

Texas A&M University Corpus Christi  
College of Nursing and Health Sciences

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Student Handbook  
Reviewed February  
2024



TEXAS A&M  
UNIVERSITY  
CORPUS  
CHRISTI

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COLLEGE OF  
NURSING  
& HEALTH  
SCIENCES

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## I. College Mission, Philosophy, Goals and Conceptual Framework

**Vision:** Enriching lives, advancing healthcare, one Islander at a time.

**Mission Statement:** The TAMUCC College of Nursing and Health Sciences is committed to promoting a learner-centered and caring environment that facilitates student success and engagement in a global context. Delivering nationally recognized, evidence-based educational programs that serve a dynamic student population, the college sets clinical standards of excellence in healthcare, and actively advances scholarly research and leadership. These activities are fostered in a collaborative, inter-professional, and multicultural learning community.

**Philosophy:** The faculty believes that learning is a life-long, interactive process in which both teachers and students are learners. The faculty endeavor to create a learning environment that is flexible and intellectually stimulating, encourages scholarship and promotes self-directed learning. Student learning is built upon an existing knowledge base and is directed toward socialization into the practice of professional nursing and the health sciences.

Nursing and health science are professions as well as disciplines. Therefore, the faculty strive to maintain expertise in practice. Faculty influence student learning by being role models. (Practice is defined as clinical specialty expertise, research, leadership and other forms of scholarly endeavor.)

Service is of great value to the nursing and health science faculty. As such, they interact and contribute to the internal and external communities that surround them. Through service, the faculty develop a sensitivity to the context in which the nursing and health science programs exist and evolve. This active participation reflects a commitment to the community and serves as a professional standard for the student.

Research and scholarly activity are important parts of the faculty role and the curriculums. Each member of the faculty is involved in research and/or scholarly activity. The research base for professional practice is an integral part of both undergraduate and graduate curriculums. At both levels of education, students utilize the research process to identify and study nursing and issues related to health care. Critical thinking is developed through a variety of assignments aimed at promoting scholarship.

### Conceptual Framework

**Person:** The faculty of the Texas A&M University-Corpus Christi College of Nursing and Health Sciences believes that each individual has value, dignity and worth independent of special endowments or external circumstances and has the freedom to make choices. A person's development requires and is influenced by interaction with the environment. Each individual is characterized by certain life processes that the person uses to interact with the environment. Each person is unique and influenced by, but not determined by, heredity, environment, culture and life experiences.

**Environment:** The environment is viewed as physical, biological, psychological, cultural and social conditions that influence the individual. The relationship between the individual and the environment is dynamic, continuous and reciprocal.

**Health:** Health is multidimensional and encompasses varying states of well-being. A state of health is the result of an ability to adapt to change, to perceive in accordance with reality and to display a rational and integrated personality.

**Nursing:** Nursing is an applied science and an interpersonal process. Its essence is care. Texas A&M University-Corpus Christi faculty describes this essence in cognitive, affective and psychomotor terms. Caring implies an informed knowledge of the client's condition, behaviors and preferences. It implies emotional responses such as empathy, concern for comfort and respect for human dignity. Caring behaviors include the skillful use of the nursing process directed toward preservation of cultural differences, freedom of choice, promotion of human and environmental growth and development, and the adherence to ethical principles.

Nursing's ultimate goal is promoting optimal states of health in individuals, families and communities at all stages of development. Nurses assist clients to help themselves in maintaining and restoring health or in experiencing a peaceful death. These activities create relationships within which the nurse enacts complimentary roles categorized as professional, provider of care or coordinator of care.

Responsible and accountable nursing practice is characterized by the utilization and application of theory and research from nursing and a variety of other related disciplines to plan comprehensive care, implement care based on a high level of expertise and creativity, systematically plan evaluations, identify researchable nursing problems, and provide leadership to improve health care. Peer and interdisciplinary collaboration are sought to facilitate implementation of effective problem solving and decision making.

**Healthcare Sciences:** Healthcare is one of the fastest growing industries in the United States today. To meet the nation's ever-changing healthcare needs, there is an increasing demand for highly skilled and educated professionals. The Department of Health Sciences takes great pride in preparing its students for a variety of careers in healthcare by providing the skills necessary for career success, advancement, and professional development. The dedication of faculty and staff along with the caliber of teaching ensures the success of our graduates.

**Clinical Laboratory Science (CLS):** Clinical laboratory scientists (CLS), also known as medical laboratory scientists (MLS) or medical technologists (MT), play a vital role in the management of patients. They constitute the third largest medical profession (following doctors and nurses) and perform complex testing to detect diseases and monitor treatments in patients. About 75% of medical decisions on patients are based on the interpretations of laboratory test results. The majority (70%) of clinical laboratory scientists (CLS) will work in hospital laboratories. Typical areas in laboratories include hematology/coagulation, microbiology, chemistry, urinalysis, transfusion medicine and immunology. The remaining CLS (30%) have

been employed in industry, clinics, public health, reference and forensic laboratories, education, sales and service of instrumentation.

## II. Accreditation

The baccalaureate degree program in nursing/the master's degree program in nursing/Doctor of Nursing Practice program and/the post-graduate APRN certificate program at Texas A&M University Corpus Christi are accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)

Approved by the Texas Board of Nursing  
[\(https://www.bon.texas.gov/\)](https://www.bon.texas.gov/) The Texas Board of Nursing  
 (BON)  
 333 Guadalupe Street, Suite #3-460  
 Austin, TX 78701-3944  
 Phone: (512) 305-7400  
 Fax: (512) 305-7401

Health Sciences is a member of Association of University Programs in Health Administration (AUPHA) and is expected to stand for certification within the next three years.  
<https://www.aupha.org>

Clinical Laboratory Sciences is fully accredited by the National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS) (<https://www.naacls.org>)

Texas A&M University – Corpus Christi is accredited by Southern Association of Colleges and Schools (SACS) (<http://www.sacs.org/>)

### I. Undergraduate Curricula

**\*\* The college reserves the right to defer admission because of low enrollment. Students will be notified and given options if a selected track is not offered.\*\***

#### A. Undergraduate Program Student Outcomes:

##### Nursing Program Student Outcomes

The philosophical foundations of the Texas A&M University-Corpus Christi Baccalaureate Nursing Program are based on the belief that caring is the essence of nursing; that students are unique individuals with differing backgrounds, needs, and interests, and have the freedom and responsibility to make judicious choices. Nursing faculty subscribe to the belief that professional nurses must be well grounded in the arts, sciences, and humanities so that when functioning in roles of care provider or care coordinator, making critical clinical decisions, the nurse has a reservoir of knowledge from which to draw. There are various delivery tracks offered for pre - licensure: face to face, eLine/eMilitary (online) and accelerated. For licensed RN's pursuing a BSN –



an RN/BSN track (online) is available.

The expected outcomes of graduates of the pre-licensure and RN-degree-completion tracks of the BSN are as follows:

1. Incorporate the philosophy, "Caring is the Essence of Nursing" into nursing practice.
2. Practice nursing utilizing the nursing process and other systematic approaches derived from the sciences and liberal arts to promote optimum health for individuals, families and communities from mixed populations.
3. Communicate and collaborate purposefully, using creative approaches that acknowledge interdependent roles and relationships.
4. Demonstrate leadership through the application and utilization of theories for the improvement and enhancement of care and health status.
5. Display critical thinking and independent decision-making that utilize and apply theory and research in practice.
6. Show awareness of political, ethical and social issues; accountability for professional practice and commitment for continuing professional development.
7. Accept nursing leadership roles that respond to a changing society and health care delivery system

#### **Healthcare Administration Program Student Outcomes**

The Bachelor of Science in Healthcare Administration (BSHA) prepares graduates for a variety of career opportunities in the health care field by providing the management skills necessary for success. By designing a degree plan using electives such as marketing, computer science, education, business administration, accounting, human resource management, and information systems, the student may pursue specific areas of interest. Students can also use electives to design a degree plan that will satisfy entrance requirements for admission to professional schools such as medicine, dentistry, physical therapy, public health, law and business.

The expected outcomes of graduates of the Bachelor of Science in Healthcare Administration are as follows:

1. Demonstrate a thorough understanding of the theoretical and practical aspects of the healthcare delivery system from a historical, comparative, economic, cultural and ethical perspective.
2. Employ a variety of business and management skills and techniques including marketing, financial management, law, and information management to effectively and efficiently advance the goals of the organization.
3. Demonstrate creativity in defining, negotiating, and solving problems.
4. Communicate and educate, using the most current information and communication technology.

#### **CLS Undergraduate Program Student Outcomes**

The CLS Program is designed to prepare students to enter the field of Clinical Laboratory Science or Medical Technology. This is a profession where the theoretical knowledge of biology and chemistry is applied in the diagnosis

and treatment of disease and maintenance of health. It requires independent judgment, correlation of test results, and interpretation of findings with respect to normal values.

The expected outcomes of graduates of the Bachelor of Science in Clinical Laboratory Science are as follows:

1. Master the entry level curriculum, including interpretation, performance and applications of laboratory testing appropriate for graduates.
2. Develop the proficiency to evaluate and analyze problems efficiently to achieve problem resolution.
3. Communicate laboratory information effectively to patients, health care providers, families and physicians.
4. Cultivate the value of continuing professional development within the scope of practice.

The Goals of Clinical Laboratory Science at Texas A&M University-Corpus Christi include:

1. Providing the student with a solid foundation of knowledge to build upon through added experience. This foundation should include:
  - a. An in-depth knowledge of techniques, principles, instruments, and their inter-relationships in clinical laboratory at hospitals as well as in a variety of other settings.
  - b. The ability to recognize the interdependency of clinical laboratory test and interpret the validity of the test through knowledge of the physiological and pathological conditions which affect the test.
  - c. A sense of pride in the quality of work and in the contribution toward quality patient care.
  - d. A continuing interest in expanding their knowledge and in professional advancement.
  - e. A basic understanding of leadership skills and techniques as applied to clinical laboratory.
  - f. The educational background necessary to provide the flexibility to adapt to an evolving profession and to accept the challenge of new opportunities.
2. Supporting and encouraging intellectual growth of the faculty through applied research and continued education.
3. Developing innovative programs, curricula and teaching methods to meet the needs of the student population and the changing profession.
4. Providing information, expertise and service to the community.

## **B. Organizational Principle**

Because of the healthcare professional's need to understand individuals and their environments in order to diagnose and treat human reactions to actual and potential health problems, students must be broadly educated in the classical disciplines of arts, <https://www.tamucc.edu/nursing-and-health-sciences/nursing->

education/index.phphumanities, mathematics, science, and aspects of related professional disciplines. The Texas A&M University-Corpus Christi curriculum is conceptualized as having two years of support knowledge at the freshman and sophomore levels, upon which two subsequent years of professional courses rest.

### C. Baccalaureate Curricula

Nursing: <https://www.tamucc.edu/nursing-and-health-sciences/nursing-education/programs/assets/prelicensure18-19.pdf>

Healthcare Administration:

<https://catalog.tamucc.edu/undergraduate/nursing-health-sciences/bachelors/health-sciences-bshs/>

Clinical Laboratory Science

<https://catalog.tamucc.edu/undergraduate/nursing-health-sciences/bachelors/clinical-laboratory-science-bs/clinical-laboratory-science-bs.pdf>

#### Traditional Undergraduate Nursing Track

The logic of content distribution and course sequencing was suggested by the AACN document *The Essentials of Baccalaureate Education for Professional Nursing Practice* (March, 1998, 2008). The nurse is described as having three complementary roles: **professional**, with knowledge and skills as a **provider** of care and a **coordinator** of care. Texas A&M University- Corpus Christi faculty designed the first junior semester to consist of professional matrix courses that would undergird provider-of-care courses (Fundamentals, Health Assessment and Therapeutic Communication). Nursing Care of Adults I & II, Nursing Care of Children & Families, Nursing Care of Parents/Newborns and Nursing Care of Psych/Mental Health clients and Nurse as a Research Consumer are in the second junior semester as well as the first senior semester. The final semester is comprised of courses dealing with coordination of care in management and community settings (Transitions, Community and Leadership).

#### RN-BSN Track

The RN-BSN track provides an opportunity for registered nurses who have completed a basic nursing education program to continue their pursuit of a baccalaureate degree with a major in nursing. Emphasis is placed on high-level clinical decision-making, increased therapeutic communication skills, community health care, leadership/management principles and practices, and research directing the professional to be a critical consumer who uses new discoveries to help patients and increase the systematized body of nursing knowledge. Completion of the nursing curriculum with the appropriate level of academic achievement enables the individual to proceed on to graduate study in nursing. The program is designed to utilize and build upon previous education, nursing and life experiences, and special interests and abilities. Its purpose is directed toward enhancing the development of individuals who can think and act for themselves as rational and creative human beings with the desire and courage to use ideas for their own well-being and for the general welfare. Please refer to the current university catalog for curricular elements for the RN-BSN program.

<https://www.tamucc.edu/nursing-and-health-sciences/nursing-education/programs/assets/rn-bsn-2018-19.pdf>

## **Nursing Progression and Admission Requirements**

For the nursing program progression and admission requirements please see the following link:

<https://www.tamucc.edu/nursing-and-health-sciences/nursing-education/index.php>

## **Health Care Administration**

The Bachelor of Science in Healthcare Administration (BSHA) prepares graduates for a variety of career opportunities in the healthcare field by providing the management skills necessary for success. By designing a degree plan using electives in such areas as computer science, marketing, education, business administration, accounting, human resource management, and information systems, the student may pursue specific areas of interest. Students can also use electives to design a degree plan that will satisfy entrance requirements for admission to professional schools such as medicine, dentistry, physical therapy, public health, law and business.

## **Clinical Laboratory Sciences Undergraduate Program Curriculum**

The CLS Program is designed to prepare students to enter the field of Clinical Laboratory Science or Medical Technology. The program culminates in a baccalaureate degree after three years of undergraduate pre-professional coursework and completion of the 12-month clinical laboratory science program. The professional phase begins with an intensive 4 months 'on campus' phase where students receive instruction in clinical chemistry, urinalysis, hematology, microbiology, immunohematology and immunology. The second phase is a combination of half day rotations or experiences at the clinical sites and half days of 'on campus' instruction in clinical chemistry, molecular diagnostics and hemostasis. The final phase during the summer is primarily clinical rotations at the facilities coupled with 'on campus' training in management, education, research, and case studies. Upon successful completion of the program, students are eligible to take the national certification exam.

## **CLS Program Admission and Progression Requirements**

Students must complete all prerequisite coursework and any necessary university admission requirements, if applicable, prior to entering the program. The pre-professional curriculum includes core requirements and 16hrs in biology, including microbiology, immunology, and genetics and 12 hrs of chemistry, including inorganic, organic and biochemistry. The professional phase of the program has limited capacity and is competitive. Students must have an overall GPA of 2.7. Students must complete an application for the university, provide all transcripts, and a separate application to the CLS program (see website). Students will be accepted in May-August for the Fall semester.

## **CLS Advanced Placement**

Any student may earn credit by examination for CLSC 3200, 3102, 4325, and 4370. Students must enroll in the course and receive permission from the instructor and the program director. The test will be administered by the instructor and must be passed with a grade of 80% or above. A written and/or practical exam may be given. Students failing the exam must complete the course for a grade.

## **II. Nursing Graduate Curriculum**

***\*\* The college reserves the right to defer admission because of low enrollment. Students will be notified and given options if a selected track is not offered. \*\****

### **Nursing Graduate Program Student Outcomes**

The Graduate Nursing Program aims to provide baccalaureate nurses with learning experiences that will increase the breadth and depth of the student's theory base for nursing practice, enhance and expand their competence, and prepare students for role specialization. Students may complete MSN degree in three different specialties: Family Nurse Practitioner, Nurse Educator, and Nursing Administration.

Registered nurses who have earned a diploma or associate degree in nursing and who meet all other requirements for admission into the MSN degree program are eligible to apply for admission under the RN-MSN option. RN-MSN students also must fulfill additional requirements specific to the RN-MSN option and then will complete the standard coursework in the MSN program.

Emphasis is placed on facilitating health care delivery within multicultural communities. The curriculum has been designed to meet the evolving needs of the nursing community in South Texas. The knowledge is transferable to a variety of settings and provides a foundation for doctoral study.

The expected outcomes of graduates of the MSN program are as follows:

1. Critically analyze, interpret and integrate appropriate knowledge, research and theories to meet the health care needs of mixed populations.
2. Apply competent leadership and collaborative skills as members of a multi- professional health care workforce to promote high quality and safe patient care.
3. Design evidence-based plans to sustain quality initiatives that promote a transparent professional environment and contribute to the delivery of safe, high quality care.
4. Integrate research into professional practice through the implementation of translational processes.
5. Demonstrate competence and accountability as clinicians, educators, and leaders in advanced healthcare roles.
6. Model caring, sensitivity and respect in the delivery of health care to culturally mixed populations.
7. Operationalize principles of ethical, legal, financial and economic theories as applied to health care delivery systems.

8. Guide the adoption and use of information, communication technologies and resources to document patient care and improve patient outcomes.
9. Evaluate the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes using critical analyses of policies that influence health services.

### **MSN PROGRAM OVERVIEW**

Building on professional values, altruism, autonomy, human dignity, integrity and social justice, faculty members select curricular content that contributes to learning, role development and goal achievement. The research process assists the student to critique and validate nursing knowledge for application and increased critical inquiry. Examples of practice-oriented research and application to the clinical area are utilized in every clinical course.

Each course selects experiences that are systematically arranged to provide the student with contact and interaction with clients who present multiple backgrounds, problems, needs and requirements for nursing care. Students experience increasing complexity in the planning and provision of care.

The graduate program is delivered primarily through computer technology. Various teaching- learning practices designed for the adult learner have been adapted through instructional technology principles for delivery through an Internet based process. Clinical laboratories provide students with experiences that help the professional nurse make the transition to the advanced practice role. Students are required to have computers and access to the Internet in order to communicate with faculty and each other. All students must have email accounts. In clinical courses, full-time faculty members are paired with clinical faculty and share clinical supervision responsibilities. Students may be required to come to campus to attend group activities or to work with faculty members to complete course requirements. Required campus activities will be announced to students in a timely manner so their work schedules can be accommodated. Students' clinical experiences offer a plethora of opportunities that are arranged to meet national standards, students' education and practice backgrounds, and the objectives of the course.

Multiple clinical sites are utilized that afford students experiences that have a wide range of patients with differing race and heritage, age, clinical conditions and health needs, and benefit coverage. The clinics are in both rural and urban areas and the students work with a team that includes nurse practitioners, physicians, physician assistants, clinical nurse specialists, healthcare and nursing administrators, specialty providers and social services. The client/family/community plan of care integrates developmental, cultural, legal and ethical considerations as well as direct and indirect care in a myriad of clinical settings. Students also are involved with the faculty in the discovery and development of new clinical learning situations.

In order to progress, students must meet prerequisites for individual courses. Course prerequisites are based on sequencing of course content. Students who do not meet these requirements risk not successfully completing a course or slowing the course progression. Prerequisites are periodically reviewed by the faculty, and modified based on academic

integrity. Safe practice is a basic component of many policies, and is integral to advanced practice.

Students are not allowed to progress if they are unsafe. Students that have an encumbered or restricted license from the Texas State Board of Nursing are required to withdraw from the program until they have an unencumbered license.

Please, see this page for information on all specific tracks:

<https://www.tamucc.edu/nursing-and-health-sciences/nursing-practice/index.php>

### **Graduate Student Admission and Progression Requirements**

Graduate student admission requirements are documented in the Texas A&M University-Corpus Christi Catalog. Students are encouraged to read that section carefully to ensure that all admission requirements are complete.

Entrance requirements that frequently cause student admission delays are:

**Undergraduate Statistics Course:** All graduate students are required to have an undergraduate statistics course (minimum grade of C) for entry into the graduate program. Students are responsible to document this via a transcript that is submitted to the academic advisor.

**Undergraduate Health Assessment:** All graduate students are required to have an undergraduate health assessment course with minimum grade of C. If the course is not evident on the transcript, the student may present documentation from the undergraduate program that shows where this content was integrated into the curriculum. Course syllabi, course descriptions and letters from responsible faculty are usually provided to document integrated content.

**Transfer Credit:** Students in the MSN Program may transfer up to 12 credits from another program as long as those credits meet University limits (7 years, a B grade or higher). Faculty will evaluate all course work for transferability. If students wish to transfer course work from another university they must submit a transcript and documentation (of course descriptions, syllabi and/or letters from the university where the course was taken) to the advisor. It is the student's responsibility to submit all documentation in a timely manner for evaluation.

**Malpractice Insurance:** Each student is assessed a malpractice fee. This fee covers the student in the student role and cannot be waived if the student carries professional malpractice insurance, nor will it cover the student in a non-student situation. The fee is standardized for all students and is not prorated on the number of clinical hours.

**Email Accounts:** All students are required to have access and utilize their TAMUCC student email accounts. Electronic communication is essential to the effective and efficient communication within the programs. Faculties primarily use Word for Windows for communication with the students. Students are responsible for checking their email in a timely fashion.

## V. College Organization

Texas A&M University - Corpus Christi is a four-year comprehensive university composed of seven colleges (Science, Engineering, Education and Human Development, Business, Nursing and Health Sciences, Liberal Arts and Graduate Studies). There are more than 61 undergraduate and graduate degree programs among the colleges.

The College of Nursing and Health Sciences is administered by a Dean who reports to the Provost and Vice-President for Academic Affairs. The Associate Deans are responsible for the planning, development, administration and management of all undergraduate and graduate nursing, health sciences and healthcare administration programs.

For the organizational structure of the College, see University website - College of Nursing and Health Sciences: [https://www.tamucc.edu/nursing-and-health-sciences/handbook/assets-faculty/section-a-iv-org\\_chart.pdf](https://www.tamucc.edu/nursing-and-health-sciences/handbook/assets-faculty/section-a-iv-org_chart.pdf)

## VI. Resources

### **Simulation and Clinical Learning Center**

The Simulation and Clinical Learning Center (SCLC) is composed of various rooms available to students. These are located on the second floor of Island Hall. The hours of availability are posted each semester. Staff available to assist you includes a Lab Manager/Coordinator and Students Workers.

<https://www.tamucc.edu/nursing-and-health-sciences/simulation-center/index.php>

### **Center for Academic Student Achievement (CASA)**

The Center for Academic Student Achievement (CASA) is an academic student support service program designed to improve the academic skills of University students. CASA offers a wide variety of services and all students are encouraged to take advantage of them. These programs are designed to improve the retention and graduation rates of the University students. The CASA's primary service is peer tutoring which provides free academic assistance to students. [Center for Academic Student Achievement \(CASA\)](#)

#### **Study Guidelines**

- Rule of thumb: For every 1 hour in class, 2 to 3 hours should be spent in study time external to the class. NOTE: Arrive a few minutes before class with the appropriate class notes, etc.
- Read all assigned material before each class.
- During class, pay attention, take notes, and ask questions about material you do not understand.



- Review notes after each class. Record any unanswered questions to pose to professor at next class meeting.
- If difficulties are experienced in receiving passing grades on assignments, DO NOT WAIT UNTIL THE MID-TERM OR FINAL. Schedule an appointment with your professor. Use resources available in the SCLC and CASA.
- If advice and counseling are needed regarding progression policies, see your academic advisor, faculty advisor, program coordinator or Associate Dean.
- If solutions are not obtained, make an appointment with the Dean.
- In attempting to resolve difficulties, use the following chain of communication: Professor, Course Manager, appropriate Program Coordinator, Associate Dean and Dean.

### **Other Resources**

The University has other resources available to the student. The University Student Handbook can be downloaded at [http://academicaffairs.tamucc.edu/rules\\_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/)

The following are some of those services:

- Career Services
- University Center
- Office of Student Financial Assistance
- Recreational Sports
- Office of Admissions
- Office of the Registrar
- The Office of International Students
- Disabilities Services

## **VII. Student Organizations**

### **Student Nurses Association**

A Texas A&M University-Corpus Christi chapter of the Texas Student Nurses Association was established in the academic year 1992-93. All baccalaureate candidates are encouraged to join.

<https://tamucc.campuslabs.com/engage/organization/student-nurses-association>

### **Student Government**

There is a fully functioning university-level Student Government (825-5745) on the Texas A&M University-Corpus Christi campus. All students are encouraged to participate in its activities and to run for elected office. See Student Life Director for more details. <https://www.tamucc.edu/sga/>

### **American College of Healthcare Executives**

The American College of Healthcare Executives (ACHE) provides a Higher Education Network where students in health care administration, the health

sciences and nursing administration can meet, exchange ideas and advance the goals of the ACHE on a local, regional and national level. These goals include remaining current on healthcare management issues, expanding healthcare management knowledge and helping to shape the current and future environment of healthcare management. The ACHE Higher Education Network sponsors student organizations in undergraduate and graduate programs. Applications and information can be obtained from the Coordinator of Programs in Health Sciences and Health Care Administration.  
<https://www.ache.org/>

### **Sigma Theta Tau International**

Honor Society of Nursing, Eta Omicron Chapter

Sigma Theta Tau is the international honor society of nursing. Chapters exist at universities with nationally accredited baccalaureate nursing programs. The purposes of the society are to recognize superior achievement in nursing, recognize the development of leadership qualities, foster high professional standards in nursing, encourage creative work and strengthen commitment to the ideals and purposes of the nursing profession. Membership in Sigma Theta Tau is an honor conferred on baccalaureate and graduate students who have demonstrated excellence in the nursing programs and community leaders with baccalaureate degrees who demonstrate excellence in leadership positions. <https://www.sigmanursing.org/>

### **Health Sciences Association**

The Health Science Association (HSA) is an organization which promotes community involvement and provides the knowledge and professional skills which are essential for future healthcare professionals. We are a participant of the American College of Healthcare Executives (ACHE) Higher Education Network. The goal of HSA is to expand the knowledge base, communication skills, networking opportunities, and community involvement of future healthcare professionals.  
<https://tamucc.campuslabs.com/engage/organization/health-sciences-association>

### **The American Society of Clinical Laboratory Science**

The American Society for Clinical Laboratory Science (ASCLS) is a national professional association representing laboratory personnel. It is dedicated to serving the educational, economic, legislative and social needs of its members. The organization is open to students enrolled in the Clinical Laboratory Science Program. Student membership is approximately \$25.00/year and includes membership in the state and local organizations. Some benefits include discounted fees for workshops and conferences, eligibility for scholarships, and the professional journal, Clinical Laboratory Science.  
<https://ascls.org/>

## **VIII. Rights and Responsibilities**

### **Rights of College of Nursing and Health Science Students**

- Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

- The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.
- Each institution has a duty to develop policies and procedures which provide and safeguard the students' freedom to learn.
- Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
- Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, or student membership or representation on faculty committees.
- The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.
- Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.

- Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.
- Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student. Dress codes should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.
- Students should have a clear mechanism for input into the evaluation of the faculty.

Adopted/modified from: The NSNA Student Bill of Rights and Responsibilities was initially adopted in 1975. The document was updated by the NSNA House of Delegates in San Antonio, Texas (1991); and item #4 was revised by the NSNA House of Delegates in Baltimore, Maryland (2006).

### **Student Responsibilities Within the College of Nursing and Health Sciences**

Students should assume responsibility for:

- Opportunity to participate in curriculum development by:
  - Preparing ideas, comments, reactions, and suggestions
  - Sharing ideas, comments, reactions and suggestions
  - Polling students for their views, comments, reactions and suggestions
  - Formulating mechanisms to increase input
  - Following through with assignments regarding curriculum activities
- Participation in curriculum implementation by:
  - Attending classes
  - Following through with class and laboratory assignments
  - Preparing in advance for scheduled classes and laboratory sessions
  - Maximizing all learning opportunities
  - Resisting a focus limited to minimal achievement
  - Sharing learning experiences with peers
  - Striving constantly to broaden their general education base
  - Transferring previous learning
  - Fostering effective relationships with members of the interdisciplinary health team
  - Abiding by the established policies and procedures
  - Assuming responsibility for their own learning experiences
  - Seeking new and different learning experiences
  - Finding opportunities for decision making, independent judgment and self-direction
  - Making fully operational the philosophy and conceptual frameworks
  - Contributing to research and scholarly activities
  - Preparing one's own projects, papers, thesis, dissertation and other assignments
  - Maximizing learning through independent study

- Participation in the evaluation of the curriculum by:
  - Appraising self in relation to stated course, level and end-of-program behavioral expectations
  - Appraising faculty and course structure in relation to their facilitation of the meeting of stated course, level and program goals
- Adhere to the following ethical principles:
  - Advocate for the rights of all clients
  - Maintain client confidentiality. Take appropriate action to ensure the safety of clients, self, and others.
  - Provide care for the client in a timely, compassionate and professional manner.
  - Communicate client care in a truthful, timely and accurate manner.
  - Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
  - Promote excellence in healthcare by encouraging lifelong learning and professional development.
  - Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
  - Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care
  - Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
  - Encourage faculty, clinical staff, and peers to mentor students.
  - Refrain from performing any technique or procedure for which the student has not been adequately trained.
  - Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
  - Assist the staff nurse/preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
  - Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
  - Strive to achieve and maintain an optimal level of personal health.
  - Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
  - Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adapted from the Student Bill of Rights and Responsibilities adopted by the NSNA House of Delegates in April, 1991. Reviewed and Revised 2006.

### **Student Right and Obligations Policy of TAMUCC**

For university level student rights and responsibilities please see the following website: <https://www.tamucc.edu/governance/rules-procedures/index.php#gsc.tab=0>

## **Student Rights and Obligations Policy of the Texas A&M System**

For Texas A&M System policy on student rights and obligations please see:

<https://policies.tamus.edu/13-02.pdf>

## **IX. POLICIES AND REGULATIONS**

### **A. UNIVERSITY CATALOG**

The Texas A&M University-Corpus Christi Catalog is available at:

<http://catalog.tamucc.edu>.

Students are responsible for adhering to the policies contained within the catalog.

### **B. UNIVERSITY STUDENT HANDBOOK**

The Texas A & M University-Corpus Christi Student Handbook is available at:

[Student Code of Conduct | Student Conduct & Community Standards | Student Conduct & Advocacy | Texas A&M University-Corpus Christi \(tamucc.edu\)](#)

### **C. ACADEMIC HONESTY AND PROFESSIONAL INTEGRITY POLICY**

Texas A&M University-Corpus Christi strives to protect its educational community and to maintain social discipline among its students and student organizations. The University endeavors to foster the development of students who are ethically sensitive and responsible community members. Since students serve as representatives of the A&M-Corpus Christi campus community, inappropriate behavior, whether occurring on or off campus, will be investigated and adjudicated in a manner pursuant with the institution's educational and community development goals. Consistent with this purpose, reasonable efforts will be made to foster the personal and social development of those students who are found responsible for violations of University regulations and local, state, or federal law. The Texas A&M University-Corpus Christi. Student Code of Conduct is available on-line:

[Student Conduct and Community Standards | Student Conduct & Community Standards | Student Conduct & Advocacy | Texas A&M University-Corpus Christi \(tamucc.edu\)](#)

Honesty is defined as truthfulness and integrity. Academic dishonesty is broadly defined as an act that functions to give a student unfair scholastic advantage. More specifically academic dishonesty is presenting any one or all course assignments as the student's original work when it/they are not; unless indicated by documented approval of the professor or pre-approved group work assignments. Course assignments include but are not limited to: examinations, written assignments, quizzes, research projects and oral presentations.

Article III of the Student Code of Conduct addresses academic honesty. Specific violations of the *Student Code of Conduct* include, but are not limited to:

- 1. Academic Misconduct:** engaging in an act that violates the standards of the academic integrity policy as described in the *Student Code of Conduct* and *Procedure for Academic Misconduct Cases*. Any behavior specifically prohibited by a faculty

member in the course syllabus or class discussion may be considered as academic misconduct.

Additionally, possessing, using, buying, stealing, transporting, selling or soliciting in whole or in part items including, but not limited to the contents of an un-administered test, test key, homework solutions or possession at any time of current or previous test materials without the instructor's permission will be considered academic misconduct.

- a. **Cheating:** intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

*Examples:*

- Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination.
- Using books, notes or other devices (e.g. calculators, cell phones, or computers) when these are not authorized.
- The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.
- Unauthorized collaboration on exams.
- Selling, giving or exchanging completed exams to a student who has not yet taken the test.

- b. **Plagiarism:** intentionally and knowingly presenting the work of another as one's own with the exception of information that is generally accepted as common knowledge.

*Examples:*

- Using another's work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment, the student has completed a portion of a new assignment, without providing citation. Please note that without instructor permission this is also considered a multiple submission violation.

- c. **Multiple Submissions:** submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructors for which the student submits the work.

*Examples:*

- Submitting the same paper for credit in two courses without instructor permission.
- Making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

- d. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to,

the unauthorized collaboration with another individual in progressing forward on academic assignments.

*Examples:*

- Knowingly allowing another to copy from one's paper during an examination or test.
- Distributing test questions or substantive information about the material to be tested before a scheduled exercise.
- Deliberately furnishing false information in regards to an academic integrity investigation.
- Working with another student on a take home test or homework assignments without permission from the instructor.
- Discussing the contents of a completed exam or other assignments with a student who will take the exam or complete the assignment in the future.

- e. **Fabrication, Falsification, or Misrepresentation:** intentional altering or investing of any information or citation that is used in assessing academic work.

*Examples:*

- Inventing, counterfeiting or omitting data and/or results such that the research is not accurately represented in the research record.
- Falsely citing the source of information.
- Altering the record of or reporting false information about the practicum or clinical experiences.
- Altering grade reports or other academic records.

## D. PROFESSIONAL INTEGRITY

The student enrolled in the College of Nursing and Health Sciences at Texas A&M University – CC is preparing to enter the healthcare profession and is expected to demonstrate professional integrity in academic and clinical practice areas. Professional conduct includes but is not limited to the following: university, CONHS, hospital, agency and community guidelines, rules, regulations and laws related to behavior as determined by these entities.

- For specific University Code of Conduct, see [Student Code of Conduct | Student Conduct & Community Standards | Student Conduct & Advocacy | Texas A&M University-Corpus Christi \(tamucc.edu\)](#).
- For the Texas Board of Nursing student conduct guidelines, see the Nurse Practice Act available at: [https://www.bon.texas.gov/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp.html](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp.html), and the guidelines for Unprofessional Conduct at: [http://52.7.180.77/rr\\_current/217-12.asp.html](http://52.7.180.77/rr_current/217-12.asp.html)
- For the Texas Board of Nursing student conduct guidelines and the guidelines for Unprofessional Conduct, see the Nurse Practice Act available at: [https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NA2021.pdf)

### 1. Violations of Professional Integrity



According to the College of Nursing and Health Sciences, violations of professional integrity (unprofessional conduct) include those identified by the University Student Code of Conduct, College of Nursing and Health Sciences and the assigned clinical area such as hospital, agency and community. Additionally, unprofessional conduct includes but is not limited to:

- Untimely submission of academic and/or clinical practice assignments.
- Classroom misconduct that is disruptive of the environment including but not limited to: tardiness, talking among students during lectures, challenging the classroom behavioral guidelines identified in the syllabus, sleeping, continual arguing of test questions and rudeness to the faculty/guest speaker.
- Clinical misconduct that is disruptive to the practice area includes but is not limited to: tardiness, unprofessional dress, taking longer than the assigned breaks, rudeness/insubordination to hospital staff and unprofessional or inappropriate language or behaviors.

## **2. Sanctions for Violations**

Consistent with the University's Policy on Student Conduct the following actions may be instituted when a violation occurs:

- Verbal warning
- Written reprimand (See Appendix A)
- Requirement to re-do or make up the work in question
- Requirement to submit additional work
- Dismissal from the classroom or clinical area
- Diminishing the grade on the work in question
- Assignment of a failing grade (an "F") to the work in question
- Assignment of a failing grade (an "F") for the course in question
- Referring the student to the University Judicial

Review System (Student Code of Conduct)

The faculty will determine the appropriate level/s of sanctions consistent with their judgment about the seriousness of the violation. The faculty will notify the appropriate Department Chair and Associate Dean.

**See Appendix A for Written Reprimand Form**

**See Appendix B for Clinical Concern Form**

## **E. COLLEGE OF NURSING AND HEALTH SCIENCES GRADE APPEAL POLICY**

The College of Nursing and Health Sciences (CONHS) adheres to the University's student grade appeal procedures and follows those guidelines. [13.02.99.C0.03](#) Student Grade Appeals (*May 13, 2019*)

### **1. General Assumptions**

**1.1** The CONHS faculty in the classroom environment and clinical area should encourage discussion, inquiry, and expression. Student performance, however, should be evaluated solely on an academic basis and the Standards of Care upheld in the rules and regulations of the Texas Board of Nursing and not on opinions or conduct in matters unrelated to academic standards. Faculty are responsible for documenting objectives in the syllabus, setting standards for each course, and making clear the means of evaluation for purposes of grading students. Students are responsible for class attendance and/or online participation, for learning the content of any course of study and for maintaining standards of academic performance established for each course in which they are enrolled. Students who *violate academic integrity and regulations (see current University Catalog and Student Handbook) or demonstrate disruptive behavior will be held accountable by faculty and may have their grades adjusted accordingly.*

**1.2 Student Grade Appeal Procedure does not apply to grades that may be affected by academic misconduct or dishonesty cases. Academic misconduct is defined in the University Student Code of Conduct [Student Code of Conduct | Student Conduct & Community Standards | Student Conduct & Advocacy | Texas A&M University-Corpus Christi \(tamucc.edu\)](#)**

**1.3** The University and the CONHS has the duty and corollary disciplinary power to maintain standards of scholarship and conduct for students who attend classes. Students shall have protection through orderly procedures against prejudices or capricious academic evaluation.

**1.4** A student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus—equitable evaluation procedures or appropriate grading—may appeal the final grade given in the course.

The student should note the following tenets when deciding whether or not to appeal a grade:

- The basis of the appeal request must focus on specific departures from guidelines and standards in the course syllabus. (For Nursing Students please see the Texas Board of Nursing; Health Science Students please see the Association of University Programs in Health Administration))
- The burden of proof shall rest with the student.
- The standard of proof shall be a preponderance of the evidence.

## **2. The Grade Appeal Process**

Most problems or complaints can be resolved through discussions between the student and the faculty. Therefore, the student is encouraged to first discuss the matter with the faculty. In those instances in which the problem cannot be resolved at this level, the student may initiate the appeal process. Students are encouraged to first meet with the grading faculty, then, follow the Chain of Command: Course Manager, Program Coordinator, Department Chair, Associate Dean, Dean.

The College follows the University for formation of the Grade Appeal Committee and process of the student grade appeal. <https://www.tamucc.edu/governance/rules-procedures/assets/13.02.99.c0.03-student-grade-appeals.pdf>

## **F. ACADEMIC ADVISEMENT**

Academic advisement for students enrolled in the nursing programs at Texas A&M University- Corpus Christi is provided by the Dean, Associate Dean, the Faculty, Chairs, Coordinators (if applicable) and Academic Advisors. The academic advisor's name will be included in the letter notifying the candidate that he/she has been admitted to the College. The function of the academic advisor is to assist students in planning their course of study, selecting courses congruent with the degree plan and career goals. The academic advisor also may assist with issues such as academic progression and utilizing existing university facilities, such as financial aid services.

Students should meet or hold a phone conference with their academic advisor prior to or during each registration period. The purpose of this meeting is to inform the student of current offerings in the nursing programs and review the advisee's progress in the degree plan. Each student is responsible for awareness and successful completion of all the degree requirements. In addition, the student is responsible for:

- Making initial contact with academic advisor
- Contacting academic advisor for degree planning
- Contacting academic advisor for pre-registration appointment each term
- Contacting course faculty, Department Chair, Coordinator (if applicable) and Associate Dean concerning academic difficulties

General education requirements can be reviewed with the nursing Academic Advisor. Student transcripts can be used at the admission period to determine which prerequisite courses have been met by previous course work. The Academic Advisor also does course inventories before graduation and students should be guided by this review of graduation requirements.

### **1. Student Records**

Students' records are maintained in the College offices. The Open Record Policy is followed; whereby the student can review one's own record within the respective office, but cannot take the record outside the office.

All CONHS students are responsible for keeping the Registrar's Office informed of their address. In addition, students must provide evidence of the following, if applicable (please see your specific program for requirements):

- current nursing license (only if RN-BSN or MSN)
- The Texas Department of State Health Services has specific immunization requirements for students involved with direct patient contact. These requirements, as stated in the Texas Administrative Code, Title 25, Part 1, Chapter 97, Subchapter B, Rule 97.64, include the following:
  - (a) Students enrolled in (non-veterinary) health-related courses. This section applies to all students enrolled in health-related higher

education courses which will involve direct patient contact with potential exposure to blood or bodily fluids in educational, medical, or dental care facilities.

(b) Vaccines Required. Students must have all of the following vaccinations before they may engage in the course activities described in subsection (a) of this section:

(1) Tetanus-Diphtheria Vaccine. Students must show receipt of one dose of tetanus-diphtheria-pertussis vaccine (Tdap). In addition, one dose of a tetanus-containing vaccine must have been received within the last ten years. Td vaccine is an acceptable substitute, if Tdap vaccine is medically contraindicated.

(2) Measles, Mumps, and Rubella Vaccines.

(A) Students born on or after January 1, 1957, must show, prior to patient contact, acceptable evidence of vaccination of two doses of a measles-containing vaccine administered since January 1, 1968 (preferably MMR vaccine).

(B) Students born on or after January 1, 1957, must show, prior to patient contact, acceptable evidence of vaccination of two doses of a mumps vaccine.

(C) Students must show, prior to patient contact, acceptable evidence of one dose of rubella vaccine.

(3) Hepatitis B Vaccine. Students are required to receive a complete series of hepatitis B vaccine prior to the start of direct patient care.

(4) Varicella Vaccine. Students are required to have received two doses of varicella (chickenpox) vaccine.

(c) Limited Exceptions:

(1) Notwithstanding the other requirements in this section, a student may be provisionally enrolled in these courses if the student has received at least one dose of each specified vaccine prior to enrollment and goes on to complete each vaccination series as rapid as medically feasible in accordance with the Centers for Disease Control and Prevention's Recommended Adult Immunization Schedule as approved by the Advisory Committee on Immunization Practices (ACIP). However, the provisionally enrolled student may not participate in coursework activities involving the contact described in subsections (a) and/or (d) of this section until the full vaccination series has been administered.

(2) Students, who claim to have had the complete series of a required vaccination, but have not properly documented them, cannot participate in coursework activities involving the contact described in subsections (a) and/or (d) of this section until such time as proper documentation has been submitted and accepted.

(3) The immunization requirements in subsections (b) and (d) of this section are not applicable to individuals who can properly demonstrate proof of laboratory confirmation of immunity or laboratory confirmation of disease. Vaccines for which this may be potentially demonstrated, and acceptable methods for demonstration, are found in §97.65 of this title (relating to Exceptions to Immunization Requirements (Verification of Immunity/History of Illness)). Such a student cannot participate in coursework activities involving the contact described in subsection (a) of this section until such time as proper documentation has been submitted and accepted.

For additional information, please see the Texas Administrative Code, Title 25, Part 1, Chapter 97, Subchapter B, which is accessible at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac\\_view=5&ti=25&pt=1&ch=97&sch=B&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=25&pt=1&ch=97&sch=B&rl=Y)

**Please note that some hospitals have stricter requirements than the state minimum standards (i.e. flu and covid vaccines).**

Rule 97.65 lists the following exceptions to the immunization requirements:

- Serologic confirmations of immunity to measles, rubella, mumps, hepatitis A, hepatitis B, or varicella, are acceptable. Evidence of measles, rubella, mumps, hepatitis A, hepatitis B, or varicella illness must consist of a laboratory report that indicates either confirmation of immunity or infection.
- A parent or physician validated history of varicella disease (chickenpox) or varicella immunity is acceptable in lieu of vaccine. A written statement from a physician, or the student's parent or guardian, or college nurse, must support histories of varicella disease.

(Immunizations are available at the student health clinic and the Public Health Department for enrolled students for a nominal fee.)

- Results of tuberculosis screening are required annually.
- A copy of the student's current American Heart Association Healthcare Providers BLS card is required annually.
- If applicable, students are required to purchase professional liability coverage through the University. Fees for this coverage are included in the fees paid at the time of registration at the beginning of each academic year.
- Student criminal background checks.

Note: Verification must be made prior to clinical experiences each semester. Please, see the Board of Nursing website for their student information page: <https://www.bon.texas.gov/students.asp.html>

**PLEASE SEE YOUR DEPARTMENT FOR SPECIFIC PROGRAM REQUIREMENTS**

## **2. Progression, Grading and Graduation Policies**

Students are referred to the University Catalog and to the course prerequisites in order to determine if they may progress in the major, particularly after experiencing academic difficulty. Advice and counseling also should be sought from the academic advisor and/or faculty mentor, program coordinator, or Department Chair. Students who have failed or withdrawn from a class need to speak with the Academic Advisor for detailed information about academic progression. For further details regarding course progression/graduation, including clinical/practicum information, please see your specific course syllabus and department handbook.

### **a. Clinicals/practicum**

Students are required to attend all clinical and laboratory experiences. All clinical/practicum objectives must be met to successfully progress through the program. In the event a student misses a clinical/practicum day, activities to

meet clinical objectives will be designated and evaluated by the instructor. If a student violates any of the following elements (safety, communications, asepsis), during clinical/practicum, the student may be subject to dismissal from the program. A clinical/practicum warning will be issued for any incident deemed significant by the faculty. Clinical/practicum warnings could result in course failure and ultimately program dismissal. See your individual course syllabi for specific criteria.

#### **b. Grading**

The CONHS letter grading scales for all programs consist of the following:

A	-	90 to 100
B	-	83 to 89
C	-	75 to 82
D	-	67 to 74
F	-	66 & Below

#### **c. Written Assignments**

The faculty have adopted the American Psychological Association (APA) manuscript form and writing style. All written assignments must be written using the APA form and style.

#### **d. Joint Enrollment**

Baccalaureate nursing students in their last semester of study who otherwise meet admission requirements for the graduate-nursing program may enroll in graduate nursing courses. Graduate courses fulfill requirements for the Master of Science in Nursing degree only. Likewise, Associate Degree nursing students in their last semester of study who otherwise meet admission requirements for the Baccalaureate program may enroll in BSN nursing courses.

#### **e. Registration in Clinical Courses**

Any student wanting to enroll in more than two clinical nursing courses in one semester needs the approval of the Program Coordinator and/or Nursing Education Department Chair. The final semester courses - NURS 4660; NURS 4470, NURS 4370 – are an exception.

#### **f. University Equipment**

During the course of study, it may be necessary for students to use equipment that is provided by the nursing program. Such equipment includes otoscopes, percussion hammers, tuning forks and Denver Developmental Screening Test kits. Each student is expected to abide by the following in regard to nursing program equipment:

- Equipment will be checked out by the SCLC designee for a designated time period.
- The student will sign a receipt stating that the equipment listed has been checked out.
- Grades will be withheld until the equipment has been returned.

- Lost equipment is the fiscal responsibility of the student who checked out that equipment.

Graduate students are required to have the following basic equipment:

- quality stethoscope with bell and diaphragm (adult and pediatric)
- reflex hammer
- ophthalmoscope
- otoscope

### **g. Scholarship and Financial Aid**

Information about available scholarships and financial aid can be obtained from the Office of Student Financial Assistance. Information about selected nursing scholarships can be obtained in nursing program offices. Applications are accepted in the spring of each year for the fall semester.

<https://www.tamucc.edu/cost-and-aid/scholarships/>

### **h. Graduation**

Guidance is found on the University website:

<https://www.tamucc.edu/academics/registrar/degrees-graduation/index.php>

See your academic advisor for specific questions regarding graduation.

### **i. Remediation**

Please see your course instructor for information regarding remediation.

### **See Appendix C for Remediation Form**

### **j. Overriding Areas Of Clinical/Practicum Concerns**

Overriding areas of clinical/practicum concern are specific competencies inherent in the safe performance of all skills. These overriding areas of concern must be demonstrated in all aspects of patient care. If a student violates any of the following elements (Safety, Communications, Asepsis), during clinical/practicum, the student may be subject to dismissal from the program. A Clinical/Practicum Warning may be issued for any incident deemed significant by the faculty.

- **Safety:** Any action or inaction on the part of the student, which threatens the client's physical well-being. This area of concern includes but is not limited to the following: Provides care consistent with knowledge gained from previous courses. Uses standard precautions. Administers medication/treatments safely. Demonstrates principles of body mechanics. Raises side rails when beds are in an elevated position or clients are in need of protection. Keeps environment free of potentially harmful elements (e.g. cleans up spills, avoids electrical hazards). Protects clients from temperature extremes. Protects self and others from

harm.

- **Communication:** Any action or inaction on the part of the student in which communication patterns threaten the emotional well-being of the client. This area of concern includes but is not limited to the following: Verifies written procedure(s) to clients. Reports changes in clients' conditions. Documents findings. Uses verbal and nonverbal communication that demonstrates respect, understanding, and caring. Avoids abusive, threatening, patronizing, or familiar communication patterns. Maintains client confidentiality. Demonstrates appropriate behavior.
- **Asepsis:** The prevention of the introduction and/or transfer of pathogens. This area of concern includes but is not limited to the following: Washes hands in the presence of the examiner before and after each client situation and each skill. Follows standard precautions. Protects self and others from contamination by microorganisms. Establishes and/or maintains a sterile field when necessary. Disposes of contaminated articles in designated containers.

Centers for Disease Control and Prevention:  
<http://www.cdc.gov/> Occupational Safety and Health  
 Administration: <http://www.osha.gov>

**See Appendix B for Clinical/Practicum Concerns Form**

### 3. Professional Behavior and Safe Practice

#### a. Introduction

The education of the students at Texas A&M University-Corpus Christi College of Nursing and Health Sciences is based on the concept that integrity, a sense of responsibility and self-discipline are inherent to the profession of healthcare. The responsibility of the individual student to sustain high ethical standards is parallel to the concept that the professional must be accountable for standards of best practice (published in the Texas Administrative Code, Texas Board of Nursing, *Standards of Nursing Practice*, amended November 15, 2007). The continuation and enhancement of ethical standards within the academic community and healthcare profession are the individual responsibility of each student and faculty member. Mutual respect and trustworthiness between the faculty and students promotes optimal learning.

#### b. Definitions of Unacceptable Behavior

The following are definitions of unacceptable behavior per the College of Nursing and Health Sciences of Texas A&M University-Corpus Christi:

- Falsification of Data - Dishonesty in reporting results, ranging from sheer fabrication of data, improper adjustment of results and gross negligence in collecting and analyzing data, to selective reporting or omission of



conflicting data for deceptive purposes.

- Aiding and Abetting Dishonesty - Providing material, information or assistance to another person with the knowledge or reasonable expectation that the material, information or assistance will be used to commit an act that would be prohibited by this Code or that is prohibited by law or another applicable code of conduct.

### **c. Student-Patient Relationships**

The students at Texas A&M University-Corpus Christi are expected to exhibit behavior appropriate to their profession. They must assume personal responsibility for being in physical and mental condition to give safe care and for the knowledge and skills necessary to give this care. Unacceptable behavior includes, but is not limited to, the following:

- To provide care in a predictably unsafe or harmful manner. For example:
  - To carry out a procedure without competence or without the guidance of a qualified person..
  - To willfully or intentionally do physical and/or mental harm to a client.
  - To exhibit careless or negligent behavior in connection with the care of a client.
  - To refuse to assume the assigned and necessary care of a client and to fail to inform the instructor with immediacy so that an alternative measure for that care can be found.
- To disrespect the privacy of a client.
  - To use the full name or position of a client in written assignments and/or patient data of any sort, e.g. computer-generated forms that will be removed from the clinical area.
  - To discuss confidential information in inappropriate areas, such as elevators.
  - To discuss confidential information about a patient with third parties who do not have a clear and legitimate need to know
- To falsify patient records or fabricate patient experiences.
- To fail to report omission of, or error in, treatments or medications.

### **d. Social Media**

Social Media has become very popular in the public's life as a way to communicate. The student is referred to the National Council of State Boards of Nursing (NCSBN) White Paper on Social Media 2011 for guidance in the use of social media in nursing. [https://www.ncsbn.org/public-files/NCSBN\\_SocialMedia.pdf](https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf)

### **e. Email Accounts**

All students are required to have access and utilize their TAMUCC student email accounts. Electronic communication is essential to the effective and efficient communication within the programs. Faculties primarily use Word for Windows for communication with the students. Students are responsible for checking their email in a timely fashion.

### **f. Transportation**

Transportation to and from clinical/practicum facilities is the student's responsibility. Students can organize car-pooling when several are assigned to the same hospital for laboratory experience.

### **g. Student Dress Code**

Please see your specific course syllabus for your dress code requirements. These can vary per course/program.

## **G. RECOGNITION**

### **1. Selection of Award Recipients**

The Student Affairs Committee will review criteria and nominate qualified students for each award. The faculty as a whole will vote for the recipients of the awards.

### **2. Nursing Awards**

#### **Outstanding Graduating Senior**

- Demonstrated active involvement in professional or student organizations.
- Initiated student projects incorporating measurable goals and objectives and accomplished these goals through creative problem solving.
- Promoted goodwill between the University and the community when conducting student projects.
- Demonstrated high scholastic ability as evidenced by a minimum cumulative Texas A&M University-Corpus Christi grade point average (GPA) of 3.5 on a 4.0 scale.

#### **Outstanding Graduating RN/BSN**

- Demonstrated active involvement in professional or student organizations.
- Initiated student projects incorporating measurable goals and objectives, and accomplished these goals through creative problem solving.
- Promoted goodwill between the University and the community when conducting student projects.
- Demonstrated high scholastic ability as evidenced by a minimum cumulative Texas A&M University-Corpus Christi grade point average (GPA) of 3.5 on a 4.0 scale.

#### **Outstanding Graduating eLine Student Award**

- Demonstrated active involvement in professional or student organizations.
- Initiated student projects incorporating measurable goals and objectives and accomplished these goals through creative problem solving.
- Promoted goodwill between the University and the community when

conducting student projects.

- Demonstrated high scholastic ability as evidenced by a minimum cumulative Texas A&M University-Corpus Christi grade point average (GPA) of 3.5 on a 4.0 scale.

### **Outstanding Graduate Student**

- Demonstrated active involvement in professional or student organization.
- Displayed creativity and leadership skills.
- Has the potential to have a significant impact on the profession.
- Promoted goodwill between the University and the community when conducting graduate studies.
- Demonstrated high scholastic ability as evidenced by a minimum cumulative graduate Texas A&M University-Corpus Christi GPA of 3.5 on a 4.0 scale.

### **Undergraduate Research Award**

Demonstrated leadership through participation in activities that promote the advancement of professional nursing.

- Demonstrated high scholastic ability as evidenced by a minimum Texas A&M University-Corpus Christi grade point average (GPA) of 3.0 on a 4.0 scale.
- Demonstrated exemplary performance in the clinical setting as indicated by faculty recommendation.

### **Graduate Research Award**

- Identified researchable problems, participated in conducting research and promoted the use of research findings that contributed to the advancement of nursing knowledge and/or significantly improved patient care outcomes.
- Study has the potential for publication and/or presentation.
- Demonstrated high scholastic ability as evidenced by a minimum cumulative graduate Texas A&M University-Corpus Christi GPA of 3.5 on a 4.0 scale.

**The O'Neill Award for Caring** - Given to students from each nursing track who have displayed behaviors remarkable for their caring characteristics. These may be garnered from clinical and/or academic activities.

- Demonstrated caring in the cognitive domain: Awareness of needs and preferences of others and readiness to help or refer for assistance.
- Demonstrated caring in the affective domain: Showed respect and empathy toward clients, fellow students, faculty or staff and an ability to be supportive.
- Demonstrated caring in the psychomotor domain: Used skills to intervene or accomplish tasks that aid clients, the College, fellow students and/or the community at large.
- Had attended as a student at least the two senior semesters at Texas A&M University-Corpus Christi.
- A GPA of 2.5 or higher.

- Can be awarded at the end of each long semester at the discretion of the Nursing Faculty.

### **3. Health Sciences Awards**

#### **Outstanding Graduating Health Science Student**

- Demonstrated active involvement in professional or student organizations.
- Initiated student projects incorporating measurable goals and objectives and accomplished these goals through creative problem solving.
- Promoted good will between the University and the community when conducting student projects.
- Demonstrated high scholastic ability as evidenced by minimum TAMU-CC grade point average (GPA) of 3.5 on a 4.0 scale.

#### **Health Sciences Leadership Award recipient has**

- Demonstrated leadership roles in professional and/or student organizations.
- Demonstrated leadership roles in community and/or research activities. Promoted good will between the University and the community when conducting student projects.
- Been recognized as a leader by faculty and peers.
- Promoted goodwill between the University and the community while serving in professional organizations, student organizations, or community activities.
- Demonstrated scholastic ability as evidenced by a minimum GPA of 3.0 on a 4.0 scale.

## **H. MISC. REQUIREMENTS**

### **1. Liability Insurance**

Depending on your program you may be required to be covered by malpractice insurance. Liability insurance will be included in university fees in the fall semester each year. Prorated fees will be included for students registering in spring and summer.

### **2. Background Checks and Immunization Requirements**

In order to promote the safety of the clients in their care and to meet the requirements of the Texas Board of Nursing, and the Association of University Programs in Health Administration as well as affiliated clinical agencies, students will complete the background check before acceptance to the program is granted.

The Texas Board of Nursing requires disclosure of criminal history or disciplinary action and an FBI background check before licensure is granted. See [www.bne.state.tx.us](http://www.bne.state.tx.us) for the statutes and rules regulating nursing licensure.

The College requires completion of the **Background Check and Immunization Tracker** prior to the start of any community hours.

### 3. Clinical/Practicum Requirements

- Criminal Background Check
  - Urine Drug Screen\*
  - Current Immunizations
    - o TB screening (annual)
    - o Flu (annual)
    - o Tdap, Varicella, MMR
    - o Hepatitis B
    - o COVID immunization\*
  - All students must wear Sandollar cards for identification during clinical/practicum rotations
- \* Some facilities had additional requirements and paperwork to be completed before student can begin rotations.

### 4. Technical Standards for Nursing Students

Nursing education requires not only the accumulation of scientific knowledge, but also the simultaneous acquisition of technical skills and professional attitudes and behavior. Nursing college faculties have the responsibility to society to matriculate and graduate the best possible nurses, and thus admission to nursing college has been offered to those who qualified for the study and practice of nursing. Technical standards presented in this document are prerequisite for admission and graduation from the Texas A&M University-Corpus Christi College of Nursing and Health Sciences. All courses in the curriculum are required in order to develop the essential skills necessary to become a competent nurse.

Graduates of nursing college must have the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care services. The Texas A&M University-Corpus Christi College of Nursing and Health Sciences acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and 42 U.S.C.<sup>a</sup> 12101 et seq., the Americans with Disabilities Act (ADA), but ascertains that certain minimum technical standards must be met by those accepted to enroll.

A candidate for the B.S.N. degree must have aptitude, abilities, and skills in five areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. Technological compensation can be made for some handicaps in these areas, but a nursing student should be able to perform in a reasonably independent manner. The use of a trained intermediary would mean that a nursing student's judgment must be mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the five skill areas specified above.

- **Observation** - The nursing student must be able to observe demonstrations

and participate in simulated clinical and exercises. A nursing student must be able to observe a patient accurately at a distance and close at hand.

Observation necessitates the functional use of the sense of vision and other sensory modalities. It is enhanced by the functional use of the sense of smell.

- **Communication** - A nursing student should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A nursing student must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing. The nursing student must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.
- **Motor Coordination or Function** - Nursing students should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. Nursing students should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of emergency treatment reasonably required of nurses are cardiopulmonary resuscitation, administration of intravenous medication, application of pressure to stop bleeding, and opening of obstructed airways. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.
- **Intellectual-Conceptual, Integrative and Quantitative Abilities** - These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of nurses requires all of these intellectual abilities. In addition, the nursing student should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.
- **Behavioral And Social Attributes** - Nursing students must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Nursing students must be able to tolerate physically taxing workloads and to function effectively when stressed. They must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Empathy, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be assessed during the admission and educational processes.

Nursing students for the B.S.N. degree must have somatic sensation and the functional use of the senses of vision and hearing. Nursing students' diagnosis skills will also be lessened without the functional use of the senses of equilibrium, smell and taste. Additionally, they must have sufficient exteroceptive sense (touch, pain and temperature), sufficient proprioceptive sense (position, pressure, movement, stereognosis and vibratory) and sufficient motor function to permit them to carry out the activities described in the section above. They must be able to consistently,

quickly, and accurately integrate all information received by senses employed, and they must have the intellectual ability to learn, integrate, analyze and synthesize data. The Texas A&M University-Corpus Christi College of Nursing will consider for admission to nursing college any applicant who demonstrates the ability to perform or to learn to perform the skills listed in this document. Students will be judged not only on their scholastic accomplishment, but also on their college's curriculum, and the ability to graduate as skilled and effective practitioners of nursing.

### **5. Technical Standards Questions for Nursing Students**

- Is the nursing student able to observe demonstrations and participate in simulated clinical lab exercises?
- Is the nursing student able to analyze, synthesize, extrapolate, solve problems and reach diagnostic and nursing intervention judgments?
- Does the nursing student have sufficient use of the senses of vision and hearing and the somatic sensation necessary to perform a physical examination? Can the nursing student perform palpation, auscultation and percussion?
- Can the nursing student reasonably be expected to relate to patients and establish sensitive, professional relationships with patients?
- Can the nursing student reasonably be expected to communicate the nursing plan of care and goals to the patient and to his/her significant others with accuracy, clarity and efficiency?
- Can the nursing student reasonably be expected to perform with precise, quick and appropriate actions in emergency situations?
- Can the nursing student reasonably be expected to display good judgment in the assessment and provision of nursing care to patients?
- Can the nursing student reasonably be expected to possess the perseverance, diligence and consistency to complete the nursing college curriculum and enter the practice of nursing?
- Can the nursing student reasonably be expected to accept criticism and respond by appropriate modification of behavior?

### **References**

Section 504 of the Rehabilitation Act of 1973, (Public Law. No. 93-112) TTUHSC COLLEGE OF Medicine Technical Standard Policy TAMU- CS College of Medicine  
 Strax, T.E. (1992, spring). Recommended guidelines for admission to medical college of candidates with disabilities. Association of Academic Physiatrist. 9-11.

### **Appendix A**

Section 504 of the Rehabilitation Act of 1973, as amended:

No otherwise qualified handicapped individual in the United States, as defined in Section 7(6), shall, solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance.

Following are definitions from the regulation implementing Section 504. The

complete regulation and an analysis prepared by the Department of Health, Education and Welfare appeared in the May 4, 1977, Federal Register (Vol. 42, No. 86, pages 22676-22701).

**6. Handicapped Person:** Any person who (i) has a physical or mental impairment that substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

**7. Physical or Mental Impairment:** (A) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.\*

**8. Qualified Handicapped Person:** With respect to post-secondary and vocational education services, a handicapped person who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity.

**9. Technical Standards:** Not defined in the regulation. The accompanying analysis states: The term "technical standards" refers to all nonacademic admissions criteria that are essential to participation in the program in question.

*\* A ruling by the Attorney General has included addiction to alcohol and narcotics as a handicap for the purpose of this statute.*

#### Standards For Completion of the Curriculum

It is the policy of the College of Nursing and Health Sciences that no person shall be denied admission to the College nor graduation from the College on the basis of any disability, provided that the person demonstrates full ability to achieve the Bachelor of Science in Nursing degree in preparation for licensure as a practicing Registered Nurse. Additionally, the safety of the patient, on whom the nursing education process largely is focused, must be guarded as a primary consideration.

The College of Nursing and Health Sciences recognizes that certain disabilities can be accommodated without compromising the standards required by the College and the integrity of its curriculum. The College is committed to the development of innovative and creative ways of opening its curriculum to competitive and good candidates with disabilities.

Mastery of the essential functions of the curriculum is required of all students. The standards encompass cognitive, physical and behavioral requirements in six areas judged necessary by the faculty for satisfactory completion of the nursing curriculum. These include, but are not necessarily limited to:

- Use of motor skills such as palpation, auscultation, percussion and other diagnostic maneuvers.



- Use of visual, auditory, somatic and other sensory skills such as observing demonstrations, obtaining a medical history directly from a patient and observing a patient's medical condition and/or non-verbal behaviors.
- Communication with patients, physicians and others on the medical team about a patient's condition in settings where communication typically is oral or written and in settings where the time span available for communication is limited.
- Intellectual-conceptual, integrative and quantitative abilities necessary for problem- solving and diagnosis;
- Activities that have a behavioral and/or social context including professional responsibility to patients, typical daily work-loads, working in an environment that is subject to rapid change without warning and in unpredictable ways.
- Ethical and professional attitudes and conduct.

The standards summarized above refer to the desired ends rather than the means to achieve each standard because a person with a disability may be able to achieve the standards using reasonable accommodation. The use of a trained intermediary and some assisting devices to observe or interpret information compromises the essential function of the nurse.

Questions regarding standards for curricular completion are dealt with on an individual basis so that reasonable accommodation can be assessed appropriately and arranged when feasible. A copy of the detailed essential standards for curricular completion will be furnished with each application packet and may be obtained from the College of Nursing and Health Sciences.

When a letter of acceptance to the CONHS is mailed to an applicant, a second copy of the standards will be included with that letter. At that time, the applicant will be asked to respond in writing whether he/she can meet the standards with or without accommodation. In the event that accommodation is requested, the student must submit documentation of disability with proposed accommodation from a certified specialist to Disabilities Services. The college may require verification by a specialist whom it has approved. If a reasonable accommodation cannot be achieved, the letter of acceptance will be withdrawn and academic assessment and counseling offered to help the student find a related field of study.

A detailed copy of the essential standards may be obtained from:

Texas A&M University-Corpus  
Christi College of Nursing and  
Health Sciences 6300 Ocean  
Drive - Island Hall 3rd Floor  
Corpus Christi, TX 78412-5804

## **10. Essential Requirements for CLS Students**

The student must be able to meet the following Essential Requirements to be admitted and

continue in the CLS program in addition to the academic conduct set forth by the University Student Code of Conduct (<http://judicialaffairs.tamucc.edu/studentcofc.html>).

#### **a. Technical Requirements**

- Perform laboratory demonstrations in which biologicals (e.g. body fluids, culture materials, and cellular specimens) are tested for their biochemical, hematological, microbiological, and immunologic components
- Characterize the color, odor, clarity, and viscosity of biologicals, reagents, or chemical reaction products
- Employ a clinical grade binocular microscope to discriminate among fine structural differences of microscopic specimens
- Read and comprehend text, numbers, and graphs displayed in print and on a video monitor or other visual aid
- Use an electronic keyboard to operate laboratory instruments and to calculate, record, evaluate, and transmit laboratory information

#### **b. Movement Requirements**

- Move freely and safely about a laboratory
- Reach laboratory bench tops and shelves, patients lying in hospital beds or patients seated in specimen collection furniture
- Travel to numerous clinical laboratory sites for practical experience
- Perform moderately taxing, continuous physical work, often requiring prolonged sitting, over several hours
- Maneuver phlebotomy and culture acquisition equipment to safely collect valid laboratory specimens from patients
- Control laboratory equipment (e.g., pipettes, inoculating loops, test tubes) and adjust instruments to perform laboratory procedures

#### **c. Communication Requirements**

- Read and comprehend technical and professional materials (e.g., textbooks, magazines, journal articles, handbooks, and instruction manuals)
- Follow verbal and written instructions in order to correctly and independently perform laboratory test procedures
- Clearly instruct patients prior to specimen collection
- Effectively, confidentially, and sensitively converse with patients regarding laboratory tests
- Maintain patient confidentiality at all times
- Evaluate the performance of fellow students, staff, and healthcare professionals verbally and in a recorded format (writing, typing, graphics, or telecommunications)
- Use computer software (word processor, spreadsheet, database, information systems) and the internet for communication, education, and professional purposes
- Independently prepare papers, laboratory reports, and take paper, computer, and laboratory practical examinations

#### **d. Intellectual Requirements**

- Possess the intellectual skills of comprehension, measurement, mathematical calculation, reasoning, integration, analysis, comparison, self-expression, and criticism

- Solve problems and think critically
- Exercise sufficient judgment to recognize and correct performance deviations
- Critically evaluate own performance, accept constructive criticism, and look forward to improve (e.g., participate in enriched educational activities)

#### **e. Behavior and Professional Requirements**

- Dress to project a neat, well-groomed, professional appearance
- Conduct oneself in a professional manner toward fellow students, faculty, and patients
- Manage the use of time and systematize actions in order to complete professional and technical tasks within realistic constraints
- Possess the emotional health necessary to effectively employ intellect and exercise appropriate judgment
- Provide professional and technical services while experiencing the stresses of task-related uncertainty (e.g., ambiguous test ordering, ambivalent test interpretation), emergent demands, and a distracting environment (e.g., high noise levels, crowding, complex visual stimuli)
- Be flexible and creative and adapt to professional and technical change
- Recognize potentially hazardous materials, equipment, and situations and proceed safely in order to minimize risk of injury to patients, self, and others nearby
- Adapt to working with potentially offensive specimens, chemicals, and biologicals
- Support and promote the activities of fellow students and health care professionals
- Help foster a team approach to learning, task completion, problem solving, and patient care
- Be honest, compassionate, ethical and responsible
- Be forthright about errors or uncertainty

## **I. STUDENT CHEMICAL DEPENDENCY REVIEW POLICY**

### **1. Purpose**

To identify and refer any matriculating student who exhibits behaviors that give reasonable cause to suspect chemical impairment in the College of Nursing and Health Sciences. This shall be in accordance with the policies of Texas A&M University-Corpus Christi, and the laws of Texas as noted by the Board of Nurse Examiners.

Texas A&M University-Corpus Christi seeks to maintain an environment free from unnecessary risks to the safety and well being of patients, faculty, students and staff. With this purpose established, students are encouraged to seek assistance for their own substance abuse/dependence/mental health problem. However, when mental impairment or chemical abuse is suspected, the faculty of the College of Nursing and Health Sciences will report suspect behaviors to the appropriate Course Coordinator, Program Coordinators, and the Dean, who will follow all reporting guidelines necessary for maintaining a risk-free environment. The student will be supported and assisted in obtaining needed counseling.

### **2. Reporting**

A student who must be reported is defined as one whose behavior violates the rules,

regulations, traditions and ethics of Texas A&M University-Corpus Christi and the accepted standards of the nursing profession. Nursing faculty with reasonable cause to suspect a nursing student's abilities to practice are mandated to report that student to the appropriate program coordinator and the Associate Dean. Confidentiality for both the reporter and the identified student(s) will be maintained to the extent possible. An investigation will be conducted in a confidential manner to verify the validity and accuracy of the information. The Program Coordinators and Associate Dean will be responsible for the appropriate follow-through in consultation with the Dean.

A "controlled substance" is a substance identified in the federal Controlled Substance Act or a substance whose possession, sale or delivery results in criminal sanctions under the Texas Controlled Substances Act. In general, this includes prescription drugs, as well as certain substances not having generally accepted medical use (e.g. heroin, LSD, marijuana, etc.) and substances possessing chemical structures similar to those of controlled substances (designer drugs).

Specific details related to the Alcohol and Illicit Drug Policy are addressed in the Texas A&M University-Corpus Christi University Policies and Procedures.

<https://www.tamucc.edu/governance/rules-procedures/assets/34.02.01.c1-drug-and-alcohol-abuse-and-rehabilitation-programs.pdf>

### **3. Reporting Process**

Board of Nurse Examiners, State of Texas, and Texas A&M University- Corpus Christi guidelines will be reviewed in orientation for all incoming students to the Nursing and Health Science Programs.

- Nursing and Health Science faculty have the authority and responsibility to take immediate corrective action in the classroom, practicum and clinical areas with regard to student conduct and performance which may be influenced by chemical abuse or mental health problems.
- Corrective action by the faculty includes:
  - Reporting behaviors/cause for concern to appropriate department chair.
  - Holding these matters in the strictest confidence.
  - Referring the student to Student Health and Counseling services and/or other appropriate health facility.
  - Notifying the Dean of the College of Nursing and Health Sciences for referral of student to Counseling Center.
- The Counseling Center will evaluate the student and confirm intemperate use of alcohol, drugs or lack of emotional wellness through written documentation to the referring member of the College of Nursing and Health Sciences.
- The College Dean will report the occurrence to the BON as required in accordance with the law.
- Suspension or clearance of student clinical, classroom and practicum studies from student health services and counseling center will be obtained by the student. The written suspension or clearance must be submitted to the Dean, Associate Dean and the Department Chair before that student is able to resume studies in the clinical, classroom and practicum areas.
- The student will take the responsibility to undertake counseling and/or medical

attention as long as the problem exists. Failure of the student to comply may result in dismissal from the program.

Referrals for Alcoholism, Drug Abuse and Mental/Behavioral Health Problems

- Counseling Center (361) 825-2703
- Student Health (361) 825-2601
- Student Care and Assistance, ICARE Referrals (361) 825-6219

## **J. NURSE PRACTICE ACT PEER REVIEW POLICY AND PROCEDURE (Students and Faculty with RN License)**

Peer review provides the opportunity for assessment and analysis by other registered nurses in a climate of collegial problem solving. The focus is on obtaining relevant data about the event, determining whether or not the event is reportable to the Texas Board of Nursing (TBON), ensuring due process, and making recommendations for corrective actions to the TBON. The policy for Peer Review for Reportable Incidents pertains to both faculty and students who are licensed as registered nurses. Peer review of registered nurses is governed by Article 4525b of the Nurse Practice Act.

**1. Reportable Conduct.** In accordance with Article 4525a, Section 1, Nurse Practice Act, "reportable conduct" identifies the conduct that must be reported to the Texas Board of Nurse Examiners as any one of the following:

1. Conduct that unnecessarily exposes, or is likely to expose, a patient/person to a risk of harm.
2. Unprofessional conduct.
3. Failure to care adequately for a patient.
4. Failure to conform to minimum standards of acceptable professional nursing practice.
5. Practice that is, or is likely to be, impaired by chemical dependency.
6. Mental illness affecting practice would be reportable as falling under (a)-(d), depending on behaviors/conduct exhibited.

**2. Minor Incidents.** Conduct that otherwise is reportable may not be reportable if it is a minor incident and employer procedures are in place to ensure that the incident does not go undocumented. In accordance with Article 4525a, Section 6A, Nurse Practice Act, defines "minor incident" as conduct that does not indicate that the Nurse's continuing to practice professional nursing poses a risk of harm to a patient/client/person. The Texas BON Rule 217.19 further defines that which constitutes a minor incident as "conduct that does not indicate the Nurse's continuing to practice professional nursing poses a risk of harm to the client or other person." (For RNs, see TNA, The ABCs of Nursing Peer Review, Version 12/14/95, p. 19)

**3. Protection to RNs refusing to engage in reportable conduct.** Article 4525d, Nurse Practice Act, prohibits disciplining or discriminating against an RN who refuses to engage in what she/he believes is reportable conduct. It is designed to provide protection to the RN who refuses to engage in conduct that the RN believes would be reportable to the Texas Board of Nursing. RNs can be placed in situations in

which they feel that they are being forced to choose between refusing to carry out an employer's order or to engage in conduct that the RN believes violates the Nurse Practice Act. The RN, at the time of refusing to engage in the conduct, must state that the reasons for the refusal are that the RN believes that it violates the Nurse Practice Act. The RN must be familiar with what is reportable conduct and assert that as the reason for refusing to engage in the conduct. (See TNA, The ABCs of Nursing Peer Review, Version 12/14/95, Section 2, p. 19.)

#### **4. Procedure for peer review process and information about declaratory orders**

For more information regarding declaratory orders and the peer review process please see the following: [https://www.bon.texas.gov/rr\\_current/213-30.asp.html](https://www.bon.texas.gov/rr_current/213-30.asp.html)

## **Appendix A**

### **Texas A&M University - Corpus Christi**

#### **Written Reprimand Form**

This is my notice that my behavior is disruptive to the class as perceived by my instructor

\_\_\_\_\_.

Description of behavior:

\_\_\_\_\_ Tardiness

- \_\_\_\_\_ Sleeping in class
- \_\_\_\_\_ Disrespectful behavior to  
\_\_\_\_\_ instructor/guest speaker
- \_\_\_\_\_ Failure to comply with conduct  
\_\_\_\_\_ instructions in the syllabus
- \_\_\_\_\_ Other (specify)

I, \_\_\_\_\_ acknowledge receipt of this notification.

\_\_\_\_\_ / \_\_\_\_\_ Date/Time

I recognize that the third infraction will result in:

.....  
.....  
.....

Instructor Signature

Date/Time

**Appendix B**

**Texas A&M University - Corpus Christi**

**College of Nursing and Health Science**

**Clinical/Practicum Concern Form**

**Date:**

**Student Name:**

**Faculty Name:**

**Clinical Concern Incident:**

**(Describe)** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Related to:**      Safety      Professionalism      Communication      Asepsis

**Student comments:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student signature:** \_\_\_\_\_

**Faculty signature:** \_\_\_\_\_



**Appendix C**  
**College of Nursing and Health**

**Sciences NURS \_\_\_\_\_**

**Request for Remediation**

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

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

**During Skill Competency Check-Off #, or in Clinical Laboratory, difficulty in performing the following skills was documented:**

Please review the proper assessment of the above item(s), and, when the student is prepared to repeat his/her check-off or successfully complete the above skills, sign the form and return it to the student for delivery to his/her clinical instructor.

**The above student has successfully remediated the items listed above and is prepared to repeat the check-off and return to the clinical lab.**

Nursing Learning Resource Center Representative: \_\_\_\_\_

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

Comments: \_\_\_\_\_

**This document was returned to the clinical instructor on the date shown below:**

Clinical Signature

Date

**I have returned this remediation request to my clinical instructor as documented above.**

Student Signature

Date

