



**BACHELOR OF SCIENCE
IN NURSING PROGRAM**

**STUDENT HANDBOOK
Spring 2025**

(Student Handbook is Subject to Change)



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The University of Texas-Rio Grande Valley (UTRGV) School of Nursing (SON) Undergraduate Student Handbook contains summary information. It is not a compilation of the official rules, regulations, or policies of The University of Texas (UT) System or UTRGV. All official rules, regulations, and policies are published in the UT System Board of Regents' *Rules and Regulations*, *The UTRGV Handbook of Operating Procedures (HOP)*, and *The UTRGV Undergraduate Catalog*. You should familiarize yourself with your rights and responsibilities and abide by them.

Although the *UTRGV BSN Student Handbook* was compiled on the basis of the most current information available, the School of Nursing reserves the right to change any information in keeping with the policies and/or rules of the School, the University, the UT System, and/or the Texas Board of Nursing (TBON). Should any changes be made, you will be bound by them. **[Please note: If you leave the BSN Program for any reason and are readmitted at a later date, you will be bound by the rules, regulations, or policies in place upon your return.]**

You are advised to review current copies of the *UTRGV Undergraduate Catalog*, *Texas Board of Nursing Rules & Regulations relating to Nursing Education, Licensure, & Practice*, (http://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/bon_rr_Oct2016.pdf), and American Association of Colleges of Nursing's *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008; <http://www.aacnnursing.org/Education-Resources/AACN-Essentials>). You are also advised to check the Nursing School's Webpage and Facebook (<http://www.utrgv.edu/nursing/index.htm>; <http://www.utrgv.edu/nursing/undergraduate-programs/bachelor-of-science-nursing/index.htm>; <https://www.facebook.com/UTRGV-School-of-Nursing-170179906349612/>), your course Blackboard or Blackboard Learn sites.

Students with documented disabilities (physical, psychological, learning, or other that affects your academic performance) who plan to enroll in BSN classes (didactic & practicum) and who may need academic accommodations are encouraged to contact the Student Accessibility Services located in Brownsville at BMSLC Room 1.107, phone 882-7374, fax 882-7861 and in Edinburg at the University Center (UC) Room 108, phone 665-7005, fax 665-3840, e-mail accessibility@utrgv.edu, so that appropriate arrangements can be made. These students are also requested to inform their BSN course faculty and the Director of BSN Programs of any special needs.

The BSN faculty welcome you and wish you success in the attainment of your baccalaureate degree. ***Primum non nocere*** [first do no harm, i.e., aim for the highest and the best!].

**Character is who you are and what you do when nobody else is
watching. Character . . . pass it on.
SCHOOL of NURSING**

The University of Texas Rio Grande Valley (UTRGV) School of Nursing has adopted the following **Mission Statement:**

The School of Nursing supports the mission of the Division of Health Affairs through programs that educate individuals to meet the healthcare needs of a culturally diverse society. These programs facilitate the development of competent practitioners, educators, and leaders within an interprofessional environment, to provide holistic nursing care to individuals, families, groups, and communities. Integral to the mission, the School of Nursing is committed to fostering research that enhances evidence-based practice and service within the profession. Furthermore, community engagement that enriches health promotion, maintenance, and restoration is highly valued.

CONCEPTUAL FRAMEWORK

The conceptual framework of the UTRGV School of Nursing curriculum contributes to the development of the course content to advance the knowledge, skills, and attitudes of all its graduates. Grounded on the SON philosophy and mission, the curriculum is centered on the belief that the role of the nurse is to assist the person/family/community in developing their full potential to enhance wellness, prevent illness, promote self-care for optimal health, or cope with dying and death. In accordance with professional nursing standards and evidence-based guidelines for practice, the SON degree programs emphasize the preparation of students to meet the dynamic needs of the international, multicultural, and multilingual society of the Rio Grande Valley. The curricula promote the development of advanced critical thinking and inter-collaborative skills to be used in conceptualizing, synthesizing, and evaluating nursing and health care. Graduates use skill, theory, research, and knowledge base at the entry-level through advanced roles within various settings. Grounded on education in the liberal arts and basic sciences, the curricula of the Undergraduate programs introduce concepts and develop students for entry-level evidence-based professional nursing practice. The curricula of the Graduate Programs assume an undergraduate base in nursing, physiology, pharmacology, and health assessment. It complements the UTRGV Bachelor of Science in Nursing degree program in that both have an emphasis on health, its promotion, maintenance, and/or restoration. The major thrust is toward advanced practice in which the graduate is prepared to assume responsibility and accountability for health promotion, assessment, diagnosis, and management of problems across the lifespan. All programs place a strong emphasis on critical thinking and the development of sound clinical decision-making skills including clinical reasoning. There are eight major concepts related to the central belief integrated throughout the nursing curriculum at UTRGV.

These concepts are:

- The **individual** as a holistic being
- **Society** as multicultural and diversity
- **Wellness** and **illness** as a continuum
- **Nursing** as a critical thinking, problem-solving process
- **Research** and **evidence-based practice**
- **Inter-Professional Practice**
- **Education** as a facilitator of change
- **Leadership**

The **individual**, as a holistic being, is composed of unique integrated physiological, psychological, spiritual, cultural, and social characteristics. This individual is involved in a dynamic interaction with internal and external stimuli throughout the lifespan and, as a result, is constantly establishing and reestablishing equilibrium. The aim of holistic nursing care is to interact effectively with the whole client, a total person, who is an expert on self. Using the holistic concept in the curriculum differentiates nursing from other health professions by virtue of its approach to the entirety of individuals and health.

Society is composed of individuals interrelating with one another, each from diverse cultural, ethnic, and environmental settings. Culture is composed of the values, behaviors, beliefs, and ideas shared by a group of individuals within society. The presence of many social groups, each with its unique culture, makes society multicultural. The nurse integrates multicultural concepts into areas of practice to individualize care and assist the client to promote self-care.

Wellness and Illness: Since the health status of an individual or group is a changing phenomenon, it may be viewed on a wellness-illness continuum. On this continuum, individuals and groups respond to multiple stimuli by maintaining their present health status, moving toward increased wellness, or moving toward increased illness. This perspective necessitates the application of the holistic concept to individualize client care.

Nursing, as a caring profession, is built upon a theoretical base and implemented through the nursing process. The nursing process encompasses a collaborative nurse-client assessment of needs, analysis of those needs, development of nursing diagnoses, planning based upon the diagnoses, implementation of the nursing care plan, and evaluation of the goals. The nursing process incorporates critical thinking, which leads to creative and intellectual practices.

Research and Evidence-Based studies serve as a basis for the analysis and decision-making involved in the nursing process. The nursing process is integrated throughout the curriculum and is applied from the most fundamental nursing action to complex decision-making in meeting client needs and/or managing client care. Nursing focuses on a critical thinking process which is founded on concepts and principles leading to creative and intellectual processes.

Interprofessional Collaboration and Practice is defined as "when multiple health workers from different professional backgrounds work together with patients, families, caregivers, and communities to deliver the highest quality of care. It is based on the concept that when providers consider each other's perspective, including that of the patient, they can deliver better care.

Education facilitates change as evidenced by the student's intellectual and professional growth. Cognitive, psychomotor, and affective behaviors change as a result of the teaching-learning process. The learning environment incorporates the principles of adult learning to promote the development of advanced critical thinking and inter-collaborative skills which may be used in conceptualizing, synthesizing, and evaluating management of nursing and health care problems. Teachers encourage students to be critical thinkers, active participants, client advocates, and self-directed learners.

Leadership in nursing further develops the previous seven concepts. Nursing leadership is defined as influencing others to improve the quality of care along with the direct participation in clinical care. Specifically, leadership in health care is a fundamental skill that allows the nurse to navigate the complex healthcare system effectively in solving problems and making decisions related to the client as a holistic being in a multicultural environment at any point in the wellness-illness continuum.

Nurses, as part of the health intradisciplinary team, must be capable of leading healthcare teams and using effective communication to coordinate and manage care.

In the development of all School of Nursing programs/courses, pervasive and progressive concepts provide the framework and direction for the course objectives and content. Pervasive concepts are utilized throughout all program curricula and consist of the individual as a holistic being, society as multicultural, wellness and illness as a continuum, nursing as a problem-solving process, care that is evidence-based, nursing as part of the health-care team, nurse as a leader in health care, and education as a facilitator of change. Progressive concepts are those that are introduced with the first BSN courses and developed throughout the undergraduate and graduate curriculum.

revised Fall 12/reaffirmed Fall 2016/reaffirmed Fall 2018/Revised Fall 2019/Revised Spring 2024

Please refer to the *UTRGV Undergraduate Catalog* for the most current version of the BSN curriculum (degree plan).

BSN STUDENT LEARNING OUTCOMES

At the conclusion of the BSN Program, students will:

1. Demonstrate critical thinking in the use of knowledge and theory from the behavioral, physical, and nursing sciences to provide holistic client care in multicultural health settings (AACN's *Essentials* I-IX).
2. Demonstrate the appropriate use of the nursing process in providing holistic culturally competent client care (AACN's *Essentials* I-IX).
3. Collaborate as a member of an interprofessional healthcare team to advocate for safe (mind-body spirit), effective, and holistic client care, including the use of information technology, being cognizant of cultural, societal, economic, political, and ethical-legal issues (AACN's *Essentials* I-IX).
4. Use the research process to identify nursing issues and evaluate research findings for applicability to nursing practice (AACN's *Essentials* III).

revised Spring 2016/Spring 2020

BSN PROGRAM OBJECTIVES/OUTCOMES

The BSN curriculum is designed to facilitate the achievement of the 12 program objectives/outcomes:

1. Demonstrate critical thinking in the use of knowledge and theory from the behavioral, physical, and nursing sciences to provide safe, holistic client* care in multicultural health care settings (AACN's *Essentials* I-IX).
2. Communicate effectively to establish trusting interpersonal caring relationships with individuals, families, groups, populations, and the community network (AACN's *Essentials* I, VI, VIII-IX).

3. Assess the health care status of clients across the lifespan through the use of a knowledge base, data collection techniques, and nursing skills (AACN's *Essentials* I-IX).
4. Analyze the nursing needs of clients to assist in the development of nursing diagnoses, client goals, nursing care priorities, and teaching plans (AACN's *Essentials* I-IX).
5. Plan methods of assistance, including teaching, that aid clients to enhance learning, encourage self-care, and achieve optimum health (AACN's *Essentials* I-IX).
6. Implement the nursing care necessary to assist clients in reaching their health care goals (AACN's *Essentials* I-IX).
7. Evaluate health care activity and the responses of clients* to that activity, modifying the nursing care plan as needed to promote optimum health (AACN's *Essentials* I-IX).
8. Practice culturally competent nursing within the bounds of professional standards and ethics, client rights, and legal statutes (AACN's *Essentials* I-IX).
9. Collaborate as a responsible member of an interprofessional health care team to advocate for safe, effective, and holistic culturally congruent client care, utilizing appropriate resources as necessary (AACN's *Essentials* I-IX).
10. Demonstrate leadership, responsibility, and accountability in the practice of nursing and the management of health care personnel, being cognizant of societal, economic, political, and technological trends (AACN's *Essentials* I-IX).
11. Use the research process to identify nursing issues and evaluate research findings for application of evidenced based nursing practice (AACN's *Essentials* III).
12. Demonstrate a commitment to the nursing profession (AACN's *Essentials* VIII).

*client = individual(s), family(ies), group(s), population(s), community(ies), society

BSN STUDENT POLICIES

Students are responsible for submitting written documentation in a timely fashion in regard to:

- changes in name, address, or phone number(s)
- current, accurate, and complete information pertaining to the various Admission, Progression, and Graduation Criteria (e.g., immunizations, UTRGV student ID, CPR certification, RN licensure, PPD, transcripts, etc.)
- Review UTRGV School of Nursing Policy for Student

Admission Criteria

1. Meet UTRGV's admission requirements.
2. Seek academic advisement *each* semester regarding prerequisite progression.
3. Have a minimum 3.0 grade point average (GPA) on a 4.0 scale in all prerequisite courses.
4. Complete all BSN prerequisites with a minimum grade of "C" in each course.
5. Pass math quiz [grade of 100].
6. Provide proof of current certification in cardiopulmonary resuscitation (CPR) for health care providers [American Heart Association's Basic Life Support].
7. Provide documentation verifying the absence of active (infectious) pulmonary disease.
8. Provide documentation verifying current immunization or immunity status for specified diseases (hepatitis B, measles, mumps, rubella, tetanus/diphtheria or tetanus/diphtheria/pertussis, varicella [***signed*** documentation by professional re: illness vs immunization], flu/influenza, meningitis *if <age 22*, etc.).
9. Submit evidence of criminal background check/clearance by the Texas Board of Nursing (TBON).
10. Be admitted by the UTRGV School of Nursing (SON) Undergraduate Admission, Progression and Graduation

Committee (APG). Students will be admitted based on space availability after being rank-ordered using the total points obtained from the following criteria:

- A. GPA for Science Courses - 40%
 1. BIOL 2401 Anatomy and Physiology I
 2. BIOL 2402 Anatomy and Physiology II
 2. CHEM 1311 General Chemistry I and CHEM 1111 General Chemistry Lab I
 3. CLSC 2429 Clinical Microbiology
- B. GPA for Strategic Courses - 20%
 1. MATH 1342 Elementary Statistical Methods or MATH 1343 Introduction to Biostatistics
 2. PSYC 2301 Introduction to Psychology
 3. PSYC 3337 Psychology of Lifespan
 4. SOCI 1301 Introduction to Sociology or ANTH 2351 Introduction to Cultural Anthropology
- C. HESI A² Composite Score (includes English, Math, Anatomy and Physiology) - 20%
- D. HESI A² Critical Thinking Score - 20%
- E. Subtraction of 1% from the total points obtained if student withdraws, drops, repeats, or fails in each of the science courses.

Technical Standards

The UTRGV SON Programs are designed to prepare graduates at a high level of competency for beginning positions (entry level graduates as registered nurses or advanced

practice nurses) in culturally diverse health care settings. The program fosters professional excellence by providing a climate in which intellectual achievement in nursing is encouraged and developed.

In order to meet a high level of competency, students must acquire the knowledge and skills required to practice nursing, ensure patient safety, foster professional integrity that ultimately improves the health care outcomes of patients, families and communities across the health care continuum. To be successful the student must meet course and program objectives and be able to demonstrate competence in six technical standards:

- Observation
- Communication
- Motor
- Intellectual, Conceptual-integrative
- Behavioral-social
- Stress management

Students unable to meet these competencies will not be able to complete the program and are counseled to pursue alternate careers.

Observational Ability: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. The student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients. The student must have sufficient capacity to make accurate observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the healthcare team to provide prompt treatment and care to patients.

Communication Ability: The student must communicate effectively both verbally and non-verbally to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner, and provide patient counseling and instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

Motor Ability: The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic

maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

Intellectual, Conceptual, and Integrative Abilities: The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.

Behavioral and Social Attributes: Each student must be able to exercise stability, and sound judgment and to complete assessment and interventional activities. The student must possess the emotional health required for the full use of their intellectual abilities, exercise good judgment, and the development of sensitive and effective relationships with patients, families, communities, peers, and professional teams. The student must be able to adapt to changing environments and display flexibility in the clinical environment.

Ability to Manage Stressful Situations: The student must be able to adapt to and function effectively in stressful situations in both the classroom and clinical settings, including emergency situations. The student will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to personal, patient care/family, faculty/peer, and or program related).

Students Requesting Reasonable Accommodations

If a student reports, or it is discovered, he/she cannot meet one or more of the six technical standards due to a disability, the School of Nursing will follow the University policy: The Office for Civil Rights in the U.S. Department of Education enforces regulations implementing Section 504 with respect to programs and activities that receive funding from the Department. The Section 504 regulation applies to all recipients of this federal funding, including colleges, universities, and postsecondary vocational education and adult education programs. Failure by these higher education schools to provide auxiliary aids to students with disabilities that result in a denial of a program benefit is discriminatory and prohibited by Section 504. “No otherwise qualified person with a disability in the United States shall, solely by reason of a disability, be excluded from the participation in, be denied the benefits of or be subjected to discrimination under any program or activity receiving federal assistance.” 34 CFR §104.3(j)

A person with a disability is a person who:

- Has a physical or mental impairment which substantially limits one or more major life activities.
- Has a record of such an impairment; or is regarded as having such an impairment.

34 CFR §104.3(k)(3)

A qualified person with a **disability is defined as a person who meets the academic and technical standards requisite to admission or participation** in the post-secondary institution's programs and activities.

Under the provision of Section 504, the University of Texas Rio Grande Valley in administering its admission policies may NOT:

- Apply limitations upon the number or proportion of persons with disabilities who may be admitted.
- Make pre-admission inquiries as to whether an applicant has a disability. Exclude an otherwise qualified student with a disability from any course of study.
- Provide less financial assistance to students with disabilities than is provided to other students.
- Measure student achievement using modes that adversely discriminate against a student with a disability.
- Establish rules and policies that have the effect of limiting participation of students with disabilities in educational programs or activities.

Under 34 CFR §104.3(k)(3), students with disabilities are not exempt from meeting the technical standards but may be able to continue in the program with reasonable accommodations.

Disability determinations under the ADAAA

Under the provisions of the ADAAA, institutions are obligated to conduct a comprehensive individualized assessment prior to rejecting an individual's disability claim. [Sec. 2(b)(3)]. Determinations of whether an individual meets the legal definition of disability are fact specific and must be based upon a review of all relevant information and data concerning the individual's skills and abilities, the manifestations of the impairment(s), and the nature of the functional limitations experienced. Factors pertinent to the individualized assessment include:

- Objective medical/education data

The student's claims must be verified and supported by objective medical and/or educational data and a clear diagnosis. There should be information or data that identifies the impairment(s) and describes its impact relative to the deficiencies or limitations that the individual has identified. There must also be sufficient data provided about the nature of the impairment to permit an assessment of the duration, severity and the degree to which it impedes the individual's ability

to perform. Documentation that reflects no, minor, minimal or even moderate impact has been ruled not to support a disability determination.

- Present level of performance

It is important to verify that the difficulties or limitations raised by the student are, in fact, reflected in his/her actual performance. The student's level of performance, as well as his/her functional limitations, should be considered. There should be evidence or information provided that reflects the manifestations of the impairment and the extent to which they impact relevant activities. The key inquiry is whether the student's abilities and/or performance are impacted with respect to a wide range of tasks that, taken together, can be classified as imposing limitations concerning a major life activity. Evidence of successful performance within the same or similar environment in which the student is claiming disability should raise serious questions concerning the claim. Evidence of poor performance should be assessed with respect to cause and effect. It is important not to ignore plausible non-disability-related reasons that might explain or contribute to the student's poor performance or difficulties.

- Impact on major life activities

A student's inability to perform tasks unique to a particular program, job, or course of study alone generally is not sufficient to establish a substantial limitation to a major life activity. The courts are comfortable with classifying the ability to learn, ability to read, and ability to process information as major life activities. They have been less willing to dissect the examination process into its many formats and constructs and identify isolated skills, such as, the ability to take standardized tests, long law school examinations, multiple choice examinations or timed standardized tests as major life activities. It must be established that the activity in question "relates or contributes to the ability to obtain a satisfactory education versus the ability to perform isolated or particular functions." A comprehensive assessment of the student's skills, abilities and limitations related to assimilating and processing information and functioning within the educational environment is what is necessary to determine whether the major life activity of learning is impacted.

- History of past performance

Courts have been consistent in ruling that an academic and/or professional history "replete" with significant success and a high level of performance with little or no evidence of diagnosis, impairment or accommodation will NOT establish entitlement to accommodation even in the face of supportive psycho-educational test results and the accompanying opinion of well credentialed experts. There must be evidence of "a consistent pattern over the years" of his/her performance having been impacted in a substantial manner by the impairment and/or evidence of previous accommodation before the courts will even entertain the possibility of the existence

of a disability. Once such a pattern is shown, the courts will take a closer look at the how and why of the successful achievement. The onus is on the individual and his/her experts to provide concrete, objective evidence that establishes that the manner in which the success was achieved was not only in spite of the impairment but reinforces the existence and substantial impact of the impairment.

- The individual's behavior and statements

It is important not to overlook or minimize the student's statements and behavior relative to the impact of the impairment. Behavior or statements that either buttress or contradict his/her assertions regarding the severity and impact of the functional limitations are extremely important. Courts have identified the following circumstances as challenges to the validity of a student's disability claim:

- The student fails to raise the issue of disability until the potential of adverse action arises.
- The student attributes his/her poor performance to reasons other than disability.
- When describing the impact of the impairment, the student minimizes the severity or seriousness of the impact.
- Review of the student's level and extent of participation or performance does not reflect the limitations or disabilities complained of.
- o Additionally, what the student says or does concerning the impairment can place the validity of their expert's opinions in question. Opinions of experts that are primarily based upon the anecdotal reporting of the student may be discounted when the actions and/or statements of the student are inconsistent with the expert's findings concerning the manifestations of the impairment(s) and the extent of functional limitation required.

Students Requesting Accommodations to Meet the Technical Standards

- I. Student must disclose a disability on admission to the School of Nursing or as soon as the disability is acquired following admission to the Director of BSN Programs.
- II. Student must meet with Student Accessibility Services to determine type and availability of reasonable accommodations if required. Determination of accommodations may require **verification and supportive objective medical and/or educational data and a clear diagnosis.**
- III. Student must meet with School of Nursing Director of BSN Programs to determine if required accommodations are feasible taking into consideration student and patient safety in clinical facilities.
- IV. Students who cannot meet the technical standards with accommodations will be counseled to pursue alternate careers.

Students Not Requesting Accommodations to meet the Technical Standards

Students not requesting accommodations will be evaluated according to course and program objectives.

Criminal Background Checks

UTRGV requires **all** BSN students to undergo a criminal background check (CBC). In addition, according to the Texas Nurse Practice Act contained in the Texas Occupations Code, prospective Nursing students **must be cleared by a TBON-initiated-CBC *before* admission into any Nursing program.** Current licensure as a registered nurse suffices (see below RN to BSN).

Advanced Placement

Accelerated Online Program (AOP) RN to BSN students may be granted credit for selected BSN courses after approval by the RN to BSN Coordinator. Each student's credit will be individually determined and will be assigned *after* the passage of the required BSN coursework.

Scholarships

Select Nursing scholarships are available via application through UTRGV's Scholarship Office.

Official UTRGV e-Correspondence

UTRGV-assigned e-mail addresses (**or Blackboard Learn Course Messages**) are **required** for official UTRGV correspondence. **Standards/Competencies**

The BSN Program adheres to the current rules and regulations of the *Texas Board of Nursing's (BON) Rules Regulating the Practice of Nursing*

(http://www.bon.texas.gov/pdfs/law_rules_pdfs/rules_regulations_pdfs/bon_rr_Oct2016.pdf), the *Ethics for America*

n Nurses' Association's (ANA) *Scope and Standards of Practice*, and the ANA *Code of Nurses with Interpretive Statements*. The BSN Program also abides by the Commission on Collegiate Nursing Education's

(CCNE) *Standards for Accreditation of Baccalaureate & Graduate Degree Nursing Programs* and the American

Association of Colleges of Nursing's (AACN) *Essentials of Baccalaureate Education* (2008). Please see BON

Standards of Practice, Statements of Unprofessional Conduct, and Essential Competencies of Baccalaureate

Graduates as well as <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures> <https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines> [Guidelines](https://www.aacnnursing.org/CCNE-Accreditation/Accreditation-Resources/Standards-Procedures-Guidelines) for the CCNE *Standards* and <http://www.aacnnursing.org/Education-Resources/AACN-Essentials> for the AACN *Essentials*.

BSN Student Conduct Code

BSN students must adhere to **and abide by** the UTRGV *Vaquero* Honor Code

<https://www.utrgv.edu/studentlife/resources/vaquero-honor-code/index.htm>, the BSN Honor Code, the *BSN Student Handbook*, and the UTRGV BSN Student Agreement/Acknowledgement form (page 24).

Academic or Scholastic Honesty/Integrity

As members of a community dedicated to Honesty, Integrity, and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

[Vaqueros Report It | UTRGV](#)

BSN students are expected to comport themselves with integrity in all activities pertaining to the BSN Program, whether in class, lab, clinical, or preparation for such. BSN students are required to abide by UTRGV's Student Conduct Code and observe appropriate standards pertaining to academic or scholastic dishonesty, i.e., cheating, plagiarism, and/or collusion, on each test/quiz or assignment (care plan, paper, project, presentation, etc.).

Students are responsible for their own academic honesty and are also responsible for reporting violations of academic honesty by others. Students who violate academic or scholastic honesty **[including failing to report its violation(s) by others]** will receive a **failing grade** in the respective course(s) and may not be considered for readmission. Students will be required to **abide by** the BSN Honor Code for each test, quiz, or assignment. Violations of academic dishonesty may merit grounds for dismissal.

BSN Honor Code

On my honor, I pledge that I

- have neither given nor received any unauthorized assistance on this exam, quiz, or assignment
- will not give or receive any unauthorized assistance on this exam, quiz, or assignment
- will report any academic dishonesty by others witnessed by me to <https://www.utrgv.edu/studentlife/resources/vaquero-honor-code/index.htm>

Vaquero Student Honor Statement/Code

I pledge I will not cheat, plagiarize, falsify data, or give or receive unauthorized assistance on academic work in accordance with The *Vaquero* Honor Code. I further pledge to support a culture of academic integrity. The entire *Vaquero* Honor Code can be found at <https://www.utrgv.edu/studentlife/resources/vaquero-honor-code/index.htm>.

Sexual Harassment, Discrimination, & Violation

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during her/his course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Attendance

Students are expected to attend all scheduled classes, labs, and clinicals and may be dropped from the course for absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

Excused absences for scheduled classes, clinicals, laboratory, and simulation experiences:

- Death or major illness in a student's immediate family. Immediate family may include mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by the Dean or Dean's designee.
- Illness of a dependent family member or any familial responsibilities associated with COVID-19 (e.g., loss of childcare, closing of schools, inability to secure eldercare, etc.).
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious Holy Day <https://www.utrgv.edu/studentlife/resources/faculty-staff/student-absences/index.htm>
- Injury or illness that is too severe or contagious for the student to attend class or clinical. Immediate notification to the Clinical/Lab Instructor of record should be attempted via email as quickly as the student's health condition allows.
- Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (including classes on weekends), the student should obtain a medical confirmation note from her or his healthcare provider. The Student Health Clinic or an off-campus healthcare provider can provide a medical confirmation note only if those providers are directly involved in the care of the student. The medical confirmation note must contain the date and time of the illness and the provider's confirmation of the needed absence.
- Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (including classes on weekends).
- Students required to miss clinical experiences due to injury or illness may be required to receive clearance from a healthcare provider to perform the essential functions of the clinical if patient safety might be jeopardized or if it is perceived that participation in clinical might cause further harm to the student.
- Required Military Duties
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
- Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact Student Accessibility Services (SAS) for additional information. In order for accommodation requests to be considered for approval, the student must apply using the mySAS portal. and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff.

Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, or severe injury, or undergo surgery may also be eligible for temporary accommodations.

Parental Leave, Leave of Absence, and Accommodations Policy

A. Purpose

The purpose of this policy is to provide guidelines for parental leave and accommodation.

B. Persons Affected

This policy will cover the students enrolled in the UTRGV SON curriculum.

C. Definitions

Parental leave is a benefit specifically for students requesting time off for the birth of a child or for the placement of a foster/adoptive child under the age of three.

Parental leave will not extend beyond two calendar weeks. (See D.4, D.5, and D.6)

Accommodations: Providing a change of schedule to support a temporary condition (i.e., medical emergency, self or significant others, pregnancy, urgent childcare, placement of a foster/adoptive child under the age of three.)

D. Policy

Due to the rigor of the nursing education program, depending on the length of the leave, leaves of absence may require a student to take a full semester leave and return the following semester. If more than two semesters are required, the student must apply for readmission.

The policy of the University of Texas Rio Grande Valley School of Nursing (UTRGV SON) will:

1. support all students and facilitate the completion of their nursing education. The UTRGV SON complies with federal and state laws regarding accommodation.
2. comply with federal and state laws.
3. accommodate the immediate perinatal period and all its demands on parents and newborns.
4. provide realistic options for the student to progress toward completion of the nursing program.
5. advise that accommodation beyond two calendar weeks places the student at risk of not fulfilling the course requirements and may result in withdrawal from enrollment.
6. advise that parental (birth or adoptive) leave beyond 12 months will require readmission to the program.
7. evaluate medical extensions on a case-by-case basis.

E. Procedures

Step 1: Must first contact the course coordinator.

The student will develop a detailed plan with the course coordinator. Use the link enclosed here:
https://cm.maxient.com/reportingform.php?UnivofTexasRGV&layout_id=22

Step 2: A student seeking parental leave, or a leave of absence should work with the Associate Dean of Student Affairs to schedule the leave. The plan should be completed and approved by all parties at least 3 months before the start of the leave.

Step 3: The student request is processed to the Director of BSN Programs for pre-approval.

Step 4: The Dean will review and provide the final approval.

Step 5: The Dean will forward all documents to the accessibility office for review and confirmation.

B. Related Statutes or Regulations, Rules, Policies, or Standards

Statutes: <https://www.utrgv.edu/accessibility/accommodations/glossary/index.htm>

<https://www.utrgv.edu/accessibility/pregnancy-parenting/pregnancy-parenting-faq/index.htm>

Student Accessibility Services

Classroom Distractions

Students must refrain from classroom distractions (e.g., talking [to each other], eating, texting, using phones, entering late or moving about excessively during class, slamming doors, etc.). If your personal laptop or other electronic device is **not** being used to take class notes or refer to current class, then it too is a distraction. Students causing distractions will be asked to leave the classroom and may be subject to disciplinary action.

Use of Electronic Devices

The use of electronic devices, including laptops, cameras, voice recorders, or phones, must be approved by the course faculty *prior to* class, lab, or clinical. Electronic devices may not be used for personal reasons in class, lab, or clinical, such as texting, talking, picture-taking, videorecording, etc. At all times, **client privacy and confidentiality must be safeguarded**. The use of *any* unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz.

Personal Social Media Profiles

Although these guidelines apply primarily to departmental accounts. If you choose to engage in social media with your personal profiles and disclose your relationships with the university, it is important that you keep in mind that people might perceive your personal comments or statements as coming from your department. If you are expressing an opinion and you have a profile set to public, make sure you make it clear that your opinion does not constitute an official response from your department. You might choose to add "opinions are my own" to your social media profiles.

If external news media contacts you via your personal social media profiles, please direct them to the University Marketing and Communications department: umc@utrgv.edu

Grading

A letter grade of "C" is necessary in each required course in order to continue in the BSN Program. Any grade below "C" (i.e., "D" or "F") is a failing grade. ***Furthermore, there will be no rounding of grades. For example, 89.75 will be recorded as B or 74.654 will be recorded as a D.*** Within UTRGV SON, the BSN Program grading scale is as follows:

- A 90-100**
- B 80-89**
- C 75-79**
- D 60-74**
- F below 60**

Exams/Tests/Quizzes

In general, BSN exams/tests/quizzes are **proctored on campus**, including those administered for online courses. Exam dates are listed in each course syllabus, and students are **expected** to make arrangements to be present for the scheduled tests. In the event that students will be absent from an exam or quiz, they must notify their course instructor in advance. Failure to do so will result in the student receiving a zero for the missed exam or quiz. Should extenuating circumstances prevail, the student may request special consideration, which will be addressed on an individual basis. Makeup exams are not guaranteed.

Standardized Exams

Standardized exams will be administered at various times throughout the BSN curriculum. Relevant fees will be charged, usually along with registration, for the respective BSN courses.

Most standardized tests are **proctored on campus**. **Students are responsible for seeking advisement** from designated faculty regarding their standardized exam scores and remediating as needed.

Artificial Intelligence (AI) Technologies

"In any written paper with AI, the student must be able to explain if requested to summarize or apply his/her understanding of the concepts of the course. If unable to do so, the grade may be readjusted at the discretion of the faculty. If APA/references are required, a copy of the article(s) must be provided as an attachment in all submissions. All uses of AI must be transparent, fair, ethical, and honest. The faculty reserves the right to allow the student to use or not to use AI in his/her course. See course syllabus for further information.

Performance and Midterm Failures

Any student who underperforms in academic and/or clinical outcomes or is failing at midterm [academically and/or clinically] must schedule an appointment with the instructor of record; course coordinator; BSN Program Coordinator (SON Undergraduate Director as needed).

Performance Assessment and Action Plan

A. Purpose

The purpose of this policy is to outline the process and guidelines for the assessment of academic performance, clinical performance, and professional conduct.

B. Persons Affected

The policy is to create a development plan of success for the University of Texas Rio Grande Valley (UTRGV) School of Nursing (SON) students in academic performance, clinical performance, and professional conduct.

C. Definitions

1. Academic performance: Students who score below the academic threshold grade of 75 on exams and below Level 2 on Assessment Technologies Institute (ATI) exams.
2. Clinical performance: Students who score below the academic threshold grade of 75 on clinical paperwork, assignments, presentations, or overall clinical grade.
3. Professional conduct: Students who do not abide by the SON Undergraduate Handbook clinical requirements ethical violations, or any other relevant factors related to professional conduct.

D. Policy

It is the policy of The University of Texas Rio Grande Valley School of Nursing (UTRGV SON) to describe the process and guidelines for addressing academic performance, clinical performance, and professional conduct,

E. Procedures

1. Performance measures: This includes academic performance below a certain threshold, clinical practice concerns, and professional conduct.
2. Documentation and communication:
 - a. The student will be notified by a faculty member or advisor via verbal or electronic communication with a scheduled time to meet with the student face-to-face or via Zoom (exams will not be reviewed via Zoom).
 - b. The student will be provided with the **Student Performance Assessment Form** (see attached) that must be completed prior to meeting with the faculty.
3. Development plan for success:
 - a. Students will meet with Faculty/Advisor to discuss and review the Student Performance Assessment Form.
 - b. Once performance issues are identified, a **Student Success Action Plan** will be developed by the faculty and student.
 - c. The **Student Success Action Plan** will be implemented and tailored to address the specific areas of concern which may include a combination of academic support, additional coursework, clinical practice opportunities, or other interventions.
4. Timeline and Progress Monitoring: Students will be required to meet weekly with Faculty/advisor to ensure the student is making satisfactory progress.
5. Faculty Support and Resources:
6. Resources will be documented on the available **Student Success Action Plan** to support students during the plan for success process. This includes referrals for tutoring, mentoring, counseling, or other academic support services.
7. Evaluation and Determination of Success: The plan for the success period will end once the student achieves a score at 75 and above on assessments/examinations, improved clinical performance, and professional conduct.
8. Consequences for Unsuccessful Success Plan: If the student is unable to successfully complete the student success action plan, the student may be required to retake the course as defined in the nursing student handbook if approved by the UAPG Committee or may be dismissed from the SON for inappropriate behaviors as defined in the SON Student Handbook.
9. The Student Performance Assessment and the Student Success Action Plan will be part of the student's administrative file.
10. Appeals process for course failures will be followed as defined in the UTRGV SON Student Handbook.

Progression Criteria

1. Maintain at least \$1 million in professional liability insurance.
2. Provide annual documentation verifying absence of active (infectious) pulmonary disease.
3. Provide documentation verifying current immunization or immunity status for specified diseases (hepatitis B, measles, mumps, rubella, tetanus/diphtheria or tetanus/diphtheria/pertussis, varicella, flu/influenza, and, *if <22*, meningitis, etc.).
4. Provide annual proof of current certification in CPR (health care provider).
5. Maintain a 2.0 GPA in nursing courses on a 4.0 scale.
6. Achieve a minimum grade of "C" in each required BSN course.

7. Satisfactorily complete BSN courses in approved sequence.
8. Alternate Pathway students: Provide evidence of current licensure to practice registered nursing in the state of residence. Students will not be permitted to continue in clinical courses if a temporary permit expires without a license being issued or if a license to practice registered nursing has expired or been suspended, canceled, or revoked.
9. Seek academic advisement *each* semester regarding program progression.
10. Abide by and adhere to the *BSN Student Handbook*.
11. Students who have failed **two BSN courses at ANY level or twice from the same BSN Course** are **not** eligible for progression into the BSN Program.
12. Violations of academic dishonesty may merit grounds for dismissal.

Readmission and Reinstatement

A. Purpose

The purpose of this policy is to provide specific guidance on the process of readmission and reinstatement of students to graduate and undergraduate programs.

B. Persons Affected

This policy applies to doctoral, graduate, and undergraduate students.

C. Definitions

1. Readmission is the request from a student to be considered for reentry to a program of previous enrollment. 2. Reinstatement is a formal request by a student following the process stated below.

D. Policy

This policy addresses the procedures, and related statutes, regulations, rules, policies, and standards related to the process of readmission and reinstatement of students.

E. Procedures

1. Students will be dismissed from the nursing program if they meet any one or more of these conditions:
 - a. Received a grade of “D” or “F” in more than one course or in a course that has been repeated due to a previous failing grade,
 - b. Received written email notice of dismissal from the program for failure to adhere to SON Policy.
2. Students dismissed will observe the following guidelines:
 - a. A dismissed student is no longer eligible to progress or enroll in a nursing program.
 - b. Dismissed students will not be eligible to receive a Letter of Good Standing from the School of Nursing
3. Students who drop or withdraw twice from the same course may not re-enroll in the course or continue in the SON.
4. Readmission requests beyond 12 months, or one year, will require reapplication to the program of choice.

5. All students applying for reinstatement must submit the following in typewritten form including the date, full name, address, UTRGV email, and phone number.

6. A student applying for reinstatement must:

- a. Meet with an Academic Advisor from the Academic Advising Center to review factors influencing failure, drop, withdrawal, or leave of absence, and for assistance with referrals to overcome academic challenges.
- b. Meet with the program coordinator.
- c. Submit a formal letter requesting readmission to the APG Committee (Use the required attached form).
- d. Meet all program readmission deadlines and submit the application by the program deadline.
- e. Address the factors that influenced the student's failure, drop, withdrawal, or leave of absence.
- f. Explain the progress made by the student toward addressing the factors identified in number 4.
- g. Submit all program requirements (immunizations, CPR, Insurance.) prior to returning to the nursing program.

F. Process

1. The process will be managed by the Admissions, Progression, and Graduation Committees for the undergraduate and graduate programs.
2. The student is expected to apply for readmission or reinstatement.
3. The student is expected to use the attached form to request readmission and reinstatement.
4. The Committees will use the rubric for objective assessment of each request.
5. Note: If eligible approval to retake/repeat a course may be granted on a space-available basis.

Professional Liability Insurance

All students enrolled in BSN clinical courses are required to maintain professional liability insurance. Since "blanket" student coverage is billed along with other student fees, RNs who have their own liability insurance and do not wish to purchase student coverage must inform the BSN Coordinator and provide evidence of such coverage.

UTRGV Student Health Insurance <https://www.utrgv.edu/health-services/more-information/student-insurance/student-insurance-faq/index.htm>

Transportation

Transportation to and from class, lab, or clinical is the student's responsibility.

Clinical Attendance

The School of Nursing faculty expects that its students will recognize that they have entered a profession in which commitment to full participation in clinical experiences is an essential component as students are considered to be part of the nursing team. **Therefore, regular attendance in clinical, laboratory and simulation experiences are mandatory.** Missed hours can prevent adequate development and assessment of the required knowledge, skills, attitudes, and clinical judgment. Absence from clinical/lab/simulation jeopardizes the student's ability to successfully meet the required clinical course outcomes and competencies. Punctuality is expected in professional workplaces. Students are expected to arrive on time for clinical/lab/simulation experiences and stay for the entire time allotted for that clinical/lab/simulation experience. Important information affecting patient care is communicated to

students at the start of clinical experiences. Therefore, tardiness for clinical/lab/simulation experiences jeopardizes the student's ability to give safe nursing care.

CLINICAL ABSENCES: Absences from clinical experience are closely monitored by faculty and should occur only in rare circumstances. Clinical absences will be evaluated on an individual basis. If the student has any clinical absences during the semester, clinical may be made up through a plan developed by the clinical/lab instructor. However, **the opportunity to make up absences may not be possible, depending on the length of the clinical rotation, the availability of the faculty and/or the agency to which the student is assigned, and may result in inability of the student to meet course outcomes.** If it is determined by the faculty team that a student will be unable to meet course objectives due to clinical absences or if a pattern of absence develops or excessive absences exist, the appropriate course coordinator will refer the student to the BSN Program Coordinator to determine progression in the program.

Professional Appearance and Behavior

BSN students are expected to behave appropriately in class, lab, and clinical. When representing UTRGV, they must dress and act professionally even when picking up client assignments (i.e., be neat and clean with proper hygiene, short nails, no nail polish; keep hair up off the collar; wear clean clothes and shoes, limited makeup, jewelry, and/or perfume/cologne; and not chew gum). Student uniforms must bear the BSN patch, and students must display their UTRGV photo student identification card AND their orange nametags identifying themselves as UT Rio Grande Valley BSN students. If worn, lab coats must be clean, ironed, and fastened. In addition, students are generally required to follow a similar dress code and behavior guidelines as stipulated for the personnel within assigned clinical agencies. If specified by the clinical site, students must refrain from using electronic devices, such as mobile phones.

Dress Code

Projecting a professional appearance is the responsibility of all students. Appearance reflects upon the individual, the BSN Program, the University, and the nursing profession. For clinical rotations and skills labs, uniforms are required to maintain a professional environment. The uniform is designated by the school and students will not deviate from the uniform (NO JOGGERS) selected SON BSN program-approved student uniforms must be ordered and purchased through the program-approved distributor.

BSN students are expected to conduct themselves appropriately in class, lab, and clinical. When representing UTRGV, they must dress and act professionally even when picking up client assignments. Student uniforms must bear the BSN patch, and students must display their UTRGV photo student identification card AND their orange nametags identifying themselves as UT Rio Grande Valley BSN students. If worn, lab coats must be clean, ironed, and fastened. In addition, students are generally required to follow a similar dress code and behavior guidelines as stipulated for the personnel within assigned clinical agencies. If specified by the clinical site, students must **refrain from using electronic devices, such as mobile and smart phones.**

1. Completely white long-sleeve undershirts may be worn under the uniform. Cuffs must be tight to allow the sleeves to be pushed up if needed and stay in place. No turtlenecks, sweater material, or loose-fitting long sleeves are permitted.
2. Appropriate undergarments will be worn under the nursing uniform.
3. White, closed-toe shoes, with non-skid soles are to be worn with the UTRGV SON nursing uniform; shoes may NOT have mesh and should be a clean closed heel (no clogs), and have solid white shoelaces (always laced).

4. While in UTRGV SON uniform, students must wear plain white socks that cover the ankles; non-design support hose/knee-hi stockings may be worn if desired.
5. To provide safe, comfortable, and sanitary conditions for the patient and the care provider:
 - a. Hair must be worn off the collar and held in place to ensure it does not fall over the face or touch the patient and/or equipment. Decorations, bows, ribbons, and large hair clamps are prohibited. Only natural hair colors are allowed while in the nursing program. No head coverings, other than those for religious/cultural purposes, are permissible in lab (this applies to thick headbands, scarves, hats, etc.).
 - b. No false eyelashes are allowed to ensure they do not fall and touch the patient and prevent the patient from pulling on them.
 - c. Beards and mustaches must be neatly trimmed and well groomed.
 - d. Nails should be short in length and clean. No artificial nails, tips, wraps, stickers, or nail polish may be worn at the clinical site.
 - e. Tattoos must be completely covered.
 - f. Pierced earrings: one pair of small studs on the earlobes only; no stones, no hoops, and no dangling earrings allowed. Rings: one plain band only – no stones. No tongue rings or other visible body piercings allowed. No necklaces or bracelets are allowed.
 - g. No intentional unnatural shaving of hair (eyebrows included). No shaved designs
 - h. Colognes/perfumes are not permitted; however, deodorant is not considered cologne or perfume and should be worn every day.
6. Gum chewing not only looks unprofessional but also interferes with clear communication and can be highly offensive to others. Gum chewing will not be allowed in uniform or scrub attire on clinical/school premises.
7. Clinical uniform requirements also include a watch with a second hand, black non-erasable ink pen for documentation, and a stethoscope. Any other clinical-specific requirements will be noted in the appropriate instructor clinical expectations.

Safety

Students, faculty, and staff must promote quality and a safe environment for clients/patients, self, and others on campus or other school-related sites. e.g., communication (cultural, interpersonal, teaching, reporting, documentation, etc.), hand washing, body mechanics, medication administration (“sharps”), etc.

Accidental Exposure to Blood/Body Fluids

BSN students must ***immediately*** inform their respective campus lab or clinical faculty of any blood/body fluid exposure so that the incident can be reported to the appropriate clinical agency representative and ***The UTRGV Environmental Health, Safety, & Risk Management (EHSRM) Director***. Client testing will be done at the site when possible; student lab testing, and follow-up will be done via UTRGV EHSRM Office.

Satisfactory/Unsatisfactory Clinical Performance

Safe, responsible, and appropriate clinical performance is expected. If such performance is not demonstrated, a *Clinical/Lab Nursing Form* may be completed outlining appropriate steps for self-improvement. Examples of satisfactory/unsatisfactory (C or better per SON grade scale above) clinical performance for each critical element are on pages 25-29.

Clinical Evaluation

Faculty use their professional judgment to evaluate student performance throughout each clinical course with formal evaluations usually being conducted twice, i.e., midterm and final. Students are expected to demonstrate advancing levels (I, II, III) of satisfactory clinical performance in each of the 5 critical elements: 1) client safety, 2) nursing process, 3) critical thinking, 4) communication, and 5) responsibility and accountability.

All critical elements must be satisfactory at the time of the final clinical evaluation in order to pass the course.

Students must pass didactic course to pass the clinical/lab associated with the course and students must pass clinical course associated with the didactic course in order to progress to the next level.

Students are responsible for utilizing **current, unaltered clinical forms** as provided in the most updated *BSN Forms Packet*. Students must also **provide blank copies of the appropriate BSN Student Clinical Evaluation form** to their clinical faculty prior to their assigned midterm and final clinical evaluations. (Refer to pages 20-23 for a sample BSN Student Clinical Self-Assessment/Analysis and Critical Thinking Exercise *plus* examples of satisfactory and unsatisfactory clinical performance.

If a critical clinical incident occurs (clinical/lab), a *Clinical/Lab Incident Report Form* may be completed outlining occurrence and appropriate steps to prevent re-occurrence. See UTRGV SON undergraduate and graduate *Performance Improvement Policy* (record of anecdotal notation) and criteria below.

Critical Incidents (please also refer to pp. 25-29)

Examples of critical incidents that may result in failure to pass clinical include (but are NOT limited to):

1. Client Safety
 - a. Performs skills without first notifying nursing instructor for appropriate supervision.
 - b. Places client in a dangerous situation. e.g., improperly uses side rails or restraints, hazardingly positions client
 - c. Does not follow "client rights" when administering medications.
 - d. Documents inaccurately. e.g., uses altered clinical forms, records false information
2. Nursing Process
 - a. Does not make ongoing client assessments.
 - b. Does not inform nursing instructor of change in client condition.
 - c. Sets inappropriate priorities.
 - d. Performs activities without appropriate supervision or assistance.
3. Critical Thinking
 - a. Is unable to provide scientific rationale as basis for nursing care.
 - b. Makes clinical decisions that endanger client.
4. Communication
 - a. Violates client confidentiality. e.g., shares client information via social media, duplicates client health records, discusses client with those not involved in client's care
 - b. Records false information.
 - c. Does not receive or give report.
 - d. Uses electronic devices for personal reasons. e.g., texts, makes phone calls
5. Responsibility and Accountability
 - a. Is unprepared for clinical.
 - b. If dishonest.
 - c. Does not assume responsibility for own actions.
 - d. Invades client privacy. e.g., takes pictures of client
 - e. Does not follow nursing chain of command/authority.

Course Drops /Withdrawals

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class UTRGV SON adheres to university policy. For students who drop or withdrawal, see progression criteria.

<https://www.utrgv.edu/ucentral/registration/dropping-withdrawing/index.htm>

Course Drop/Withdrawal

Students who drop or withdrawal on *the last day to drop or withdrawal* to avoid course failure (grade) is recorded as a course attempt and considered a course failure.

Students who drop or withdrawal due to extraordinary and/or extenuating circumstances, including those pertaining to *Family Leave of Absence* (FMLA) in **communication with UTRGV Student Accessibility Office** are eligible for appeal in order to resume progression in the nursing program.

Students who have failed **two BSN courses at ANY level or twice from the same BSN Course** are **not** eligible for progression **and are dismissed from the UTRGV SON BSN Program (only).**

Dismissal from UTRGV SON does NOT constitute dismissal from UTRGV. See UTRGV Academic Advisor to review other academic options and programs of study.

Appeals Process

Students who fail one BSN nursing course at any level must submit an appeal letter to the UAPG Committee for readmission consideration. Appeal for re-entry, a return in the subsequent session or readmission is not guaranteed.

Readmission Process

Readmission into the BSN Program is not guaranteed, whether due to a drop, withdrawal, or leave of absence from a BSN course. Re-entry into the BSN program, after a leave of absence, is expected within one year. If an absence exceeds one year, re-application is required.

Students applying for re-entry or readmission must:

1. Submit a letter to the Undergraduate APG Committee to address:
 - a. Factors influencing failure, drop, or withdrawal
 - b. Plan for success
2. Meet with BSN Coordinator and support faculty from SON (as determined by the Undergraduate APG committee)
3. Satisfy any unique terms set forth by undergraduate APG Committee meeting.
4. Meet BSN Program readmission deadlines.
5. Exemptions and limitations apply: Refer to Students Accessibility Services
<https://www.utrgv.edu/accessibility/>

Graduation Criteria

1. Achieve a minimum grade of "C" in each required course for the BSN degree.
2. Satisfactorily complete all required courses for the BSN degree.
3. File a Degree Plan approved by the BSN Coordinator.

4. File an acceptable Application for Degree via ASSIST on or before the date specified in the University Calendar.
5. File an Application for Graduation via Assist and achieve clearance (AOP RN to BSN) based on the published graduation deadlines.

Chain of Command/UTRGV School of Nursing Organizational Chart

Students are required to follow the Program chain of command when dealing with concerns. For example, when dealing with individual, class, or clinical concerns, the student is required to talk with the respective classroom faculty or clinical faculty. Should the concern or issue remain unresolved, the student must then proceed in the following order: to the course coordinator, the BSN Program Coordinator, the Undergraduate Program Director, the Associate Dean for Student Affairs, Executive Associate Dean for Academic Affairs, and lastly, the Dean of the School of Nursing. Refer to UTRGV SON algorithm and UTRGV School of Nursing's organizational chart www.utrgv.edu/nursing/about/organizational-chart/

Grievance Policy/UTRGV Handbook of Operating Procedures

Students who wish to appeal any program decision must do so **in writing** within 10 working days of the decision. This process pertains to any matter other than discrimination and grade appeal. Refer to the *UTRGV Student Grievance Policy in the Handbook Operating Procedures Student Grievances and Complaints (STU 02-200)*.

<https://www.utrgv.edu/hop/policies/stu-02-200.pdf>

<https://www.utrgv.edu/srr/students/filing-a-grievance/index.htm>

Student Representation on School of Nursing Faculty Organization (SONFO) Committees and Advisory Boards

BSN students are represented on the Undergraduate Curriculum Committee, Undergraduate APG, Program Evaluation Committee, and Student Events Committee. Additionally, the dean seeks student representation and participation for the SON Student Advisory Board. The listed SONFO committees require representation of one Junior student and one Senior student. Interested students should contact the BSN Coordinator. Student representatives will: attend meetings and/or notify alternate to attend; assume responsibility to obtain suggestions and comments from the student body in order to represent students; report committee proceedings to the student body.

Student Nurse Organization

Students are encouraged to join and participate in the local chapter of the Student Nurse Organization (SNO).

Sigma Theta Tau International Honor Society of Nursing/Pi Omicron Chapter 397

Pi Omicron is the local chapter of Sigma Theta Tau International Honor Society of Nursing. Eligible undergraduate students must meet the expectation of academic integrity, achieve a minimum **cumulative** grade point average of 3.0 on a 4.0 scale, **rank in the upper 35% of the graduating class**, and have completed one-half of the BSN curriculum.

ESSENTIAL COMPETENCIES OF GRADUATES OF TEXAS BACCALAUREATE DEGREE NURSING EDUCATION PROGRAMS

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients, families, populations, and communities.
- C. Promote the practice of professional nursing through leadership activities and advocacy.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care.
- B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients, families, populations, and communities based upon interpretation of comprehensive health assessment findings compared with evidence-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study.
- C. Synthesize comprehensive assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients, families, populations, and communities using information from evidence-based practice and published research in collaboration with the above groups and the interdisciplinary health care team.
- D. Provide safe, compassionate, comprehensive nursing care to patients, families, populations, and communities through a broad array of health care services.
- E. Implement the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.
- F. Evaluate and report patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research findings, and plan follow-up nursing care.
- G. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.
- H. Coordinate human, information, and material management resources in providing care for patients, families, populations, and communities.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- 777B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.
- C. Use multiple referral resources for patients, families, populations, and communities, considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance, and restoration.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients, families, populations, and communities.
- E. Communicate and manage information using technology to support decision making to improve patient care and delivery systems.
- F. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or organizational need.
- G. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership, and evaluation.

patient = client = individual, family(ies), group(s), community(ies), society

Texas Board of Nursing. (2021). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors*. Austin, TX: Author.

https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

TEXAS BOARD OF NURSING
Rules and Regulations Amended
September 2019

Definition of Nursing and Nursing Practice Act: Texas Occupations Code (TOC) Chapter 301

<https://statutes.capitol.texas.gov/Docs/OC/htm/OC.301.htm>

https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2019.pdf

<https://www.bon.texas.gov/>

**UT Rio Grande Valley School of Nursing
BSN Program
Criminal Background Check/Petition for Declaratory Order Sample**

The Texas Board of Nursing (BON) conducts Texas Department of Public Safety (TXDPS) background checks on all applicants for licensure. See website links below:

<https://www.bon.texas.gov/students.asp> https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf

According to the Nurse Practice Act contained in the Texas Occupations Code (TOC), the BON may refuse to admit student to its examinations. Any individual enrolled or planning to enroll in an educational program that prepares an individual for an initial license as a registered nurse who has reason to believe that she/he is ineligible for the license may petition the BON for a declaratory order as to her/his potential eligibility. See *Petition for Declaratory Order* (PDF file revised 06/2015 per TBON). See link below.

https://www.bon.texas.gov/pdfs/forms_pdfs/initial_licensure_recognition_pdfs/declaratoryorder_pdfs/DOAPP2014.pdf

Please sign the form to confirm your understanding of the criteria put forth by TBON.

Phone: 512-305-7400 Website: <http://www.bon.texas.gov>

Student's PRINTED _____
Name _____ Date of Birth _____

SS# _____

Email Address (personal) _____

Physical Address _____

Mailing Address _____

I have read and understand the criteria put forth by TBON that may make me ineligible for the National Licensure Examination for Registered Nurses (NCLEX-RN). Furthermore, I understand that I may petition the Texas Board of Nursing (TBON) with the *Declaratory Order Form*. Please sign below in acknowledgement of TBON requirements and the TBON Declaratory Order. I understand this process is time sensitive (4-8 weeks). I will acquire the fingerprints as directed by TBON to complete the criminal background check.

Student's Signature _____

Date _____



School of Nursing

UTRGV Generic BSN, Accelerated Second Degree BSN, and AOP RN-to-BSN Student Agreement/Acknowledgement

I, [printed name] _____ [Student ID] _____
have been informed that I am bound by the current rules, regulations, or policies of The University of Texas (UT) System, the *UTRGV Handbook of Operating Procedures*, the *UTRGV Undergraduate Catalog*, and the *UTRGV SON BSN Student Handbook*. I understand **that it is my responsibility to be familiar with these documents** and their content by which I **must** abide.

I have been informed that the *UTRGV BSN Student Handbook* includes a vast amount of vital information, including the current BSN student policies (e.g., advisement; admission, progression (e.g., C = minimum grade), and graduation (e.g., passage of the BSN Readiness Exam) criteria; chain of command; class and lab/clinical attendance; grading; academic honesty; safety, professional conduct; professional appearance; evaluation practices; etc.).

I understand that should practices or policies change while I am in the BSN Program, I will be bound by them. Should I leave the BSN Program for any reason and am readmitted at a later date, I will be bound by the rules, regulations, or policies in place upon my return.

Student's Signature: _____

Date: _____

UTRGV BSN Program
UTRGV SCHOOL OF NURSING
Student Performance Assessment Form

Date: _____ Student Name & SID: _____ Course/Section: _____
Exam # _____ and score: _____

Instructions: The student will complete the form prior to meeting with the course faculty.

1. Describe or explain any outside activities that may be affecting your academic performance.

2. Discuss your study habits. _____

3. Tell us how you prepare for your exams. _____

4. Which of the following are part of your preparation for the exam (check all that apply)?

- ☐ PrepU Questions
- ☐ Videos on CoursePoint+
- ☐ Animations on CoursePoint+
- ☐ Reviewing PPT/lecture notes
- ☐ Flashcard Drills
- ☐ Blueprint review
- ☐ Study group(s)
- ☐ Reading Textbook
- ☐ Quizzes/Dynamic Practice Questions from ATI/with rationales
- ☐ Other _____

5. What do you experience when taking the exam?

- ☐ I change answers.
- ☐ I cover the answer choices and think about what the answer should be.
- ☐ I read the entire question.
- ☐ I miss "Select all that apply."
- ☐ I experience anxiety before the exam.
- ☐ I experience distractions during the exam.

6. Have you used tutoring services at utrgv.edu/tutoring in the past?

- ☐ Yes
- ☐ No
- ☐ Comment: _____

Reference: (Student Performance Assessment Form adapted from Lewis et al. (2019))

Lewis, C. L., Swanzy D. M., Lynch, C. M., & Dearmon, V.A. (2019). GROWTH: A strategy for nursing student retention. *Journal of Nursing Education*, 58(3), 173-177. <https://doi.org/10.3928/01484834-20190221-09>doi: 10.3928/01484834-20190221-09.

SAMPLE

UTRGV BSN STUDENT CLINICAL SELF-ASSESSMENT/ANALYSIS FORM

Critical Thinking Exercise

Critical Thinking Exemplar

Describe one example where you applied critical thinking skills (may include teaching).

I took care of Mrs. R.C. today and noted that she was very tired and did not want to ambulate. After further questioning, she told me that her muscles felt weak, and her vision was not what it used to be. Later when giving meds, I noticed that she was on Lanoxin and Lasix. Her K supplement was not reordered postop. The last digoxin (dig) level was 1.8 three days ago. Last K level was 4.1 five days ago. Mrs. R.C. said her vision was blurry and that she was seeing “halos” and yellow/green lights. After the M.D. called back, he ordered a STAT dig level, and the results were 2.2 (she was dig toxic!!!) I felt pleased to have alerted the nurse to this situation.

Inductive Reasoning

Use the following exercise to evaluate your critical thinking exemplar & your critical thinking skills.

1. **Problem/Issue** Client tired, vision impaired?
2. **Identified Facts** Client on Lanoxin and Lasix. K supplement was not reordered postop. Doses of Lanoxin and Lasix were adjusted postop. 3 days ago, K level 4.1 & dig level 1.8.
3. **Assumptions** I can assume that lab was drawn correctly; lab values are correct; lab values may be different since they were last drawn; client has received all scheduled medications.
4. **Inferences** I can infer that her K level will be low since she is not on K replacement and has been getting Lasix & that her dig level may be up since she has continued to receive Lanoxin.
5. **Applicable Nursing Concepts**
 - Client safety
 - Client assessment
 - Nursing responsibility
 - Interpretation of lab values
 - Pharmacological effects
 - Pathology
6. **Applicable Research Findings** A client receiving Lanoxin and Lasix is prone to dig toxicity, especially if K level is low. The client's renal function can affect clearance of Lanoxin and cause dig serum levels to climb.
7. **Synthesis/Analysis/Conclusions** Client is at risk for dig toxicity. Client is experiencing possible s/sxs of dig toxicity.
8. **Implications for Nursing Care** Monitor urine output, K levels, dig levels. Report last dig level. Teach client the s/sxs of dig toxicity. Report no K supplement. Monitor for s/sxs of dig toxicity. Place on cardiac monitor (if applicable). Report/record appropriate findings and follow up orders received.

Definitions

analysis—separation of a whole into its parts to identify patterns and relationships assumption—an idea or concept that is taken for granted; assumptions may be true or false inductive reasoning—specific details or facts gathered to arrive at a conclusion inferences—your judgment of what the data mean; believed to be true after careful consideration of the evidence synthesis—parts or elements combined into a single new entity



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SAMPLE
UTRGV BSN STUDENT CLINICAL SELF-ASSESSMENT/ANALYSIS FORM

NAME _____ NURS _____ DATE(S) OF CLINICAL _____

SUMMARY OF CLINICAL EXPERIENCE Make one statement describing your client biopsychosocioculturally, if applicable, including strengths. Then describe your activities, accomplishments, & experiences.

My client was a 72-year-old female. She was S/P AAA repair. Today I did a.m. care, gave meds, changed an abdominal dressing, and DC'd an NGT. I helped my client ambulate and helped my peers gather supplies. I observed a chest tube insertion. I monitored my client's glucometer and gave insulin per sliding scale.

SELF-ASSESSMENT/ANALYSIS Evaluate yourself in terms of strengths, weakness, challenges, & personal feelings. Describe the course or clinical objectives you met this week.

Strengths I feel comfortable talking with my client. The summer job as an aide has also helped me. I do not feel so scared in the clinical setting as I did before.

I have not started an IV or inserted a Foley catheter yet—and my documentation always needs correction when I show it to my clinical instructor.

Challenges I think I need to become more self-directed in my learning.

Personal feelings I enjoy this unit, and the charge nurse has been so helpful.

Course objectives I assessed my client's lab results, meeting clinical objective #1.

SAFETY* Describe at least one situation where safety was applied or *should have been*.

Before I got my client out of bed in the morning to ambulate, my teacher reminded me to let her dangle on the side of the bed for a couple of minutes so she would not get dizzy.

CULTURAL CONCEPTS Describe at least one situation in which cultural concepts were applied or *should have been*.

I went into another room to help a classmate. The client was scheduled for surgery later in the day. There were several family members and a *curandera* praying around his bed. The charge nurse came in and said there were too many people there. When the client explained that they were praying for him, the nurse snapped that he should be resting and then left. A few family members started to leave, but we told them they could stay. They thanked us and resumed praying. The cultural concepts of "family," "significant others," "support system," "*curanderismo*," "spirituality," "paternalism," "medicocentrism," "client advocacy," and "client rights" were involved.

DEVELOPMENTAL CONSIDERATIONS Describe at least one situation where developmental needs were taken into consideration or *should have been*.

My client kept apologizing for being slow and said she still found it hard to realize she was not as energetic and strong as she used to be. I told her she did not need to apologize and adapted my care to her pace.

SPIRITUAL CONSIDERATIONS Describe at least one situation where spirituality was addressed or *should have been*.

My client told me that this hospitalization has made her think about whether her life had meaning. She said she realized how many things she has not done that she always thought she would have time to do. I was reminded that sensing a purpose in life is part of spiritual wellness.

TEACHING CONSIDERATIONS Describe at least one situation where teaching occurred or *should have occurred*.

As I prepared my client to ambulate, I explained how important it was to dangle on the side of the bed before standing up to keep her from getting dizzy. (I really thought the nurse described above could have benefited from being taught about cultural awareness!)

PLANS FOR FURTHER SELF-DEVELOPMENT List what you can do to improve or enhance your clinical learning. Be specific.

- Review skills/procedures in text. Review critical criteria in competency skills checklist. Be prepared—and volunteer—to insert a Foley should the chance arrive.
- Select clients with IVs and multiple meds.
- Keep up with my reading for class. Think about how to apply that information to 'real life' clinical situations.
- Do the computer-assisted instruction recommended for this clinical.

INSTRUCTOR COMMENT

UTRGV BSN Program
Examples of Satisfactory & Unsatisfactory
Student Clinical Performance

Selected **EXAMPLES** of satisfactory & unsatisfactory clinical performance for each of the 5 critical elements include (but are not limited to) the following:

Area of Evaluation	Satisfactory Performance	Unsatisfactory Performance
Client Safety	<ul style="list-style-type: none"> • Recognizes client safety needs during procedures • Provides a safe environment in client care areas • Exhibits an understanding of nursing principles • Questions a situation that violates underlying principles • Uses appropriate principles to adapt an intervention • Checks 'Client Rights' in medication administration • States medication's action & rationale for administration • Discusses implications for prescribed medication • Correlates significance of pertinent diagnostic tests to client's health condition • Organizes & completes nursing care in a timely manner 	<ul style="list-style-type: none"> • Is unaware of safety factors or needed precautions • Does not question inconsistent orders e.g., medication, treatment, or diet • Does not reassure client/family about concerns • Ignores or fails to apply scientific principles • Does not recognize or report a violation of underlying principles • Is unable to relate nursing principles to client situation • Does not utilize 'Client Rights' in medication administration • Does not research medication to be administered • Does not relate diagnostic test(s) to client's health condition • Overlooks critical diagnostic test results • Fails to notify instructor of significant diagnostic test results • Is unable to complete client care activities within allotted time • Is disorganized in providing client care • Loses focus when 'stressed'
Nursing Process	<ul style="list-style-type: none"> • Gathers appropriate, accurate, & current information for the purpose of identifying unique client strengths, needs, concerns, &/or challenges • Sets individualized, realistic, & measurable client goals [outcomes] • Involves client/family in planning realistic & meaningful nursing care • Plans nursing care based on client input, scientific rationales, & priorities • Formulates developmentally-sound & culturally congruent teaching plan • Implements appropriate nursing interventions • Evaluates goal achievement 	<ul style="list-style-type: none"> • Does not gather sufficient client information to plan holistic individualized care • Is unaware of changes in client's condition or overall care plan • Lists goals that are not individualized, measurable, or realistic • Does not include client/family in planning individualized care • Fails to take note of need for special client care • Does not prioritize client care based on client input or scientific rationales • Is unable to develop appropriate teaching plan • Is unable to carry out nursing care • Does not evaluate goal achievement
Critical Thinking	<ul style="list-style-type: none"> • Exhibits a basic understanding of theory & concepts • Applies accurate concepts & principles to nursing care • Utilizes required references to enhance own understanding • Questions a situation that violates underlying principles • Makes accurate & sound client care decisions • Seeks appropriate assistance with client care when needed • Uses scientific principles to modify planned care as needed • Demonstrates competent critical thinking & problem-solving skills 	<ul style="list-style-type: none"> • Is unable to relate theory to practice • Is unable to apply nursing principles to client situation • Does not use appropriate references to enhance own learning • Does not recognize or report a violation of underlying principles • Makes inappropriate client care decisions • Does not seek needed assistance with client care decisions or client care • Is unable to appropriately modify planned care when necessary • Is unable to problem-solve or think critically
Area of Evaluation	Satisfactory Performance	Unsatisfactory Performance
Communication	<ul style="list-style-type: none"> • Uses appropriate & clear communication techniques with others 	<ul style="list-style-type: none"> • Communicates inappropriately with others e.g., client/family, health professionals

(lay, folk, professional)	<p>e.g., client/family, classmates, faculty, health professionals & providers</p> <ul style="list-style-type: none"> • Follows appropriate chain of command • Interacts with client/family in a culturally competent fashion • Addresses client/family & others in a respectful manner • Is able to adapt when perceives interpersonal differences with others e.g., values, culture, language, communication styles • Is able to accurately & efficiently gather client data • Explains nursing care to client e.g., treatments, medications • Teaches in a culturally & developmentally sound manner • Solicits client/family input regarding client care • Seeks input about client care from appropriate others e.g., client/family, faculty, health professionals • Works as a team member with classmates & pertinent clinical staff • Reports changes in client's condition to primary nurse & faculty as needed • Reports deviation from plan of care to appropriate authority • Documents clearly, succinctly, & accurately in an organized, timely fashion about client or client care, including own thorough & updated assessment • Reports relevant, significant facts to primary nurse when leaving unit 	<ul style="list-style-type: none"> • Violates chain of command • Does not use culturally appropriate communication • Uses familiar or inappropriate terms to address others e.g., 'Granny,' 'Abuelo,' 'Sweetie' • Avoids those with perceived differences • Is unable to collect accurate & comprehensive client data • Does not explain nursing care to client e.g., rationales, treatments, medications • Misinforms client about health condition, nursing care, treatment, policies, etc. • Uses medical terminology while interacting with client • Fails to adapt teaching plan to client's unique culture&/or developmental level • Does not seek client/family input about care plan or perceived client care • Fails to seek or utilize input about client care from appropriate others • Does not offer help to classmates or pertinent clinical staff • Fails to report changes in client's condition to appropriate others • Does not inform proper authority about pertinent deviations from care plan • Uses inappropriate terminology to document about client or client care • Documents false or outdated information • Fails to document <u>or</u> is late with documentation • Does not inform primary nurse when leaving unit • Does not report client status or unfinished nursing care
Responsibility & Accountability	<ul style="list-style-type: none"> • Is responsible & accountable for own self-development • Seeks out new learning opportunities e.g., client care, procedures, experiences • Prepares for clinical appropriately, consistently, & thoroughly, using updated & unaltered BSN clinical forms • Utilizes acceptable & current resources, such as faculty & applicable research • Is accountable for own actions • Alters behavior based on constructive criticism (without becoming defensive) • Dresses professionally, per <i>BSN Student Handbook</i> & clinical agency policy • Is punctual for & attentive in lab, clinical, pre- & post-conferences—and after break • Notifies faculty in a timely fashion if will be late or absent • Safeguards client privacy & confidentiality • Assesses client thoroughly & accurately under faculty supervision & guidance • Contributes meaningfully to pre- & post-conferences • Submits complete & accurate assignments on time • Uses appropriate & current BSN clinical forms • Provides constructive criticism of clinical faculty, experiences, & site 	<ul style="list-style-type: none"> • Does not maximize own self-development • Is NOT self-directed in own learning • Is ill prepared for clinical e.g., does not pick up client assignment or prepare proper NCP • Alters official BSN clinical forms • Utilizes unreliable, improper resources in clinical preparation • Does not enlist faculty supervision e.g., assessment, medications, treatments • Blames others for own mistakes; is defensive; gets angry; makes excuses; etc. • Repeats previous errors • Dresses inappropriately with hair on collar &/or without UTRGV BSN nametag • Is late to or absent from lab, clinical, conferences without notifying faculty • Returns late after break—or does not return at all • Fails to inform faculty about absence or tardiness • Shares client info with inappropriate others, including via social media • Fails to assess client; assesses client inaccurately; assesses client without faculty supervision; uses someone else's assessment findings; etc. • Offers little to pre- & post-conferences; is unprepared or sleeps during conferences • Is consistently late with assignments • Submits false or outdated client information on altered BSN clinical forms • Provides harsh, inappropriate evaluations based on own anger



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STUDENT SUCCESS ACTION PLAN

Student Name/ SID: _____ Course: _____ Exam grade _____ Date: _____

Instructions: The student and faculty will agree to a plan based on the assessment of your exam performance, clinical or conduct performance.

Root Cause Analysis Why Students Scored Low	Action Plan (Faculty write an action plan based on the result of the Student Performance Form)	Target Date	Comments
<input type="checkbox"/> Time management <input type="checkbox"/> Study habits <input type="checkbox"/> Exam Preparation <input type="checkbox"/> Test-taking Experience <input type="checkbox"/> Lack of support services <input type="checkbox"/> Clinical Performance <input type="checkbox"/> Professional Conduct	Use of UTRGV campus resources: Academic advising <input type="checkbox"/> Counselling center <input type="checkbox"/> Student accessibility center <input type="checkbox"/> Health services <input type="checkbox"/> Community resources <input type="checkbox"/> Learning Center Use of School of Nursing resources: ATI Nurse Logic <input type="checkbox"/> Knowledge and clinical judgment <input type="checkbox"/> Nursing Concepts <input type="checkbox"/> Priority setting Frameworks. <input type="checkbox"/> Testing and Remediation <input type="checkbox"/> ATI Case Studies <input type="checkbox"/> ATI quizzes (min. 50 questions on specific topics) Course point Resources <input type="checkbox"/> Prep U quizzes (minimum of 50 questions) <input type="checkbox"/> Concept Mapping on Lippincott advisor (min. 3)		

By signing, I agree to the plan above and understand this form and the Student Performance Assessment will be part of my administrative file.

Student Signature & Date

Instructor Signature & Date

Program Coordinator Signature & Date