Overview

The subsequent faculty development plan is aimed at helping identify my vision and goals for becoming a valued contributor to B.Y.U. The plan includes a self-assessment as well as short-term and long-term goals in the areas of teaching, citizenship, and contribution to the discipline.

I love being a nurse and look forward to the opportunity to teach student nurses at B.Y.U. This is my dream job! I hope to instill my love and passion for the profession into these students. I want to help them become excited about learning to care for Heavenly Father's children in a loving, respectful manner. I look forward to using my strengths as a skilled, practicing nurse to aid student nurses in their journey.

Teaching

Self-Assessment

Compassion, caring, and learning are the core components of my nursing/teaching philosophy. I understand I must strive to continually learn in order to grow in my profession and share that knowledge with others.

I value learning. Knowledge is instrumental in not only practicing as a nurse, but in being an astute nurse educator. I must understand how to be an excellent nurse in order to teach others the same principles. There is tremendous satisfaction in knowing that as an educator I can make a difference for patients by preparing their caregivers to give excellent care using best practices.

I take the role of an educator very seriously. I truly want to make a difference. By supportively teaching future nurses, I have the ability to influence many lives. I want to stay current in teaching methods as well as modern practice. In order to remain current and relevant in my instruction, I continue to work shifts in the emergency department. I value the significance of truly understanding what I am teaching and believe I can teach what I love and do it well because of my experience and my willingness to continue learning and improving.

Professional Goals

I enjoy teaching nursing students who are eager to learn. I truly have their best interest in mind, I am approachable, and I want them to succeed. Their excitement for education and knowledge are contagious and I am blessed to be in a position where I can make a difference in their lives and future career. I aim to develop and implement strategies based
on active learning principles into the classroom as well as increasing spirituality in the learning setting. My goals for 2014 include:

- Read one book this year pertaining to active learning
- Attend one active learning seminar or conference presentation
- Seek methods to incorporate interactive learning with the use of small-group discussions, role-playing, peer teaching, and alternative formats for lectures
- Find innovative ways to share my testimony and provide testimony-building experiences for students
- Continue to improve teaching methods by implementing suggestions provided by student evaluations and peer review
- Begin class periods and clinicals with prayer
- Improve feedback on my teaching by implementing mid-course evaluations and inviting staff from the Center for Teaching and Learning to evaluate my teaching

Citizenship

Self-Assessment

Citizenship is a valuable attribute and the measurement of this characteristic offers me a chance to be benevolent to my academic institution as well as strengthen the college of nursing. I believe the Lord has led me to teach at B.Y.U. and I am willing to take on any opportunity to serve. The chance to give back is a gift because of the many blessings I have received. I appreciate the opportunity of collaborating and connecting with others to provide meaningful service and hope I can provide a substantial, positive contribution to the committees and teams I will work with.

Professional Goals

I believe in being actively involved in professional organizations that focus on advancing the nursing profession and image of nursing in the community. I belong to several organizations at this time but hope to focus on encouraging others to join and support the Emergency Nurses Association (E.N.A.) because this year I have the opportunity to serve as the Utah state president of the E.N.A. I want to perform successfully in this role and it will be my primary focus in the citizenship section of plan for 2014.

I am currently a member of the Scholarly Works committee in the college of nursing. I am learning my role on this college committee and will consistently try to understanding the expectations requested of me.

My goals for this year include:

- Successfully serving as the state E.N.A. president and accomplishing the goals I have set for that role:
  - Provide a state educational conference in 2014
Provide a certification review course for E.N.A. members in 2014
Apply to be a member of an E.N.A. national committee

- Continue to work on my college committee and positively contribute to its purpose
- Provide Advanced Cardiac Life Support classes for nursing students who are in their final semester of school
- Support nursing student research in areas of my expertise
- Provide Basic Life Support classes for college of nursing employees
- Participate in the university-sponsored Writing Matters summer seminar to improve my writing/reading skills, which will improve my knowledge for the scholarly works committee

**Contribution to the Discipline**

**Self-Assessment**

In over two decades, I have developed expertise in my role as a bedside emergency department nurse and hospital-based nurse educator. However, the move to the world of academia has presented new obstacles in my career path. I have much to learn in the university world.

Nevertheless, I am willing to consistently work and positively influence the discipline. I am a faculty member on the professional track, which requires me to engage in activities that provide a contribution to the profession of nursing. I have determined to devote more time and effort into the global health program. This past spring semester, I traveled to Ecuador with students. I would like to pursue further education regarding trauma and emergency care with the Luis Vernaza hospital in Guayaquil.

The move to this new role has been exciting. I love teaching and learning and I am excited to pursue these interests further. I recognize I have much to learn and will have many more opportunities to increase my contribution to the discipline of nursing.

**Professional Goals**

Because I am on the professional track, my principle goal is to advance the quality of my teaching. Nevertheless, I enjoy research and understand though this is not my focus; I would happily be involved in certain areas that include:

- Compassion fatigue, burnout, and compassion satisfaction in nurses
- Trauma care improvement
- Mentoring new nurses/New nurse transition
- Emergency nursing

My goals for contribution to the discipline include:

- Submit my thesis work for publication this year
• Plan and present a meaningful, successful address at the national E.N.A. conference in Indiana this October
• Assist with original research activity for the global health/Ecuador program
• Apply for a MEG/ORCA grant for global health/Ecuador research and educational pursuits

Resources Needed

➢ Faculty Development Center resources to improve teaching
➢ Opportunities to co-research with a mentor-dialogue with other nursing professors who may have similar research interests
➢ Financial and scheduling support for nursing conference attendance
➢ Continued involvement in the global health Ecuador program to further pursue research and education projects
At this time, I am assisting other professors in three classes while I am waiting for a long-term assignment. Consequently, I will implement two writing assignments that will fit into the Acute/Chronic Illness nursing course. These students are in their third semester of the nursing program, and typically their 5th semester of B.Y.U. This class requires in-depth reading of essential material each week in addition to three-hour lectures. I believe that dispersing a few low-stakes writing assignments will help break up the monotony of lecture, as well as increase comprehension of some of the difficult concepts covered in the required reading.

**Writing Assignment #1**

Rush Writes

At the beginning of the class, I will have the students respond to the following regarding the past week’s reading assignment:

- ✓ Respond to the (3-4) questions listed from last week’s reading assignment.
- ✓ What do you feel you already know quite well from the reading assignment?
- ✓ Is there a particular point in the reading that is confusing to you?

At the middle or end of class, I will have the students respond to the following prompts:

- ✓ What questions do you still have?
- ✓ How can you apply this information in a clinical setting?
- ✓ List at least one new concept from the reading that was reinforced in the lecture today.

I hope to use these Rush Writes to help evaluate my teaching, as well as use them to get the students thinking about what they read and why the material is necessary. Additionally, I hope to learn what the students really understand and where there may be a need for further explanation.

**Writing Assignment #2**

Microtheme

At the end of one of the lectures I teach, I will ask the class to write a very short paragraph that explains a concept that was discussed and had been included in the week’s reading assignment. I will ask them to write as if they are explaining the concept to a high school student who is interested in the medical field. This assignment will replace one of the 5-point quizzes that are randomly assigned throughout the semester.
The course I will be using as my course development assignment for the Faculty Development Series is a class that has had the syllabus previously developed. I plan to submit my ideas to the course coordinator and ask if I may pilot my project.

I intend to determine the effectiveness of these new learning activities and teaching methods during and after the semester by providing a mid-semester class evaluation in addition to the traditional end-of-semester evaluation. I will also request honest feedback from the other two professors who commonly teach the class. I will propose that the in-class writing assignments replace some of the quizzes in class so as not to overload the students.
I am very interested in the subject of active learning. I realize that most faculty continue to use passive teaching—lecture—because it is familiar to them and probably the easiest form of teaching. Faculty may feel their responsibility is to convey vast amounts of information to their students and lecturing is the simplest method.

I believe students learn more effectively if they are involved in the process. A BYU Faculty Center grant will enable me to provide an active learning activity in my classroom. Adding games at times in the classroom may promote group work and critical thinking. Interactive activities not only break up the monotony of a long lecture, but they may also reach out to students who learn better with an active learning style.

If I am awarded this grant, I will purchase an interactive buzzer system that will allow students to participate in quiz-like games that will be based on the subjects presented in the assigned reading. One advantage of the game system is that it may be used multiple times and in various classes to reinforce important concepts. Students will become more involved and, with any luck, feel excited and stimulated to learn more.
I am on the professional track at BYU. I am not required to pursue research, but plan to enhance the quality of my teaching, as well as pursue some global health projects. I had the opportunity to travel to Ecuador this past spring semester. One of the BYU nursing program’s clinical sites in Guayaquil was a very large hospital. There were educational needs identified in this hospital and their nursing leadership requested the help of BYU nursing students with some projects. I am interested in providing education and resources to this hospital.

The specific goals and activities I will pursue for my scholarship project are:

1. Apply for a Mentoring Environment Grant or encourage a student to apply for an Office of Research & Creative Activities grant to help with travel expenses for the Guayaquil educational project
2. Set aside blocks of time to write and pursue specific measurable goals for the educational project in Guayaquil
3. Obtain Institutional Review Board (IRB) approval for the Guayaquil educational project
4. Share drafts of my work with a colleague who has experience in global health and research

The method I will use to evaluate my success will simply be to evaluate if each step was completed. Each goal I listed above is essential for the project’s success. There is a need for this project and I have the passion and energy to pursue it. If I encounter barriers, I will make a new plan to pursue this important project.
Note: The course syllabus is as accurate as possible and includes the expectations for both students and faculty. Occasionally changes must be made to accommodate unusual events or corrected information. Such changes will be posted on the course website, announced in class, and communicated by class email.
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**BYU COLLEGE OF NURSING**

**NURSING 342**

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BYU COLLEGE OF NURSING MISSION STATEMENT

Learning the Healer’s Art

The mission of the Brigham Young University College of Nursing is to
Develop Professional Nurses Who:
Promote Health
Care for the Suffering
Engage in the Scholarship of the Discipline
Invite the Spirit into Health and Healing
and Lead with Faith and Integrity

Our purpose is to teach and advance the discipline of Nursing within the
context of the principles of the Gospel of Jesus Christ.

We inherit a legacy of service from faithful pioneers who blessed the lives
of their families, their neighbors, their communities, their nation and the
world because of the knowledge of the art and science of nursing and their
commitment to the well-being of God’s children.

BYU COLLEGE OF NURSING VISION

We are a community of scholars engaged in discovery and application of
the Healer’s Art to strengthen health and healing worldwide and to
enhance the discipline of nursing.

Accountability
Respect
Integrity
Service
Excellence
.....ARISE in Faith
Nursing 342 Syllabus

Fall Semester 2013

Section 1: UVRMC HOSP on W at 05:30 am - 04:30 pm,

Section 2: UVRMC HOSP on Th at 05:30 am - 04:30 pm,

Section 3: UOFU HOSP on Th at 07:00 am - 05:30 pm,

Section 4: IMC on Th at 7:00 am – 5:30 pm,

Section 5: TIMP HOSP on Th at 06:00 am - 04:30 pm,

Section 6: ALTA VIEW on Th at 07:00 am - 05:30 pm,

Section 7: VA HOSP on F at 07:00 am - 05:30 pm,

Section 8: ALTA VIEW on F at 07:00 am - 05:30 pm

Clinical Coordinator Information
Course Information

Description

This course focuses on the acquisition and application of nursing knowledge and skills used with the adult client experiencing acute and chronic illness in various clinical settings. It is expected that the student will build upon the foundation gained in previous didactic and clinical courses, to identify and fulfill nursing responsibilities.

The American Nurses Association (ANA) Nursing : Scope and Standards of Practice and The American Association of Colleges of Nursing (AACN) Essentials for Baccalaureate Nursing Education are used as a guide in developing the clinical learning experience.

Prerequisites

Continuing status in the BYU College of Nursing program, completion of the 200 level Nursing courses and the required fourth semester pathophysiology course.

Learning Outcomes

1. Demonstrate integration of critical thinking skills and evidence-based practice information in the provision of nursing care to adults with acute and chronic illnesses. This will be evidenced by:

   - completion of weekly in-depth patient evaluations
   - demonstrated clinical patient assessments
   - nursing process paper
   - peer presentation of a research article
   - participation in post-clinical conferences

2. Integrate communication and collaboration skills in the care of adult clients with acute and chronic illnesses. This will be evidenced by:

   - participation in shift reports on medical/surgical units
   - completion of a teaching care plan on a client
   - contributing to in multidisciplinary care rounds for clients in the acute care setting
   - participation in post-clinical conferences

3. Develop a personal perspective on providing a caring environment that incorporates principles of professionalism and the Healer’s Art in the care of adult clients and their families in the acute care setting. This will be evidenced by:

   - completion of reflective journaling assignments
   - documenting spiritual and emotional needs in weekly in-depth patient evaluation
   - successfully meeting the criteria in the clinical evaluation under the headings of caring and professionalism
Grading Policies

All assignments must be completed with a “Pass.” A cumulative grade of 73% or better must be achieved in order to pass the course. Ten percent of total assignment points will be deducted for each day an assignment is turned in late.

****No individual assignment scores will be rounded up. The semester total point score will only be rounded up to the first decimal point.

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<tr>
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<td>87% - 89%</td>
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<td>60% - 62%</td>
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<tr>
<td>Clinical Evaluation Tool (Mid-term)</td>
<td>Pass / No Pass</td>
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<tr>
<td>Life Long community learning</td>
<td>Pass / No Pass</td>
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<td><strong>PROFESSIONALISM</strong></td>
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Course Council

A course council is implemented into this semester and is an additional opportunity for student involvement. Student representatives can volunteer or be chosen to represent the student population within every course. The students will work directly with the Course Coordinator for N341 and N342.

Course Expectations

Clinical settings are where the action is. It is important to understand that each clinical facility may vary with difference in routines, clinical assignments, patients assignments, and so on. Each faculty member will have a style and a grading routine different than the next.

**ATTENDANCE POLICY:**

- **An unexcused absence from a clinical day will result in failure of N342.** Extenuating circumstances that have been communicated to your clinical instructor before missing the clinical day may be made up at the instructor’s discretion. If you find that you will be late for clinical, please call your instructor as soon as possible to let them know and to give them an estimated arrival time. If you miss a clinical day, you will need to discuss a means of making
up the time with your instructor. It is very difficult, if not impossible, to make up more than one day (9-10 hours) of clinical.

- It is expected that you will be on time to clinical each day. If you are late for more than one clinical day, your final clinical grade will be penalized 10% for each time you are late. Also, consistent lateness may result in a ‘No Pass’ grade under ‘Professionalism’.
- Please do not ask to miss a clinical day for a personal reason (i.e. weddings, vacations, etc.). There are a set number of required clinical hours and each student needs those hours in order to fulfill the requirements of this course and the program.
- If you are ill and cannot come to clinical, please notify your faculty member before your starting time on that day. If you are so sick the night before that it is obvious you will not be able to make it to clinical, call your faculty member that evening.
- If more than one day of clinical is missed, you may be asked to repeat the N342 clinical component and, therefore, will not pass the class.

IMMUNIZATIONS AND MANDATORY REQUIREMENTS POLICY:

- All immunizations/CPR/HIPPA/OSHA and other CON and facility requirements must be completely up to date in order to attend clinical. If a student misses a clinical day because of an expired immunization or other requirement, this is considered an unexcused clinical day and will result in a 10% deduction of the clinical evaluation tool points.

PATIENT SAFETY POLICY

Patient safety is always a priority in all clinical settings. Your faculty member or a registered nurse must be with you whenever you do invasive or sterile procedures on patients and when you give medications (unless your faculty member has specifically indicated otherwise). Faculty may also give you more flexibility in performing procedures autonomously after they have seen you competently perform that procedure. Faculty members are here to help you learn. Feel free to ask and discuss questions or problems with your faculty member.

PROFESSIONALISM

Professional behaviors are integral to the practice of professional nursing. Professional comportment includes, but are not limited to timeliness, adherence to clinical agency and university standards, appropriate dress, advance preparation for clinical experiences, and appropriate interpersonal communication with faculty, peers, hospital staff, physicians, patients and their family members. Failure to demonstrate professional comportment is ground for failure in this course and possible dismissal from the College of Nursing, regardless of performance in other aspects of this course.

- The BYU name badge and photo ID provided by the facility must be worn at all times within the clinical facility. If the photo badge is lost or misplaced, students will bear the cost of replacement.
- Clinical attendance and punctuality is mandatory.
- Supplies needed for this experience include a stethoscope, black pen, watch with a second hand, bandage scissors, paperwork and note paper as needed to complete clinical assignments.
- Focus on the care of clients is a priority. Students are expected to have prepared for the care of the client following the instructions given by their instructor. Adequate rest should be obtained before the clinical experience. A student who appears physically, emotionally or mentally unfit for assuming patient care may be sent home, at the instructor’s discretion. This may be considered an unexcused absence from the clinical experience. (See Attendance Policy.)
- It is unprofessional to do homework, use electronic communications for personal reasons or to engage in non-professional conversations at the nurses’ station, in hallways or in client rooms.
- HIPAA standards for protecting client information will be observed in all public areas, both inside and outside the clinical facility.
• Students will follow the dress policy of both the clinical facility and BYU dress standards.

IN SERVICE RELATED ACTIVITIES
• Service related activities may take on a variety of venues. For specific dress requirements, consult with your course faculty or the activity director. Professional character is exemplified by students honoring service commitments.

RESEARCH CONFERENCES
• Research Conferences and Professionalism Conferences are considered to be a part of the curriculum, and all students are required to attend. There is no charge for the conference.
• Course assignments may be based on the topics of the conferences, and discussions may take place in class about the topics.

PROFESSIONAL NURSING ORGANIZATIONS AND MEETINGS
• Active participation in professional nursing organizations and meetings is expected of all professional nurses. Throughout the educational experience, students have the opportunity to attend professional meetings. At times a fee may be charged for the meetings. Students should check individual course syllabi for approved professional meetings for each course.
• Each student is encouraged to actively participate. The Student Nurses Association and Sigma Theta Tau maintain active chapters on campus and are administered through the College of Nursing.

Library Information

Librarian
Name:
Office:
Phone Number:
Email: ______________________________
Hours: by appointment or per schedule on office door

Reference Desk Information
Name:
Phone Number
Email: __________________
Hours: M-Th: 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

Department Research Information
http://guides.lib.byu.edu/content.php?pid=58306

E-reserve Information
http://www.lib.byu.edu/reserve.html

University Policies

BYU Honor Code
In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Discrimination and Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty Policy**

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Plagiarism Policy**

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

**Respectful Environment Policy**
"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional."
"I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010

"Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

PROFESSIONALISM
BRIGHAM YOUNG UNIVERSITY COLLEGE OF NURSING
PROFESSIONAL BEHAVIOR AND DRESS STANDARDS

As a profession, nursing requires intensive study in acquiring new knowledge and the mastery of clinical skills. Professionalism is also an integral part of nursing practice. Positive work attitudes such as reliability, loyalty and cooperation are as important to success in a profession as are clinical skills. High standards of behavior and attitude are consistent with the profession and the philosophy of Brigham Young University College of Nursing. In addition to fulfilling all academic requirements, students are required to display attitudes, personal characteristics, and behaviors consistent with accepted standards of professional conduct. The overarching resources for this document are taken from the American Nurses Association Code of Ethics for Nurses (http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/EthicsStandards/CodeofEthics/2110Provisions.aspx), BYU Honor Code (http://honorcode.byu.edu/index.php?option=com_content&task=view&id=3585&Itemid=4643), and the College of Nursing (CON) Baccalaureate Handbook (http://nursing.byu.edu/Documents/academics/under_grad/bachandbook.pdf). You are responsible and accountable for the specifics contained within each document. If you are in doubt about personal behavior or the dress standard for a particular class or activity, ask your faculty for advice.

PROFESSIONALISM IN DIDACTIC, NLC, CONFERENCES AND PROFESSIONAL ACTIVITIES

Professionalism is an integral part of all aspects of nursing including didactic sessions. Students are to attend lectures, labs and conferences unless previously cleared through one of the course faculty members. Be respectful of the time and effort they have put in preparing for and presenting their material. Failure to demonstrate professional behavior in the classroom is grounds for lowering of a
grade, failure in a course, and/or dismissal from the College of Nursing, regardless of performance in other aspects of the course.

Professional behavior is exemplified by:

1. **Being on time.** Punctuality is one way to demonstrate professional behavior. Tardiness is considered unprofessional, impolite and discourteous to the faculty/presenter as well as other students.

2. **Coming prepared to participate in the discussion topic.**

3. **Being respectful of all people in the learning environment.** Respect others by being attentive, demonstrating appropriate use of language, not condemning others for their comments and not interrupting others.

4. **Practicing professional etiquette with regards to the use of electronic devices such as cell phones, PDAs, personal computers or any other electronic devices.**
   
   A. During class/lab/conferences, turn off cell phones/PDAs, etc., and do not text or answer or make phone calls.
   
   B. Use of personal computers for note taking or looking up pertinent references is acceptable during lecture/lab/conferences. Unacceptable use of personal computers or other electronic devices includes but is not limited to: looking at pictures, playing games, surfing the internet and emailing.

5. **Making childcare arrangements.** Infants or children are not to be brought to lecture, lab or conferences.

6. **Maintaining appropriate dress standards as outlined in the BYU Dress Code.**

**PROFESSIONALISM IN THE CLINICAL SETTING**

Students are to demonstrate appropriate professional behavior in the clinical setting. Students should remember they are guests in the clinical agencies. They should treat physicians, nurses, other staff, patients, and families with courtesy and respect. Should a problem or conflict occur the supervising faculty member should be contacted immediately. Failure to demonstrate professional behavior is grounds for lowering of a grade, failure in a course, and/or dismissal from the College of Nursing, regardless of performance in other aspects of the course.

Professional behavior is exemplified by:

1. **Maintaining all CON and/or agency requirements such as CPR, vaccinations, OSHA standards and background checks.**

2. **Placing patient care as a top priority.** Students have an obligation to patients, families and clinical agencies to ensure they are well prepared to care for patients. Students are to be alert and prepared with adequate knowledge and skills necessary to care for patients. Such preparation may require curtailing employment and other responsibilities. Students cannot work the night prior to clinical. If the faculty member finds the student unprepared or in a mental or physical state unfit to care for patients, the student will be sent home. Being sent home may result in lowering of a grade, failure in a course, and/or dismissal from the College of Nursing, regardless of performance in other aspects of the course.
3. **Attending required clinical.** Clinical attendance is mandatory; a student who is unable to attend must notify the faculty member **prior to the assigned experience.** Absences without granted permission are unacceptable and may result in course failure. The College of Nursing may request a health care provider’s signed statement concerning the health status of a student. If health problems interfere with the quality and completion of course requirements, the student may be asked to withdraw or take an incomplete. (See information regarding incompletes in the Student Handbook.)

4. **Being on time for clinical experiences.** Tardiness is considered unprofessional, impolite and discourteous.

5. **Being actively involved in all aspects of their clinical experiences.** This includes being proactive in seeking learning opportunities.

6. **By using cell phones, i-pods, PDA’s, laptops or other electronic devices only when authorized by faculty and for clinical activities, not personal use.**

**Uniform and Professionalism Dress Standards are exemplified by:**

1. **Wearing the BYU CON uniform** which is a white tunic top with BYU CON patch and navy blue uniform pants. It is expected that uniforms will be clean and wrinkle-free. The top is to be worn over the bottoms, not tucked in.
   a. Tunic may be V-neck, button-front, or keyhole neck with pockets. A clean white shirt without a logo may be worn under the tunic.
   b. Pants may have elastic or drawstring waist (drawstring tucked in) with or without a cargo pocket and without ribbed cuffs.
   c. Shoes must be white with closed toes and heels. Comfortable and supportive water resistant shoes are recommended. The shoes should be worn only in clinical and not in recreational settings. White or navy blue socks (which cover the ankles) must be worn.
   d. A white sweater or white jacket with a College of Nursing patch may be worn if desired. In some situations, a laboratory coat with a CON patch over professional dress may be required.
   e. The CON patch is sewn, not pinned, on the left sleeve two inches below the shoulder on the uniform and on the laboratory coat.
   f. An identification badge needs to be worn at all times. The agency specific badge is worn, and/or the BYU name tag.
   e. Scarves (except for religious observance), bright colored ornaments or jewelry in the hair or elsewhere are not worn with the uniform. Wedding rings may be worn unless otherwise specified in individual courses. Women may wear small non-dangling earrings.
   f. Long fingernails, fingernail polish, and/or artificial nails are not acceptable.
   g. Hair needs to remain away from the face and off the shoulders. Male students are to be clean shaven.

2. The standard equipment students always take to the hospital to care for patients include the following:
   1) Watch with a second hand
   2) Pen and notepad
   3) Bandage scissors
   4) Stethoscope
   5) Goggles
3. **Wearing business professional dress** in some clinical environments, such as public health. This is especially true for students during pre-assessment times. **Students need to wear a lab coat or their white tunic top with the BYU College of nursing patch in addition to the following dress.** Examples include, but are not limited to the following:

   a. Dress slacks, khakis, etc. (no jeans, no shorts)—for men and woman.

   b. Professional shirts or blouses (no slogans, t-shirts with distracting designs, or bare midriffs).

   c. Professional shoes/dress shoes (no beach-type flip-flops).

   d. Modest skirts or dresses for women.

   e. Name pins are worn on the professional dress.

**PROFESSIONALISM IN REGARDS TO SOCIAL NETWORKING**

It is advised to use extreme caution when using social networking tools, such as Twitter, Facebook, You Tube, blogs, etc. These tools can create ethical and professional dilemmas if used to discuss patients and their families, medical facilities and clinics, and other professional issues which might be construed as a breach in trust and confidentiality (HIPPA). As nurse practitioner students, nursing students, and representatives of BYU, we are held to high standards of nursing professional behavior. Please remember that once you post something on the world wide web, it is out there and you cannot retrieve it. It can be used by anyone for any purpose.

**PROFESSIONALISM IN SERVICE RELATED ACTIVITIES**

Service related activities may take on a variety of venues. For specific dress requirements, consult with your course faculty or the activity director. Professional character is exemplified by students honoring service commitments.

**PROFESSIONALISM AND RESEARCH CONFERENCES**

1. The Research Conference and the Professionalism Conference are considered to be a part of the curriculum, and all students are required to attend. There is no charge for the conference.

2. Course assignments may be based on the topics of the conferences, and discussions may take place in class about the topics.

**PROFESSIONAL NURSING ORGANIZATIONS AND MEETINGS**

1. Active participation in professional nursing organizations and meetings is expected of all professional nurses. Throughout the educational experience, students have the opportunity to attend professional meetings. At times a fee may be charged for the meetings. Students should check individual course syllabi for approved professional meetings for each course.
2. Each student is encouraged to actively participate in the BYU Student Nurses Association, and Utah Student Nurses Association, as well as other nursing organizations. Nurses need organizations to discuss problems, derive solutions, influence policies, and explore options and possibilities for nursing and health care. This provides a significant opportunity to meet with nurses from other locations, educational backgrounds, and work settings, and to make an impact on the profession.