UNIVERSITY of NORTH CAROLINA
PEMBROKE

Department of Nursing

Master of Science in Nursing

Student Handbook 2016-2017

WELCOME FROM THE DEPARTMENT OF NURSING INTERIM CHAIR

On behalf of the faculty and staff of the University of North Carolina at Pembroke (UNCP) Department of Nursing, I am delighted to welcome you to the Master of Science in Nursing (MSN) program. We are pleased that you have chosen UNCP to pursue your advanced degree in nursing. The MSN Program is designed to provide you with the opportunity to acquire the knowledge, skills, and abilities requisite to safe, efficient, and effective advanced nursing practice. We are confident that you will find the program of study professionally stimulating, challenging, and rewarding.

I hope you will find the *MSN Student Handbook* a valuable resource for information about the policies and procedures governing academic life in the Department of Nursing, School of Graduate Studies and Research as well as the University. Please refer to it for answers to questions and confirmation of your decisions. My door is open to you for advisement and support through your MSN journey.

It is essential that you familiarize yourself with the policies and procedures discussed in the Handbook. Students are also responsible for the information contained in the *School of Graduate Studies Graduate Student Handbook* and the University *Student Handbook*.

Best wishes for a successful and enjoyable year!

Jennifer W. Twaddell, PhD, RN
Interim Chair and Associate Professor
Director, Graduate Program

PREFACE TO THE HANDBOOK

This 2016-2017 edition of the *MSN Student Handbook,* reviewed and revised annually, is designed to help you become oriented with the policies, guidelines, procedures, rights and responsibilities affecting your education in the Master of Science in Nursing Program and will assist you in navigating the road to success. Please keep this handbook available as a resource throughout the nursing program; we are certain that you will find this information an invaluable resource.

This handbook should be used in conjunction with other printed materials distributed during orientation, registration or by faculty during the academic year as well as the University of North Carolina Pembroke policies and procedures outlined in the *UNCP Academic Catalog, Graduate Student Handbook,* and *UNCP Student Handbook*. As such, the information contained in these additional publications is not reprinted in this handbook. All students are obliged to be familiar with all of the rules, regulations, requirements, standards of conduct and other information located in these additional publications.

The faculty of the Department of Nursing reserves the right to alter the curriculum and educational guidelines, requirements, and procedures as considered necessary for the progressive development of the program and to maintain academic standards. The Interim Chair, Department of Nursing notifies students of changes and date effective via the UNCP student email account. Please read over the document, become familiar with its content and feel free to contact the Interim Chair of the Department of Nursing, Director of Graduate Program, or graduate faculty if you have any questions.

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CHAPTER I: INTRODUCTION

OVERVIEW OF THE DEPARTMENT OF NURSING

The Department of Nursing builds on a rich heritage that began with the establishing of the Southeastern North Carolina Nursing Consortium in 1992, a joint RN-BSN completion program between UNCP and Fayetteville State University. The program was established to increase access to baccalaureate education for registered nurses who had graduated from associate degree nursing programs and hospital-based programs, to increase the number of minority nurses with BSNs, and to respond to the health care needs of citizens in the most underserved area of southeastern North Carolina. The Consortium was the first BSN program in North Carolina to receive Commission on Collegiate Nursing Education (CCNE) accreditation for 10 years with no recommendations. The Consortium separated August 1, 2004; at that time, the UNCP baccalaureate nursing program transitioned to a Department of Nursing within the University structure. The Department of Nursing is housed in the new state-of-the-art Health Sciences Building on the campus of UNCP.

In September 2004, the North Carolina Board of Nursing granted initial approval for the new pre-licensure BSN option to admit its first students in July 2005. The Board of Nursing approved 200 student positions for the pre-licensure BSN option. The pre-licensure BSN option has had ten graduating classes that have taken the NCLEX-RN® examination, achieving 96%, 85%, and 93% pass rate in the last three years respectively, thus, surpassing the North Carolina Board of Nursing and UNC General Administration benchmarks. The RN-BSN completion option is for the Registered Nurse (associate degree or diploma graduates) who wishes to complete a baccalaureate of science in nursing degree. The length of the program varies, depending on equivalent prerequisite courses completed, and choice of part-time or full-time enrollment. The RN-BSN completion option is offered through a combination of face-to-face and distance education courses. Since 2005, UNCP has offered RN-BSN completion and pre-licensure BSN educational programs in response to the critical need for baccalaureate-prepared nurses not only at the national and state level but also in southeastern North Carolina.

In February 2013, the UNC Board of Governors approved UNC Pembroke's proposal to offer a Master of Science in Nursing program and to admit the first class of graduate students in fall 2013. There are two pathways for potential entry into the MSN program: 1) Direct Entry and 2) RN-MSN Pathway. The direct entry MSN pathway is targeted at individuals who have earned a Bachelor of Science in Nursing. The RN-MSN pathway is for registered nurses with an associate or diploma who may be eligible for early admission into the graduate program. The graduate coursework is offered through a combination of classroom and practicum experiences; the classroom portion is a combination of face-to-face and computer-mediated learning activities.

Since its beginning, the Department of Nursing has continued to grow in numbers of nursing majors and faculty. Graduates from the baccalaureate program are employed as professional nurses throughout the state, nation, and international. Today, the Department of Nursing serves a population of over 500 nursing majors and employs 20 full-time faculty members.

The Department of Nursing is committed to national, specialized nursing accreditation that notes we are offering a program of quality, professional nursing education.

The Department of Nursing BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; (202) 887-6791; http://www.aacn.nche.edu/Accreditation/index.htm. The Department of Nursing pre-licensure BSN program is fully approved by the North Carolina Board of Nursing. The Department of Nursing holds agency membership in the American Association of Colleges of Nursing.

MISSION AND PURPOSE STATEMENT, VISION STATEMENT, CORE VALUES

The Department of Nursing is dedicated to carrying out the mission of the College of Arts and Sciences and the University of North Carolina at Pembroke. As an integral academic unit of the University, the UNCP Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others. Figure1illustrates the DON mission and purpose statement, vision statement, and core values.

Figure 1: Department of Nursing Mission and Purpose Statement, Vision Statement and Core Values

Mission and Purpose Statement
The Department of Nursing is dedicated to carrying out the mission of the College of Arts and Sciences and the University of North Carolina at Pembroke. As an integral academic unit of the University, the Department of Nursing is committed to the tripartite roles of teaching, research, and community service that contribute to the cultural, intellectual, and social development of professional nurses in North Carolina and the nation. Students are provided the opportunity to obtain a multicultural education that is grounded in the arts, sciences and humanities; that is congruent with standards for professional nursing practice; and that prepares them for lifelong learning, professional development, and service to others. The primary purposes of the UNCP Department of Nursing program are to (a) provide accessible, seamless, high-quality undergraduate and graduate nursing education to diverse student populations in order to create leaders in professional nursing practice, and (b) prepare graduates to provide safe, high-quality, cost-effective professional nursing services, to improve health across the life span, for individuals, families, groups, and communities in a variety of settings.
Vision Statement
The vision of the Department of Nursing is to achieve regional distinction as a leader of excellence in our nursing educational programs and in scholarship, service, and community engagement.
Core Values
Professionalism is characterized by the adoption of core values as part of a nurse's commitment to competency, compassion in practice, and the highest standards of professional performance in the ethical conduct of nursing. The core values shared by the faculty include: • Caring - We strive to be compassionate, sensitive, and considerate in all our interpersonal interactions and to better understand and respond to the needs of our diverse community. • Excellence - We seek to achieve the highest possible quality in our educational programs and in our teaching, research, scholarship, service, and community engagement. • Inquiry: We engage in the discovery, translation, application, integration, and dissemination of knowledge that contributes to the advancement of evidence-based professional nursing education and practice. • Teamwork - We work collaboratively, value the contributions of all, and develop and maintain productive working relationships. • Diversity - We promote a climate of diversity among faculty, staff, and students because it is vital to the community we serve. • Transparency - We maintain open and honest organizational and interpersonal communication. • Respect - We create a positive environment by treating all individuals with mutual respect and sensitivity, recognizing the importance of their contributions and diversity. • Accountability – We foster a culture of responsibility for our decisions, our actions and our results.

PHILOSOPHY AND CONCEPTUAL FRAMEWORK

PHILOSOPHY

We believe that persons, existing as individuals, families, groups, and communities, are complex and diverse biological, psychological, social, cultural and spiritual beings. Humans are unique, possess dignity, worth, respect, and have the capacity for compassion and caring for others, and the right to self-determination. Humans have the right of choice; thus, they are accountable for their actions. As continually developing beings, humans adapt to or modify an ever-changing environment as they strive toward a state of self-actualization.

We believe that persons live in and interact with the environment, and each is affected by the other. The environment is the totality of all conditions and circumstances that surround and have an impact on the development and adaptive functions of individuals, families, groups, and communities. The interrelationships of factors in the environment, both internal and external to individuals, families, groups and communities, create a milieu in which these systems grow and change; thus, influencing their state of health.

We believe that health is an essential ingredient for optimal quality of life. Health is a dynamic state of being influenced by biological, psychological, social, and cultural factors. Humans take deliberate actions to accomplish health goals, to achieve a high-level of well being, and to care for self and /or others. Well-being is a perception of health and human existence, and is influenced by lifestyles and human experiences within the context of culture and society. Attaining and maintaining health and well-being are the responsibility of a society and its members as a whole. Every individual, family, group, and community has the right to access nursing and health care within the parameters of available health resources.

We believe that nursing is an esthetic art, a scientific discipline, and a practice profession accountable to society for responding to its health needs. Nursing is characterized by providing unique, specialized, and caring health services, in collaboration with individuals, families, groups, and communities, for the promotion, maintenance, and restoration of optimal health and well-being.

We believe that professional nursing is a dynamic process that evolves as the nurse intervenes and addresses needs of individuals, families, groups, and communities. Professional nursing includes interrelated theoretical and practice components. The theoretical component involves the synthesis and application of knowledge from nursing, physical, social, biological and behavioral sciences as well as the humanities. Clinical inquiry, reasoning, and decision-making, effective interpersonal, oral, written, and technological communication strategies, and psychomotor skills characterize the practice component. Professional nurses function independently and interdependently in a variety of settings and are ethically and legally accountable for the quality of their practice. Professional nurses practice in the roles of provider of care, designer/manager/coordinator of care, and member of the nursing profession to continuously improve client outcomes through system effectiveness and individual performance.

We believe that professional nursing education, built on a foundation of liberal arts, sciences, and humanities, guides the learner to attain competencies required for professional nursing practice. Nursing education acknowledges that learners are a student population with diverse cultural backgrounds, learning styles, abilities, educational experiences. The design of the undergraduate and graduate programs recognizes learner's previous education, life and work experiences as well as individual student values. During the educational process, students have multiple opportunities to enhance their self-awareness; to promote professional identification, commitment and collegiality; to synthesize and apply knowledge; to be introduced to and build upon psychomotor skills; and to internalize the results of changes in attitudes, values, thoughts, and behaviors. Baccalaureate education prepares graduates to function as generalists in any health care setting and in the roles of provider of care, designer/manager/ coordinator of care, and member of the nursing profession. Graduate education builds upon the generalist foundation of baccalaureate education to prepare nurses for advanced practice roles. It serves as a pathway for expanding the understanding of the

nursing metaparadigm by providing for the integration of advanced knowledge, theory, and research. It provides experiences in leadership, evidence-based practice, health policy development, and the development of role competence in a specialized area of nursing practice to meet the current and future health needs of diverse populations in an ever-changing healthcare environment. Education is a life-long process and it is the responsibility of each professional nurse to seek life-long educational opportunities.

We believe that learning is a dynamic process that results in a change in attitude, values, thoughts, and behavior. Each student is unique and learning is influenced by needs, style of learning, age, and past experiences. The student is responsible for learning and must be self-directed and motivated for learning to occur. Learning occurs through the development of critical thinking, active inquiry, clinical reasoning and decision-making, and active participation in the educational process. Faculty has the responsibility to design learning activities that are innovative, multi-sensory, and progressing from simple to complex. Faculty and students share the responsibility for creating an educational climate that fosters intellectual inquiry, freedom of expression, critical thinking and creativity, and facilitates the development of learner potential. In the teaching/learning process, faculty is responsible for functioning as facilitators, resource persons, and role models, providing educational opportunities for the nursing profession without regard to race, age, creed, color or national origin.

CONCEPTUAL FRAMEWORK

The conceptual framework has been designed to provide organization to the nursing curriculum by serving as a guide for the selection of nursing content, ordering of courses, and sequencing of learning experiences. There are seven (7) major concepts that are central to the conceptual framework for the curriculum. These concepts, adapted from the *Essentials of Baccalaureate Education* (AACN, 1998, 2008), *the Essentials of Master's Education in Nursing* (AACN, 2011), and the ANA *Nursing: Scope and Standards of Nursing Practice* (2010) are defined as follows:

Person

Person includes the learner, individuals, families, groups, and communities. Human beings are unique individuals who have dignity, worth, and respect. They possess the capacity for compassion and caring for others and the right to self-determination. Humans are complex, diverse, whole and unified beings whose physical, psychological, sociocultural and spiritual needs are integrated and inseparable. Throughout the life span, humans adapt to or modify an ever-changing environment as they strive to meet their needs and attain optimal health and development.

Environment

Environment is the total of both internal and external conditions and circumstances that have an impact on the development and adaptive functions of individuals, families, groups, and communities. Environment includes physical, chemical, biological, psychological, social, spiritual, and cultural factors that interact with and influence humans and their state of health.

Health/Well-Being

Health represents a dynamic state of being resulting from the interactions of humans and their internal and external environments. Well-being is a perception of health and human existence, and is influenced by lifestyles and human experiences within the context of culture and society as a whole. Humans strive to attain a high quality of life by integrating environmental factors, maximizing their potential, and engaging in health promotion, risk reduction, illness prevention, and rehabilitation activities. Optimum health and well-being allows individuals, families, groups, and communities to advance beyond basic needs, and to focus energies on interpersonal, spiritual, social relationships, and self-fulfillment. An individual's state of health can vary from optimum well-being to illness, disease, and dysfunction and change throughout the life span.

Professional Nursing

Professional nursing is a dynamic process that evolves as the nurse interacts with individuals, families, groups, and communities to meet potential or actual health care needs. Based on the desired outcomes, professional nurses intervene to promote health and well-being, prevent illness, and assist with self-care activities that contribute to recovery or with activities that result in a peaceful death.

Caring

Caring "encompasses the nurse's empathy for and connection with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, appropriate care" (AACN, 2008, p. 26). Caring is providing assistance to and expressing concern for others to enhance their well-being and promote healthy growth and development. Essential components of the caring process include knowledge, communication, self-awareness and development, and the professional values of altruism, autonomy, human dignity, integrity, and social justice.

Inquiry

Inquiry is the seeking of information, knowledge, and truth through the processes of questioning, studying, exploring, or examining. It includes the use of the nursing process, scientific method, research process, information technology and critical thinking. Critical thinking is a deliberate and systematic process that involves "questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity" (AACN, 1998, p.9).

Professional Nursing Practice

Professional nursing practice includes evidence-based therapeutic nursing interventions for the purpose of health promotion, risk reduction, illness prevention, and rehabilitation with individuals, families, groups, and communities. In clinical practice, the professional nurse uses the nursing process to interact with clients in achieving mutual goals. The nursing process is a deliberate and systematic approach that consists of assessment, diagnosis, planning, implementation and evaluation. Application of the nursing process requires sensitivity to differences between the values of clients and those of the nurse.

The professional nurse engages in three interrelated roles. As a **Provider of Care**, the professional nurse provides direct and indirect care for diverse populations across the healthcare continuum. Clinical judgments are made using critical thinking and clinical reasoning within a cultural, legal, ethical, and regulatory framework (AACN, 2008, p. 8). The role is based upon professional knowledge, skills, and attitudes related to client-centered care, evidence-based practice, teamwork and collaboration, quality improvement, safety, and informatics (QSEN, 2007). As a **Designer/Manager/ Coordinator of Care**, the professional nurse functions autonomously and interdependently within inter- and intra-professional health care teams. Nurses are accountable for their professional practice and image as well as for client outcomes related to their own and delegated nursing care. This role is based upon professional knowledge, skills and attitudes related to organization, delegation, supervision, collaboration, and leadership to promote high quality, cost-effective care within the context of client values and preferences (AACN, 2008, p. 9). As a **Member of the Nursing Profession**, the nurse possesses a professional identity and is accountable for one's professional nursing image. This role is based on strong critical reasoning, clinical judgment, communication, and assessment skills. As an advocate for high quality care for all clients and the advancement of the nursing profession, the professional nurse assumes an active role in the policy processes that shape health care delivery and systems of care. The professional nurse is committed to self-analysis, reflection, life-long learning, and continuous professional development to maintain competence in professional nursing practice (AACN, 2008, p. 9). Professional nurses with master's degrees are prepared with broad knowledge and practice expertise "for flexible leadership and critical action within complex, changing systems, including health, educational, and organizational systems. They are equipped with valuable knowledge and skills in order to lead change,

promote health, and elevate care in various roles and settings" (AACN, 2011, p. 3) and commit to life-long learning.

PURPOSE OF THE MSN PROGRAM

The purpose of the Master of Science in Nursing (MSN) program is to prepare nurses for advanced roles in specialty areas of nursing and provide a foundation for additional graduate study. The advanced practice area of nurse educator, clinical nurse leader, or rural case manager can be practiced in diverse healthcare settings. Graduates of the program will be able to improve nursing practice through the advancement of nursing knowledge, contribute to the improvement of health care delivery, participate in health policy development, and contribute to the advancement of the nursing profession.

EDUCATIONAL OBJECTIVES OF THE MSN PROGRAM

Upon completion of the program, the graduate will be able to:

1. Synthesize evidence-based knowledge, theories and principles from nursing, the arts and humanities, bio-psycho-social and applied sciences which support advanced nursing practice and role development.
2. Assume leadership role in coordinating, managing, and improving health services for culturally diverse populations by using knowledge of political, economic, organizational, and regulatory systems.
3. Direct organizational and systems leadership initiatives for the improvement of health outcomes and safety for diverse individuals, families, groups, populations, and communities across the continuum of care.
4. Collaborate with interprofessional healthcare providers and consumers in designing, implementing, and evaluating health services for the attainment of shared health care goals that focus on clinical prevention and population health.
5. Integrate information technology for evidence-based care management, education, collaboration, and decision-making to improve health outcomes.
6. Demonstrate beginning competence in applying research principles to clinical practice that will impact advanced nursing practice and education as well as health programs and services.
7. Assume accountability for ethical values, principles, and personal beliefs that acknowledge human diversity and influence professional practice decisions and nursing interventions.
8. Adhere to ethical, legal, and regulatory mandates and professional standards for advanced nursing practice.
9. Engage in professional behaviors that reflect a commitment to lifelong learning and excellence in advanced nursing practice.

GRADUATE FACULTY CONTACT INFORMATION

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CHAPTER II: MSN CURRICULUM

SPECIALTY CONCENTRATIONS

The MSN program provides students with an opportunity to build expertise in a specialized area of practice while enhancing their skills in theory and research for use in professional practice. Through a blend of classroom and practicum experiences, the program prepares individuals for advanced nursing roles in three specialty concentrations: rural case manager, clinical nurse leader, and nurse educator.

1. **Nurse Educator** – This specialty concentration is designed to prepare practicing nurses to assume roles as educators in baccalaureate and associate degree nursing programs, staff development programs, continuing education programs, and community health education programs. The emphasis of this program is on the delivery of nursing education in rural environments. Students complete the core coursework toward the Master of Science in Nursing degree. In addition, all students receive instruction in education theory related to teaching/learning principles, curriculum development, classroom and clinical teaching, media technology, advising/counseling, testing, and program outcomes evaluation. Through a practicum experience students specialize in one of four areas: academics, staff development, community health education, or continuing education. Practicum experiences are tailored to the student's specialty focus and career goals. Through the nurse educator track, the graduate program seeks to strengthen the future education of nurses and contribute to the improved quality of health care received by residents of North Carolina. The course of study helps develop the teaching and research skills necessary for effective faculty in both academic and clinical settings. After a minimum of two years of full-time employment in an academic faculty role, graduates are eligible to take the NLN nurse educator certification examination.

2. **Clinical Nurse Leader® (CNL)** – This specialty concentration prepares nurse leaders who will be accountable for clinical and health care environmental outcomes. This role was developed in 2004 by the American Association of Colleges of Nursing (AACN) as a national initiative to address fragmentation in health care delivery and improvement of patient outcomes. The clinical nurse leader concentration focuses on the assessment, design, implementation, coordination and evaluation of health promotion, risk reduction, disease prevention and illness management services for individuals, families, groups, and communities. Students complete the core coursework toward the Master of Science in nursing degree. In addition, students receive instruction in community health for rural populations, epidemiology and global health, leadership, care environment/clinical outcomes management, and health policy, organization, and financing of health care. Practicum experiences are tailored to each student's area of clinical specialization and provide opportunities for the development of competencies in nursing leadership, health care environmental management, and clinical outcomes management. Graduates of the program are able to practice with a high level of clinical competence at the point of care and serve as clinical leaders across all clinical settings in order to meet the demands of a complex health care delivery system. In addition, graduates are eligible to take the CNL certification examination, with the appropriate clinical experience, offered by American Association of Colleges of Nursing (AACN).

3. **Rural Case Manager** - This specialty concentration prepares nurses to coordinate and implement case management services at the system and community levels to promote quality cost-effective health outcomes for rural populations. This track has special significance given the rural location of UNCP, the current poor health outcomes for North Carolina's rural residents (RWJ, 2011) and the role of the nursing in addressing rural health issues (UNC-CH, Shep Center, 2003). Students complete the core coursework toward the Master of Science in nursing degree. In addition, students receive instruction in rural health theory, epidemiology and global health, case management process, communications, ethical and legal responsibilities, utilization management, quality review and risk management, case management administration and financial considerations, and practice settings. Practicum experiences provide opportunities for the development of case management competencies related to assessment,

planning, facilitation, education, and advocacy through communication and collaboration with clients, families, and members of the health care team in organizational, home, and community settings. Graduates of the program are able to hold leadership and case manager positions across all health care settings and specialties. In addition, graduates are eligible to take a case management certification examination with the appropriate clinical experience.

SAMPLE PLANS OF STUDY

Nurse Educator Specialty Concentration

Semester	Course Number	Course	Semester Hours
Fall	NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
	NUR 5010	Research Methods for Evidence-Based Practice	3
	NUR 5020	Advanced Pathophysiology	3
Spring	NUR 5300	Educating Diverse Populations	3
	NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
	NUR 5310	Curriculum Theory and Design in Nursing Education	3
Summer	NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
Fall	NUR 5320	Classroom Teaching and Integration of Technology	3
	NUR 5330	Clinical Teaching Strategies for Nurse Educators	3
	NUR 5340	Measurement and Evaluation in Nursing Education	3
Spring	NUR 5350	Nurse Educator Capstone Practicum	6
	NUR 5360	Master's Nurse Educator Research or Action Project	3
		Total Hours	39

Clinical Nurse Leader Specialty Concentration

Semester	Course Number	Course	Semester Hours
Fall	NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
	NUR 5010	Research Methods for Evidence-Based Practice	3
	NUR 5020	Advanced Pathophysiology	3
Spring	NUR 5200	Issues in Community Health for Rural Populations	2
	NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
	NUR 5110	Policy, Organization, and Financing of Health Care	3
Summer	NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
Fall	NUR 5210	Leadership in Clinical Microsystems	4
	NUR 5220	Care Environment and Clinical Outcomes Management	3
	NUR 5140	Epidemiology and Global Health	3
Spring	NUR 5230	Clinical Nurse Leader Capstone Practicum	6
	NUR 5240	Master's Clinical Nurse Leader Research or Action Project	3
		Total Hours	39

Rural Case Manager Specialty Concentration

Semester	Course Number	Course	Semester Hours
Fall	NUR 5000	Advanced Nursing Concepts in Theory and Practice	3
	NUR 5010	Research Methods for Evidence-Based Practice	3
	NUR 5020	Advanced Pathophysiology	3
Spring	NUR 5100	Rural Health Care: Theoretical Foundations	2
	NUR 5040	Advanced Health Assessment and Clinical Decision Making	3
	NUR 5110	Policy, Organization, and Financing of Health Care	3
Summer	NUR 5030	Advanced Concepts of Pharmacology in Nursing	3
Fall	NUR 5120	Human Relations Management	3
	NUR 5130	Nursing Case Management Process	4
	NUR 5140	Epidemiology and Global Health	3
Spring	NUR 5150	Case Management Capstone Practicum	6
	NUR 5160	Master's Rural Case Manager Research or Action Project	3
		Total Hours	39

COURSE DESCRIPTIONS

The following list includes a description of all MSN courses. The numbers enclosed in parentheses immediately following course titles indicate the semester credit hours, lecture contact hours, and laboratory/clinical practicum hours respectively. Credit hours for laboratory experience/clinical practicum are calculated as one (1) semester credit hour for three (3) contact hours.

MSN Core Courses

NUR 5000 Advanced Nursing Concepts in Theory and Practice (3-3-0)
The course prepares students to critique, evaluate, and utilize theory in advanced practice nursing. Students will analyze and evaluate selected contemporary theories and frameworks from nursing and related disciplines to develop a comprehensive, ethical, and holistic approach to client care within their nursing practice. Emphasis will be on the integration of nursing middle-range and practice theories, theories related to cultural aspects of care, population focused theories, and change theories into advanced nursing practice. *Prerequisite(s): Admission to School of Graduate Studies and Nursing Graduate Program*

NUR 5010 Research Methods for Evidence-Based Practice (3-3-0)
This course focuses on the development of skills needed to analyze, critique, and conduct nursing research for scientific and clinical merit to promote evidence-based nursing practice. Students will build on their knowledge of the research process and conduct an in-depth analysis of research methods as a framework for studying clinical issues. Emphasis will be on the use of descriptive and inferential statistics, qualitative and quantitative research methods, and application and utilization of research related to advanced nursing practice. *Pre-requisite(s): NUR 5000 or permission of instructor*

NUR 5020 Advanced Pathophysiology (3-3-0)
This course focuses on pathophysiological processes across the lifespan and the development of clinical reasoning skills that distinguish the relationships between normal and altered physiological functioning of body systems. Particular attention will be given to etiology, pathogenesis, developmental and environmental influences, and clinical manifestations of major health problems. Changes associated with individuals of different ethnic/racial origins, gender and which occur across the lifespan will be examined. Relevant evidence-based research findings related to pathophysiologic changes will be included.

NUR 5030 Advanced Concepts of Pharmacology in Nursing (3-3-0)
This course builds on a foundation of basic pharmacology to provide students with advanced theoretical and empirical knowledge of pharmacokinetics, pharmacodynamics, and pharmacotherpaeutics of drug groups. Students will apply advanced knowledge in pharmacology to support clinical decision-making for the therapeutic management of clients across the lifespan. *Prerequisite(s): NUR 5020*

NUR 5040 Advanced Health Assessment and Clinical Decision Making (3-2-1)
This course focuses on the development of advanced practice nursing skills related to health assessment and clinical decision-making. Health assessment focuses on interviewing to acquire a comprehensive health history and refinement of physical examination skills of populations across the lifespan. Clinical decision-making focuses on the diagnostic process, prevention and early detection of risk factors, abnormal assessments and related pathology, developing differential nursing diagnoses, and developing individualized plans of care. Students will have an opportunity to enhance and refine their critical thinking, diagnostic reasoning, documentation, and communication skills in the laboratory component of the course. *Prerequisite(s): NUR 5020*

Nurse Educator Specialty Concentration

NUR 5300 Educating Diverse Populations (3-3-0)
This course provides students with the opportunity to understand the ever-changing demographics of society and how these changes influence health care delivery systems and approaches to education. Concepts of design and adaptation of instructional materials and methods will be explored as well as the impact of educator and learner characteristics on the education process. *Prerequisite(s): NUR 5000, 5010*

NUR 5310 Curriculum Theory and Design in Nursing Education (3-3-0)
This course focuses on curriculum design in nursing education. Theories of education and cognitive development, as a foundation for program development, will be presented. Students will participate in the curriculum-design process using mission and philosophy statements as the basis of curriculum development. The evaluation process and its impact on curriculum development, implementation and outcomes will be considered.

NUR 5320 Classroom Teaching and Integration of Technology (3-2-1)
This course focuses on the development and analysis of classroom teaching and learning strategies in nursing education. Adult learning principles of teaching and learning will be incorporated into the innovative strategies developed within this course. Integration of new technology in instructional design and delivery will be highlighted. Students will produce media-rich, interactive programs for use in nursing education or continuing education programs. *Prerequisite(s): NUR 5000, 5010, 5300, 5310*

NUR 5330 Clinical Teaching Strategies for Nurse Educators (3-2-1)
Much of the basic education for nurses and for students in other health professions occurs in clinical settings. These settings require teaching methodologies quite different from the classroom setting. This course focuses on clinical instruction and the development of clinical judgment in the health professions. Emphasis will be given to clinical education in undergraduate programs. *Prerequisite(s): NUR 5000, 5010, 5020, 5030, 5040, 5300, 5310*

NUR 5340 Measurement and Evaluation in Nursing Education (3-3-0)
This course provides students the opportunity to learn evaluation concepts, including testing and measurement in nursing education at the didactic, clinical and programmatic levels. Content includes strategies to assess and evaluate learning in the cognitive, psychomotor and affective domains. Quality improvements, as well as legal and ethical considerations are explored. Key concepts include classical test theory; criterion and norm referenced theory and technique; reliability, validity, and the associated descriptive statistics; preparation of instrumental objectives for use in developing classroom tests and clinical nursing performance evaluations.

NUR 5350 Nurse Educator Capstone Practicum (6-2-4)
This course is a concentrated opportunity to function in an advanced nursing role as a nurse educator, integrating clinical and functional role activities within a chose setting. Emphasis includes educator nursing practice, functional role responsibilities, and activities with emphasis on their relationship to client outcomes. *Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5360*

NUR 5360 Master's Nurse Educator Research or Action Project (3-1-2)
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis and integration of their learning for advanced practice as a nurse educator. Students will participate in a seminar as part of the nurse educator project. This course will be taken during the final semester of study. *Prerequisite(s): Completion of all coursework related to the major with the exception of 5350*

Clinical Nurse Leader® Specialty Concentration

NUR 5200 Issues in Community Health for Rural Populations (2-2-0)
Students will examine selected issues that affect community health care for rural populations for nursing roles in case management or as a clinical nurse leader. The organization and financing of health care for rural populations will receive considerable attention. The nurse case manager or clinical nurse leader student will gain understanding of the development of health care policy and the ethical, political, economic, sociocultural, and technological forces influencing the delivery of care. *Prerequisite(s): NUR 5000, 5010*

NUR 5110 Policy, Organization, and Financing of Health Care (3-3-0)
This course provides an overview of health care policy, organization, and financing with emphasis on current health care trends. The focus is to educate the nurse case manager or clinical nurse leader to collaborate with members of the health care community in the planning and provision of quality, cost-effective care. Emphasis is placed on the development of a leadership role in managing human, fiscal, and physical health care resources in order to improve client outcomes and eliminate health disparities. Core concepts include basic policy development and policy analysis, health care finance systems, government structure related to health care, primary health care, core public health functions, and patient safety and quality.

NUR 5210 Leadership in Clinical Microsystems (4-3-1)
The focus of this course is on assessment of clinical microsystems in healthcare settings to identify needed changes in the clinical trajectory for patients within the system. Development of the role of the CNL student as a patient care coordinator and educator for interprofessional team is the aim of this course. Improving patient safety, quality outcomes, and planning for implementation of innovations in care based on evidence-based practice will be discussed. Prerequisite(s): NUR 5000, 5010, 5110, 5200

NUR 5220 Care Environment and Clinical Outcomes Management (3-3-0)
Building on baccalaureate level nursing skills and foundational pathophysiology, pharmacology, and health assessment, the focus of this course is on integrative care approaches that improve health through graduate-level nursing and collaborative planning to design systems that promote positive health outcomes. Health promotion, disease reduction, and/or prevention as health-oriented strategies will be applied to patient care. Students will develop an outcome-focused model that relates to a graduate-level clinical practice area and that will inform the terminal project and residency.

NUR 5140 Epidemiology and Global Health (3-3-0)
This course focuses on the distribution of determinants of health-related states of conditions in specified populations and the application of this study to control health problems. Students will be presented with epidemiologic models and methods in order to assess the health of individuals and populations and to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application methods to improve healthcare delivery and health policy. *Prerequisite(s): NUR 5000 and NUR 5010*

NUR 5230 Clinical Nurse Leader Capstone Practicum (6-2-4)
The residency is the culminating application of the role of the CNL. Under faculty supervision, students will design a collaborative residency with clinical preceptors focusing on refinement of nursing leadership skills and management of clinical outcomes in the care environment. The complexities of clinical nursing leadership in interdisciplinary clinical applications will be discussed in weekly meetings. Students will apply evidenced-based practice including risk management, interdisciplinary collaboration for the promotion of patient outcomes and the integration of informatics to advance decision-making. Advocacy, health care resource, and organizational issues will be intentionally evaluated. Students will develop a written analysis of personal leadership skill development and reflection of the impact of CNL change within the care environment. *Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5240*

NUR 5240 Master's Clinical Nurse Leader Research or Action Project (3-1-2)
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis and integration of their learning for advanced practice as a clinical nurse leader. Students will participate in a seminar as part of the clinical nurse leader project. This course will be taken during the final semester of study. *Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5230*

Rural Case Manager Specialty Concentration

NUR 5100 Rural Health Care: Theoretical Foundations (2-2-0)
This course focuses on the theoretical and philosophical basis for rural health from nursing and related disciplines, providing an overview of rural culture, rural health issues, healthcare priorities for rural dwellers, and strategies for dealing with challenges facing rural healthcare providers. Areas of emphasis will include: analysis of key rural concepts, rural healthcare policy, impact of technology on rural healthcare, workforce issues in rural health, and challenges facing the nurse case manager or clinical nurse leader working with rural populations. *Prerequisite(s): NUR 5000, 5010*

NUR 5110 Policy, Organization, and Financing of Health Care (3-3-0)
This course provides an overview of health care policy, organization, and financing with emphasis on current health care trends. The focus is to educate the nurse case manager or clinical nurse leader to collaborate with members of the health care community in the planning and provision of quality, cost-effective care. Emphasis is placed on the development of a leadership role in managing human, fiscal, and physical health care resources in order to improve client outcomes and eliminate health disparities. Core concepts include basic policy development and policy analysis, health care finance systems, government structure related to health care, primary health care, core public health functions, and patient safety and quality.

NUR 5120 Human Relations Management (3-3-0)
This course focuses on establishing relationships with person(s) and families, group dynamics, team building, leadership and management skills, negotiation, human diversity in health and illness, conflict management, and rural health issues relevant for case management of rural populations and the clinical nurse leader role.

NUR 5130 Nursing Case Management Process (4-3-1)
This course examines the process of case management and the evolving role of the case manager in a variety of settings across the continuum of health care, with particular emphasis on populations residing in rural and medically underserved areas. Emphasis is on examining the fundamental concepts, components, principles and models of case management, as well as measuring and evaluating outcomes of case management related to access, quality, costs and client satisfaction. *Prerequisite(s): NUR 5000, 5010, 5100, and 5110*

NUR 5140 Epidemiology and Global Health (3-3-0)
This course focuses on the distribution and determinants of health-related states or conditions in specified populations and the application of this study to control health problems. Students will be presented with

epidemiologic models and methods in order to assess the health of individuals and populations to prevent or control health conditions, diseases, and injuries. Emphasis is on a local to global perspective and on application of methods to improve healthcare delivery and health policy. *Prerequisite(s): NUR 5000 and NUR 5010*

NUR 5150 Case Management Capstone Practicum (6-2-4)
This course focuses on the application of the nurse case manager's functions of assessing, planning, intervening, monitoring, and evaluating health care in rural communities. Emphasis is placed on implementing a coordinated, evidence-based, interdisciplinary, collaborative, integrated and cost effective approach to health care with rural populations. *Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5160*

NUR 5160 Master's Rural Case Manager Research or Action Project (3-1-2)
This course provides the opportunity for students to develop and implement a research or action project reflecting analysis, synthesis, and integration of their learning for advanced practice as a nurse case manager. Students will participate in a seminar as part of the rural case manager project. This course will be taken during the final semester of study. *Prerequisite(s): Completion of all coursework related to the major with the exception of NUR 5150*

CHAPTER III: ADMISSION TO MSN PROGRAM

MASTER OF SCIENCE IN NURSING PROGRAM (MSN)

Degree Requirements

The degree requires 39 semester hours of graduate-level coursework. Degree includes 15 semester hours in Nursing Core and 24 semester hours in Specialty concentration.

Admission Criteria

Application for admission to the MSN program will be made through the School of Graduate Studies. Applications should be completed by July 31 for fall consideration and December 1 for spring consideration. Only applications with all necessary materials will be considered. The Department of Nursing Master's Admissions Committee will review all applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision.

To enroll students with the greatest potential for successfully completing the program, the Department of Nursing considers the following criteria for full acceptance, in addition to the general requirements for admission to the School of Graduate Studies:

- Bachelor of Science in Nursing from accredited NLN or CCNE School of Nursing.
- Current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
- Cumulative undergraduate GPA of 3.0 or greater (on a 4.0 scale).
- Nursing practice experience (one year recommended).
- Completed application and official transcripts of all postsecondary coursework sent directly from each institution to the School of Graduate Studies.
- For graduates of BSN programs of greater than 5 years, it is recommended that an additional course or continuing education offering be completed prior to enrolling in the following graduate courses: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology.
- Completion of a course in Descriptive/Inferential Statistics with a minimum grade of "C" or higher.
- A personal statement describing the applicant's experience and objective in undertaking graduate study in the chosen specialty. The personal statement should describe:
    - The development of your interest in graduate education in nursing
    - The reason for the specialty area to which you are applying
    - Your professional goals and how this specialization will help you achieve them
    - Your academic strengths and areas needing further development
    - Any special circumstances that you believe require further clarification
- Current resume or curriculum vitae of educational and work experience
- Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence and potential to undertake a masters' degree program.

Enrollment Requirements

If offered admission, student must provide the following before starting the program:

- Copy of physical health examination and immunizations as required by the University and Department of Nursing
- Copy of current BCLS certification by the American Heart Association

- Copy of professional liability insurance – all students must present evidence of coverage annually in the amounts of $1 million/$ 6 million due to clinical practicum requirements of the graduate program.
- Copy of personal health insurance coverage
- Results of a Criminal History Database Check and Chemical Drug Screen clearance as specified by the Department of Nursing

RN-MSN PATHWAY

Degree Requirements

Registered Nurses with an Associate's Degree or Diploma in Nursing are eligible to apply to The University of North Carolina at Pembroke Department of Nursing's Master of Science in Nursing Program through the RN-MSN Pathway. The RN-MSN Pathway requires a total of 63 semester hours of general education coursework, 25 semester hours of BSN coursework, 30 semester hours of BSN validation credits, and 39 semester hours of MSN coursework for a total of 157 semester credit hours of study.

Admission Criteria for RN-MSN

Students interested in the RN-MSN program must successfully complete the required undergraduate pre-requisite coursework, 25 semester hours of RN-BSN upper-division coursework, and meet admission requirements of the UNCP School of Graduate Studies as well as the Department of Nursing to continue seamlessly into the MSN program. Students must be in the last semester of required RN-BSN upper-division coursework before they are eligible to apply to the School of Graduate Studies to be considered for full admission to the MSN program. Applications should be completed by July 31 for fall consideration and December 1 for spring consideration. Only applications with all necessary materials will be considered. The Director, Graduate Program in collaboration with graduate faculty will review ~~all~~ applications and make a final recommendation regarding admission. Each applicant will be notified in writing regarding the admission decision. To enroll students with the greatest potential for successfully completing the program, the Department of Nursing will consider the following criteria for full acceptance, in addition to the general requirements for admission to the School of Graduate Studies:

- Earned associate degree or diploma in nursing from an approved nursing program
- Current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact
- Cumulative undergraduate GPA of 3.0 or greater (on a 4.0 scale).
- Nursing practice experience (one year recommended).
- Meet minimum requirements as specified in the current undergraduate catalog
- Complete required 25 semester hours of RN-BSN coursework before or during semester of application to MSN program through the School of Graduate Studies
- Complete required undergraduate prerequisite general education and RN-BSN coursework with a grade of C or higher
- In semester prior to anticipated enrollment in the MSN program, students will submit an application packet to the UNCP School of Graduate Studies that includes the following:
    - Three letters of recommendation from instructors, supervisors or professional colleagues, two of which must come from individuals with a minimum of a master's degree in nursing, who are qualified to evaluate your professional nursing experience, academic competence and potential to undertake a master's degree program.
    - Current resume or curriculum vitae of educational and work experience.
    - A personal statement describing the applicant's experience and objective in undertaking graduate study in the chosen specialty. The personal statement should describe:
        - The development of your interest in graduate education in nursing
        - The reason for the specialty area to which you are applying
        - Your professional goals and how this specialization will help you achieve them

        - Your academic strengths and areas needing further development
        - Any special circumstances that you believe require further clarification
    - Official transcripts of all postsecondary coursework sent directly from each institution to The School of Graduate Studies.
- For graduates from basic nursing education programs of greater than 5 years it is recommended that an additional course or continuing education offering be completed prior to enrolling in the following graduate course: Advanced Pharmacology.
- Admission to the RN-MSN Pathway does not guarantee admission to a specific MSN area of specialization.

Pre-Requisite Course Requirements

Prior to admission to the RN-MSN Pathway, all but nine (9) of the following pre-requisite courses must be completed. However, prior to submitting application for the MSN program, all of the prerequisite general education coursework must be completed. The pre-requisite coursework may be taken at UNCP or other accredited college or university. Academic credits, from other accredited institutions, may be accepted by UNCP if a grade of C or higher is earned. There is no time limit for acceptance of general education academic credits.

English Composition – ENG 1060 or equivalent	3 credits
Arts/Humanities (Fine Art, Literature, History, Logic)	12 credits
Social Sciences (Economics, Geography, Political Science, Psychology, or Sociology)	9 credits
Biological Sciences (Anatomy and Physiology I and II, Microbiology)	12 credits
Natural Sciences/Math (CHM 1400, 1410, 1120, 1130, MAT 1070 or higher)	11 credits
Statistics (Math, Psychology, Sociology, Social Work, or Criminal Justice)	3 credits
Physical Education	1 credit
NUR 2000	1 credit
Electives	8 credits

RN-BSN/MSN Course Requirements Prior to Enrolling in MSN Program

RN-MSN students complete 25 semester hours of upper-division nursing coursework* that reflect the baccalaureate nursing program outcomes and prepare students for achieving success in graduate study. RN-MSN students will earn 30 semester hours of validation credit for previous nursing education upon successful completion of the required upper-division courses. MSN courses will be dependent on concentration. The option is similar to the RN-BSN option with the exception that it allows the RN-MSN student to complete 6 graduate credit hours while completing the BSN in lieu of 2 undergraduate courses, thus accelerating the MSN degree. Courses which may be substituted include:

- NUR 5140 (Basic Epidemiology and Global Health) may be taken instead of NUR 3100 (Transcultural Nursing) by students declaring either the Rural Case Manager or Clinical Nurse Leader specialization
- NUR 5300 (Educating Diverse Populations) may be taken instead of NUR 3100 (Transcultural Nursing) by students declaring the Nurse Educator specialization.
- NUR 5160, NUR 5240, or NUR 5360 (Master's Research or Action Project) may be taken instead of NUR 4550 (Capstone) by students depending on declared specialization.

RN-BSN/MSN Course Requirements

Course Number	Course	Semester Hours
NUR 3000*	Transition to Profession Nursing	3 hrs
NUR 5140 or NUR 5300	Epidemiology and Global Health or Educating Diverse Populations	3 hrs
NUR 3200*	Health Assessment	3 hrs
NUR 3250*	Pathophysiology	3 hrs
NUR 3300*	Gerontological Nursing	3 hrs
NUR 4000*	Nursing Research and Theory	3 hrs
NUR 4120*	Nursing Leadership	5 hrs
NUR 4350*	Community Health	5 hrs
NUR 5160 or 5240 or 5360	Master's Nurse Educator Research or Action Project or Master's Clinical Nurse Leader Research or Action Project or Master's Rural Case Manager Research or Action Project	3 hrs
All RN-MSN students granted 30 credits toward graduation after completion of NUR 3000 and NUR 3200 – Validation of ADN or Diploma Education		30 hrs
	TOTAL	61hrs

*Designates 25 semester hours of upper-division coursework required

All requirements for the baccalaureate degree must be met before the BSN is awarded. To meet the minimum professional standards for the baccalaureate degree, a total of 61 semester credit hours of nursing courses are required for the nursing major. Students may opt to "stop-out" of the RN-MSN program after meeting all requirements for the baccalaureate degree in nursing.

CHAPTER IV: PROGRESSION, READMISSION, AND GRADUATION

ACADEMIC PROGRESS

Students enrolled in the Master of Science in Nursing degree program are governed by the general policies of the School of Graduate Studies. Students enrolled in the MSN program must earn a grade of C or higher in all required nursing courses to receive credit. An accumulation of nine (9) semester hours of "C" quality work, or a single grade of "F," makes a graduate student ineligible to continue graduate studies or to receive a graduate degree at UNCP, and he/she will be dismissed. Excepted from this policy are students readmitted by the Graduate Appeals Committee. Graduate students must have a final graduation grade point average of 3.0 or higher on an approved plan to study in order to receive a master's degree. Students enrolled in the RN-MSN program must earn a grade of C or higher in all general education and support course requirements as well as RN-BSN coursework. Once enrolled in the MSN portion of the curriculum student must meet the grade requirement of all other MSN graduate students.

COURSE LOADS

The standard load for full-time graduate students (not employed full-time) is nine (9) hours during regular terms. Graduate students may enroll for a maximum of nine (9) semester hours during the combined summer sessions, completing no more than six (6) semester hours in any one summer session. Graduate Assistants are required to enroll as full-time students (9 semester hours) (see UNCP Graduate Student Handbook).

GRADING

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is expected in a graduate class.

A grade of "B" designates that a graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than normally expected in a graduate class. An accumulation of 3 "C's" makes the student ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see "Dismissal" section).

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed (see "Dismissal" section).

A grade of "I" (incomplete) is given when the student is unable to complete work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F." In determining quality hours and quality point averages, an "I" is counted as an "F" until it is removed. A grade of "I" does not fulfill prerequisite requirements.

A grade of "T" indicates that a thesis or internship grade is pending and is issued only for thesis research and capstone courses and for the year-long internship in school administration.

A grade of "W" indicates that a student officially withdrew from a course. A grade of "W" may be received only once for a specified course, and no more than three "W's" may be received in a graduate student's program of study (see "Withdrawal Policy" section below).

GRADUATE COMMENCEMENT

A graduate student may participate in commencement exercises if s/he has met all the requirements for graduation. When commencement takes place before final grades are processed, a graduate student may participate in commencement unless the Registrar has been notified that the student will not meet all degree requirements by the last day of exams. A graduate student is eligible to participate in the commencement ceremony that coincides with the semester during which s/he will complete all degree requirements. Specifically, if a graduate student will complete degree requirements during the fall semester, s/he is eligible to participate in the Winter Commencement. If s/he will complete degree requirements during the spring semester, he/she is eligible to participate in the Spring Commencement. If s/he will complete degree requirements during the summer (i.e. between the end of the spring semester and the beginning of the fall semester), s/he is eligible to participate in the following Winter Commencement.

If a graduate student elects to receive his/her diploma in absentia, s/he must submit to the Registrar one month prior to graduation a written request that indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement (see UNCP Graduate Student Handbook).

GRADUATION REQUIREMENTS

Residency Credits: A maximum of six (6) semester hours of relevant graduate credit taken at an accredited institution with graduate level programs may be applied to degree requirements at the University with the approval of the Chair, Department of Nursing and the Dean of the School of Graduate Studies. Course credit must have been earned within five years of the date of enrollment in the nursing program. Transferrable courses include: advanced nursing concepts in theory and practice, research methods for evidence-based practice, advanced pathophysiology, advanced concepts of pharmacology, and advanced health assessment.

Five year Completion Rule: All degree requirements should be completed within five (5) calendar years of the date of the first registration for graduate study to be eligible for graduation. For example, if a student enrolls for a Fall Semester graduate course, then this student is one year into his/her time limit at the start of the next Fall Semester. A graduate student who wishes to withdraw from the Master of Science program must submit a written request to the Department of Nursing. All graduate students previously registered who have not registered for one calendar year from the end of the semester or term in which the student withdraws must submit a re-entry application to School of Graduate Studies.

Comprehensive Examination: An oral comprehensive examination will be required in the final semester of the program during the capstone practicum and in conjunction with the master's research or action project presentation. The master's research or action project will emphasize methods of implementing research findings to solve identified clinical problems or of using research methods to evaluate advanced nursing practice.

WITHDRAWAL FROM COURSES

Graduate students may apply to withdraw from a course. The deadline for withdrawal depends upon the schedule for the course and the format of the course. The deadlines for withdrawing from a graduate course are included with the official Graduate Academic Calendar that is posted on the website of the School of Graduate Studies (www.uncp.edu/grad).

It is the student's responsibility to adhere to the withdrawal deadline and to submit the withdrawal form to the School of Graduate Studies. Students who do not officially withdraw from a course by the established deadline may receive a grade of "F." A graduate student who receives an "F" is ineligible to continue graduate studies at The University of North Carolina at Pembroke, and he/she will be dismissed.

A grade of "W" may be received only once for a specified course and no more than three "W" grades may be received in a student's program of study. Receiving a grade of "W" for the second time for the same course, or receiving a fourth grade of "W" in a program of study, renders a graduate student ineligible to continue his/her graduate studies at the University, and he/she will be dismissed.

Withdrawing from a class does not excuse a student from the five year time limit within which all program requirements must be completed.

The date that a graduate student submits his/her withdrawal form to the Office of Graduate Studies will be considered the last date of attendance for financial aid and student accounts purposes. If a student receives financial aid, he/she is advised to consult with his/her counselor to determine the impact of the withdrawal on his/her financial aid status. If the withdrawal occurs when refunds are still possible, the Office of Student Accounts will adjust tuition, fees, room, and board charges on a pro-rated basis. Please see the website of the Office of the Controller for additional information (http://www.uncp.edu/co/).

CHAPTER V: GENERAL GUIDELINES, POLICIES AND PROCEDURES

NURSING STUDENT CODE OF ACADEMIC AND PROFESSIONAL BEHAVIOR

Introduction to Nursing Student Code of Academic and Professional Behavior

The professional education of students enrolled at the University of North Carolina Pembroke, Department of Nursing seeks to integrate ethical standards, professional integrity, sense of responsibility and self-discipline intrinsic to the discipline of nursing. The educational process in nursing is based on maintaining high academic and ethical standards.

The Nursing Student Code of Academic and Professional Behavior and Honor Code are based on the Department of Nursing shared core values defined in the Core Values Statement. Each member of the Department of Nursing community (students, faculty, or staff) is expected to hold self and others to the highest standards based on the values of caring, excellence, inquiry, teamwork, diversity, transparency, respect, and accountability.

The Nursing Student Code of Academic and Professional Behavior and Honor Code are applicable to all students enrolled in the Department of Nursing educational programs. Each student is obligated to refrain from violating academic and professional behaviors outlined in this document. Students are also required to comply with the University of North Carolina Pembroke Academic Honor Code (https://www.uncp.edu/student-life/student-services/student-affairs/academic-honor-code). Each student is given a copy of the Nursing Student Code of Academic and Professional Behavior and Honor Code at the time of enrollment. A form acknowledging that the student has received the copy and will abide by the Nursing Student Code of Academic and Professional Behavior and Honor Code must be signed by each student and returned to the Office of the Administrative Support Associate where it will be kept in the student's file. Any questions should be addressed to faculty members, Director of Undergraduate Programs, Director of Graduate Programs, or Department of Nursing Chair. Students will be notified a minimum of two weeks prior to implementation of any revisions in the documents via University email.

Professional Code of Ethics

All students are expected to adopt the standards expected of professional nurses outlined in the American Nurses Association (2001) *Code of Ethics for Nurses with Interpretative Statement*. The code may be found at http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses. Its hallmark is a sense of honor and integrity for all students, faculty, and clients. The nine major provisions of the Code of Ethics include:

1. The nurse in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the client, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety and rights of the client.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum client care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contribution to practice, education, administration and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Academic Credibility

The nursing faculty believes in an honest, open, trusting and forthright learning environment, which is the responsibility of both faculty and students. The faculty provides an atmosphere conducive to independent work and self-direction. Each student is expected to know and follow standards of academic honesty and integrity. Each student has the responsibility to know and observe the Nursing Student Code of Academic and Professional Behavior as well as the University of North Carolina Pembroke Academic Honor Code and is obliged not to violate the basic standards of both of these documents. All forms of academic dishonesty are prohibited and subject to severe disciplinary action. Each nursing faculty will outline expectations pertaining to these codes and/or special requirements or permission regarding academic honesty (e.g. such as clinical agency requirements of confidentiality and documentation).

Unacceptable academic behavior is divided into three categories: academic, clinical, and personal. The following list includes specific examples of unacceptable academic behavior; however, does not include all behaviors that may be violations of the Nursing Student Code of Academic and Professional Behavior and the UNCP Academic Honor Code. If a student has a question about academic dishonesty as related to cheating, plagiarism, fabrication and falsification, abuse of academic materials, or complicity in academic dishonesty, the student is required to check with the appropriate faculty immediately.

Unacceptable Academic Behavior

1. **Cheating:**
   Cheating means intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise (for example, on a test). This definition includes both giving unauthorized information (in either oral or written form) and receiving such information during any academic exercise. Cheating as defined by the Department of Nursing includes, but is not limited to:
   a. Viewing or obtaining an exam or answers to an exam prior to its administration
   b. Unauthorized conversation of an exam's content during or following its administration
   c. Making unauthorized copies of exams, including taking pictures of it
   d. Using an old exam to study when it was not circulated for this purpose by the instructor
   e. Developing or providing written, typed, or recorded notes of specific exam content or questions after taking an exam
   f. Distributing, obtaining, and/or reproducing a partial or full copy of an assignment, content specific to any exam, or actual exam without written consent from the instructor
   g. Providing any information about an exam to a student who has not yet taken the exam
   h. Revealing one's own work to another student or observing another student's work during an exam
   i. Working in groups or giving or receiving unauthorized assistance while taking in-class or online exams or other assignments (including, but not limited to, use of any type of unauthorized prompt, written notations, and unauthorized tactile, audio, or electronic memory prompts, including use of cell phones)

j. Consulting unauthorized materials while out of the testing room (excused) (e.g., on a bathroom break)
k. Substituting for another student, or permitting any other person to substitute for oneself, during any type of academic evaluation
l. Altering a graded assignment or exam and returning it for additional credit

2. **Plagiarism:**
Plagiarism is intentionally or knowingly presenting someone else's words or ideas as one's own. You avoid plagiarism by very carefully acknowledging the sources of ideas you use and by appropriately indicating any material that has been quoted (that is, by using quotation marks and properly acknowledging the source of the quote, usually with a clear reference source citation and page number). Plagiarism as defined by the Department of Nursing includes, but is not limited to:
    a. Improperly documenting words, quotations, ideas, or paraphrased passages taken from published or unpublished sources
    b. Submitting an unauthorized paper or assignment, in part or whole, as original work in one course when the paper or assignment, in part or whole, has received credit in another course
    c. Submitting the same or noticeably similar work of another person, such as that of a published author or classmate for an assignment
    d. Representing another student's work as one's own (e.g., exam, papers, lab data, concept maps, or other client evaluation documentation)

3. **Fabrication and Falsification:**
This refers to intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. For example, a student who changes an answer on a test and claims that the item was incorrectly scored has falsified information. A student who makes up reference citations for a term paper has fabricated that information. Fabrication and falsification as defined by the Department of Nursing includes, but is not limited to:
    a. Fabricating a citation, in whole or in part, that does not exist or that is not complete
    b. Adding ideas or information to a source that are not included in the source
    c. Citing a source in a reference list when the source was neither referred to nor cited in the body of paper
    d. Intentionally altering the meaning or applicability of data in any way
    e. Inventing data or statistical results to support findings, including documentation of assessment findings when the client was not fully assessed.

4. **Abuse of Academic Materials:**
Here we mean intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. Remember that library materials are borrowed, not yours to keep. For example, a student who tears an article out of a journal in the library has abused library materials. Similarly, a student who intentionally damages a computer in a campus computer lab has violated this standard. Abuse of academic materials as defined by the Department of Nursing includes, but is not limited to:
    a. Marking, destroying, hiding, or stealing library or reference materials needed for common use by others
    b. Damaging or intentionally destroying a computer, or files or programs stored on a computer, in a campus computer lab
    c. Altering, stealing, or intentionally damaging another student's notes or other academic materials, to include equipment in the Clinical Learning Center

5. **Complicity in Academic Dishonesty:**
   Complicity means intentionally or knowingly helping or attempting to help another person to commit any act of academic dishonesty. For example, complicity would include allowing another student to look at test answers or to copy a paper. In a word, do not help someone else be dishonest (*UNCP 2013-2014 Student Handbook*, p. 62). Complicity in academic dishonesty as defined by the Department of Nursing includes, but is not limited to:
   a. Allowing another student to copy from your paper during an examination with your knowledge
   b. Writing, distributing, or reviewing exam questions or substantive information about material to be tested or thought to be tested before a scheduled academic evaluation
   c. Allowing another student to copy your paper or assignment for submission as their own, to include clinical evaluation and paperwork
   d. Working with others on an academic project or paper when students are expected to work on their own
   e. Answering any or all items on an exam for another student
   f. Signing a name other than your own on any academic work
   g. Discussing simulation or skills check-off experience with another student who has not completed the simulation or check-off

Unacceptable Clinical Behavior

The nursing faculty has a legal, ethical, academic, and professional responsibility to protect the public from unsafe nursing practice. It is within this context that the nursing faculty may discipline or dismiss a nursing student from nursing practice which threatens the safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider. In addition, nursing students are subject to probation and dismissal from the university, as are all other University students, in accordance with university policy. A nursing student may be dismissed from the program for any of the following reasons:

1. Unsafe clinical practice that reflects deliberate, negligent, omission or commission acts;
2. Physical or emotional disability or use of any drugs to a degree that interferes with ability to practice nursing;
3. Violations of Nursing Student Code of Academic and Professional Behavior;
4. Violations of UNCP's Academic Honor Code;
5. Violations of clinical agency policies;
6. Excessive absences, tardiness, or not completing entire learning experiences;
7. Engaging in conduct that is incompatible with professional nursing practice;
8. Failure to obtain a grade of a "C" or higher in all nursing courses, including a repeated course; or
9. Disciplinary action by the Board of Nursing that issued the student's license (RN-BSN students).

Only under unusual circumstances will a student who has been dismissed or voluntarily withdrew from the nursing program for the above reason(s), be allowed to reenter.

Unsafe Professional Clinical Nursing Practice is defined as follows:

An act or behavior of the type that violates the *Nursing Practice Act, State of North Carolina (2009);* An act or behavior which violates the *Code for Ethics for Nurses*, American Nurses Association (2008); An act or behavior or pattern of acts and/or behaviors which threaten the physical, emotional, mental, or environmental safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider; Or an act or behavior that constitutes nursing practice for which a student is not authorized or educated to perform at the time of the incident.

Unacceptable Personal Behavior

1. Disruptive behavior
   a. This includes student behavior in a classroom or other learning environment (both on-and-off-campus locations), which interferes with the educational process and/or jeopardizes other's safety. Such behavior includes, but is not limited to, obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class in absence of notice to faculty member of illness or other extenuating circumstances, persisting in disruptive personal conversations with other class members, and verbal or physical threats. Also includes violating the University of North Carolina Pembroke Code of Conduct.
2. Violations of the *Code of Ethics for Nurses with Interpretative Statements (2001)*
   a. Nursing students are expected to "maintain compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity-preserving compromise, and to resolving conflict…This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (ANA Code, 2001, p.9).
3. Sexual and other unlawful harassment
   a. Violating the University of North Carolina Pembroke Sexual Harassment Policy and/or the Code of Conduct.
4. Commission of criminal activity
   a. Violating the North Carolina Board of Nursing Rules and Regulations or those of any other regulatory agency responsible for nursing licenses. This includes any illegal or criminal activity that would impact student's ability to obtain or maintain a professional nursing license or employment in the nursing profession.
5. Acquiring or using drugs and alcohol
   a. Violating the Department of Nursing Chemical Substance Abuse and Impairment Policy for Nursing Students and/or the UNC Pembroke Drug and Alcohol Policy
6. Violating computer use policies
   a. Violating the UNC Pembroke Department of Information Technology (DoIT) Appropriate Use Policy that defines proper and ethical use of computers.
7. Hindering the investigation of a possible violation of the Nursing Student Code of Academic and Professional Behavior
   a. This includes making misleading or dishonest statements either orally or in writing, including e-mails; other falsification of information; altering, destroying or deleting relevant documents; and any other act that obstructs an investigation.

Guiding Principles for Nursing Students in the Use of Social Media

Social media are defined as Internet sites where people interact freely, sharing and discussing information about each other and their lives, using a multimedia mix of personal words, pictures, videos and audio (Curtis, 2013). Examples include but are not limited to Facebook, MySpace, LinkedIn, Wikipedia, Second Life, Flickr, blogs, podcasts, RSS feeds, Friendster.com, Allnurses.com, Twitter, and YouTube.

While the following principles may need to be modified as new technologies and social networking tools emerge, the spirit of the principles will remain the protection of sensitive and confidential information. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. You are strongly encouraged to take advantage of privacy settings and to seek to separate your professional and personal information online (Harris, 2013). As

students you will want to represent the University and the Department of Nursing in a fair, accurate and legal manner.

When publishing information on social media sites, remain aware that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others. Postings are in the public domain and are easily accessible by anyone including but not limited to reporters, parents, faculty members, law enforcement, predators, and potential employers. Even after it has been deleted information, once posted on a web site can sometimes be retrieved by persons with sufficient technical computer skills. Students should alert the Office of Police and Public Safety (910.521.6235) if they discover the existence of any site created by others that falsely appears to represent their identity.

The Department of Nursing ascribes to the recommendations for social media use published by the National Council of State Boards of Nursing (Spector, 2012, pp. 1-2). Students enrolled in the Department of Nursing will follow the following principles for use of social media.

1. Recognize that you have an ethical and legal obligation to maintain client, faculty and other student's privacy and confidentiality at all times.
2. You must not transmit by way of any electronic media any client-related information or image that is reasonably anticipated to violate client rights to confidentially or privacy.
3. You must not transmit any electronic media, message or image that is reasonably anticipated to degrade or embarrass a client, fellow student, faculty member, UNC Pembroke or any clinical agency while enrolled in a UNC Pembroke nursing program of study.
4. You must not disseminate any information (including images, lab data, x-rays etc.) about a client or information gained while in a student-client relationship with anyone; unless there is a care-related need to disclose the information or other legal obligation to do so.
5. You must not identify clients by name, ID number, birth date or post or publish information that may lead to the identification of a client. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
6. You must not refer to clients in a disparaging manner, even if they are not identified by name, number or other means.
7. You must not take photos or videos of clients on personal devices, including mobile devices, even with client approval.
8. You must maintain professional boundaries in the use of electronic media. You should follow the same behaviors online as you would in face-to-face contact.
9. You must consult employer and schools policies or an appropriate leader within the organization for guidance regarding work or school related postings.
10. You must promptly report any breach of these principles by others to the appropriate authority within the clinical agency and/or the Department of Nursing.
11. You must be aware of and comply with Department of Nursing and clinical agency policies regarding the use of agency or school owned computers, cameras, and other electronic devices and the use of personal devices in the workplace.
12. You must not transmit or post disparaging remarks about classmates, faculty, clinical agencies, staff nurses or other co-workers that is insulting, derogatory, negative or any posting could be construed as "bullying" related to peers, faculty, other professionals, or clinical agencies.
13. You must not transmit any information related to potential test content after taking an exam, potential test content prior to taking an exam, actual test or quiz questions, case studies, or answers to such nor post such items in any format, electronic or otherwise, outside of the context of your class.
14. You may not purchase or otherwise obtain test questions or test banks from nursing textbooks, which are to be available to faculty only. This is in violation of the textbook copyright and will be subject to legal repercussions as well as dismissal from the nursing program. You may not

represent yourself online or otherwise as a nursing faculty member to obtain access to materials that are for faculty use only.

The Department of Nursing reserves the right, under the Nursing Student Code of Academic and Professional Behavior, to investigate and take disciplinary action, against any student whose posting of material on an internet site violates the University of North Carolina Pembroke policies, Department of Nursing policies, Nursing Student Code of Academic and Professional Behavior, HIPAA laws, and/or state or federal statutes.

Failure to abide by these principles by posting inappropriate material that violate this, other Department of Nursing, University of North Carolina at Pembroke, policies may result in sanctions under Personal Misconduct as outlined in the Nursing Student Code of Academic and Professional Behavior. Students found in violation of these principles will be subject to dismissal from the UNC Pembroke Department of Nursing.

Procedure for Reporting Academic or Professional Behavior Misconduct

All Department of Nursing faculty, administrators, staff, and students have a responsibility to report any reasonable suspicion that a student has violated the Nursing Student Code of Academic and Professional Behavior. A report must be made to the Director of Undergraduate Programs or Director of Graduate Programs (depending on level of student(s) involved. The appropriate Director will provide a report to the Chair, Department of Nursing. Anyone not sure of whether or not to report a suspicion should consult with the Director, Undergraduate Programs or Director, Graduate Programs before making a decision not to report the suspicious behavior. All reports of suspected misconduct are confidential and the identity of anyone reporting misconduct is confidential.

All faculty members are required to report all incidents of academic misconduct (cheating, plagiarism, falsification and fabrication, abuse of academic material, and complicity in academic misconduct) and clinical misconduct that occur in their courses to the Director, Undergraduate Programs or Director, Graduate Programs (depending on level of course being taught). The Directors will provide a report to the Chair, Department of Nursing. Situations involving personal misconduct will be reported to and handled by the Department of Nursing Chair with input, as appropriate, from faculty, Directors, and officials from the University Office of Student Conduct. It is important that all faculty members report all misconduct so that there can be fairness in the application of the Nursing Student Code of Academic and Professional Behavior across the entire student body.

Procedures for Delivering Sanctions

When a report is made to a faculty member, or a faculty member observes academic, clinical, or personal behavior that constitutes a violation of the Nursing Student Code of Academic and Professional Behavior, that faculty member completes a Charge of Academic Dishonesty form. The faculty member, along with the appropriate Director, will meet with the student to discuss the behavior and possible sanctions. Possible sanctions for academic misconduct within the course include, but are not limited to: a formal warning or reprimand; a reduced grade (including F) for the assignment; and a reduced grade (including F) for the entire course. If the faculty member, appropriate Director, and the student agree with the sanction, and it has been reported to the Department of Nursing Chair, the matter is closed. The Charge of Academic Dishonesty form is filed with the Director, Student Conduct. If the student decides not to admit guilt or not accept the penalty, the faculty must take the case to the chairperson of the Campus Judicial Board, if any penalty is to be imposed. (*UNCP 2013-2014, Academic Catalog*, p. 70-73).

When a clinical incident occurs a nursing faculty believes may constitute unsafe nursing practice, she/he will immediately notify the student and instruct the student accordingly. The Department of Nursing Chair will be notified. For all unsafe nursing practices, a report will be completed in triplicate by the nursing faculty. The report will be given to the Department of Nursing Chair and to the involved nursing student. The student will sign all three copies indicating that he/she has been so informed and received a copy of the report. A copy will be filed in the nursing student's record in the Department of Nursing. The nursing faculty and/or nursing student will file a clinical agency incident report (if appropriate depending on the nature of the incident and clinical agency policies).

A conference between the nursing student, nursing faculty and Department of Nursing Chair (if appropriate depending on the nature of the unsafe practice) will occur. The conference will be scheduled as soon as appropriate depending on the nature of the unsafe practice but no later than five school days following the incident. **Unsafe nursing practice will result in immediate dismissal from the clinical component; and therefore, failure of the nursing course and permanent exclusion from the Nursing Program.**

Situations involving personal misconduct will be handled by the Department of Nursing Chair with input, as appropriate, from faculty, Directors, and officials from the University Office of Student Conduct and/or Office of Public Safety. Possible sanctions regarding personal conduct include, but are not limited to, warning, counseling, restitution, apology, community service, disciplinary probation, suspension from the University, or expulsion from the University.

Student Experience

Being accused of a violation of academic or professional behavior is a stressful process for students. Students are encouraged to be completely honest in all discussions associated with this process and to take advantage of University resources. Any student has the right to due process in accordance with UNC Pembroke formal appeals process. The process is outlined in the *UNCP Student Handbook* (2013).

After reviewing the policy, each student signs the Nursing Student Code of Academic and Professional Behavior Statement included in Appendix F of this handbook.

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Policy adopted June 12th, 2014

ADVISEMENT

Graduate students are assigned a graduate faculty member from the Department of Nursing as an advisor. At the time of admission, graduate students are expected to meet with their advisor to develop a plan of study. Thereafter, they are expected to meet with the advisor each semester. Advisement sessions are scheduled each semester in conjunction with pre-registration, during which currently enrolled students who are in good standing are provided the opportunity to pre-register for the subsequent semester and/or summer sessions. The registration process is completed on BraveWeb and requires a PIN, which is obtained from the advisor.

Graduate students are responsible for the proper completion of their academic program, for familiarity with the University of North Carolina at Pembroke Catalog, for maintaining the grade point average required, and for meeting all other degree requirements. The academic adviser will counsel, but the final responsibility for successful completion of the requirements of the graduate program rests with the individual student (see UNCP Graduate Student Handbook).

ATTENDANCE

Students are expected to attend/participate in all courses regardless of educational format. The Blackboard Learning Management System serves as the record of student participation and attendance in the online course environment. For face-to-face classes, student participation during in-class academic activities verifies attendance. As a general rule, students incur no administrative penalties for a reasonable number of absences from class, laboratory, or practicum, but they are responsible for the academic consequences of absence. Course instructors may set specific policies about absence from their courses, particularly related to laboratory and practicum attendance.

CHANGES IN POLICIES, GUIDELINES, AND PROCEDURES

As stated earlier in this document the UNCP nursing faculty reserve the right to alter the curriculum and educational policies as considered necessary for the progressive development of the program and to maintain academic standards. The Chair of the Department of Nursing will notify each student of any changes in a letter or memo via UNCP email.

COPY PAPER

Each student is responsible for providing his/her own paper to use in printers located in the Computer Lab in Room 258 of the Health Sciences Building. The Department of Nursing provides the cartridges for the ink replacement needed in the printers.

DISTANCE LEARNING

Distance learning is a teaching/learning modality in which the instructor and the student are separated by time and/or place for more than the majority of the learning (greater than 51%) The nursing faculty will structure learning experiences and possible evaluation of learning in other than a face-to-face environment. Distance education can be accomplished through use of a variety of media including compressed video and web-based learning. However, the faculty members have the same commitment to instructional quality and effectiveness as for face-to-face instruction. Technology is used in most courses. Online, distance education and web enhanced courses will be included in all nursing programs. Quality distance learning is active learning. In order to achieve this, the faculty will design activities that:

- Encourages and maximizes contacts between students and faculty,
- Promotes collaboration among students,
- Stresses time-on-task;
- Sets standards for student performance, and
- Respects diversity of learners and learning needs.

As with all quality instruction, the learning objectives determine the learning activities. Thus, the faculty member for each course will determine the amount of time needed in various learning activities. Students will be notified at the beginning of the course requirements. In general, students need a basic mastery of computer skills to participate in these course offerings. Computers are available for student use of each university campus. Students are encouraged to visit the computer support site found on the University's web-page for additional information and support.

EQUIPMENT AND SUPPLIES

Any student who checks out equipment and supplies from the Department of Nursing is responsible and accountable for its return by the deadline date and before final course grades can be given. All equipment and supplies must be returned in the same condition as when checked out; each student is financially responsible for any damage to equipment and supplies checked out in her/his name that occurs during use. Equipment and supplies are to be returned to the Department of Nursing secretarial staff.

GRADUATE COURSE EVALUATIONS

Each semester graduate students are asked to complete course evaluations online for the course(s) in which they are enrolled.. Students are sent a link to the course evaluation form for each course of enrollment. Students' comments are treated professionally and summarized in aggregate form. Following the conclusion of the semester, the Dean of Graduate Studies shares the compiled comments for each course with the Department of Nursing Chair and Graduate Program Director (see UNCP Graduate Student Handbook).

GRADUATE STUDENT RESEARCH

Research projects are an integral part of graduate programs. If research for a project involves human subjects, the appropriate Institutional Review Board approval is required prior to collecting any data from or interacting with human subjects. Important information is available at the Institutional Review Board's website (www.uncp.edu/irb/).

GUIDELINES ON TESTING and MAKE-UP EXAMINATIONS

In courses where objective tests are given, proctoring will not be required. Tests should be administered via the Blackboard course management tool. Time restrictions for how long the student has to take the test once opened will be enforced. Final exams in these courses will be cumulative.

Make-up exams are a courtesy that is extended to students by their instructors. An instructor is never obligated to provide a make-up exam for any student. Permission to make up an exam will be granted only under very specific or dire circumstances.

- Any student who will miss an exam due to *required participation in a University-sanctioned activity*, e.g., membership on a University athletic team in scheduled competition, must notify the instructor *in advance* of the absence and provide documentation of the absence at that time. The date and time of the makeup exam will be determined at the time that the student informs the instructor of the impending absence.

- If a student is unable to take an exam due to *unexpected circumstances*, the student or responsible designee (immediate family or significant other) must notify the course coordinator *in person, via email or by telephone* no later than 24 hours from the scheduled time of the exam. Text notification is unacceptable. *Unexpected circumstances* shall be limited to medical illness of self or immediate family member, death of family member, and serious accidents. Having to work, waking up late, scheduled medical or dental appointments, or making personal travel plans that coincide with an exam date are not considered extreme circumstances and will not be considered for make-up exams.

Proper documentation of the circumstances surrounding the student's absence from the original exam must be provided *prior to* the makeup exam being administered. **Failure to provide proper documentation shall be construed as the student's failure to take the relevant examination and will receive a score of zero for that exam.**

Examples of proper documentation include the following:

- absences due to medical reasons, a licensed provider's written excuse specifically covering the time during which the exam was scheduled;
- absences due to death in family, a copy of the relevant obituary;
- accidents, copies of relevant police reports and towing bills showing the exact date of the accident.

Authorized make-up exams will be given at a time designated by the course coordinator. These exams are not required to be the same format nor have the same number of test items as the original exam, but will cover the same content.

HEALTH SCIENCES BUILDING ACCESS

The Health Sciences Building is open from 6:30 am – 11:00 pm Monday-Friday. Students must have an activated UNCP student ID badge to access the building after hours. Contact Mary Baynes, Administrative Support Associate at 910-521-6522 or mary.baynes@uncp.edu to arrange for badge activation.

IDENTIFICATION BADGES/CARDS

Graduate students are required to obtain a student identification card. The cards are made at the beginning of each semester in the Auxiliary Services building located just west of the Jones PE Center. The BravesOne Card is a single source card for purchasing foods and services at UNCP as well as allowing entry into the Health Sciences Building and Department of Nursing's Clinical Learning Center on the 2nd floor of the building. It also serves as a student's identification card for UNCP events and athletics. Additional information can be found on the Business Services website (www.uncp.edu/bs/card/).

ID badges/cards must not be transferred or loaned to non-UNCP students. Lost or stolen badges/cards should be reported immediately to Mary Baynes, Administrative Support Associate and must be replaced immediately.

NEW GRADUATE STUDENT ORIENTATION

All degree seeking graduate students are expected to attend the scheduled orientation session during their first semester of enrollment. Students are held responsible for knowing and understanding the information provided during orientation sessions. Dates and times of the August and January orientation sessions are posted on the School of Graduate Studies website. Graduate students beginning their studies during the summer sessions are expected to attend the fall semester orientation (see UNCP Graduate Student Handbook).

PARKING PERMITS

All graduate students planning to park vehicles on the UNCP campus are required to register their cars and purchase the appropriate parking permit. This permit must be displayed when the vehicle is parked on campus. Parking permits may be purchased at the Campus Police/Traffic Office. Information about vehicle registration and parking permits is available on the Police and Public Safety website (www.uncp.edu/police/parking/).

PAYMENT OF TUITION AND FEES

Payment of tuition/fees must be made by deadlines established by the Office of Business Affairs. No student is officially enrolled until tuition/fees have been paid. Students who do not pay tuition/fees by the established deadline are dropped from the classes for which they have registered (see UNCP Graduate Student Handbook).

PROCESS FOR ADDRESSING FACULTY, COURSE, AND STUDENT-RELATED CONCERNS

During their nursing educational experience, students may have concerns about a particular course, clinical experience, faculty teaching style, and/or potential peer relationships. All students, enrolled in the Department of Nursing, who believe they are experiencing one of these situations, have a right to address the situation. It is also important to recognize that the faculty and administrators have rights in these situations as well. Dealing with issues and concerns is an important part of students' professional development.

Basically there are three types of concerns or issues; those dealing with (1) a specific course, (2) a nursing faculty member, and (3) peer-to-peer relationship concerns. The most effective approach in dealing with these concerns is at the level closest to the problem. The primary point of contact for addressing concerns related to a course is the faculty member who teaches in the course. The primary point of contact for addressing issues related to a faculty member is the faculty member. The primary point of contact for addressing peer-related issues is directly with the peer(s) themselves.

Occasionally students may choose, for a variety of reasons, to seek assistance from someone outside the process as outlined. When students do so, the individual contacted should listen to the concerns, inform them of the appropriate procedure for dealing with the concern, and identify with the student the appropriate person(s) to contact and process to follow.

Guiding principles

- Issues should be addressed and resolved at the lowest level possible.
- Concerns and issues need to be presented in a constructive manner and with objective data.
- Faculty members have a right to be informed by a student about issues that involve them.
- Attempts will be made to help the student gain the support needed to handle the situation.
- Students may bring a support person with them as they discuss issues although the support person may not participate in the discussions and may not be a legal counsel.

- While there are multiple potential entry points in the Department of Nursing that a student may use to address a situation, the general flow chart which outlines the process for addressing course-related issues will be followed.

I. Steps to Resolving Concerns Related to Course or Faculty Related Issues:

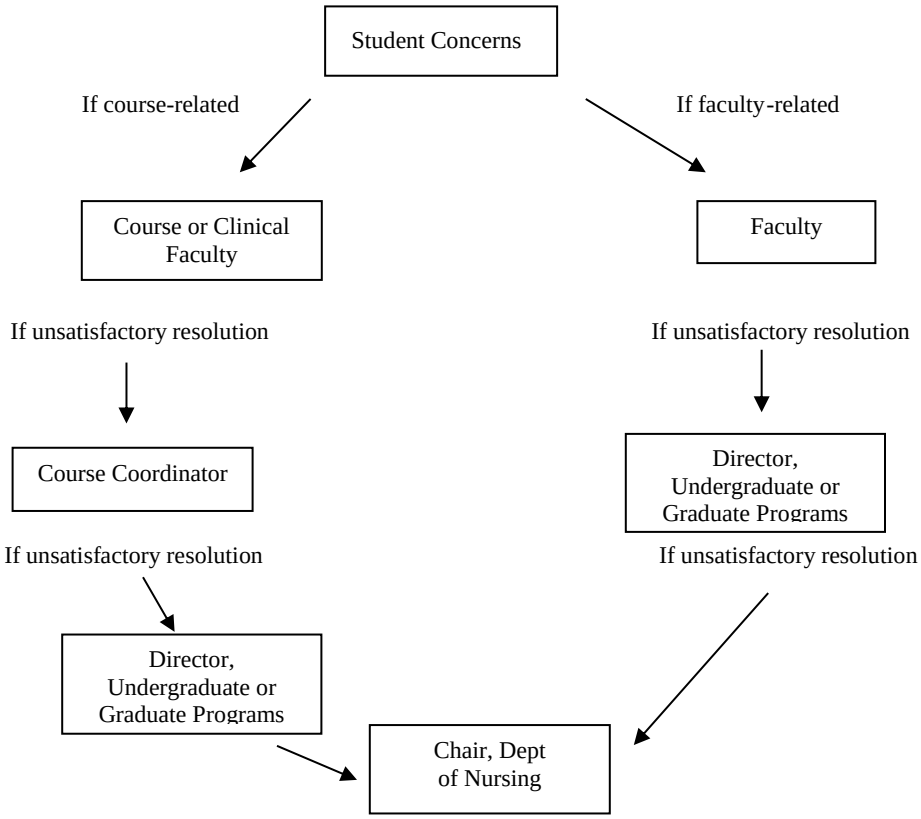
When addressing concerns about course or faculty related issues, students should follow the recommended steps as depicted in the attached flow chart. In addition, the following process will apply:

- Student issues or concerns related to a faculty member should first be discussed directly with the faculty member. If, following the discussion, no resolution is achieved; student (s) should bring concerns to the Director, Graduate Program.

- Student issues or concerns related to a course or clinical practice should first be discussed with the course or clinical faculty member. If, following the discussion, no resolution is achieved; the Course Coordinator will become involved. Should the situation not be resolved at the Course Coordinator level, the Director, Graduate Programs will become involved. Preferably, this would be accomplished in a meeting that includes the faculty member and other relevant parties.

- The Director, Undergraduate Programs or Director, Graduate Program is to inform the Chair, Department of Nursing of any unresolved faculty or course related concerns.

Figure 1: PROCESS FOR ADDRESSING COURSE AND FACULTY-RELATED CONCERNS



Adapted from The University of North Carolina at Chapel Hill School of Nursing, 2007

II. Steps for Resolving Peer Relationship Concerns:

When addressing concerns about peer-to-peer relationship issues, the following steps to resolve the conflict will be utilized:

- Student issues or concerns related to a peer or peers should first be addressed directly with the peer(s). If following the discussion, no resolution is achieved, the student(s) will be instructed to contact the Office of Student Affairs, and the appropriate University policies will apply. Please refer to the University student handbook for additional information.

- In the case of an escalated peer-to-peer conflict, the faculty member(s) will follow appropriate classroom management techniques, to attempt to contain the issue. If this faculty intervention does not resolve the conflict, the appropriate campus police or law enforcement agency will be notified, as well as the Office of Student Affairs. In addition, the Department Chair will be notified immediately. All appropriate University discipline policies will apply.

- If a student conflict occurs in a clinical setting or agency, the appropriate facility policy/policies will apply. In addition, the Department Chair will be notified immediately. It should be understood that escalated verbal or physical altercations, violence and/or disruptive student behavior in a clinical setting would be sufficient grounds for immediate dismissal from the nursing program.

RECORDING OF CLASS OR LECTURE

Students should request permission from each course instructor to audio or videotape classroom lectures.

RELIGIOUS HOLIDAY POLICY

The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; we must be careful not to inhibit or penalize these students for exercising their rights to religious observance. To accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

1. Students, who submit written notification to their instructors within two weeks of the beginning of the semester, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.
2. Students shall be permitted a reasonable amount of time to make up tests or other work missed due to an excused absence for a religious observance.
3. Students should not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

SCHOLARLY PAPERS/COURSE-RELATED WRITTEN WORK

UNCP Department of Nursing uses the 5th edition of the Publication Manual of the American Psychological Association (hereafter referred to as the APA Manual) as a guide for writing papers course-related written work. Appendix B includes specific Guidelines for Scholarly Papers which have been extracted from the APA Manual to help you complete your course-related written work. This document is not a substitute for the APA Manual. Students are responsible for reading, understanding, and applying guidelines in the APA Manual. Page numbers have been provided as a reference where the specific information can be found in the APA Manual; students are encouraged to refer to these specific sources.

Preparation of written work should contribute to clear communications. Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. To reach them, the e-mail address is writing@uncp.edu and the telephone number is (910) 521-6168.

All scholarly papers must be submitted electronically. Any paper that is found to be plagiarized will result in an automatic F in the course. An Academic Honor Code report will be completed; a copy will be placed in the student's record and the original will be submitted to the Student Affairs office.

UNIVERSITY NETWORK AND BRAVEMAIL ACCOUNTS

All graduate students are required to establish and maintain a University network account and a BraveMail account. Information about setting up these accounts can be found on the Division of Information Technology website (www.uncp.edu/doit/students).

Although the University recognizes that most graduate students have professional or home e-mail accounts, IT IS ESSENTIAL THAT STUDENTS HAVE AND USE A UNCP E-MAIL ACCOUNT. This is the university's primary official means of communication with students. Students are responsible for information disseminated via e-mail, and they are expected to check their UNCP e-mail account regularly (see UNCP Graduate Student Handbook).

CHAPTER VI: GUIDELINES FOR THESIS/ACTION PROJECTS

Both thesis and action projects demonstrate that the student understands and applies the scientific method as a basis for studying problems in advanced practice nursing. The thesis or action project must be relevant to the discipline of nursing and the student's chosen advanced practice area. The product should be analytic in nature, and grounded in theory and research. To demonstrate these outcomes, the final oral and written presentation must be complete, logical and clear. A faculty advisor and committee of faculty who have academic preparation in research direct this effort.

THE PROCESS

Step 1: Select a Focus

Working with faculty, the student should select an area of interest at least one semester prior to anticipated graduation After a topic is selected the Director, Graduate Programs will work with the student to select a thesis/action project committee chair. Once the thesis/action project committee chair is agreed upon, the student needs to initiate completion of Thesis/Action Project – Form 1 (attached). This process should be completed before or at the time of registration for the capstone course (NUR 5160, NUR 5240 or NUR 5360). The product is an evidence-based project that links research to practice. The emphasis is on the application, integration, and utilization of best evidence in practice. The thesis/action project culminates in a written scholarly paper and professional presentation.

Step 2: Develop a Proposal

A proposal is needed for both the thesis and action project. The requirements for the thesis or action project closely follow the research process studied in NUR5010. The thesis/action project committee chair and the student will work together to narrow the topic and develop a thesis/action project proposal. The length of proposals can vary. The student may find it necessary to rework the proposal several times to achieve clarity, brevity, and completeness.

Proposals must be succinct, direct, and free of jargon. All proposals are written in the future tense. Thus, statements should be stated as, "this proposed study will collect data using..." or results of this study will be used to …." Also, the proposal should be written in third person, and it is seldom necessary to refer to oneself in a formal paper. If absolutely necessary, an appropriate third person term such as "this researcher" should be used. APA style must be used, including tables, headings, and the reference page.

The UNCP Graduate School requires that a thesis perspective include:

- *Title Page (including proposed title, student name, thesis committee members, date)*
- *Introduction to the proposed thesis*
- *Preliminary review of related literature to include theory, concept, or model*
- *Proposed research questions/hypotheses to be studied*
- *Proposed subjects to be used (if applicable)*
- *Proposed research design/methodology to be used*
- *Proposed statistical analyses to be used (if applicable)*
- *Proposed instruments to be used (if applicable)*
- *Bibliography/References*

A student electing to complete a thesis may find thesis preparation details at http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/graduate-studies-and-research/graduate-studies/current-graduate-students/directions-preparation-thesis
The UNCP Department of Nursing requires that an action project perspective include:

- *Title page (including proposed title, student name, action project committee members, date)*
- *Preliminary introduction*

- *Preliminary review of related literature to include theory, concept, or model*
- *Proposed problem statement*
- *Proposed participants to be used (if applicable)*
- *Proposed intervention or action process to be used*
- *Proposed product to be developed*
- *Bibliography/References*

A student electing to complete an action project may find action project details in the student's specialization capstone course syllabus (NUR 5160, NUR 5240 or NUR 5360).

Step 3: The Thesis/Action Project Committee

The committee for the thesis/action project consists of three members: the chair and 2 other members. Unless special approval is gained, all members of the committee must have Graduate Appointment Status at UNCP. One committee member may be external to the Department of Nursing. Once a committee is determined, the student must initiate the Thesis/Action Project – Form 2 (attached). To keep the thesis/action project process moving forward, the student must keep in close working contact with his/her committee and establish regular meeting times.

Step 4: Proposal Defense

A formal meeting between the thesis/action project committee and the student is required for approval of the thesis/action project proposal prior to the initiation of the capstone project. The student is to provide a copy of the proposal to each committee member at least two weeks prior to the meeting. Failure to comply with this timeframe may jeopardize timely completion of the thesis/action project. A date is agreed upon and a two-hour block of time should be reserved, although most meetings require much less than that. Once the proposal is approved, the student must initiate Thesis/Action Project – Form 3(attached).

In preparation for the meeting, the student is to prepare a 15-20 minute presentation of the summary of the proposal and why it is important. The committee chair will conduct the meeting and set the agenda. Usually after the presentation, the committee members will discuss what issues they deem as important. The student can expect the committee to discuss the merits of the research question/action project, the strengths and weaknesses of the approach, any realistic and feasible changes they think the student could make to improve it, and the limitations of what the student is planning that cannot be reasonably overcome. They will also discuss any ethical and privacy concerns and the need for appropriate approvals and clearance, including Institutional Review Board (IRB) and/or Health Insurance Portability Accountability Act (HIPAA) approvals.

The committee chair will keep a careful record of the discussion and summarize the points at the end of the meeting. The committee may approve the proposal as written, approve the proposal with changes, or not approve the proposal. The committee chair's summary will include:

- What changes need to be made
- The approval process for the proposal once changes have been made
- When documents can be submitted for IRB/HIPAA approval (if applicable)
- When data collection can begin (Data collection cannot begin until IRB approval has been received. A photocopy of the IRB approval letter is submitted to the committee chair.)

Step 5: Carry Out the Project

When carrying out the project, the student will work primarily with the thesis/action project committee chair; however, individual meetings with other thesis/action project committee members may be needed. (Usually, the student and chair will set up regular meetings to ensure that there is continual progress on the project; might expect to meet at least once a month for an hour.) The student submits initial drafts to the thesis/action

project chair and makes revisions based on the chair's feedback. Drafts may also be sent to other committee members as needed. It is the student's responsibility to initiate meetings with the committee chair and/or other committee members, is not the committee's responsibility to initiate meetings.

Step 6: Writing the Project

The written proposal forms the basis for the final written scholarly paper for the project. To facilitate the process, it is recommended that the student reviews what has already been written, incorporates recommendations from the committee members, and updates and edits work. The final scholarly paper describes what was done, the findings, and the conclusions. The future tense used in the writing of the proposal is changed to past tense (what was done). Any deviation from the proposal must be noted and explained. All written work must follow the APA Style guidelines including requirements for grammar, punctuation, spelling and references.

It is a good idea to divide the writing tasks into smaller parts, and focus on only one part at a time. Sitting down to "write the project" is an overwhelming task. However, for example, describing the demographic characteristics of the project sample and making a summary table is a task one could complete in a day.

Publication of the thesis or action project is strongly encouraged. It is expected that the student will be the first author. If one plans to have a co-author for the manuscript it is encouraged that this person is identified during the writing phase. For example, one may want to have a faculty who has assisted in this process as a co-author.

The UNCP Graduate School website (http://www.uncp.edu/academics/colleges-schools-departments/colleges-schools/graduate-studies-and-research) has specific directions about the final document for the research/thesis project. The Department of Nursing capstone syllabus provides the guidelines for the final draft of the action project.

Step 7: The Complete Project Approval: The Defense

The procedures for the final thesis/action project committee meeting are very much like the proposal meeting. The student will need to coordinate the potential presentation date and time with committee members. The Chair will schedule a formal presentation and oversee the meeting. The student needs to have the Graduate School form typed and ready to be signed by committee members after the presentation.

The student will give each member a draft of the entire project at least two weeks before the meeting. Failure to comply with this timeframe may jeopardize timely completion of the thesis/action project. The student will present a 15-20 minute oral summary of the project and its significance or implications for theory, future research, clinical practice, and/or health policy. Handouts, overhead transparencies, or PowerPoint presentations may be appropriate. Following the presentation, committee members give their comments and ask the student to address any questions they have about the thesis/action project.

Once the student has completed the presentation and all questions are answered, the Committee will complete a comprehensive assessment of the defense and written document during a private meeting. During this meeting, a consensus vote will be taken. The committee has three options: they can accept the project as is; they can ask for minor revisions to be done but approve the project pending these changes; or they can ask for more extensive changes that require another committee review before the project is officially approved. If substantive changes are necessary, the committee will determine whether these changes are extensive enough to require another meeting. If not, they may all want to see the revised version but not meet, or they may delegate one person, usually the committee chair, to oversee the revisions. When all of the requested changes have been made, the members will sign the approval form.

Step 8: Final Process

Graduation Deadlines: The deadlines are found on the UNCP Graduate School website. Generally, the committee must accept the written thesis/action project document at least two weeks before the end of the semester.

Disseminating the Results: Following the final oral defense, the student is encouraged to:

a. Share the results with the project site staff and/or subjects who are interested, if this is relevant for the project.
b. Present a poster or presentation at a local, regional, or national professional nursing conference
c. Revise the final project paper and send to a journal to be reviewed for publication.
   The committee will be able to generally advise about where they think it would be accepted. Usually some additional editing will be necessary. It is recommended that the student check out the Guidelines for Authors in potential journals to get specific requirements as to length and format.

THESIS/ACTION PROJECT TIMELINE

Timeline for Thesis/Action Project	
Semester Weeks	**Activities to be Completed**
Pre-Semester	
	Submit project forms to Director, Graduate Program
	Appoint Thesis/Action Project Committee Chair assigned to project
	Discuss your topic with the Thesis/Action Project Committee Chair and begin to narrow your focus for the thesis or action project
Research Action Project Semester	
Week 1	Hold organizational meeting [Discuss finalization of project proposals, Project methodologies, Statistical methods and support (if applicable), and Individual project timetable.]
Weeks 2-3	Submit final project proposals and individual project timelines
Weeks 4-5	Planning for implementation
Weeks 6-8	Implement project and evaluate project outcomes
Weeks 8-10	Complete data analysis Write project report using APA style
Week 10	Submit draft of project report to Thesis/Action Project Committee Chair
Weeks 11-12	Submit final manuscript to Thesis/Action Project Committee
Week 13	Project defense Complete final editing/writing of project report
Weeks 13-14	Present project to a public group as applicable
Week 15	Submit final grades (Thesis/Action Project Committee Chair) Notifies Director, Graduate Program of graduation eligibility Attend program evaluation meeting with all students

Roles and Responsibilities of Student:

1. As soon as a Thesis/Action Project Committee Chair is appointed, students contacts their Chair for guidance in finalizing the topic and creating an implementation timeline
2. Register for NUR 5160, NUR5240, or NUR5360 as indicated by specialty concentration.
3. Complete approval form and obtain required signatures by the end of the semester prior to NUR5160, NUR5240, or NUR5360
4. Acquire appropriate approvals such as IRB and facility permissions by the 3rd week of the semester in which NUR5160, NUR5240, or NUR5360 is scheduled
5. Maintain self-direction to meet timeline and quality expectations

6. Set up a calendar of deadlines with the chair for each phase in the thesis/action project
7. Proof drafts for grammar and APA format prior to submission to Committee. Make all corrections as directed by Chair and Committee.
8. Provide the Chair and committee members with drafts of written materials at least two weeks prior to scheduled meetings
9. Accept ongoing constructive feedback and work in collaboration with Thesis or Action Project Committee Chair and Committee
10. Adhere to the UNC Pembroke academic honesty and ethical standards
11. Participate in a process evaluation of Thesis/Action Project experience
12. Achieve at least 90 hours completing Thesis/Action Project. Keep track of the time spent on project related activities
13. Prepare and present project in a public forum, as appropriate

Roles and Responsibilities of Thesis/Action Project Committee Chair:

1. Conduct an initial meeting for guidance in finalizing the Thesis/Action Project topic
2. Approve project timeline
3. Provide ongoing guidance and feedback related to all aspects of project, including IRB
4. Have a minimum of two contacts per month with student
5. Support the student in maintaining timeline for implementation
6. Give student advice and support related to logistics of implementation
7. Preview, approve, and attend presentation
8. Assign course grade based on Nurse Educator Thesis/Action Project Rubric

Roles and Responsibilities of Thesis/Action Project Committee:

1. Advise the student through all phases of the thesis/action project process
2. Approve the proposal prior to IRB submission (if applicable)
3. Read drafts of proposal and final write-ups and provide feedback to student
4. Attend committee meetings as student progresses through thesis/action project process
5. Evaluate the thesis/action project, and complete the Thesis/Action Project Written Proposal and Oral Defense Evaluation Rubric during the proposal defense meeting and the Thesis/Action Project Final Written Report and Oral Defense Evaluation Rubric within 24 hours of the defense

CHAPTER VII: CLINICAL/PRACTICUM REQUIREMENTS

ATTENDANCE AT CLINICAL/PRACTIUM EXPERIENCES

The student is responsible for notifying preceptor of any unavoidable absence or arrival delay from the agreed upon clinical/practicum learning experience schedule. Clinical/practicum placements may be subject to cancellation due to repeated "no shows" or tardiness (see Chapter IV for more details).

CHEMICAL SUBSTANCE ABUSE AND IMPAIRMENT TESTING POLICY FOR STUDENTS (POL. 02.05.02)

The Department of Nursing of the University of North Carolina at Pembroke is committed to providing a safe, healthy, and productive academic environment for its students, faculty, and staff, as well as providing a safe clinical setting for students, clients, and employees of affiliated clinical agencies. Therefore, students must remain free from the use, sale, distribution or possession of any illegal drug and must also remain free of impairment related to the use of drugs or alcohol. For obvious health and safety concerns, all students enrolled in programs offered by the Department of Nursing must participate in clinical education activities in full control of their manual dexterity and skills, mental faculties, and judgment. The presence of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with the student's judgment or motor coordination in a healthcare setting poses an unacceptable risk to clients, faculty, other students, the University, and affiliated clinical agencies (i.e., hospitals, skilled nursing facilities, health systems, and other healthcare organizations involved with student education and with which the University has a clinical affiliation agreement in place). To ensure client safety, comply with clinical agency policies, and the North Carolina Board of Nursing policy (21 NCAC 36.0320 [d]), the Department of Nursing has adopted a chemical substance abuse and impairment testing policy.

The policy provides for drug testing upon entry to the Nursing major and when there is reasonable suspicion of drug and/or alcohol abuse on the part of a student. Students who exhibit chemically impaired behavior in the classroom or clinical setting, or who violate state or federal law governing alcohol and drugs, will be subject to disciplinary action, up to and including dismissal from the Program. The policy may be reviewed in its entirety in Appendix C. In addition, all students enrolled in the Department of Nursing must sign the Acknowledgement and Consent Form contained in the policy. The signed form attests to the student's acknowledgement of the provisions of the policy and the student's consent to undergo any drug and or alcohol testing required by the policy.

CLINICAL REQUIREMENTS MSN STUDENTS

Students enrolled in a nursing course with a clinical component are responsible for providing the course coordinator documentation of:

1. Current CPR provider certification (see detailed Policy).
2. Current/annual PPD (students with a positive PPD, should provide evidence of a negative chest x-ray).
3. Current professional liability coverage of at least $1,000,000 per incident and $6,000,000 aggregate.
4. Current personal health insurance coverage.
5. Current unrestricted license as a registered nurse.

CLINICAL DRESS AND PERSONAL APPEARANCE CODE

The purpose of the Department of Nursing clinical dress and personal appearance code is to: (1) communicate professionalism and competence to clients, the institution and the public, and (2) maintain a safe, hygienic environment for clients. Infection control and client/student safety are of the utmost importance and are reflected throughout this clinical dress code. Specific requirements protect the client, student, and faculty from transmission of bacteria.

The image projected by both students and faculty is a reflection of personal image as well as the University of North Carolina at Pembroke and the nursing profession as a whole. The code is to be adhered to any time students and faculty members are in clinical agencies as well as the Department of Nursing Clinical Learning Center.

Professional Dress

Professional appearance is expected at all times in the clinical setting. Acceptable clothing includes slacks or dress pants, skirts at or below the knee, blouses, collared shirts, ties or scarves, jackets, and closed-toed shoes with socks or hosiery. In some settings the Department of Nursing polo shirt with UNCP nursing logo and khaki or white pants may be worn. Additionally, a mid-thigh or knee length white lab coat with the UNCP Department of Nursing patch may be indicated. Please note the preferences of the facility and your clinical instructor prior to clinical experiences.

Professional dress does not include: Jeans, shorts, halter tops, sweat pants, tights, mini-skirts, high heels over 3 inches, low riders, crop tops, clothing with logos, tennis shoes, and sandals.

Jewelry, cosmetics, hair and nails

1. Jewelry may include one pair of small gold, silver, or white post-pierced earrings, of no more than 7mm in size, worn in lower ear lobes (not pinna), a plain wedding band and wristwatch. No other visible jewelry is permitted.
2. No body piercing jewelry on face; all body tattoos and other piercing jewelry must be hidden.
3. Make-up should be simple and conservative.
4. Fragrances should not be worn in clinical settings. Students may not enter clinical setting smelling of tobacco products.
5. Nails must be clean; nail polish and artificial nails are not permitted. Nails may not be longer than one-quarter inch beyond tip of finger.
6. Hair should be clean and neatly groomed. Shoulder-length or longer hair must be secured up and off the collar in a manner that is both professional looking and should not interfere with patient care. Highlights and dyes should be natural colors only. Headbands must be no wider than one inch and must be neutral, black, brown or navy. Beards, mustaches, and sideburns are kept clean and neatly trimmed.
7. No gum chewing permitted during clinical.

Electronic Devices

1. Cell phones, beepers, pagers, or other electronic devices must be turned off or silenced during lab and/or clinical. Devices will only be used for clinical related reasons in clinical settings, as approved by each clinical instructor and facility.

If an agency has specific requirements not covered by these guidelines and are more stringent, student must conform to those requirements while in the facility. **Violations** may result in dismissal of student from the clinical setting with an unexcused absence and repeated behavior may place student at risk for failure of clinical portion of course.

CPR CERTIFICATION REQUIREMENTS

A Basic Life Support (BLS) cardiopulmonary resuscitation (CPR) course specifically for health care providers (*not* lay people) is required. The Department of Nursing requires that students complete *The American Heart Association* course; after successful completion of the course certification is valid for TWO years. All students must submit a photocopy of their current, valid certification card (front and back) to Mary Baynes, Administrative Support Associate in the Department of Nursing. Current CPR certification must be maintained throughout your enrollment in the Department of Nursing. Permitting your CPR certification to lapse will result in immediate restriction from the clinical/practicum setting, thus jeopardize your standing in the program.

CRIMINAL HISTORY DATABASE CHECKS

In order to comply with clinical/practicum agency Memoranda of Agreements, effective June 1, 2008, the UNCP Department of Nursing will require **all** students enrolled in clinical/practicum nursing courses to provide the results of a Criminal History Database Check before participation in clinical/practicum activities in order to help ensure patient safety. The Criminal History Database Check shall be performed on students: 1) at the initiation of this policy, or 2) upon program matriculation, or 3) upon program re-entry subsequent to a leave of absence or program withdrawal greater than one year in length. All offers of admission to the School of Nursing issued subsequent to June 2008 state the applicant's admission is contingent upon the results of the Database Check. Any student who fails to comply with this requirement may not enroll in the Department of Nursing.

Students in the pre-licensure BSN track must have the results submitted prior to enrolling in the required 3000-level nursing courses. For RN-BSN and MSN students, results must be submitted prior to beginning any nursing course with a clinical/practicum component (by July 1 for fall semester, by December 1 for spring semester, or May for summer session).

The Criminal History Database Check is to be performed by Certiphi Screening, Inc. Certiphi Screening, Inc is a background check service that does screening exclusively for the healthcare community. The database check will meet the following criteria:

- Database check must be completed within the 60 days immediately preceding policy initiation, program matriculation or re-matriculation.
    - Exception: Checks for student admitted within 72 hours of the first day of class may be "in process" by student's matriculation date but must be concluded within five (5) business days following the first day of class.
- Database check must cover the past seven (7) years, or the time period since the student's 18th birthday, whichever is less. International students must include the time since they entered the United States or the past seven (7) years, whichever is less.
- Database check must cover all states where the student has lived or worked during the last seven (7) years or since turning 18 years of age.
- Database check must address all felony and misdemeanor crimes (except minor traffic related violations) and include a Sexual Offender/Predator Registry check.
- The vendor must provide a paper or electronic copy of the report directly to the Department of Nursing.

Students must sign a "*Release to Share Criminal History Database Information and Agreement to Report Future Felony or Misdemeanor Convictions*" form (see Appendix D) which allows the Department to share information obtained in the Database Check with clinical agencies for the purpose of securing a clinical placement as part of the student's educational experience. Students must agree to report any felony or misdemeanor charges and convictions (excluding minor traffic related violations), which occur during their enrollment in the Department of Nursing to the Director, Graduate Program. Failure to report in a timely (within 10 business days) and complete manner will be considered a violation of the Honor Code and will be reported to the student Judiciary System, and may serve as grounds for dismissal from the Department of Nursing.

The Department of Nursing agrees to use the student information only for the process of admission screening and obtaining educational placements for students in clinical agencies. If the Database Check reveals an event of concern, the Director, Graduate Program will discuss the issue directly and immediately with the student prior to sharing the information with the clinical agency.

The Department of Nursing in consultation with University officials makes the final decision as to whether a student with a positive check may proceed to matriculation. The clinical agency makes the final decision about whether a student will be placed at that site. Acceptance into the nursing program may be rescinded or enrollment terminated based on the results of the criminal history database check.

MEDICAL HISTORY FORMS AND IMMUNIZATIONS

North Carolina State law (General Statute 130A 152-157) requires that all students entering college present a certificate of immunization, which documents that the student has received the required immunizations. This law applies to all students except the following: students registered only in off-campus courses; students attending night (starting at 4:00 p.m. or later) or weekend classes only; and students taking a course load of (4) credit hours or fewer and residing off campus. The form and additional information is available on the website of Student Health Services (www.uncp.edu/shs). In addition, students must also complete the required Department of Nursing health forms. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

PERSONAL HEALTH INSURANCE COVERAGE

Registered students taking six (6) or more credit hours are required to purchase the Student Health Insurance Plan, with the following exceptions: distance education students (students taking off campus and internet only courses) and students who submit evidence of equivalent coverage satisfactory to the policyholder. **All** students are automatically enrolled in the UNC system-wide plan each semester and are obligated for the cost of the plan for that semester **unless** the student submits a waiver request at www.studentinsurance.com that is successfully verified as creditable coverage. Registered students should visit www.studentinsurance.com to waive this insurance. An overview of the new UNC System-wide Student Health Insurance Plan is available on the website of Student Health Services (www.uncp.edu/shs).

PROFESSIONAL LIABILITY INSURANCE

All students must present evidence of professional liability insurance coverage annually in the amounts of $1 million/$6 million due to clinical practicum requirements of the graduate program. A copy of evidence is to be presented to Mary Baynes, Administrative Support Associate, Department of Nursing

CHAPTER VIII: STUDENT SUPPORT SERVICES AND RESOURCES

ACCESSIBILITY RESOURCE CENTER

The five member staff of the Accessibility Resource Center provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of the Accessibility Resource Center (ARC) is twofold: to assist students with disabilities in qualifying for and implementing academic accommodations, so that they may independently strive for academic excellence; and to assist UNCP administration, faculty and staff in creating an accepting and accessible campus community. Any student requesting services must register with the office, provide documentation of a disability, and agree to follow the policies and procedures of the Accessibility Resource Center. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office, through access statements on syllabi, or by walking in or calling ARC to request an intake packet. A student may register with the Accessibility Resource Center anytime by making an appointment and providing necessary information to the Director.

The Department of Nursing is committed to providing reasonable accommodations for students with disabilities. Students with documented disabilities needing academic adjustments must contact the Accessibility Resource Center prior to or early in their program to determine if reasonable accommodations will be provided. Students must bring a letter from the Accessibility Resource Center to inform faculty of needed accommodations at the beginning of the semester. Students with disabilities like all other students in the nursing program must be able to continuously meet core performance standards and functional abilities established to ensure that all students meet the objectives of the nursing program.

CAMPUS BOOKSTORE

The Campus Bookstore is located in the Auxiliary Services Building. Information about hours and services offered by the Bookstore can be found on its website (www.uncp.edu/bookstore).

CENTER FOR ADULT LEARNERS

The Center for Adult Learners responds to the unique and specific needs of nontraditional students by providing a central location where students can easily access information and a wide variety of campus resources. The Center for Adult Learners is a one-stop shop for campus resource information. Currently enrolled and prospective students are encouraged to take advantage of services by phone, mail, email, or in person. The Center assists students to overcome the obstacles inherent in balancing school, work, and family responsibilities.

CLINICAL LEARNING CENTER

The Clinical Learning Center is a state-of-the art facility located on the 2ND floor of the Health Sciences Building on the UNCP campus for pre-licensure, RN-BSN, and MSN students. The Clinical Learning Center offers the latest technology in simulation housed within seven individual laboratories - Basic Care, Advanced Care, Pediatric, Maternal/Child, Psych/Mental Health, Health Assessment, and the Howard and Brenda A. Brooks Home Simulation Apartment. Each lab is equipped for student simulation learning related to healthcare situations with clients of diverse cultures across the lifespan. The Clinical Learning Center is available to students twelve hours a day, six days a week. Students may also make appointments with the Clinical Learning Center Coordinator, Ms. Martha Hepler by self-referring via the Center website or be referred by a faculty member.

- Basic Care Lab – The lab is equipped with eight advanced care bed units and a nursing station, to simulate hospital/clinic environment, and a variety of practice models. Each bed site is equipped

with wall connections for O2 and suction and connections for a PC. Students utilize this area to learn and practice bed bathing, occupied and unoccupied bed making, transferring and positioning, intravenous line insertion, intramuscular and subcutaneous injection, and urinary catheterization, among many other skills. Attached to this lab is a medication preparation area with sink, cabinets and room for a mobile medication cart.

- Advanced Care Lab – When students enter the Advanced Care Lab, they are greeted by two Sim Man high-fidelity simulator, portable and advanced patient simulators for team training. SimMan has realistic anatomy and clinical functionality. SimMan provides simulation-based education to challenge and test students' clinical and decision-making skills during realistic patient care scenarios (http://www.laerdal.com/). Additionally, the Lab is equipped with eight advanced care bed units and other adult mannequins. There are two ceiling-mounted video cameras in the room for the recording of student clinical based experiences.

- Maternal/Child Lab - The Maternal/Child Lab is equipped with two laboring beds and special obstetrical mannequins. There are an additional four advanced cared bed units, a nursing stations, newborn radiant warmer, neonatal intensive care unit isolette, and numerous bassinettes. There are two ceiling-mounted video cameras in the room for the recording of student clinical based experiences.

- Pediatric Lab – The lab is equipped with six pediatric bed units as well as pediatric high-fidelity mannequins. Mannequins have audible and programmable capabilities to enhance student learning. The lab features equipment used to assist premature and sick infants as well as what is expected normally. SimBaby is an advanced simulator for training in infant emergencies. It is portable and equipped for infant/patient simulation for team training. SimBaby has realistic anatomy and clinical functionality that enables simulation training. SimBaby includes software with video debriefing and an interactive technologically advanced manikin allowing learners to practice the emergency treatment of pediatric patients. A recent addition to the lab is the high-fidelity PediaSIM mannequin. PediaSIM automatically responds to student interventions and represents a true-to-life response, specifically isolating critical breakdowns in skill acquisition and critical thinking. There are two ceiling-mounted video cameras in the room for the recording of student clinical based experiences.

- Howard and Brenda B. Brooks Home Care Simulation Apartment - The lab simulates a fully-functioning apartment style home so that high-tech nursing can be practiced in a low-tech environment. The home care lab has a dining area, living area, bedroom area, and a home-style handicapped accessible bathroom. As a result of the generosity of the Brooks family, the home care suite is furnished with furniture and needed equipment so that students are able to practice nursing skills in a home-like setting before actually venturing out into the real clinical setting visit clients in their homes.

- Psych/Mental Health Lab – The lab is equipped with five private interview rooms plus a group room for simulating group meetings and other group activities with students. Each room is equipped with ceiling-mounted video and recording equipment for use in simulating clinical based experiences.

- Health Assessment Lab - The lab is equipped with eight complete exam units and multiple simulation practice models. Privacy is provided with curtains and drapes, just as in a doctor's office. Students can practice on each other in a private, hands-on clinical setting with new examination tables, mounted opthalmoscopes and otoscopes and the convenience of instructors available when needed. Learning occurs in a realistic setting which reinforces correct techniques and procedures. There are two ceiling-mounted video cameras in the room for the recording of student clinical based experiences.

COMPUTER FACILITIES

The Health Sciences Building houses a computer lab/reading room (HSCI 258) which is equipped with 50 computer stations and an attached reading room to provide an environment where students may study in a quiet space. Several additional classroom buildings, the Chavis University Center, and the Mary Livermore Library house additional computer laboratories on the UNCP campus. Several of these laboratories are available for evening and weekend use.

COUNSELING AND TESTING CENTER

The mission of the Counseling and Testing Center is to provide services of a primarily developmental and preventative nature to help students balance their lives. Individual and Group Counseling is available for short-term and on-going concerns. Workshops are available and are often the preferred way of exploring and coping with particular concerns. A variety of workshops, classes, skill-building, support, and therapy groups are offered throughout the year to help students enhance personal effectiveness and cope with the demands of college life. Workshops are developed to enhance students' personal and academic development.

GRADUATE ASSISTANTSHIPS

The University offers a number of graduate assistantships to qualified graduate students. Graduate assistantship appointments usually are for one academic year; assistantships may or may not be renewed. Graduate assistantships generally are not available during the summer months.

To be eligible for a graduate assistantship, a student must be formally admitted (i.e. provisional or full-standing status) to the School of Graduate Studies and Research. The student must be a full-time student (not otherwise employed and registered for a minimum of nine hours per semester), and s/he must maintain a 3.0 overall GPA. Partial tuition scholarship may be awarded to graduate assistants if sufficient funds are available (see UNCP Graduate Student Handbook).

LIBRARY SERVICES

The primary mission of the Mary Livermore Library is to support the University's teaching and research programs. Resources enabling the Mary Livermore Library to fulfill its mission include over 391,000 cataloged volumes, over 150,000 ebooks, over 53,000 subscriptions to print and electronic serials, access to more than 165 electronic databases, special collections that include the Charlie Rose Collection, government documents, and current reading and media materials. Facilities available include a computer lab, multimedia and study rooms, an electronic reference center, and a classroom for information literacy instruction. Wireless access provides for the in-house use of library laptops or the use of personal computing equipment. Electronic resources provided by the Mary Livermore Library are available 24/7. The Library is open over 100 hours per week during the typical academic semester.
The Mary Livermore Library provides convenient access to our collections and resources to all members of the University community, regardless of location or course format. Its main function is as an educational support unit for The University of North Carolina at Pembroke, and, accordingly, library programs are focused upon securing, cataloging, and providing access to informational resources relevant to the University curriculum and making them available for student and faculty use. Library staff actively assists with the instructional program by providing students with library use instruction in a group setting as well as on an individual basis. Our Outreach/ Distance Education Librarian works directly with students and classes not located on the main campus. He and other librarians often travel to off-campus sites to provide instructional services. Library staff will mail resources to distance education students, as well as send materials electronically or by fax. Distance learners are able to contact library staff via email, instant messaging, or the telephone. The Library also promotes scholarship by assisting faculty, staff, and students with research projects as needed.

The Mary Livermore Library serves as the chief information center on campus, and acts as one of the main campus centers for cultural enrichment and stimulation in accordance with the mission statement of The University of North Carolina at Pembroke. The Library promotes the development of information literacy and the skills necessary for lifelong learners. The Library also plays a strong role as a regional information center, and makes its resources accessible to area patrons.
The Library currently has 13 librarian positions and 19 full time support staff positions, in addition to part time staff. The Library is open 106 hours per week during the academic year and increased during exam times. Access to electronic resources is available 24/7. See table below for specific hours of operation during the academic year. During summer sessions and when classes are not in session, the Library hours of operation vary. All hours of operation are posted on the Library website.

Hours of Operation During Academic Year	
Day	Library Hours
Monday - Thursday	7:30 am - midnight
Friday	7:30 am - 11 pm
Saturday	9 am - 11 pm
Sunday	2 pm - midnight

BraveCat, the Library's online catalog, provides a variety of means by which to search and access the Library's materials, including Keyword, Author, Title, Journal Title, and Subject. Users may also conduct an Advanced Search that allows users to limit their results to specific types of materials, collections, and dates of publication.

Students and Faculty may access the library's resources from off campus. When prompted, individuals must enter their Name, University Identification Number, and Personal Identification Number (PIN). If patrons need assistance, someone is accessible by telephone, email, in person, and via instant messaging (IM)

Instructional Services, which promote information literacy through a formal instruction program that aims to provide the University's campus community with the skills needed to find, retrieve, analyze, and useful information are available. Instructional Services offers students, faculty, and staff a structured approach toward learning information literacy skills that are hands-on and curriculum based. Instruction sessions are available at the request of individual instructors. The department uses *Libguides* to provide information regarding library services and/or resources tailored for a specific subject area or class. In addition Instructional Services maintains and creates research guides, tutorials, and database guides. Access to style manuals, such as APA and Turabian are provided.

Library journal subscriptions include the following: a) Nursing: over 350 titles, b) Medicine: over 6700 titles, and c) Biology: over 1600 titles. Journals are available in print as well as electronic, with most.

The library provides students with access to multiple electronic databases. The primary databases, for Nursing, are *CINAHL Plus with Full Text, Health Source: Nursing/Academic Edition, and PEPID*. Additional key electronic resources include *Biosis Previews, Science Citation Index, ScienceDirect College Edition PsychInfo, and MEDLINEplus*. Other beneficial electronic databases include *Academic One File, Academic Search Complete, SpringerLink, and Wiley InterScience*.

Resource Descriptions

Primary Electronic Resources

- CINAHL plus with Full Text (Cumulative Index to Nursing and Allied Health) is the primary resource for nursing research. It provides full text for more than 750 journals. This resource provides indexing for over 4,900 journals from the fields of nursing and allied health and contains. The database contains more than 3.8 million records dating back to 1981.This database also provides full

text for more than 250 books/monographs, nursing dissertations, selected conference proceedings, standards of practice, educational software, audiovisuals and book chapters. In addition to nursing *CINAHL* covers biomedicine, health sciences librarianship, alternative/complementary medicine, consumer health and 17 allied health disciplines. CINAHL also contains Quick Facts and Evidence-based care sheets.

- Health Source: Nursing/Academic Edition provides access to over 500 scholarly full text journals focusing on many medical disciplines with indexing and abstracting for over 800 journals with significant coverage of nursing and allied health subject areas.
- PEPID RN Student Clinical Companion **Suite (RNSCC) is a** resource that can be used for clinicals, as a fast study aid. PEPID contains comprehensive information with such topics as *how to prioritize clinical tasks, the roles and clinical focus of the care team, and legal/ethical issues.* This resource contains information on nearly **2,300 disease and trauma topics** with diagnosis, pathophysiology, treatment and disposition. Each topic has subheadings for teaching and charting points, instant access to **Immediate Lifesaving Protocols** BLS, ACLS, ATLS, PALS, RSI, procedures, quick drugs and drips, toxidromes, and algorithms. Pediatric information ranging from common complaints to life-threatening emergencies and trauma are available. Data in PEPID includes pediatric scores and scales, and a full range of weight-based drug dosing calculators to enhance your pediatric care and reduce errors. The primary headings for the Nursing Student reference include Levels of Practice, Legal/Ethical Issues, Communication, Documentation, Medication Administration, Time Management/Prioritization of Tasks, Roles and Clinical Focus and NANDA. PEPID data is enhanced with exclusive, nursing-specific procedures, which detail the exact role of nurses in real-world practice. Also, contained within this resource is a section on toxin identification, drugs of abuse, household and cleaning agents, plants, mushrooms and seafood, pest, rodent and herbicides, inhaled gases, heavy metals and caustics, medication overdoses and antidotes. PEPID also contains over 600 high-resolution *anatomical illustrations* and **rhythm strips.** The PEPID d**rug database** - includes over 7,500 drug, herbal and OTC generic and trade names with extensive kinetics and mechanism of action information, adult and pediatric dosing with built-in dosing calculators (weight-based, body surface area-based, even IV drip rate calculators), overdose management, and trade/cost information.

Other Key Electronic Resources

- Biosis Previews provides coverage of information in biology and life sciences published worldwide. Subjects include anatomy, biochemistry, biophysics, botany, cell biology, ecology, evolution, genetics, human biology, microbiology, physiology, reproduction and sex, and zoology. It contains more than 7 million archival records from as far back as 1926, with more than 370,000 citations added each year.
- Science Citation Index indexes more than 6,000 peer-reviewed science journals, providing complete bibliographic data, full-length author abstracts, and cited references. Additionally the index provides access to cited references, the footnotes to a scholarly article along with indexes articles, bibliographies, book reviews, editorials, letters, meeting abstracts, notes, review papers, reviews of software, and more. The coverage for this resource begins in 1955.
- ScienceDirect College Edition covers Health and Life Sciences, Physical Sciences, and Social and Behavioral Sciences. Journals coverage is current back to 1995. There are over 900 journal titles in Health and Life Sciences and over 650 in the Physical Sciences. The electronic books include Major Reference Works, Books Series, and Handbooks.
- PsycINFO is the American Psychological Association's database, with over 2,500 journal titles covered. It covers the academic research and practice literature in psychology from over 45 countries in more than 25 languages. *PsycINFO* includes relevant materials from related disciplines such as medicine, psychiatry, education, social work, law, criminology, social science, and organizational behavior. It provides indexes to journals, dissertations, book chapters, books, technical reports, and other documents from 1887 to the present. Many journals are available in full-text.

- MEDLINEplus has extensive information from the National Institutes of Health and other trusted sources on over 500 diseases and conditions. There are also lists of hospitals and physicians, a medical encyclopedia and dictionaries, health information in Spanish. MEDLINEplus also contains extensive information on prescription and nonprescription drugs, health information from the media, and links to thousands of clinical trials. (Source: vendor website).

Other Beneficial Electronic Resources

- Academic One File is a multi-disciplinary full-text database which contains more than 12,000 journals, over 4,000 of which are full-text peer reviewed.
- Academic Search Complete is a multi-disciplinary full-text database which contains over 6,100 full-text periodicals, including more than 5,100 peer-reviewed journals. This database also has indexing and abstracts for more than 10,100 journals and more than 10,600 publications including monographs, reports, and conference proceedings.
- SpringerLink is a multi-disciplinary resource which contains full-text materials for journals and books published by Springer. The resource currently offers over 1,250 fully peer-reviewed journals and more than 10,000 books online.
- Wiley InterScience is a multi-disciplinary with access to journals, electronic books and many other materials. The Nursing subject area has full-text for over 230 journals and electronic books.

In an effort to insure the Livermore Library has a balanced, current, and supportive monographic collection each department is allotted an amount each year for the purchase of these types of resources. A librarian is appointed as a liaison to the department. This person works with the faculty to develop and maintain the nursing collection. The total library acquisitions budget for FY14 is $1,357,633. The total library book/media budget is $457,415 with $330,000 allocated for academic departments. The Department of Nursing has been allocated $16,203 in addition to the $27,588 provided to the Health, Physical Education, and Recreation department. Quite often these two areas use the same resources. It is anticipated that the yearly allocation of fiscal resources will be sufficient to meet the instructional and research needs of the program.

The monograph collection includes materials housed within the Library itself and those available electronically. Currently the Library's physical monograph collection contains approximately 900 items related to nursing, over 10,000 items related to medicine, and over 3,500 items related to chemistry/biology.

Electronic Monograph Resources

- **Ebrary (Electronic Books)** is a multi-disciplinary collection of electronic books that contains approximately 75,000 individual titles from a variety of publishers. There are over 2,500 titles in Nursing and Medicine. Titles can be viewed by using the Ebrary reader, limited printing and copying of material is possible.
- **Oxford Reference Online** collection of electronic reference titles available from Oxford Publishing. The resource has over 350 fully-indexed, cross-searchable dictionary, language reference, and subject reference works, several in biology and the sciences
- **Sage E-Reference** is a collection of over 200 electronic reference titles from Sage Publications, several of which are related to health
- **Ebsco Ebooks** Available through the Ebscohost platform, this collection has over 1,500 titles. Over 100 of these titles are related specifically to nursing, allied health, and biology.
- **Duke Ebooks** are published by Duke University Press. There are over 1,500 titles in this collection, many related to nursing and allied health.
- **RefWorks** is an online research management, writing, and collaboration tool. It is designed to help researchers at all levels easily gather, organize, store and share all types of information. It also instantly generates citations and bibliographies in the style the user chooses.

STUDENT HEALTH SERVICES (SHS)

Available medical services include primary medicine, routine gynecologic examinations and contraceptive health education, immunizations, confidential HIV testing, allergy injections laboratory services, nursing services minor injury treatment, and health education programs.

A provider is available Monday and Tuesday from 8:00 a.m. – 4:00 p.m. and on Wednesday, Thursday and Friday from 12:00 noon until 4:00 p.m.

SHS provides health care 24 hours a day with a nurse on-call on the weekend for emergencies. SHS is located directly across from the Livermore Library at the south end of campus. If there is an emergency and you are unable to contact SHS at 910.521.6219, please call Campus Police at 910.521.6235.

UNIVERSITY WRITING CENTER

The University Writing Center staff works with students at any stage in the writing process, from brainstorming topics to drafting, revising, and editing. UNCP students from any course or department are welcome. Tutors work with students on all types of writing assignments. Students are welcome to use Writing Center computers to draft and revise their writing. The Writing Center staff also will assist students with word processing, Internet searching, research formatting, and other writing and research skills. Writing reference texts are also available. University Writing Center hours are from 9 a.m. to 4 p.m. Monday through Thursday and 9 a.m. to 2 p.m. on Friday. For an appointment, students may stop by the Writing Center, DF Lowry Building, Room 308, call 910.521.6546, or email writing.center@uncp.edu. Walk-in sessions are often available

APPENDIX A

Guidelines for Scholarly Writing

The purpose of this handout is to provide students a "quick reference" of common rules and reference formats of APA style that all nursing faculty require as minimal standards for assignments. The Department of Nursing chose the APA (American Psychological Association) referencing style as a standard because it is most commonly used to cite sources within the social sciences. The most recent *Publication Manual of the American Psychological Association* (6th ed.) is to be used in conjunction with these guidelines. The APA manual provides a comprehensive reference guide to writing using APA style, organization, and content.

Paper Format (covered in 1st chapter of the *Publication Manual*)

- *Margins*: One inch on all sides (top, bottom, left, right)
- *Font Size and Type*: 12-pt. font (Times Roman is acceptable typefaces
- *Spacing*: Double-space throughout the paper.
- *Alignment*: Flush left (creating uneven right margin)
- *Paragraph Indentation*: 5-7 spaces
- *Pagination*: The page number appears one inch from the right edge of the paper in the page header of every page (use the automatic function of your word processing program to generate headers and page numbers for your paper). The only pages that are not numbered are Figures.
- *Page Header*: Page headers are used to identify manuscript pages during the editorial process. Use the "header" feature of the word-processing program to insert the running head and page number. Set the header at the beginning of the document by selecting "Edit Header" and then select "Different First Page." Insert the page number by using the automatic function. Insert "Running head" and left align. When typing the Abstract page, enter a new page header with only the shortened title, delete "Running head" on this page. For the remainder of the paper, the header will be like that typed on the Abstract page.
- *Abbreviations*: Use abbreviations sparingly. The first time an abbreviation is used, state the complete name and place the abbreviation in parentheses, e.g. American Heart Association (AHA). Thereafter, the abbreviation may be used without further explanation (do not switch between the abbreviated and written-out forms of a term).
- *Order of Pages*: Title Page, Abstract, Body of Paper, References, Tables, Figures, and Appendices. (see page 229-230 in manual)

Title Page (see example on next page)

- *Pagination:* The Title Page is page 1. Place page number in upper right hand corner of page.
- *Key Elements:* Paper title, author(s), author affiliation(s), and running head.
- *Paper Title:* Uppercase and lowercase letters, centered on the page.
- *Author(s):* Uppercase and lowercase letters, centered and double spaced below the title.
- *Institutional affiliation:* Uppercase and lowercase letters, centered and double spaced below the author(s).
- *Running head:* An abbreviated version of paper title. The running head is typed flush left (all uppercase) following the words "Running head:" in the page header. It should not exceed 50 characters, including punctuation and spacing.
- After typing the title, author's name(s) and affiliation, center this information vertically on the page.

Running head: LEARNING TO FORMAT 1

Learning to Format Papers in APA Style

Jane Smith

The University of North Carolina at Pembroke

Abstract (a one-paragraph brief summary of the entire paper. It includes the purpose, results, and conclusions drawn by the author. Usually written after the body of the paper is completed)

- *Pagination:* Abstract begins on a new page (page 2).
- *Heading:* Abstract (centered on the first line below the page header)
- *Format:* Abstract is to be written in modified block format double-spaced below the abstract heading. The abstract should be between 150 - 250 words. All numbers in the abstract (except those beginning a sentence) should be typed as digits rather than words.
- In opening sentence, describe the topic or problem addressed in the paper. Use the remaining words to clarify idea and to explain results or conclusions.

Body of Paper (all papers begin with an introduction, development of concepts, and end with a summary/conclusions statement)

- *Pagination:* Body of the paper begins on a new page (page 3). Subsections of the body of the paper do *not* begin on new pages.
- *Title:* Title of the paper (in uppercase and lowercase letters) is centered on the first line below the page header.
- *Introduction:* Introduction (which is not labeled) begins double-spaced below the paper title. In the introduction, the author introduces the topic of the paper in a couple of paragraphs.
- *Headings:* Headings are used to organize the document and reflect the relative importance of sections. See pages 62-63 in APA manual.
    - All topics of equal importance have the same level of heading throughout the manuscript. Avoid having one subsection heading and subsection within a section, just as you would in an outline. Each heading level is numbered and the heading structure follows the same top-down progression.
    - If only one level of heading is needed, use level1; for a paper with two levels of heading, use levels 1 and 2; if three levels are needed, use levels 1, 2, and 3, and so on through level 5.

Format	
1	**Centered, Boldface, Uppercase and Lowercase Heading**
2	**Flush Left, Boldface, Uppercase and Lowercase Heading**
3	**Indented, boldface, lowercase paragraph heading ending with a period.**
4	***Indented, boldface, italicized, lowercase paragraph heading ending with period.***
5	*Indented, italicized, lowercase paragraph heading ending with a period.*

- *Development of Concepts:* In this section the author discusses the essential content for the paper, which is usually outlined in course guidelines as well as the literature relevant to the subject of the paper using a clear, logical writing style and correct grammar and spelling. Include reference citations in text.
- *Summary/Conclusion:* In the summary/conclusion, the author states the main points of the paper and discusses how the stated purpose was accomplished. The author leaves the reader with a clear understanding of what he/she wants the reader to have learned or understood from reading the paper.

In-Text Citations

APA guidelines require that the writer give credit to the originator of information used. Referencing citations in text are found on pages 174-179 of the *Publication Manual* (6th ed.).

Each reference cited in the text must appear in the reference list, and each entry in the reference list must be cited in the text.

Generally, give the following information: author, year of publication, and page number for any direct quote. For paraphrases, give the author and year of publication, though it is suggested that page number be provided. Use p. (or pp. for multiple pages) before the page numbers in in-text citations.
Two kinds of material are cited only in text: references to classical works (Bible, Qur'an) and references for personal communications.

Quotes Less Than 40 Words

Formatting short quotations is covered on pages 170-174 in the *Publication Manual*. Short quotations should be incorporated into the text and enclosed by double quotation marks (" ").

Single Author

- If there is no publication date, cite the author's last name followed by a comma and n.d. (for no date).
- If you include the author's name as part of the sentence, give the year in parenthesis directly after the author's name, and put the page number in parenthesis after the quote.
- If you include the author's name and date of publication as part of the sentence in which you use a direct quote, put the page number in parenthesis after the quote.
- If you refer to the same text more than once within one paragraph, give the author's name, date, and page number only the first time you cite the source. After the first time, just give the author's name and page number (if it is different from the prior page number). If you cite the same text in two different paragraphs, include the full reference information in both paragraphs.
- If you are using several different works to illustrate one point, you may find it necessary to cite two or more works written by different authors with different dates. In that situation, organize the

information alphabetically by the authors' last names, and separate each block of information with a semicolon. Put all the names inside one set of parenthesis.

Multiple Authors

- When a source has two authors, give both last names every time. Within the parenthetical citation, use "*&"* between the authors' names. If you use their names in the sentence, write out "and" between their names.
- When a source has three, four or five authors, cite all the authors' last names and the year the first time the reference occurs. For later references to the same source in the same paragraph, cite only the first author's last name followed by **et al.** You do not need the year if it is in the same paragraph as the prior reference. If it is a repeated reference in a separate paragraph, cite the first author's last name followed by **et al.** and the year
- If a source has 6 or more authors, use the first author's name, et al., date and page number.
- To cite a group author (e.g. association, organization, or government agency) you should spell out the full name for the first reference, give the abbreviation that you will use in brackets ([ ]), then use the abbreviation for later references.

Citations for Interviews and Personal Communication

- Personal interviews and personal communications (email, group discussions, electronic bulletin boards, telephone conversations) are NOT mentioned at the end of the paper on the list of references. However, they are cited in-text throughout the paper.
    - For personal communication, give author's full name (***first*** and ***middle initials*** followed by ***last name***), kind of communication, followed by date of communication.

Citations for Works with No Authors

- If there is a work with no author named, cite the first few words of the title followed by a comma and the date. Use quotation marks around the title of an article or chapter; italicize the title of a book, brochure, or report.
- If the author is listed as "Anonymous," cite the word ***Anonymous*** followed by a comma and the date.

Secondary Sources

- If you are reading one source, and it refers to something from another source, you need to reflect that in your in-text citations. List only the source you have read in the References list. For example, if you read a book by Polit and Hungler, and they referred to a study by Green (but you did not read Green's study yourself), then you need to cite your source as follows:
    - Green's study of early childhood language acquisition (as cited in Polit and Beck, 2010) shows that important language learning happens before the age of five.

Electronic Source Citations

- For in text web citations, follow the author/year format, if the author and date are available. For quotations, give page numbers or paragraph numbers (where there are no page numbers). Use either ¶ or **para.** as an abbreviation for paragraph. Example: "Allergies may be caused by dust, dust mites, pollen, or mold" (Kendal, 2000, ¶ 4).

Quotes of 40 Words or More

- A quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin. Quote is to be double-spaced.
- Formatting long quotations is covered on pages 170-174 in the *Publication Manual.*

Reference Format (Check for more information about listing references on pages 198 – 215 in the *Publication Manual*.)

- Provides information necessary to identify and retrieve each source.
- Include only the sources that were cited in the paper.

- Each entry contains: author, year of publication, title, and publishing data.

Placement of the List:

- The reference list should be on a separate page, numbered sequentially with the rest of the paper.
- Title the reference list page, References.

Spacing and Organization:

- Each entry should start on a new line and should be double-spaced.
- The references must be listed in alphabetical order, by author's last name, or by first significant word of the article title (if no author). See page 181 for rules in special cases.
- Do not indent the first line, but the second line, and subsequent lines must be indented five spaces (hanging indent).
- Use one space after a colon, comma, semicolon or period. Use one space after any sentence-ending punctuation.

Information and Punctuation:

- When writing authors' names, use the author's last name, first initial, and middle initial, if any.
- Use commas to separate authors, to separate surnames and initials, and suffixes (e.g., Jr. and III). See example 24 on page 204 in *Publication Manual*.
- If there is more than one author, use an ampersand (&) before the last author's name.
- Place date of publication in parenthesis after the name information (If there is no available date, put ***n.d.*** in parenthesis after the name information). Follow the date with a period after the parenthesis.
- For book and article titles, capitalize only the first word of the title, the first word after a colon, and proper names.
- *Italicize* the title of longer works, like books, magazines, newspapers, periodicals or journals that contain the cited articles.
- Include volume numbers as part of the title (type in italics).
- Do not underline, italicize, or put quotes around titles of shorter works, like article titles.
- Do not abbreviate publication months; write out the full month name.
- Use the abbreviation p. or pp. before newspaper page numbers only. Do not use p. or pp. before page numbers for magazines, journals, or books.
- List all pages used, even if they are not continuous (32, 46-47).

References for Books:

- For books, there are four main parts to the reference:
    - author. (year of publication).
    - *title of the book*.
    - publication information
        - place of publication
        - publisher
- Each of the four parts ends with a period followed by a space.

References for Articles:

- Citations for periodical articles have four main parts:
    - Author.
    - (date of publication). - most magazine and newspaper articles, use the year followed by a comma and the month. Do not abbreviate the month. If it is a daily publication, also include the day.
    - Title of the article.
    - Publication information. - (generally the *periodical title, volume number,* and page number). The volume number should be a part of the periodical title. Use pp. or p. before the page numbers for newspaper and encyclopedia articles only.

Electronic Sources:

- Include the same elements, in the same order, as you would for a reference to a fixed-media source and add as much electronic retrieval information as needed for others to locate the sources you cited.
- The DOI System
    - Provides a means of persistent identification for managing information on digital networks.
    - For electronic versions based on a print source (as in PDF), give inclusive page numbers for the article cited.
    - Provide the DOI, if one is assigned, in the following format – doi: XXXXXXXXXX
        - When the DOI is used, no further retrieval information is needed to identify or locate the content.
    - If no DOI has been assigned to the content, use the URL of the journal or of the book or report published.
        - If you are accessing the article from a private database, you may need to do a quick web search to locate the URL
        - It is not necessary to include database information
        - Do not include retrieval dates

Nonprint Media Sources (film – motion picture, television broadcast, cassette, musical recording):

- For most non-print media, there are five main parts to the reference:
- Writer/director/producer's last name followed by a comma, then first initial followed by a period.
- In parenthesis, write the person's title (producer, director, writer) followed by a period.
- (date of publication). -- should be the year it was produced and released to the public.
- *Title of media* [type of media].
- Publication information. - generally includes city of publication and publisher.

Tables and Figures (Tables follow the reference list and figures follow tables in sequence. Tables have headers and page numbers while figures have neither.)

- The first part of a table is the **table number**. Tables are numbered with Arabic numerals in the order of appearance.
- The next part is the **table title**. The table title should be upper and lowercased, left aligned, following the table number and on the same line with it.
- Next is the **first horizontal line** of the table, which separates the table title from the column headings.
- Use upper and lowercase letters in the title and the **column headings**. The column heading is the label which is centered over each column.
- A **second horizontal line** separates the column headings from the **table data**.
- The table is ended with a **final horizontal line**. Any **table notes** should follow this last line.
- These three horizontal lines are the only lines which are required for an APA style table. In some cases additional horizontal lines may be used for clarification (American Psychological Association, 2009).
- Strict APA style does not allow the use of vertical lines. Check with your instructor if you want to use vertical lines in a table.
- The entire table is double spaced, just like the rest of the paper.

Appendices (Appendices are useful if the detailed description of certain material is distracting or inappropriate to the body of the paper. Include an appendix only if it helps the reader to understand or evaluate the points expressed in the paper.)

- *Pagination:* Each Appendix begins on a separate page.
- *Heading:* If there is only one appendix, Appendix is centered on the first line below the manuscript page header. If there is more than one appendix, use Appendix A (B, C, etc.).

Please Note: The material in this document is adapted from the *Publication Manual of the American Psychological Association* (6th ed). This document is a *supplement to* and *not a replacement for* the manual. All students must have personal copies of the manual. Additional recommended resources include:

http://www.apastyle.org
http://owl.english.purdue.edu/owl/resource/560/01/
http://apa.org/journals/webref.html
http://www.nsna.org/pubs/imprint/septoct06/imp_sept06_back school_hallas-feldman.pdf

APPENDIX B

Chemical Substance Abuse and Impairment Testing Policy for Students (POL. 02.05.02)

I. Policy Statement

The Department of Nursing of the University of North Carolina - Pembroke is committed to providing a safe, healthy, and productive academic environment for its students, faculty, and staff, as well as providing a safe clinical setting for students, clients, and employees of affiliated clinical agencies. Therefore, students must remain free from the use, sale, distribution or possession of any illegal drug and must also remain free of impairment related to the use of drugs or alcohol. For obvious health and safety concerns, all students enrolled in programs offered by the Department of Nursing must participate in clinical education activities in full control of their manual dexterity and skills, mental faculties, and judgment. The presence of alcohol and/or drugs, lawfully prescribed or otherwise, which interfere with the student's judgment or motor coordination in a healthcare setting poses an unacceptable risk to clients, faculty, other students, the University, and affiliated clinical agencies (i.e., hospitals, skilled nursing facilities, health systems, and other healthcare organizations involved with student education and with which the University has a clinical affiliation agreement in place). To ensure client safety, comply with clinical agency policies, and the North Carolina Board of Nursing policy (21 NCAC 36.0320 [d]), the Department of Nursing has adopted a chemical substance abuse and impairment testing policy.

II. Definitions

A. Nursing student – Any full-time or part-time student admitted to the Department of Nursing which includes all degree programs.

B. Chemical substance abuse – The use of illegal/non-prescribed substances or alcohol that impairs performance when engaging in any learning activity including classes, laboratory, and/or delivery of client care in a clinical setting.

C. Chemical substance abuse testing - The scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol. For the purposes of this policy, two types of testing my occur:
    1. Pre-clinical testing – Chemical substance testing conducted on all students prior to engaging in a clinical experience and/or providing direct client care at an affiliated clinical agency.
    2. Reasonable suspicion testing – Chemical substance testing conducted on a student because individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired. Facts that could give rise to reasonable suspicion include, without limitation: observed possession or use of illegal drugs or alcohol; the odor of alcohol or drugs; impaired behavior such as slurred speech; decreased motor coordination; difficulty in maintaining balance; marked changes in personality or academic performance or behavior; reports of observed drug or alcohol use; an arrest or conviction for a drug or alcohol related offense; positive pre-clinical or other drug tests; or newly discovered evidence of drug test tampering.

D. Impaired - A person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for disability). An impaired student, by virtue of his/her use of alcohol or illegal drugs, exhibits deteriorated motor/psychomotor function, reduced conceptual/integrative/synthetic thought processes, and/or diminished judgment and attentiveness compared with previous observations of the student's conduct and performance. For purposes of this policy, the term impaired shall also mean addiction and/or physical or mental dependence upon alcohol, legal or illegal drugs.

E. Illegal drug - For purposes of this policy means (a) any drug which is not legally obtainable; (b) any drug which is legally obtainable but has not been legally obtained; (c) any prescribed drug not being used for the prescribed purpose, in the prescribed dosage and manner, or by the person for whom it was prescribed; (d) any over-the-counter drug being used at a dosage other than the recommended dosage, or being used for a purpose other than the purpose intended by the manufacturer; and (e) any drug being used in a manner that is not consistent with established medical practice standards. Specific drugs screened for abuse include: alcohol, amphetamines, barbiturates, benzodiazepines, cocaine, marijuana (THC), methadone, methamphetamines, opiates, oxycodone, phencyclidine (PCP).

III. Procedure

A. Agreement to Submit to Chemical Substance Abuse Testing

A student participating in a Department of Nursing degree program must agree to submit to pre-clinical testing and reasonable suspicion testing when circumstances warrant such testing. The student shall sign an acknowledgment and consent form (Attachment A) that evidences the student's consent to: (a) comply with the Department of Nursing policies pertaining to alcohol and illegal drugs; (b) comply with all policies and regulations of affiliated clinical agencies pertaining to alcohol and illegal drugs; (c) submit to pre-clinical testing, reasonable suspicion drug testing under this policy, and in the event an affiliated clinical agency requires random drug testing pursuant to its policies, to submit to random drug testing; and (d) authorize the disclosure of drug testing results to the Chair of the Department of Nursing. The Department of Nursing will maintain on file a signed acknowledgment and consent to chemical substance screening from each student. Refusal to sign the acknowledgment and consent form shall be grounds for non-placement in clinical experiences and subsequent dismissal from the nursing degree program. A clear chemical substance screen is required to begin or continue in the nursing program. If the student leaves the program for any reason, a new chemical substance screen will be required before readmission into any classes.

B. Pre-Clinical Chemical Substance Screening

1. Students will be notified about the chemical substance screening in their admission letter.
2. Students in the pre-licensure BSN program will be required to complete a pre-clinical chemical substance screening during the first semester of the program, again prior to the senior year, and/or as required by an affiliated clinical agency.
3. Students in the RN-BSN completion program will be required to complete a pre-clinical chemical substance screening prior to enrolling in the first clinical course.
4. Pre-clinical chemical substance testing will be coordinated through the office of the Chair, Department of Nursing, and will be conducted by a qualified vendor approved by the University. The cost of drug testing shall be borne by the student. The student shall be provided with a list of drugs for testing as may be required by either the nursing program or an affiliated clinical agency.
5. Positive pre-clinical chemical substance tests will be confirmed by a second screen from the original sample.
6. The Chair of the Department of Nursing will notify a student of a confirmed positive chemical substance test.
7. A student having a confirmed positive chemical substance screen will be subject to disciplinary action, up to and including dismissal from the nursing program, in accordance with established Department of Nursing disciplinary policies and procedures. Positive chemical substance tests will also be referred to Office of Student Conduct for investigation and University discipline if warranted.

8. A student's failure to submit to pre-clinical chemical substance testing, or any attempt to tamper with, contaminate or switch a sample will result in disciplinary action, up to and including dismissal from the nursing program.

C. Reasonable Suspicion Chemical Substance Abuse Screening

1. Reasonable suspicion substance abuse screening may be conducted when individualized and objective evidence exists to support the conclusion that a student (1) has engaged in the use of alcohol and/or illegal drugs in violation of applicable policies, laws, and regulations; or (2) appears to be impaired.
2. Evidence of a student's use of alcohol and/or illegal drugs or impairment may be provided to a Department of Nursing faculty member by any individual, including employees of affiliated clinical agencies.
3. When individualized reasonable suspicion is found to exist, the faculty member begins the documentation process by completing the Faculty Report of Reasonable Suspicion of Chemical Substance Use by Student Form (Attachment B).
4. Once reasonable suspicion is determined by a faculty member and the student has been confronted by the faculty member who documents the suspected conduct, the student will be removed from the learning environment, the faculty member shall notify the Chair, Department of Nursing or in the absence of the Chair, a designee, and submit the Faculty Report of Reasonable Suspicion of Chemical Substance Use by Student Form to the Chair or designee.
5. The faculty member, who reported the reasonable suspicion, will coordinate the screening procedure with the Chair, Department of Nursing or in the absence of the Chair, a designee. Determination of whether drug testing is warranted under the facts and circumstances shall be made by the Chair or designee, Department of Nursing and the University General Counsel. The cost of chemical substance testing shall be borne by the student. No advance notice to the student is required to test for reasonable suspicion testing.
6. The student shall be provided with a list of drugs for testing as may be required by either the nursing program or an affiliated clinical agency.
7. Positive reasonable suspicion drug tests will be confirmed by a second screen from the original sample.
8. The Chair, Department of Nursing will notify a student of a confirmed positive chemical substance test.
9. A student having a confirmed positive chemical substance screen will be subject to disciplinary action, up to and including dismissal from the nursing program, in accordance with established Department of Nursing disciplinary policies and procedures. Positive chemical substance tests will also be referred to Office of Student Conduct for investigation and University discipline if warranted.
10. A student's failure to submit to reasonable suspicion drug testing, or any attempt to tamper with, contaminate or switch a sample will result in disciplinary action, up to and including dismissal from the nursing.

D. Voluntary Admission of Substance Abuse

1. A student, who voluntarily reports to the Department of Nursing faculty or administrators that he/she has a substance abuse problem, will be assisted by the Chair, Department of Nursing to obtain services through the University Student Health Services and/or the Counseling and Testing Center.
2. Continued participation in the nursing program will be at the discretion of the Chair, Department of Nursing.

E. Readmission after a Positive Chemical Substance Screen

Any student who is unable to complete the clinical component of required courses due to a positive chemical substance screen may apply for readmission to the nursing program. To be considered for readmission, the following conditions must be met:

1. Complete a substance abuse treatment program approved by the UNC Pembroke Department of Nursing.
2. Have the approved treatment agency submit a letter to the Chair, Department of Nursing verifying completion of a substance abuse treatment program.
3. Submit to an unannounced chemical substance screen at the student's expense prior to readmission. A positive screen will result in ineligibility for readmission.
4. Submit to random chemical substance screens as required by the Department of Nursing while enrolled in the nursing program. A positive screen, at any time, will result in permanent dismissal from the Department of Nursing.
5. Any student seeking readmission must reapply in accordance with the readmission procedure in the Department of Nursing Student Handbook.

IV. Confidentiality

Individual test results of the chemical substance screen will not be provided to clinical facilities. No release of information will be made without the student's written consent, unless in response to appropriate judicial process such as a subpoena or court order. There will be a group list of those qualified to attend clinical as a result of the pre-clinical screening process.

V. Appeals

A student may avail him/herself of any appeal procedure relating to any Department of Nursing action taken under this policy, as outlined in the *Department of Nursing Student Handbook* and the *UNCP Student Handbook*.

VI. Consequences of Permissible Drug Use

Some of the classes of drugs for which screening will be conducted are available by prescription from health care practitioners. Prescription drugs prescribed to a student by an appropriate health care practitioner may nevertheless be subject to abuse. The fact that a student has a prescription for one or more of the classes of drugs which are legally prescribed by health care practitioner does not necessarily, in and of itself, excuse the student from the effect of this policy.

When a student is prescribed medications that may impair cognitive and/or motor functions, the Department of Nursing expects the student not to attend clinical or laboratory courses, while impaired by the prescribed medication. If the faculty observes changes in appearance or behavior that is reasonably interpretable as being caused by properly used prescribed medications, if in the clinical setting, the student will negotiate transportation from the clinical facility and not return until the cognitive and/or motor impairment is resolved. The student will continue to be held to the course attendance requirements. The student may be required to have a physician's written endorsement that they are safe to practice nursing while taking prescribed medications before being permitted to return to the clinical or laboratory setting.

Adapted from: Western Carolina University, College of Health and Human Sciences, East Carolina University College of Nursing, and the University of North Carolina – Wilmington, School of Nursing

Approved: spring 2012

Attachment A

University of North Carolina – Pembroke
Department of Nursing

Acknowledgement and Consent Form

I have read and understand the Department of Nursing Chemical Substance Abuse and Impairment Testing Policy for Students ("Policy"). I also have had an opportunity to ask questions about the Policy.

By my signature below, I agree to comply with the requirements of the Department of Nursing, this Policy, and all applicable policies and regulations of the University and affiliated clinical agencies. Further, as a condition of participation in the nursing program, I knowingly and voluntarily consent to submit to, and assume the cost of, any requisite pre-clinical chemical substance testing, reasonable suspicion chemical substance testing required by the Department of Nursing, or any random chemical substance testing required by an affiliated clinical agency.

I hereby authorize the disclosure of any and all chemical substance testing results to the Chair, Department of Nursing.

I hereby agree, for myself and on behalf of my successors, heirs, and assigns, to hold harmless and waive any and all claims and release, satisfy, and forever discharge the University of North Carolina at Pembroke and its trustees, officers, and employees, and the University of North Carolina and its governors, officers, and employees from any and all actions, claims, damages, judgments, demands, rights, and causes of action of whatever kind or nature, arising out of or in connection with the Department of Nursing's and University's administration of the Policy.

_____ _____

Student Signature Date

_____

Printed Name

Adapted from: Western Carolina University, College of Health and Human Sciences

Attachment B

University of North Carolina – Pembroke
Department of Nursing

Faculty Report of Reasonable Suspicion of Chemical Substance Use by Students Form

Please use the space below to provide a detailed description of the student's behavior. All information is to be kept confidential. Please return the form in a sealed envelope to the Chair's or designee's office as soon as possible. Notify the Chair's or designee's office by phone immediately to request a chemical substance abuse test.

1. Name of Student:_____

2. Date of Incident:_____

3. Time of Incident:_____

4. Location of Incident:_____

5. Detailed description: Include any behavioral, visual, olfactory or auditory observations.
   a. Speech (normal, incoherent, confused, change in speech, slurred, rambling, shouting, using profanity, slow)
   b. Coordination (normal, swaying, staggering, lack of coordination, grasping for support)
   c. Performance (unsafe practices, unsatisfactory work)
   d. Alertness (change in alertness, sleepy, confused)
   e. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
   f. Eyes (bloodshot, dilated)
   g. Clothing (dirty, disheveled)
   h. Odor of alcohol on breath
   i. Other observed actions or behaviors
   j. List reports of complaints of student behavior from personnel or other students
   k. List unexplained absences or tardiness.

_____

_____

_____

_____

_____

_____

6. Did the student admit to use of chemical substance(s)? _____No _____ Yes

   Comments:

7. Were chemical substance(s) discovered? _____No _____Yes

   Comments:

8. Obtain signatures of witnesses to student's behavior:

9. Are you recommending the student for chemical substance abuse screening? ___No ___Yes

   Please Note: If Yes, Complete the *Notice of Chemical Substance Screening* form.

_____ _____

Faculty Name Date

Adapted from: University of South Alabama, College of Nursing

Notice of Chemical Substance Screening

To: _____
(Name of Student)

From: _____
(Faculty, Department of Nursing)

Date: _____

Re: Reasonable Suspicion Chemical Substance Testing

Based on individual reasonable suspicion that you may be engaging in the impermissible use of chemical substances prohibited by the University of North Carolina – Pembroke, Department of Nursing you are to report for chemical substance screening to the _____ located at _____no later than _____ (time) on _____ (date). You will be required to provide a urine and/or blood sample and/or submit to an alcohol breathalyzer test at that time, in accordance with:

a. The policies and procedures established by the University of North Carolina – Pembroke Department of Nursing
b. Your signed consent to the provisions of the protocol and the program for Substance Abuse.

In accordance with the University of North Carolina – Pembroke Department of Nursing's Chemical Substance Abuse and Impairment Testing Policy for Students and your signed Acknowledgement and Consent Form, you are responsible for the cost of any required chemical substance screening.

Confirmed confidential written results shall be sent to:

Jennifer W. Twaddell, PhD, RN
Interim Chair and Associate Professor
Department of Nursing
University of North Carolina - Pembroke
One University Drive, PO Box 1510
Pembroke, North Carolina 28372

_____ _____
Signature of Nursing Student Date and Time

_____ _____
Signature of Nursing Faculty Date and Time

Adapted from: University of North Carolina – Wilmington, School of Nursing

APPENDIX C

Release to Share Background Information and Agreement to Report Future Felony or Misdemeanor Convictions

By signature, I agree to a Criminal History Database Check for the purpose of complying with the Department of Nursing requirements for admission screening and clinical agency Memoranda of Agreements seeking to identify and evaluate care providers who have been convicted of one or more criminal offenses before they participate in patient care. The Department of Nursing has my permission, and I direct it, to share information obtained in the investigative report generated by my Criminal History Database Check with whomever appropriate, to include health care agencies at which I have been assigned for clinical educational experiences. Only group information will be shared without my knowledge and opportunity for involvement. I further agree to report any adverse event, including felony or misdemeanor charges and convictions (excluding minor traffic related violations), which occur during my enrollment in the Department of Nursing within 10 business days of occurrence.

By this agreement, I understand that:

- following my acceptance of the offer of admission and prior to matriculation (or re-matriculation), I must agree to a Criminal History Database Check which includes a check of my background seeking information on criminal charges and convictions for the lesser period of either the past 7 years or since my 18th birthday, in all geographic areas in which I have resided, either domestically or internationally;
- Certiphi Screening, Inc, or another University selected company, will be used to conduct the check and that my privacy will be fully maintained throughout this process;
- any information about misdemeanor or felony charges or convictions learned through this check will be discussed with me **prior** to my identity and history being shared with external parties; and should I deem the content of the report incorrect, I may request the check be conducted a second time using my Social Security number as my identifier;
- the Department of Nursing agrees to use my information only to complete admission screening and to secure placement for educational experiences in area clinical agencies;
- only essential information from my Criminal History Database Check report will be shared with applicable agencies;
- should the Department of Nursing need to reveal my identity and check findings to a clinical agency, I have the right to submit to the Department for inclusion in the transmittal, a written request for special consideration specific to the clinical site assigned;
- my failure to permit the sharing of this information will result in the inability of the Department of Nursing to secure suitable clinical placement for me, thus rendering me unable to complete my nursing degree program at The University of North Carolina at Pembroke;
- I must report felony or misdemeanor charges and convictions which occur during my enrollment within 10 business days of occurrence to the Coordinator, Learning Enhancement Center;
- failure to report any future misdemeanor or felony charges and convictions in a timely and complete manner will constitute a violation of the University's Honor Code and be reported to the Student Judicial System;
- failure to report any future misdemeanor or felony charge and convictions in a timely and complete manner will be a violation of this policy, subjecting me to appropriate sanctions;
- failure to report requisite information may constitute grounds for dismissal;
- I have the right to appeal administrative actions taken as a result of information obtained in my Criminal History Database Check by submitting a written statement of appeal to the Chair, Department of Nursing; and,
- the Department of Nursing, in consultation with University officials, makes the final decision as to my ability to matriculate; the clinical agency makes the final decision about whether I may be placed at that site.

_____ _____

Name (please print) Signature

_____ _____

Banner ID Number Date

Students are to receive a copy of the signed agreement.

APPENDIX D

UNCP School of Graduate Studies and Research
Thesis/Action Project—Form 1
Thesis/Action Project Advisor

Student Name: _____

Banner ID Number: _____Email Address:_____

Major: _____

Possible Thesis/Action Project Topic (s):
_____

Certification by Thesis Advisor: I have talked with the above named student and have agreed to serve as his/her major advisor for the completion of the thesis.

_____ _____ _____
Thesis Advisor Printed name *Signature* *Date*

Approval of Program Director:

I have approved the above thesis advisor/student pairing. The student should be enrolled in the appropriate thesis/action project course for the _____ (semester/year).

_____ _____ _____
Program Director Printed name *Signature* *Date*

Date received in the Office of Graduate Studies: _____

_____
Signature of Dean, Graduate Studies

APPENDIX E

UNCP School of Graduate Studies and Research
Thesis/Action Project—Form 2
Committee Development

Student Name: _____

Thesis/Action Project Advisor: _____

Prior to completing this form, Form 1 (Thesis/Action Project Advisor) should be on file in the School of Graduate Studies office indicating that you are serving as an advisor to the student in the completion of an appropriate thesis/action project in his/her major. This student must enroll in the appropriate thesis/action project course.

Per Graduate Program Policy, the thesis/action project committee must consist of at least three graduate faculty members, including the thesis/action project advisor. Note that one member may be external to the university but must be approved by the School of Graduate Studies and specific School or Department. Please indicate below the other individuals who will be serving as members of this student's thesis/action project committee:

_____ _____
Print Faculty Member Name Signature and Department

_____ _____
Print Faculty Member Name Signature and Department

_____ _____
Print Faculty Member Name (if four members) Signature and Department

_____ _____
Print Thesis/Action Project Advisor Name Signature Date

Submit this form to the Office of Graduate Studies by the first week of the thesis/action project class.

APPENDIX F

UNCP School of Graduate Studies and Research
Thesis/Action Project—Form 3
Preliminary Oral Examination

Student Name: _____

Banner ID Number: _____

Proposed Thesis/Action Project Topic/Title:
_____

The above named student successfully completed the preliminary oral examination on the following date: _____, 20___.

The proposed thesis or action project was:

_____ approved as presented in the written prospectus.
_____ approved with the following changes:
_____
_____
_____

_____ not approved.

_____		
Print Name of Thesis/Action Project Advisor	Signature	Date
_____		
Print Name of Committee Member	Signature	Date
_____		
Print Name of Committee Member	Signature	Date
_____		
Print Name of Committee Member (if 4)	Signature	Date

This form and a copy of the prospectus should be forwarded to the Office of Graduate Studies by the thesis/action project advisor.

APPENDIX G

UNCP School of Graduate Studies and Research
Thesis/Action Project--Form 4
Final Oral Examination

Student Name: _____

Banner ID Number: _____

Thesis Title: _____

The above named student successfully completed the FINAL oral thesis examination on the following date: _____, 20___.

The thesis was:

_____ approved as presented in the written prospectus.

_____ approved with the following changes:

_____

_____

_____ not approved.

_____		
Print Name of Thesis Advisor	Signature	Date
_____		
Print Name of Committee Member	Signature	Date
_____		
Print Name of Committee Member	Signature	Date
_____		
Print Name of Committee Member (if 4)	Signature	Date

This form and a copy of the prospectus should be forwarded to the Office of Graduate Studies by the thesis advisor.

NOTE: Follow the remaining directions from the Thesis webpage.