undergarments (white or flesh tone in color) must be worn. Undergarments should not be visible.
- Undershirts must be solid and a neutral color or match the color of your scrub top.
- No show socks are not permitted.
- Refer to the jewelry policy re: watches and wedding bands.
- Tattoos that may be considered offensive or inappropriate must be covered. This includes, but is not limited to, profanity, nudity, violence, alcohol, controlled substance, or discriminatory references. Facial tattoos are not permitted. Students should be prepared to cover any additional tattoos at the discretion of the faculty, facility, or patient.
- Excessive makeup and false eyelashes/extensions should not be worn.
- Perfumes or colognes are not permitted.
- Men should either be neatly shaven or with mustaches and beards neatly clipped.

- Sweatshirts are not allowed on the clinical units. Students will wear the purchased lab coat if needed. Weather appropriate jackets are appropriate to wear into and out of the facility but are not permitted on the clinical unit.

### **Jewelry**

- A watch with a sweep second hand is required. The watch band should be made of material that is easily cleaned (not cloth). Smart watches are not permitted.
- One stud-type earring may be worn in each earlobe.
- One band-style ring may be worn.
- Other jewelry and body piercings are not permitted (examples include, but not limited to necklaces, bracelets, ear gauges, tongue bars, brow, nose, lip jewelry, etc.).

### **Hair and Nails**

- Fingernails must be short, natural, and well groomed. Fingernails should not extend past the fingertips. Artificial nails and nail polish (including clear polish) are not permitted. Artificial nails include but is not limited to acrylic nails, gel nails (and polish) all overlays, tips, bonding, extensions, tapes, inlays and wraps.
- Hair should be neat in appearance, clean, and of a natural occurring color. Long hair should be pulled back away from the face and **secured** so as not to fall forward. Ponytails, buns and/or braids must be secured above the shoulders in a neat fashion.
- All hair accessories should be a neutral color. No cloth materials are permitted. Headbands are not permitted.
- Religious headwear is permitted but must be a solid color as the uniform, secured appropriately above the shoulders, not covering any identifying information and approved by the clinical instructor prior to the first day of clinical.

The clinical or skills lab instructor will make the final decisions about the appropriateness of the student's attire and professional appearance.

**If uniform and professional appearance policies are not adhered to, the student will not be allowed to participate in clinical or simulation experiences, resulting in an unexcused clinical absence. Students who fail to adhere to the dress code policy in the skills lab will not be allowed to participate in the skills lab activities. (Revised 8/16/2023; 8/15/2025)**

### **ID BADGE**

Each student is required to wear an ID Badge during clinical experiences. This ID badge identifies the student as a nursing major for Longwood University. Design of the name plate is pending vendor choice. Students are not permitted on the clinical unit without proper ID badges.



## **EQUIPMENT:**

Students are responsible for purchasing their own equipment. Students entering sophomore year will be required to purchase a skills bag; a dual head stethoscope with bell and diaphragm; a penlight; bandage scissors; and a watch with a non-cloth band and a sweep second hand for use in laboratory and clinical experiences.

## **INCLEMENT WEATHER**

In the case of inclement weather, course faculty will make decisions about cancellation of clinical experiences based on travel distance and safety. Clinical experiences will be cancelled if the university closes for weather related or other reasons.

## **TRAVEL**

All clinical nursing courses involve experiences in hospitals and other agencies in diverse settings including Prince Edward, Halifax, Amelia, Henrico, and Buckingham counties and potentially statewide for clinical internships. Occasional experiences may take place at locations outside of the Prince Edward community in order to best meet student learning needs. Students are responsible for their own arrangements and expenses related to travel to and from clinical practicum sites and need to have a car available beginning with the second year of the program. Carpooling will be encouraged but may not be possible for all clinical experiences. Some experiences may require early morning, late evening, or weekend travel and a reliable mode of transportation is essential.

## Functional Ability Standards for Nursing Students

In accordance with the Americans with Disabilities Act, the Department of Nursing provides reasonable accommodations to otherwise qualified students with disabilities. Students who seek reasonable accommodations while enrolled in the Nursing program at Longwood University must contact the Office of Accessibility Resources. The Office of Accessibility Resources is the designated office to determine a student's eligibility for services and recommend appropriate reasonable accommodations. The Office of Accessibility Resources is located in Brock Hall, and can be contacted by telephone at 434-395-2391.

Nursing is a practice discipline with cognitive, sensory, affective, and psychomotor performance requirements in order to provide safe and effective patient/client care. According to the National Council of State Boards of Nursing (NCSBN) *Validation Study: Functional Abilities Essential for Nursing Practice*, the following functional abilities are essential to competently, safely, and effectively provide care as a nurse. All applicants and current students must be able to meet the essential functional abilities. Students are asked to review the standards and to certify that they have read, understand, and are able to meet the standards with reasonable accommodations.

If a student is required to be out of the clinical setting due to medical reasons, the student must provide documentation of medical clearance by the healthcare provider before the student may return to the clinical setting. (Approved 4/6/21)

### Functional Abilities:

Fine Motor Skills Tactile	<ul style="list-style-type: none"> <li>• Pick up objects with hands</li> <li>• Grasp and manipulate small objects with hands (i.e. IV tubing, syringes)</li> <li>• Write with pen or pencil</li> <li>• Pinch/pick or otherwise work with fingers</li> <li>• Squeeze or Twist with hands – to maneuver or calibrate equipment (i.e. BP cuff, eye dropper)</li> <li>• Feel vibrations (i.e. pulses)</li> <li>• Feel differences in sizes, shapes</li> <li>• Detect temperature</li> <li>• Feel differences in surface characteristics</li> </ul>
Gross Motor Skills Mobility Physical Activities	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Stand and maintain balance</li> <li>• Bend, stoop, squat</li> <li>• Reach below waist</li> <li>• Reach above shoulders</li> <li>• Maintain physical endurance (i.e. 6-8 hours per day standing)</li> <li>• Move quickly</li> <li>• Move within confined spaces</li> <li>• Carry equipment/supplies</li> <li>• Use upper body strength (i.e. perform CPR)</li> <li>• Move light objects weighing up to 10 lbs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Push or pull 25-50 lbs. (i.e. move objects or patients)</li> <li>• Lift 25 lbs.</li> <li>• Sustain repetitive movements</li> </ul>
Hearing	<ul style="list-style-type: none"> <li>• Hear normal speaking level sounds</li> <li>• Hear faint body sounds</li> <li>• Hear auditory alarms</li> <li>• Hear in situations when not able to see lips</li> </ul>
Visual	<ul style="list-style-type: none"> <li>• See object 20 inches away (i.e. charts, computer screen, skin conditions)</li> <li>• Distinguish color intensity/color</li> <li>• See objects up to 20 feet away</li> <li>• Use depth perception</li> <li>• Use peripheral vision</li> <li>• Visual acuity (i.e. read calibrations on 1 mL syringe)</li> </ul>
Smell	<ul style="list-style-type: none"> <li>• Detect odors from client</li> <li>• Detect smoke</li> <li>• Detect gases or noxious smells</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Read and understand printed or electronic documents</li> </ul>
Arithmetic Competencies	<ul style="list-style-type: none"> <li>• Read and understand columns of writing</li> <li>• Tell time</li> <li>• Use measuring tools and read measurement marks</li> <li>• Add, subtract, multiply, divide</li> <li>• Write numbers in records</li> <li>• Count rates</li> <li>• Read digital displays</li> <li>• Read graphs (i.e. vital signs)</li> <li>• Compute fractions</li> <li>• Calibrate equipment</li> <li>• Convert numbers to and from the Metric System</li> </ul>
Emotional Stability	<ul style="list-style-type: none"> <li>• Provide client with emotional support</li> <li>• Adapt to changing environment/stress</li> <li>• Focus attention on task</li> <li>• Monitor own emotions</li> <li>• Perform multiple responsibilities</li> <li>• Deal with the unexpected</li> <li>• Handle strong emotions</li> <li>• Establish therapeutic relationships</li> </ul>
Analytical Thinking	<ul style="list-style-type: none"> <li>• Transfer knowledge from one situation to another</li> <li>• Process information</li> <li>• Problem solve</li> <li>• Prioritize tasks</li> <li>• Use long term memory</li> <li>• Use short term memory</li> <li>• Evaluate outcomes</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• Identify cause-effect relationships</li> <li>• Sequence information</li> </ul>

	<ul style="list-style-type: none"> <li>• Synthesize knowledge and skills</li> <li>• Plan/control activities of others</li> </ul>
Interpersonal skills	<ul style="list-style-type: none"> <li>• Respect differences in clients and co-workers</li> <li>• Establish rapport with clients and co-workers</li> <li>• Establish therapeutic relationships/boundaries</li> <li>• Negotiate interpersonal conflict</li> <li>• Interact with others</li> </ul>
Communication Skills	<ul style="list-style-type: none"> <li>• Teach</li> <li>• Explain procedures</li> <li>• Interact with others</li> <li>• Speak on telephone</li> <li>• Convey information through verbal and written methods</li> <li>• Give oral reports</li> <li>• Direct activities of others</li> <li>• Influence people</li> </ul>

Yocum, C. J. (1996). Validation study: Functional abilities essential for nursing practice. *National Council of State Boards of Nursing, Inc.* Retrieved from [https://www.ncsbn.org/1996\\_Part4.pdf](https://www.ncsbn.org/1996_Part4.pdf)

## Clinical Affiliations

Contracts between Longwood University and clinical agencies providing experiences for nursing students are current and maintained in the Nursing Department Office. The contracts between each agency and Longwood University may differ to some degree, but there are common, general stipulations:

1. The clinical agencies reserve the right to dismiss a student from their agency at any time with due cause.
2. The Nursing Program Uniform and proper identification must be worn while in the clinical area. A few clinical agencies may require attire other than the Nursing Program Uniform. If this occurs, students will be notified by their faculty members of the required attire.
3. Nursing students are accountable for their actions and must follow the published policies of the clinical agency.
4. Immunizations and titers must be documented and on file with Student Wellness and with the Nursing Department. Students must submit proof of immunizations and titers using the Castle Branch Medical Document Manager. [www.castlebranch.com](http://www.castlebranch.com)
5. The clinical agency, its agents, and employees are released for any liability for injury or death to students or damage of their property arising out of the clinical contract or use of the clinical facilities.
6. Students may not be allowed in the clinical agencies if they have a questionable background check and/or positive urine drug screen. If the background check and/or urine drug screen shows issues of concern the results will be shared with the clinical agencies that the Department of Nursing uses for clinical with the student's permission. The clinical agencies will determine whether the student can come to their agency for clinical. If the clinical agency refuses to allow the student in the clinical area, the student may be delayed or dismissed by the Department of Nursing. (rev 8/19/14)
7. The clinical agencies may require additional clinical requirements that must be completed and maintained. If a student does not complete or maintain these requirements the student will be removed from clinical. (Rev 8/12/21)
8. Clinical agencies may have additional onboarding requirements which could include a fee; this is the responsibility of the student. (Rev 8/12/21)
9. Clinical facilities require the purchase of BridgesEXP for onboarding to the specific facility. Cost incurred by this requirement is the responsibility of the student. (Rev 8/2025)

Longwood University's nursing program is designed to prepare students to meet the requirements for professional licensure in the Commonwealth of Virginia. Any prospective or current student wishing to pursue professional licensure in a state other than Virginia should contact the Office of Accreditation and Compliance in writing at [oac@longwood.edu](mailto:oac@longwood.edu) to receive current contact information for the other state's applicable licensing board and work with the faculty advisor to determine whether the other state's requirements can be met through the Longwood degree program.

## **Malpractice Insurance**

Longwood University provides malpractice insurance through the State of Virginia to the amount required in the Code of Virginia. Coverage is per occurrence for each individual student and covers student practice that is part of an assigned course related activity. It does not cover student work outside of course experiences such as work as an aide or volunteer or intern. Students may purchase additional insurance beyond the state policy.

## Required Clinical Documentation

Clinical agencies require the Department of Nursing to provide/verify student clinical documentation before they will allow students in any nursing program to begin clinical experiences. Therefore, it is critical for all students to provide this documentation and disclose any changes in criminal history to the Nursing Department Chair before returning to class or clinical setting. Failure to report this information may result in immediate dismissal from the program.

Clinical documentation requirements are due **July 1<sup>st</sup>** prior to fall sophomore courses (exception is Influenza Vaccination that is due annually by November 1<sup>st</sup>). Follow-up clinical documentation for rising junior and senior level students is required to be completed by **July 1<sup>st</sup>** of each year. Students who have not provided requested documentation 30 days prior to clinical will be administratively dropped from their nursing clinical courses. Several items (indicated by \*) require annual or subsequent updates. Students entering the second year of the nursing program are required to submit all clinical documentation using the Castle Branch Medical Document Manager. [www.castlebranch.com](http://www.castlebranch.com) (Revised 8/15/2022; 8/16/23)

### \*CPR Certification

CPR certification is required for all students working in clinical agencies. All students must submit proof of American Heart Association- Basic Life Support for the Health Care Provider certification by **July 1<sup>st</sup>** prior to fall sophomore courses with proof of recertification required every two years. Adult, infant, child, and AED training for healthcare providers are required.

### \*Health Insurance

All students must be covered by year-round health insurance and present proof of continued insurance annually. Documentation of coverage must be provided by July 1<sup>st</sup> prior to fall sophomore courses and annually. Students are responsible for the costs associated with all required health screening and for any and all health care costs that could result from experiences in the nursing program.

## Health and Immunization

Nursing students are required to be in compliance with all health requirements as outlined in the Longwood University health policy. <http://www.longwood.edu/health/14728.htm> . Nursing students must have a complete immunization record submitted by **July 1<sup>st</sup>** prior to fall sophomore nursing courses. The student is responsible for obtaining documentation from their health care provider of required immunizations, test, and titers. Below are the required immunizations, titers, and test:

- **MMR (Measles, Mumps, Rubella):** Documentation of two doses **AND** positive antibody titer (lab report required). If antibody titer is equivocal or negative a booster is required.
- **POLIO:** Documentation of primary immunization of three (3) doses of OPV
- **TDaP (Tetanus, Diphtheria, Pertussis):** Documentation of a T-dap within the past 10 years **or** a Td booster within the past 2 years
- **HEPATITIS B:** Documentation of three (3) vaccinations **AND** positive antibody titer (lab report required). If titer is negative or equivocal, repeat series is required.

- **VARICELLA:** Documentation of two (2) vaccinations or history of disease **AND** a positive antibody titer (lab report required for all nursing students). If titer is negative or equivocal, 1 booster is required.
- **\*INFLUENZA:** Documentation of flu shot administered during flu season (*this will be due every **November 1** before spring semester clinical courses begin*)
- **\*TB SKIN TEST:** Documentation of a negative 2 Step TB Skin Test (PPD) is required. An initial PPD needs to be given and read within 72 hours of placement, if negative, a second PPD administered 1-3 weeks after the initial PPD and read within 72 hours of placement. If either PPD is positive a clear chest x-ray is required. An annual TB Skin Test (one PPD) will then be required and submitted by July 1<sup>st</sup> prior to fall junior and senior level courses.
- Additional immunizations may be required by clinical agencies; proof of immunizations must be submitted if requested. (**Revised 8/12/21**)

### **10 – Panel Urine Drug Screen**

Students must order a drug screen online through [www.castlebranch.com](http://www.castlebranch.com) to be completed by July 1<sup>st</sup> prior to fall sophomore courses. The results, posted on CastleBranch.com secure website, must indicate a negative drug screen. A physician contracted by the company will follow up with students on any questionable drug screen results. If you receive a call from the company physician after submitting your test, you should reply promptly during the physician's office hours. Students who fail to provide a negative test may be unable to continue in the program. Students with a positive drug test may not enroll or continue in practicum activities. Students may be required to have a drug test at any point if requested by clinical agency personnel or by a practicum faculty member.

### **\*Criminal Background Check**

Criminal background checks must be completed by July 1<sup>st</sup> prior to fall sophomore courses. A repeat criminal background check along with the VA Child Abuse History Clearance will be required by December 1<sup>st</sup> of junior level nursing courses.

Students must order a criminal background check through [www.castlebranch.com](http://www.castlebranch.com). The results, posted on Castle Branch's secure website, must be negative. Students who have a positive background check may be unable to continue in the program. The Nursing Department will be able to track results through castlebranch.com

### **Signed Statement of Assumption of Risk**

All students must read and sign the Statement of Ethical Responsibility and Assumption of Risk form (see Appendix C) indicating they understand and agree. This form once signed is to be uploaded onto the Castle Branch Medical Document Manager.

### **Signed Acknowledgement of Nursing Student Handbook**

The Nursing Program Student Handbook outlines policies that apply to students in the nursing major. Students are required to read and complete the Acknowledgment of Nursing Student Handbook form (*see Appendix D*). This form once signed is to be uploaded onto the Canvas Cohort page.



**IMPORTANT NOTE:** Be sure to make and keep personal copies of ALL HEALTH FORMS before submitting them, as you may need these for other purposes.

## Universal Precautions

Universal precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions. Universal precautions also apply to tissues and to the following fluids: cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, and vomitus unless they contain visible blood. Universal precautions do not apply to saliva except when visibly contaminated with blood or in the dental setting where blood contamination of saliva is predictable (Centers for Disease Control (CDC)).

Universal precautions involve the use of protective barriers such as gloves, gowns, aprons, masks, or protective eyewear, which can reduce the risk of exposure of the health care worker's skin or mucous membranes to potentially infective materials. In addition, under universal precautions, it is recommended that all health care workers take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices (CDC).

### Gloves:

- Wear gloves for touching blood and body fluids, mucous membranes, or non-intact skin of all patients.
- Wear gloves for handling items or surfaces soiled with blood or body fluids
- Change gloves after contact with each patient.
- Wash hands immediately after glove removal.
- Remember: gloves do not prevent penetrating injuries caused by needles or other sharp instruments.
- Use gloves if you have cuts, scratches or other breaks in your skin.
- Use gloves if you think there is a potential for contamination with blood or body fluids.

### Masks and protective eyewear (or face shields)

- Wear to prevent the exposure of the mucous membranes of the mouth, nose and eyes during procedures that may generate droplets of body fluid.

### Gowns or aprons:

- Wear during procedures that are likely to generate splashes of blood or body fluids.

**REMEMBER:** Hands and other skin surfaces should be washed immediately or as soon as patient safety permits if contaminated with blood or body fluids!

You can **prevent injuries** caused by sharps (needles, scalpels, etc.) Handle them with care and **DON'T RECAP NEEDLES!** When you are through using a sharp, dispose of it immediately in a puncture-resistant container for disposal of sharps.

**Other general guidelines:**

1. Use sterile gloves for procedures involving contact with normally sterile areas of the body.
2. Use examination gloves for procedures involving contact with mucous membranes.
3. Do not use gloves that appear as if they are peeling, discolored, have punctures or tears, or other evidence that they are not intact.
4. Do not wash or disinfect surgical or examination gloves for reuse. Washing with surfactants may cause "wicking," i.e., the enhanced penetration of liquids through undetected holes in the glove. Disinfecting agents may cause deterioration.

**Waste Management:**

The clinical agencies will tell you how to handle trash, contaminated trash, sharps, and spills.

References: <https://www.cdc.gov/infectioncontrol/guidelines/index.html>  
<http://www.cdc.gov/hai/>

## Organizations

### Longwood University's Chapter of Student Nurses Association

SNA is a constituent of the National Students Nurses' Association, Inc. (NSNA). National conferences are held periodically to bring nursing students together to examine issues related the nursing field. By attending these conferences, it is possible to become politically active on the National level. The Longwood University chapter is a link to the state and national organization.

**NSNA: [www.nsna.org](http://www.nsna.org)**

#### Purpose

- Develop student interest and involvement in professional organizations
- Provide programs and activities that contribute to the profession and to student goals
- Enhance student learning and professional development

### Nursing Student Council

**The Longwood University Nursing Student Council** represents the nursing student body. Each class elects a President, Vice-President, Secretary, Treasurer, and Historian. These class representatives meet regularly with Nursing Department Administration to communicate class feedback, and contribute to the nursing program and broader community through projects, fundraising, and participation with faculty committees.

### Sigma Nursing Honor Society

In April 2024, Longwood University in collaboration with Randolph-Macon College held the chartering and inaugural induction ceremony of the Alpha Beta Psi At Large Sigma Theta Tau International Honor Society of Nursing. Sigma is an international community of nurses, dedicated to the advancement of knowledge, teaching, learning, and service through the cultivation of communities of practice, education, and research. Learn more about Sigma at <https://www.sigmanursing.org/>.

Membership in the Alpha Beta Psi-at Large Chapter is determined by the following:

1. Nurse Leaders: RNs with a minimum of a BSN degree and demonstrated achievement in nursing.
2. BSN students enrolled in the RMC BSN program and completed >50% of the nursing curriculum (senior fall semester). The top 35% of the cohort is invited to join the chapter during the fall senior semester. No application is required. A minimum GPA of 3.0 is required.

An induction ceremony is held (alternating sites between RMC and LU) each fall with additional professional development activities throughout the academic year. Those not invited to join during their senior year may join following graduation through the Nurse Leader process. Opportunities are available to service as chapter board members and/or committee members.

## Important Contact Information

Campus Police: 434-395-2091 or <http://www.longwood.edu/police/>

Campus Recreation: <http://www.longwood.edu/recreation/> (434)-395-2488

Computer Users Support Services: <http://www.longwood.edu/usersupport/> (434) 395-4357

Counseling & Psychological Services (CAPS): <http://www.longwood.edu/caps/> 434-395-2409

Accessibility Resources: <http://www.longwood.edu/accessibility/> 434-395-2391

Dining Services: <https://longwood.campusdish.com/>

Fraternity and Sorority Life: <http://www.longwood.edu/greek/>

Center for Academic Success: <http://www.longwood.edu/academicsuccess/>

First year Experience: <http://www.longwood.edu/newstudent/>

Diversity & Inclusion: <http://www.longwood.edu/multiculturalaffairs/diversity-equity-and-inclusion/>

Night Walkers call Campus Police: 434.395.2091

Sexual Assault: Virginia 800.828.8238

Student Handbook: <http://www.longwood.edu/judicial/>

University Health Center: <http://www.longwood.edu/health/>  
Hours are 8:00 AM-5:00 PM (Monday-Friday) 434.395.2102

Student Activities: <http://www.longwood.edu/studentunion/> 434-395-2103

Volunteer and Service Opportunities: <http://www.longwood.edu/multiculturalaffairs/volunteer-and-service-opportunities-/>

The Center for Academic Success provides services such as test taking skill development, writing, and several others. The Center for Academic Success offices are located in the Brock Hall. [Rebecca Sturgill](#), the Director, is in Brock Hall, 211 at extension 2050. Daytime office hours for the Center are 8 a.m. - 5 p.m. Monday - Friday. Consultation, and practice and study sessions are scheduled at a range of times. Please call 395-2393 or 395-2050 for assistance.

## BSN: Estimated Program Costs

Please note that students often can car-pool for practicum activities, however they still often need their own transportation. The following expenses are reasonable anticipated expenses (in addition to tuition, housing, & Longwood University fees) spread over the four-year nursing program.

<b>Item</b>	<b>Estimated Cost</b>
Transportation	Varies
Clinical Onboarding Fees – (occurs annually beginning sophomore spring).	\$40
Laboratory Course Fees – Attached to NURS 220 (\$100); NURS 341 (\$25); and NURS 420 (\$25)	\$150
NCLEX preparation materials/Course fees – (\$575/semester) attached to one course per semester (6 semesters) beginning fall sophomore year.	\$3450
Professional Activities	\$100-200
Uniforms, Lab Coats, etc.	\$200 - 300
Equipment (stethoscope, sphygmomanometer, skills kit, etc.)	\$200
Immunizations, Titers, CPR, Drug screen/Criminal records check	\$100-250
Textbooks Sim Chart	Varies

## BSN: Financial Resources

There are financial resources designed specifically for nursing students. In addition to the following description of sources of financial assistance, students are notified of new information via email as it arrives. Materials and applications, when available, may be obtained from the nursing department office or found on designated bulletin boards. For more information on available scholarships go to:

<http://www.longwood.edu/scholarships/>

## Graduation Awards and Scholarship

- **Melissa Anne Haislip Memorial Scholarship:** In memory of Melissa Anne Haislip (2013 Longwood University Nursing alum), for her dedication and love for the profession of nursing, this scholarship is to aid a current nursing student at Longwood University. May Melissa's legacy be carried on each day as the recipient grows to become a professional nurse and serve those in need of healthcare. This scholarship shall be awarded to a rising junior or senior who demonstrates a commitment to nursing education. In particular, applicant must demonstrate an interest in the field of medical-surgical nursing.
- **The Longwood University Nursing Award for Clinical Excellence:** In recognition of clinical excellence, professional integrity, and outstanding leadership as a nursing student
- **The Longwood University Nursing Excellence Award:** In recognition of excellence in academics, clinical performance, citizen leadership, and exhibiting characteristics of a professional nurse.
- **The Outstanding Senior Nursing Peer Award:** For balancing academics with outside interests, respecting classmates and faculty, exhibiting a positive attitude and influence on others, and promoting nursing in a professional and holistic manner.
- **The Longwood University Nursing Academic Excellence Award:** In recognition of the nursing student with the highest cumulative grade point average.

## Appendix A: NURS 491: Professional Portfolio Directions

Each student is required to maintain a professional portfolio throughout the program. Your portfolio contains a purposefully selected academic and clinical work. "Purposefully" selecting student work means deciding what type of story you want the portfolio to tell. The portfolio is a collection of data related to the student's progress in achieving the Program/Student Learning Outcomes (SLOs). It is a tool for student learning, self-evaluation and assessment. The portfolio serves as a link between curriculum course content, course objectives, program outcomes, and professional nursing experience. The portfolio is used to showcase your professional role development, values, core competence, and critical thinking. The completed portfolio is an integral part of the student and program assessment process.

One of the greatest attributes of your portfolio is its potential for focusing on the *processes* of learning. Your portfolio should look and read as a professional document. Use care in selecting and organizing its content and creating its appearance. The portfolio should look professional and appeal to prospective employers.

Portfolios will be introduced in NURS 100: Introduction to Nursing. Students will be responsible for scheduling an appointment with their advisor at least once a semester to discuss portfolio progress. The final portfolio will be submitted in NURS 491: Transition to Nursing Practice.

**Organization of Portfolio:** The Longwood University Nursing Department is requiring the use of Google Sites for the Professional Nursing Portfolio. The benefit of an online portfolio is to increase portability and accessibility for future employment upon graduation. All pages/tabs/headers and attached papers/assignments will be electronically uploaded using current APA guidelines. The portfolio is to include:

- **Professional introductory page**
  - Professional headshot, name, contact information (e.g., e-mail, social media link (Linked in), phone number)
- **Table of contents page**
  - Each section and supporting documents should be listed in accurate order
- **Resume** (format to be discussed in NURS 491)
- **Cover letter** (format to be discussed in NURS 491)
- **Letters of recommendation/reference**
  - A minimum of one is required. Letters should be dated less than 6 months prior to submission of portfolio in NURS 491. It is recommended that the letter be from a nursing faculty, nursing professional, or employer.
- **SLOs**
  - An introductory paragraph describing how the selected exemplar/assignment meets each corresponding SLO is required. It is recommended that the introductory paragraph be uploaded adjacent to the supporting exemplar. SLO's should be in numerical order (1-8). *An assignment may only be used for one SLO.*
- **Professional/Community Service Activities**

- An introductory paragraph summarizing each experience/activity is required. It is recommended that the introductory paragraph be uploaded adjacent to the supporting evidence for the activity.
- Students **must** have at least one professional activity and one community service activity for each academic year starting with freshman year. This means that you must have one of each type of activity for freshman, sophomore, junior, and senior years for a total of four each. These activities do not include class course requirements.
  - **Exception:**
  - Students entering at sophomore level are required to have at least one professional activity and one community service activity for each academic year starting with sophomore year. This means you must have one of each type of activity for sophomore, junior, and senior years.
- Reverse chronology ordering is specifically required for Professional and Community Service Activities. Put the most recent material first within a section.
- Professional activity examples:
  - Relevant job experiences/externships (*employment/externship at same institution on same unit in same role will count as one activity*)
  - Special projects (Summer/Spring break, volunteer experiences)
  - Leadership accomplishments (NSNA, LU organizations, etc.)
  - Health planning or health policy meetings sponsored by professional organizations or governmental agencies
  - Workshops or programs on topics of importance to nursing and health care.
  - LU chapter of the Virginia Nursing Student Association (VNSA) events such as regional or state meetings of VNSA, or national meetings of the National Nursing Student Association (NSNA)
  - Meetings of the District 5 VNA (Farmville Chapter)
  - Meetings of the Virginia Board of Nursing (need to be arranged in advance)
  - Legislative Dinner sponsored by VNA, or Legislative Coalition meetings.
  - Legislative Day sponsored each spring by the Virginia Nurses Association (VNA).
  - Career Fair, Longwood Sponsored Events (i.e. Open House, Academic Fairs, Ambassadors)
- Community activity examples:
  - Community service activities supported by the Longwood Nursing Student Association.
  - Weekend Habitat for Humanity building project
  - Health Fairs
  - Hearing or Vision screenings
  - Service activity sponsored by LU Sorority or campus event
  - March of Dimes activity
  - Uncompensated emergency service personnel
  - Relay for Life walk-a-thon
  - Big Brother, Big Sister event
  - Special Olympics
  - Madeline's house



- Blood drive
- **Certifications, memberships, and awards/honors**
  - Proof of current CPR certification is required.
  - Additional certifications, recognitions, honors, awards, or memberships can be highlighted as well.

### NUR 491: Grading Rubric for Portfolio

	Requirement	Points
<b>Table of Contents</b>		
Organization/Professional Appearance of Portfolio (10 points)		
Cover Letter and Resume (10 points)		
Letter of Recommendation/Reference (3 points)	One letter of Recommendation/Reference	
Exemplars of Program/Student Learning Outcomes (40 points; 5 pts each SLO):	<p><b>Minimum of one paragraph</b> describing how <b>each</b> chosen assignment meets corresponding Program/Student Learning Outcome:</p> <p>Examples of completed assignments that may be used for specific Program/Student Learning Outcomes (SLO):</p> <p>Nursing Philosophy Statement (NURS 100) SLO 1, 3, or 8</p> <p>Policy Position Paper (NURS 430) SLO 4</p> <p>Research Assignment (NURS 360) SLO 7</p> <p>Lifelong Learning Paper (NURS 491) SLO 8</p> <p>Current Issues in Nursing Presentation (NURS 100) SLO 5</p> <p>Clinical Evaluation Rubrics SLO 2 or 5</p> <p>Community Paper/Assessment (NURS 420) SLO 6</p> <p>Clinical Skills Checklist SLO 2</p> <p>Written assignment from non-nursing course SLO 1</p>	
<ol style="list-style-type: none"> <li>1. Integrate knowledge from the arts, sciences and humanities into professional nursing practice.</li> <li>2. Deliver high quality, patient-centered, technologically proficient care to individuals, families, groups and communities in varied settings.</li> <li>3. Incorporate professional values and standards into compassionate nursing practice.</li> <li>4. Act as effective advocates for consumers of health care and the profession of nursing, particularly in pursuit of the goals of equity, access and social justice in health care.</li> <li>5. Function as effective members of the health care team demonstrating excellent inter-professional communication.</li> <li>6. Demonstrate beginning skills in point of care leadership, management and care coordination across settings and with varied multicultural populations.</li> <li>7. Participate in point of care quality and safety initiatives using outcome data to expand the evidence base for professional practice.</li> </ol>		

8. Demonstrate commitment to lifelong learning and professional development.	Evidence-based Poster Presentation (NURS 230) SLO 7  Sim Chart Exemplar SLO 2	
Certifications, Memberships, and Awards/Honors (5 points)	Current CPR documentation (required) Other certifications or special training Awards Memberships (i.e. nursing organizations, Longwood University, community memberships etc.)	
Professional Activities and Involvement (16 points; 4 pts per activity)	Introductory paragraph summarizing each experience or recognition. Provides supporting evidence of the accomplishment) for each experience/recognition.  One activity per page (Introductory paragraph followed by supporting documentation)  Must have at least one professional activity per year starting with Freshman year beyond class or course requirements.	
Community Service/Activities (16 points; 4 pts per activity)	Introductory paragraph summarizing each community activity. Provides supporting evidence of the event/activity.  One activity per page (Introductory paragraph followed by supporting documentation)  Must have at least one community activity per year starting with Freshman year beyond class or course requirements.	
<b>Total/Final Grade</b>		<b>/100</b>

Comments:

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Appendix B: Core Universal Clinical Skills Form



Longwood University  
Department of Nursing  
Core Universal Clinical Skills Form



Student Name: \_\_\_\_\_

**Instructions:** The student is responsible for bringing this form to campus lab and to clinical settings. A copy of this form will be maintained in the Nursing Department Canvas page. The student is responsible for uploading a new copy after each semester. Skills labeled by an asterisk (\*) may only be checked off by a course instructor. All remaining skills (without an asterisk) can be checked off by the nursing department’s lab assistant during open lab sessions. The lab assistant is not responsible for teaching material.

Faculty/Preceptor Signature	Initials	Faculty/Preceptor Signature	Initials

Longwood University  
Department of Nursing  
Core Universal Clinical Skills Form

Clinical Nursing Skills		Campus lab				Date	Instructor Initials	Clinical		Date	Instructor Initials	Comments
		V	D	S	U			S	U			
NURS 210	Patient history*											
	Head-to-toe assessment*											
	Focused assessment*											
	Temperatures* (oral, tympanic, temporal)											
	Blood pressure* (+/- 2 mmHg/+/- 2 mmHg)											
	Pulse oximetry*											
	Peripheral pulse* (within 2 BPM)											
	Auscultate apical pulse* (within 2 BPM)											
	Respirations* (within 2 breaths per minute)											
	Pain assessment*											
NURS 220	Hand hygiene											
	Isolation precautions											
	Personal hygiene and bed making											
	Compression stockings											
	Safe patient transfer											
	Apply restraints											
	Ambulation/assistive devices											
	Oxygen therapy											
	Incentive spirometry											
	Sterile gloving/technique											
	Urinary catheter insertion & D/C*											
	NGT insertion & D/C*											
	NGT & PEG tube feeding											
	Ostomies & care											
	Sterile dressing change*											
	Drainage & collection devices											
	Blood glucose sampling											

Longwood University  
Department of Nursing  
Core Universal Clinical Skills Form

Clinical Nursing Skills		Campus lab				Date	Instructor Initials	Clinical		Date	Instructor Initials	Comments
		V	D	S	U			S	U			
NURS 220	Oral/sublingual*											
	Topical/Dermal*											
	Opthalmic & Otic*											
	Inhalants*											
	Nebulizer treatments											
	Subcutaneous*											
	Injection Pen*											
	Intramuscular*											
	Peripheral IV insertion & D/C*											
	Intravenous Push (IVP)*											
	IV Flush											
	Primary IV fluids*											
	Piggyback (IVPB)*											
	<b>JUNIOR YEAR</b>											
NURS 393	Tracheostomy care*											
	Suctioning trach & ETT											
	Chest tube maintenance											
	Central line maintenance*											
	Blood transfusion											
	TPN											
	Phlebotomy & blood culture											
	Intradermal injections											
	Code cart & code medications											
	Defibrillator											
	Titrating drips											
	EKG & dysrhythmias											
	Disaster triage											

## Appendix C

### Statement of Assumption of Risk Form

Students are required to read materials from the following websites, from the nursing student handbook, and from the clinical agency's policy and procedure manual prior to each clinical laboratory experience.

- Protecting Healthcare Personnel <https://www.cdc.gov/hai/prevent/ppe.html>
- Guidance for the Selection and Use of Personal Protective Equipment in Healthcare Settings: <https://www.cdc.gov/hai/prevent/ppe.html>
- 
- Protecting Healthcare Personnel from HIV: <https://www.cdc.gov/hai/prevent/ppe.html>  
Exposure to Blood: What Healthcare Personnel Need to Know  
[https://www.cdc.gov/hai/pdfs/bbp/Exp\\_to\\_Blood.pdf](https://www.cdc.gov/hai/pdfs/bbp/Exp_to_Blood.pdf)
- Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis  
<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

Nursing student handbook's Universal Precautions.

I have read and understand the risks of blood borne pathogens to healthcare workers. I have read and am aware of the measures used to minimize these risks to myself and those around me. I understand the procedures to follow in the event that I experience an accidental exposure. I will report any exposure to my clinical faculty immediately and follow his/her directions. If I have any questions, I know that I must contact my clinical faculty member.

Student Printed Name \_\_\_\_\_

Student Signature \_\_\_\_\_

Date/Course \_\_\_\_\_

## Appendix D

### Acknowledgement of Nursing Student Handbook

The Nursing Program has distinct expectations of students that are in addition to those outlined in the Longwood University Undergraduate Catalog and the Longwood University Student Handbook. The Nursing Program Student Handbook outlines policies that apply to students in the nursing major.

The purpose of this form is to document that I have:

- (1) Been made aware of these policies
- (2) Read the Department of Nursing Undergraduate Student Handbook
- (3) Familiarized myself with the expectations contained in handbook
- (4) Agreed to abide by these policies and understand that I am responsible for any amendments and updates to this handbook throughout my enrollment in the Nursing Program at Longwood University.

I know that this form will be kept on file until graduation and is appropriate for all learning experiences in the Nursing Program.

*I understand and agree to abide by the Department of Nursing Undergraduate Student Handbook.*

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_

Date: \_\_\_\_\_

Version #1 11/03/09; update 08/19/10 ME, HS, update 7/28/11 ME, CC