

UNIVERSITY of NORTH CAROLINA  
PEMBROKE

*Department of Nursing*



*BSN Student Handbook*  
2019-2020

## **Welcome from Chair, Department of Nursing**

Welcome to the Department of Nursing at the University of North Carolina Pembroke (UNCP)! We are honored that you have chosen to pursue your professional nursing degree at UNCP. We look forward to supporting you as you embark on this exciting academic and professional journey.

Nursing is both an art and a science. The art of nursing is concerned with the caring skills of individual nurses; the science of nursing is based on knowledge from the natural and behavioral sciences. Together the art and science of nursing provide insights for the profession in meeting its mission of providing for the health care needs of clients in home, community or institutional health care delivery settings. You will be learning both, as it relates to the client's physical, psychological, sociological, cultural, and spiritual concerns.

You will have to study hard and build upon the knowledge from your previous classes. You will be actively seeking solutions to client problems through critical thinking and systematic investigation rather than passively assimilating or memorizing knowledge. Through the use of a decision-making process called the nursing process you will make the transition from a college classroom student to a professional nursing student in the clinical setting. This will take a strong commitment to the nursing profession and a never-ending thirst for knowledge.

When you graduate from the nursing program, you will have a strong foundation upon which to continue your lifelong commitment to the nursing profession. You will be well prepared for the many nursing opportunities available in the health care field and to make a difference in the lives of your clients, their families, and communities.

Finally, the Department of Nursing faculty and staff look forward to teaming with you to make your educational journey meaningful, rewarding, and successful. All of us hope you enjoy your educational journey as a nursing student at the University of North Carolina at Pembroke.

If I can be of assistance to you, please do not hesitate to let me know. I can be reached via e-mail at [cherry.beasley@uncp.edu](mailto:cherry.beasley@uncp.edu), via phone at (910) 521-6524, or for an opportunity to talk in person, please contact the Department of Nursing to schedule an appointment by calling 910-521-6522.

Cherry Beasley, PhD, MS, FNP, RN, CNE  
Department Chair and Anne R. Belk Endowed Professor

## Preface to Student Handbook

This 2019-2020 edition of the *BSN Student Handbook* has been prepared to acquaint you with the Department of Nursing. During the next several semesters your educational experience will be perhaps one of the most exciting and challenging yet rewarding learning experiences you will encounter. In exchange for this exceptional educational experience, you are expected to be a responsible, accountable partner in this process.

This 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 Department of Nursing and assist you in navigating the road to success in the nursing major. 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* 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 protocols as considered necessary for the progressive development of the program and to maintain academic standards. The Chair, Department of Nursing notifies students of changes and date effective via the UNCP student email account.

Handbook Adopted: September 14, 1992

Handbook Revised: August 9, 1996; June 12, 1998; September 28, 2000; January 14, 2005; May 25, 2006; May 25, 2007; May 23, 2008; June 1, 2009; June 4, 2010; June 1, 2011; May 21, 2012; May 20, 2013; June 16, 2014; June 15, 2015; June 15, 2016, June 20, 2017, June 20, 2018, August 6, 2019

## Table of Contents

	Page
<b>Chapter 1: Introduction</b>	1
Overview of the Department of Nursing	2
Meet the Faculty	2
Mission and Purpose	6
Vision Statement	6
Core Values	6
Philosophy	6
Conceptual Framework	8
<b>Chapter 2: BSN Program Outcomes</b>	11
<b>Chapter 3: About the Nursing Major</b>	13
Pre-licensure BSN Option	13
• Sample Plan of Study – Full-time Pre-Licensure	13
• Admission Requirements	14
Process for Admission to the Nursing Major	14
▪ Transfer of Nursing Credit Courses	14
Student Records	15
<b>Chapter 4: Department of Nursing Standards</b>	15
Academic Standards for Progression	15
Core Performance Standards	15
Nursing Student Code of Academic and Professional Behavior	17
▪ Introduction to Nursing Student Code of Academic and Professional Behavior	17
▪ Professional Code of Ethics	18
▪ Academic Credibility	18
▪ Unacceptable Academic Behavior	19
▪ Unacceptable Clinical Behavior	21
▪ Unsafe Professional Clinical Nursing Practice	21
▪ Unacceptable Personal Behavior	21
▪ Guiding Principles for Nursing Students in the Use of Social Media	22
▪ Procedure for Reporting Academic and Professional Behavior Misconduct	24
▪ Procedures for Delivering Sanctions	24
▪ Student Experience	25
Grading System & Grade Points	26
<b>Chapter 5: Department of Nursing Guidelines</b>	26
Academic Assessment and Support Program	26
Address, E-Mail, Telephone	34
Advisement	34
Americans with Disabilities Act	34
Attendance	35
Auditing a Nursing Course	36
Changes in Policies, Guidelines, and Procedures	36
Communications within the Classroom and Clinical Settings	36
Distance Learning	37
Employment	37
Equipment and Supplies	38
Grading Procedure	38
Guidelines on Make-Up Examinations	38
Mathematics and Drug Calculations Guidelines	39
Mathematics and Drug Calculations Requirements	41
Portfolios	42
Preparation for NCLEX-RN® Examination	42
Process for Addressing Faculty, Course, and Student-Related Concerns	42

Recording of Class or Lecture	45
Scholarly Papers and Course-Related Written Work Guidelines	45
Testing Guidelines	45
Withdrawal From and Readmission to the Nursing Program	47
<b>Chapter 6: Clinical Requirements</b>	49
Chemical Substance Abuse and Impairment Testing Policy for Students	49
Clinical and Laboratory Attendance	50
Clinical Requirements BSN Students	50
Clinical Dress and Personal Appearance	51
Clinical Placement	52
Clinical Travel	53
Confidentiality Statement	53
CPR Certification Requirements	54
Criminal History Database Checks	54
Health Incident Report	55
Pregnancy	55
Signing Clinical Records	55
Student Medication Administration Incident Report	56
Witnesses to Legal Documents	56
<b>Chapter 7: Key Department of Nursing Student Resources</b>	56
Clinical Learning Center	56
Strategies for Nursing School Success	59
<b>Chapter 8: Scholarships and Awards</b>	61
Nursing Scholarships	61
Awards	62
Honors	62
<b>Chapter 9: Student Organization/Activities</b>	62
Association of Nursing Students	62
Recognition Ceremony	63
Graduation	63
<b>Appendix A: Student Portfolio Guidelines</b>	64
<b>Appendix B: Readmission Application</b>	66
<b>Appendix C: Learning Contract for Establishing Competency</b>	67
<b>Appendix D: Chemical Substance Abuse and Impairment Testing Policy for Students</b>	68
<b>Appendix E: Release to Share Background Information</b>	71
<b>Appendix F: Health Incident Report</b>	78
<b>Appendix G: Student Medication Administration Incident Report</b>	79
<b>Appendix H: Nursing Student Code of Academic and Professional Behavior</b>	80
<b>Appendix I: The International Pledge for Professional Nursing</b>	81
<b>Appendix J: Acknowledgement</b>	82

## 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 twelve graduating classes that have taken the NCLEX-RN® examination, achieving a 89% average pass rate in the last three years respectively (2019 graduates have yet to take the NCLEX-RN® examination), 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. 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. The initial cohort of graduate students was admitted in the fall 2013 semester. In May 2015, the first students graduated from the MSN program. The MSN program offers three educational tracks: nurse educator, clinical nurse leader, and rural case manager.

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

**The Department of Nursing BSN and MSN programs are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20036-1120; (202) 887-6791.**

The Department of Nursing pre-licensure BSN program has full approval from the North Carolina Board of Nursing. The Department of Nursing holds agency membership in the American Association of Colleges of Nursing.

<b>Meet the Faculty</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Name</b>	<b>Most Advanced Degree and Discipline</b>	<b>Other Degrees and Academic Credit</b>	<b>Other Qualifications or Experiences</b>	<b>Teaching Responsibilities</b>
Cherry Beasley Anne R. Belk Endowed Professor Department Chair (full-time)	PhD – Nursing East Carolina University	MS – Public Health Nursing UNC – Chapel Hill  FNP University of South Carolina  BSN – Nursing University of Michigan	Clinical nursing practice experience as FNP at UNCP Student Health Services. In academia 26 years; Certified Nurse Educator.	Found. of Professional Nursing Practice; Health Assessment; Pathophysiology; Community Health Nursing; Capstone; Focused Care; MSN program – Core and Nursing Education
Anna Bryan Clinical Assistant Professor Coordinator of Clinical Placement (full-time)	MSN – UNC Pembroke	BSN – UNC Pembroke  ADN – Robeson Community College	Clinical nursing practice experience includes telemetry, cardiac cath lab, care management, and utilization management. Certified Clinical Nurse Leader. In academia 1 year	Foundations of Professional Nursing Practice; Community Health; Leadership
Jowana Clinkscales Assistant Professor (full-time)	DNP – Grand Canyon University	MSN – Nursing Education Walden University  BSN – University of the Virgin Islands	Clinical nursing practice experience includes maternal child, pediatrics, ICU, telemetry. Nursing faculty experience in BSN level focusing on theory, health assessment, communication, and Informatics. In academia 4 years.	Research; Theory; Family Nursing I and II; Community Health
Julie Harrison-Swartz Director of Graduate Programs Assistant Professor	DNP- George Mason University	MSN – George Mason University  BSN – Univ. of South Alabama	Clinical nursing experience includes forensic nurse examiner, emergency department, dialysis, cardiac step down; Certified Family Nurse Practitioner; Certified Forensic Nurse; Director, Graduate Programs. In academia for 1 years.	Pharmacology; Pathophysiology; MSN Program

<b>Meet the Faculty</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Name</b>	<b>Most Advanced Degree and Discipline</b>	<b>Other Degrees and Academic Credit</b>	<b>Other Qualifications or Experiences</b>	<b>Teaching Responsibilities</b>
Deborah Hummer Assistant Professor (full-time)	DNP Duke University	MSN – Gerontological CNS La Roche College  BSN – Nursing Slippery Rock University  Educator Development Course (45 hours) NCCU	Staff nurse – Durham Regional Hospital; Director of Nursing Services, Raleigh Rehabilitation Center; Nursing Instructor, WTCC; Clinical Instructor, Duke University	Transition to Professional Nursing (RN-BSN); Health Assessment; MSN Program - Core
Debbie Locklear Clinical Assistant Professor (full-time)	MSN – Nursing Education University of Phoenix	BSN – Nursing UNC Pembroke  ADN Robeson Cmty College	Clinical nursing practice experience in long-term care and urgent care. Has held leadership position as Director of Nursing of long-term care facility, house supervisor, and coordinator of physician network. In academia 1 year.	Found. of Professional Nursing Practice; Adult Hlth Nursing I and II; Focused Care
Kathy Locklear Clinical Assistant Professor RN-BSN Coordinator (full-time)	MSN – Nursing Education University of Phoenix  Nursing Education (Post Masters Certificate) UNC – Chapel Hill	BSN – Nursing UNC Pembroke  ADN Robeson Cmty College	Clinical nursing practice experience in medical-surgical, ICU, geriatrics, care management, and behavioral health; Nursing faculty experience in ADN and BSN. In academia 10 years.	Found. of Professional Nursing Practice; Pharmacology; Transcultural Nursing; Psych/Mental Health Nursing; Focused Care
Kate McAllister Clinical Assistant Professor (full-time)	MSN – University of Phoenix	BSN – University of Phoenix ADN – Hibbing Community College	Clinical nursing practice experience in home health, hospice, long term care, wound care. Nursing faculty experience in ADN with focus on community, psychiatric, medical/surgical. In academia for 7 years.	Community; Psychiatric/ Mental Health; Adult Health Nursing I and II

<b>Meet the Faculty</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Name</b>	<b>Most Advanced Degree and Discipline</b>	<b>Other Degrees and Academic Credit</b>	<b>Other Qualifications or Experiences</b>	<b>Teaching Responsibilities</b>
Amy Purser Medina Assistant Professor (full-time)	PhD – East Carolina University	MSN – Nursing Education; East Carolina University  BSN – UNC Pembroke	Clinical nursing practice experience in medical/ surgical, step down, long term care, oncology. Nursing faculty experience in ADN with focus on leadership, maternal child, pediatrics, pharmacology. In academia 9 years	Pathophysiology; Leadership; MSN program
Melonie Moody Clinical Assistant Professor and Director CLC		BSN UNC Pembroke	Clinical nursing practice experience in surgical nursing, home health, and school nursing.	Health Assessment
Kelly Moran Clinical Assistant Professor (full-time)	MSN – Nursing Education University of Phoenix	BSN – East Carolina University	Clinical nursing practice experience in ICU, telemetry, medical/surgical. Nursing faculty experience in ADN with focus on leadership, foundations, pharmacology, and maternal child. In academia 9 years.	Leadership; Community Health; Family Nursing I and II
Pamela Morgan Director of Undergraduate Programs Assistant Professor (full-time)	MSN – Nursing Education Duke University	BSN Barton College	Clinical nursing practice experience in medical-surgical nursing, ICU; Nursing faculty experience in ADN and BSN. Enrolled in terminal degree studies at University of West Georgia; In academia 10 years; Certified Nurse Educator.	Found of Professional Nursing Practice, Adult Hlth Nursing I and II; MSN Program – Nursing Education
Astrid Oviedo Assistant Professor (full-time)	MSN – Nursing Education UNC Greensboro	BSN North Valley College Foundation Philippines	Clinical nursing practice experience in medical-surgical nursing; tutor in pathophysiology and advanced pathophysiology; ADN adjunct clinical instructor. Enrolled in doctoral studies at UNC-Greensboro. In academia 2.5 years.	Found of Professional Nursing Practice, Adult Hlth Nursing I and II; Pathophysiology; Focused care

<b>Meet the Faculty</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Name</b>	<b>Most Advanced Degree and Discipline</b>	<b>Other Degrees and Academic Credit</b>	<b>Other Qualifications or Experiences</b>	<b>Teaching Responsibilities</b>
Rosemarie Pilarczyk Clinical Assistant Professor (full-time)	EdS – Education Specialist MSN – Psychiatric Nursing Kent State University MTE – Technical Education University of Akron	BSN - Saint John College	Clinical nursing practice experience in psychiatric nursing, community health, home health, diabetes education, long-term care; In academia 32 years.	Psych/Mental Health Nursing; Community Health Nursing; Nursing Leadership
Misty Stone Clinical Assistant Professor (full-time)	MSN – Nursing Education Governors University	BSN UNC Wilmington ADN Southeastern Cmty College	Clinical nursing practice experience in home health; leadership experience as home health manager; nurse recruiter, ADN adjunct clinical instructor. In academia 1 year.	Found. of Professional Nursing Practice; Nutrition; Adult Hlth Nursing I and II; Focused Care
John Toth Assistant Professor (full-time)	MSN – Nursing Education Waynesburg University	BSN Duquesne University	Clinical nursing practice experience in cardiology; ADN adjunct clinical instructor; In academia 3 years.	Found. of Professional Nursing Practice; Adult Hlth Nursing I and II; Focused Care
Jennifer Twaddell Associate Professor Director of Program Outcomes (full-time)	PhD – Nursing UNC Greensboro	MSN – Nursing Education Duke University BSN – Nursing Radford University	Clinical nursing practice experience in Level III Neonatal ICU; Neonatal Resuscitation Certified; Director, Graduate Program; In academia 10 years.	Found. of Professional Nursing Practice; Adult Hlth Nursing I; Family Nursing I and II; Health Assessment; Focused Care; MSN Program – Core and Nursing Education
Cynthia Woodrup Clinical Assistant Professor (full-time)	MSN – Nursing Education University of Phoenix	BSN – Nursing University of Phoenix AND – Nursing Baltimore City Community College	Clinical Nurse, NICU, CFVMC and WAMC; Clinical Instructor, FTCC	Family Nursing I & II.

## **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:

- a. 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.
- b. Excellence - We seek to achieve the highest possible quality in our educational programs and in our teaching, research, scholarship, service, and community engagement.
- c. 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.
- d. Teamwork - We work collaboratively, value the contributions of all, and develop and maintain productive working relationships.
- e. Diversity - We promote a climate of diversity among faculty, staff, and students because it is vital to the community we serve.
- f. Transparency - We maintain open and honest organizational and interpersonal communication.
- g. Respect - We create a positive environment by treating all individuals with mutual respect and sensitivity, recognizing the importance of their contributions and diversity.
- h. Accountability – We foster a culture of responsibility for our decisions, our actions and our results.

## **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 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 right to access nursing and health care within 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.

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 in a variety of settings. 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 allow 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 is “central to professional nursing practice and encompasses the nurse’s empathy for, connection to, and being with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and patient-centered 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 “underlies independent and interdependent decision making” (AACN, 2008, p. 36) and 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 to diverse populations in various roles and settings" (AACN, 2011, p. 3) and commit to life-long learning. Professional nurses prepared at the master's level assume a leadership role in promoting evidence-based nursing practice and contribute to the enhancement of nursing as a profession through their practice, teaching, scholarship, and service.

## Chapter II

### BSN Program Outcomes

The baccalaureate program prepares the graduate to:

- Integrate evidence-based knowledge from nursing, the arts and humanities, and bio-psycho-social sciences to shape the practice of professional nursing.
- Utilize the nursing process to demonstrate critical thinking and clinical reasoning skills for the delivery of safe, client-centered care across the lifespan for individuals, families, groups, and communities.
- Demonstrate competence in the nursing roles of provider of care, designer/manager/coordinator of care, and member of a profession to continuously improve the quality and safety of an ever-changing and complex healthcare environment.
- Integrate principles of leadership, management, health care policy, and client safety into the provision and oversight of nursing practice across health care settings.
- Practice inter- and intra-professional communication and collaboration through the use of oral, written, and technological communication strategies to facilitate safe, quality client-centered care.
- Integrate knowledge and skills related to client care technologies and global health information systems to facilitate clinical decision making and the delivery of safe effective nursing care.
- Provide holistic nursing care to promote, restore, and maintain the maximum human potential of individuals, families, groups, and communities across the lifespan.
- Adhere to ethical, legal, regulatory mandates and professional standards for the delivery of safe, client-centered care through individual performance and inter-professional collaboration in an ever-changing healthcare environment.
- Assume responsibility for own decisions and actions in the practice of professional nursing.
- Demonstrate professional behaviors that integrate altruism, autonomy, integrity, social justice and respect for diversity and human dignity with recipients of nursing care and members of healthcare system.
- Accept accountability for continual lifelong learning, personal and professional growth and commitment to the advancement of the nursing profession.

The faculty has adopted the American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) as the primary professional standards to guide the BSN curriculum. The relationship between the BSN program outcomes and the *Essentials of Baccalaureate Education for Professional Nursing Practice* is displayed on the following page. In addition, the faculty uses *Nursing: Scope and Standards of Practice* (ANA, 2010), the *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2001), the *North Carolina Nursing*

*Practice Act* and the Institute of Medicine (IOM) Report the *Future of Nursing: Leading Change, Advancing Health* (2010) to also guide the BSN curriculum.

<b>Essentials of Baccalaureate Education for Professional Nursing Practice</b>	<b>UNCP BSN Program Outcomes</b>
<b>Liberal Education for Baccalaureate Generalist Nursing Practice</b> – “A solid base in liberal education provides the cornerstone for the practice and education of nurses.”	1, 2, 3, 4, 7, 9, 10
<b>Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b> – “Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.”	1, 2, 3, 4, 5, 6, 7, 8, 11
<b>Scholarship for Evidence Based Practice</b> – “Professional nursing practice is grounded in the translation of current evidence into one’s practice.”	1, 2, 3, 6, 7, 8, 9, 11
<b>Information Management and Application of Patient Care Technology</b> – “Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.”	1, 3, 5, 6, 9, 10
<b>Health Care Policy, Finance, and Regulatory Environments</b> – “Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.”	2, 4, 5, 7, 8, 9, 10, 11
<b>Inter-professional Communication and Collaboration for Improving Patient Health Outcomes</b> – “Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.”	5, 7, 8, 9, 10, 11
<b>Clinical Prevention and Population Health</b> – “Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.”	1, 7, 9, 10
<b>Professionalism and Professional Values</b> – “Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.”	2, 4, 7, 9, 10
<p><b>Baccalaureate Generalist Nursing Practice</b> – “The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments,” and “The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.”</p> <p>(AACN (2008). <i>The essentials of baccalaureate education for professional nurses</i>. Washington, DC: author</p>	

## Chapter III

### About the Nursing Major

The Department of Nursing provides both a pre-licensure BSN and an RN to BSN course of study.

#### Pre-Licensure BSN Option

The Pre-licensure BSN option is 4 academic years in length and encompasses two phases. The first phase is comprised of 61 semester credit hours of lower-division work, including liberal arts and nursing prerequisites. The broad educational background in the physical, social, and behavioral sciences afforded by this phase provides the foundation for the nursing major. The second phase is comprised of 59 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. Taken during the junior and senior years, these courses are designed to prepare the baccalaureate nurses for practice in a variety of settings.

Students are admitted to the baccalaureate nursing program at the upper division level. Lower division courses must be completed before beginning nursing courses. The first nursing courses begin in the fall semester the junior year. The nursing curriculum includes both didactic and clinical experiences for students to develop a beginning level of competency and independence in the provision of quality professional nursing services, across the life span, for individuals, families, groups, and communities. Integrated throughout the nursing curriculum are concepts and skills most critical to the delivery of professional nursing services to culturally diverse rural populations. The Bachelor of Science in Nursing will be awarded to students who successfully complete both phases of the requirements for the degree. Degree recipients will then be eligible to take the NCLEX-RN licensure examination administered by the National Council of State Boards of Nursing. A registered nurse (RN) license will be awarded upon a successful “Pass” on NCLEX-RN and satisfaction of other Board of Nursing licensure requirements.

#### Sample Plan of Study for Full Time Students (Pre-licensure BSN Option)

<b>Fall Semester One</b>		<b>Spring Semester Two</b>	
NUR 3030	5	NUR 3100	3
NUR 3010	2	NUR 3450	5
NUR 3040	2	NUR 3500	5
NUR 3050	3	NUR 4000	3
NUR 3200	3		
	<hr/>		<hr/>
	15		16
<b>Fall Semester Three</b>		<b>Spring Semester Four</b>	
NUR 3150	5	NUR 4120	5
NUR 4150	5	NUR 4450	5
NUR 4350	5	NUR 4510	3
	<hr/>		<hr/>
	15		13

## **Process for Admission to the Nursing Major**

The Department of Nursing Admissions Committee, in collaboration with the Chair, reviews all pre-licensure BSN applications and student grades for admission to the nursing major. Admission is competitive and selection is based upon the satisfactory completion of pre-requisites, ATI Teas scores (pre-licensure BSN), and the Department of Nursing ranking formula. Letters of admission, placement on alternate list, and denial are generated from the Department of Nursing. Once admitted, all communication regarding registration and requirements for enrolling in nursing courses are distributed through this office.

Students who wish to transfer to the UNCP Department of Nursing from another nursing program must be eligible to return to the transferring nursing program in order to be eligible for admission to the nursing program.

### Transfer of Nursing Course Credits

The student who has taken nursing courses in other accredited baccalaureate programs may request transfer of the credits into the UNCP nursing program.

- The student will request transfer of nursing credits through the Department of Nursing Chair.
- The student must supply course syllabi from previous institutions at time of request.
- The Chair, if needed, will solicit from appropriate faculty members, an evaluation of equivalence to Department of Nursing courses and a decision as to acceptance or rejection of the credits.
- The Chair will receive the transfer decision, record the transfer and communicate the decision to the registrar's office and the student.

## **Student Records**

The UNCP Office of the Registrar maintains all official grades and records of students. However, the Department of Nursing contracts maintenance of official Department of Nursing information specific to enrollment in the nursing program through Castle Branch. This includes all health information required by clinical agencies such as copies of CPR cards, immunizations, professional liability insurance, and health insurance coverage. It is the responsibility of the student to upload all clinical compliance documentation to Castle Branch as directed. The Department of Nursing Administrative Support Associate files all student clinical evaluations at the end of each semester. Reference letters and enrollment verification letters are also copied and placed in the Department of Nursing file. Information on criminal background checks and chemical substance abuse testing are kept in a separate and confidential file.

The Department of Nursing policy for the administration of student educational records is in accordance with the provisions of the **Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment**. This policy provides that the student has a right of access to student educational records maintained by the university or any department within the university. The policy also protects the confidentiality of personally identifiable information in student records. Faculty, administrators, and staff are not permitted to talk with family members and/or friends regarding student performance unless the student has given written permission to do so.

## Chapter IV

### Department of Nursing Standards

Nursing standards provide for the assessment of the student's performance, progress, and achievement within the BSN program. Multiple criteria are used to determine successful completion of a course and/or readiness for progression to the next level. These criteria include successful completion of theory coursework at or above a 76%, satisfactory clinical performance, and successful demonstration of specific competencies. In theory courses, academic and professional standards are assessed in various ways; performance is evaluated by examinations and/or written and oral assignments or other means specified in the course syllabi. In courses with a clinical component written clinical evaluations of performance are completed by the clinical instructors with input from preceptors (when applicable).

#### Academic Standards for Progression

The following must be met in order to progress in the pre-licensure BSN option:

1. Maintain a cumulative grade point average of C (2.0) or higher.
2. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
3. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
4. Only one nursing course may be repeated one time during progression through the nursing program.
5. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, health insurance, and professional liability insurance while enrolled in the nursing program.
6. Adhere to all policies, guidelines, and procedures of the University, Department of Nursing, and clinical agencies.

#### Core Performance Standards

The practice of nursing is an applied discipline with cognitive, sensory, affective and motor components. All students must be able to perform the functions that are necessary for the safe practice of nursing with diverse nursing care recipients in a wide variety of settings and which are essential to the licensing requirements for nursing. Students must be capable of meeting the following core performance standards with or without reasonable accommodations in order to progress in the Nursing Program at The University of North Carolina at Pembroke (UNCP). Each student will use these core performance standards in determining whether accommodations or modifications are necessary. Each of these standards is reflected in nursing course objectives and provides an objective measure for students, advisors and faculty to make informed decisions regarding whether the student is "qualified" to meet requirements.

If a student believes that she or he cannot meet one or more of the core performance standards without accommodations or modifications, it is appropriate for the student to take the responsibility of identifying her or his need for accommodation to the Accessibility Resource Center and the course instructor. Where possible, reasonable accommodations will be provided to those individuals with

disabilities who have documented their disability with the Accessibility Resource Center and become eligible for services under the American with Disabilities Act. UNCP will make every reasonable effort to accommodate students with disabilities on a case-by-case and class-by-class nature to enable them to meet these standards and ensure that students are not denied the benefits of, or excluded from participation in or otherwise subjected to discrimination in this program.

The core performance standards for this program, adapted from the Southern Council on Collegiate Education for Nursing (SCCEN) Core Performance Standards (1993), are listed below along with examples of these standards. These examples are not inclusive of all expected abilities and should be used only for simple comparative purposes by applicants and students currently enrolled in this program.

1. **Critical Thinking** – Critical thinking sufficient for clinical judgment such that the student can begin to make clinical decisions, interpret assessment data correctly, identify appropriate nursing interventions, develop appropriate nursing care plans, evaluate the effectiveness of interventions and revise planned interventions when necessary.
2. **Cognitive Ability** – Ongoing capacity to learn new information and skills to provide safe nursing care such that the student can comprehend, measure, calculate, analyze and evaluate diverse forms of information, learn new skills and rationales for nursing care in a timely manner, and learn and adopt new methods of providing nursing care to reflect the dynamic nature of health care provision.
3. **Interpersonal Skills** – Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds such that the student can begin to establish rapport and relate effectively with clients, their families and colleagues.
4. **Communication Skills** – Communication abilities sufficient for interaction with others in verbal and written form such that the student can follow verbal and written instructions, communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and consult with other health care providers in a professional manner.
5. **Mobility** – Physical abilities sufficient to move oneself from room to room, along hallways and in small or confined spaces such that the student can move around in clients' rooms and bathrooms, into and out of work spaces and access treatment areas; procure needed emergency materials when indicated and to meet the physical demands of providing nursing care – lifting, moving, carrying, pushing and supporting clients, equipment and other objects independently.
6. **Motor Skills** – Gross and fine motor abilities sufficient to provide safe and effective nursing care such that the student can perform vital signs, CPR, physical assessment, calibrate and use equipment, hang IVs and tube feedings, draw and give injections and write or type to document nursing interventions and patient care.
7. **Tactile** – Tactile dexterity sufficient for physical assessment such that the student can successfully perform palpation, complete functions of physical examination and/or those related to therapeutic intervention, e.g. insertions of a catheter, giving injections.
8. **Visual** – Visual ability sufficient for observation and assessment necessary in nursing care such that the student can read charts, flowsheets, monitors, thermometers, observe and assess client

health status and changes in skin color, pupils, wound healing and other observed changes or responses as well as draw up and administer medications.

9. Hearing – Auditory ability sufficient to monitor and assess health needs such that the student can auscultate blood pressure, breath sounds, heart sounds, bowel sounds, hear alarms, call bells, cries for help by clients and staff and converse with clients, families and co-workers as well as understand mechanically reproduced voices such as on audiotape.
10. Personal Behaviors – Maintains personal behaviors consistent with the *Code of Ethics for Nurses With Interpretive Statements* (2008) such that the student demonstrates personal responsibility, accountability, integrity and honesty, demonstrates respect for clients and their rights, and avoids behavior inconsistent with professional standards such as chemical dependency and abuse, engaging in or supporting criminal behavior.

**The Faculty of the Department of Nursing reserves the right to withdraw, or deny admission, or graduation to any student who is determined to be unsuited for the study or practice of nursing.** Students should be aware that the National Council of State Boards of Nursing and the individual state Board of Nursing are the sole authorities for granting accommodations for the National Council Licensure Examination (NCLEX-RN®). The provision of accommodations by a nursing program does not ensure that testing accommodations will be granted for the NCLEX-RN examination.

## **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/pr/pol-020505-academic-honor-code-policy>). Each student is provided digital access the Nursing Student Code of Academic and Professional Behavior and Honor Code contained within this document 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.

## **Nursing Student Code of Academic and Professional Behavior and Honor Code**

### Professional Code of Ethics

All students are expected to adopt the standards expected of professional nurses outlined in the American Nurses Association (2015) *Code of Ethics for Nurses with Interpretative Statements* 3<sup>rd</sup> ed. The code may be found at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>.

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 include, 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:

Abuse of academic materials refers to intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material. 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 or Learning Enhancement 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 2018-2019 Student Handbook*). 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

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, or text messages 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 Twitter, Instagram, Snapchat, Facebook, LinkedIn, Wikipedia, Flickr, blogs, podcasts, RSS feeds, 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 confidentiality 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 school 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 requirements/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 standards, 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 standards and 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 Prelicensure Programs. The 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 of prelicensure 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, Prelicensure Programs. The appropriate Director 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 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, 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, or if there is a previous offense on file at the University level, the faculty must take the case to the chairperson of the Campus Judicial Board, to determine the penalty, if any, to be imposed (*UNCP 2014-2015, Academic Catalog*, p. 70-73).

When a clinical incident occurs which 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.**

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 will handle situations involving personal misconduct. 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* (2017).

Note: Each student will review and sign the Nursing Student Code of Academic and Professional Behavior Statement included in Appendix I.

### **References**

American Nurses Association. (2001). *Code of Ethics for Nurses with Interpretive Statements*.

Washington, DC: Author.

Curtis, A. (2013). What is social media? Retrieved from

<http://www2.uncp.edu/home/acurtis/Courses/ResourcesForCourses/SocialMediaWhatIsIt.html>

Fowler, M. D. M. (Ed.). (2008). *Guide to the Code of Ethics for Nurses: Interpretation and Application*. Silver Springs, MD: American Nurses Association.

Harris, C. T. (2013). Social networking and nurses. Retrieved from

<http://www.ncbon.com/myfiles/downloads/fall-2013-bulletin-ce.pdf>

National Council of State Boards of Nursing. White paper: A nurse's guide to the use of social media. (2011). Retrieved from [https://www.ncsbn.org/Social\\_Media.pdf](https://www.ncsbn.org/Social_Media.pdf)

North Carolina Board of Nursing. (2009). *Nursing practice act: State of North Carolina*. Retrieved from: <http://www.ncbon.com/myfiles/downloads/nursing-practice-act.pdf>

Spector, N. (2012, September/October). What nurse educators should consider when developing

social media policies. *Dean's Notes*, pp. 1-2.  
University of North Carolina at Pembroke. (2014). *Academic catalog: 2014-2015*. Pembroke, NC:

Author.  
University of North Carolina at Pembroke (2017). *Student handbook: 2017-2018*. Pembroke,

NC: Author.  
Policy adopted June 12<sup>th</sup>, 2014

### **Grading System and Grade Points**

UNCP uses a letter grade and plus-minus system for evaluating academic performance. UNCP allows each department to determine the numerical equivalent of the grading symbols. The nursing faculty has selected the following equivalent.

Letter Grade	Numeral Equivalent	Quality Points
A	100-94	4.0
A-	93-92	3.7
B+	91-89	3.3
B	88-86	3.0
B-	85-83	2.7
C+	82-80	2.3
C	79-76	2.0
C-	75-73	1.7
D+	72-70	1.3
D	69-67	1.0
D-	66-64	0.7
F	63 and below	0.0
I (Incomplete)		0.0
P (Pass)		Credit allowed, not used to calculate GPA
AU (Audit)		Attempted hours, not quality hours, not used to calculate GPA
W (Withdrawal)		Attempted hours, not quality hours, not used to calculate GPA

## **Chapter V**

### **Department of Nursing Guidelines**

#### **Academic Assessment and Support Program**

All pre-licensure BSN students are required to participate in the Department of Nursing's Academic Assessment and Support Program. The program assists faculty and students in the identification of course content strengths as well as areas needing further study so that (1) students will have the greatest opportunity to successfully complete the nursing program and (2) graduates will have the nursing knowledge required for licensure and entry-level competence for professional nursing practice.

The Department of Nursing has chosen to use Assessment Technologies Institute (ATI)'s Assessment-Driven Review program which is designed to provide students with various learning

tools that assist them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for licensure. As part of an integrated program, an assessment of nursing knowledge is completed after core nursing courses and a comprehensive NCLEX-RN® readiness examination is administered in the senior year, prior to graduation (see testing timeline). Results of the content-specific course examinations, administered after core nursing courses, are used to assess content mastery and to identify areas that students need to focus on within the program. In addition, students will have access to ATI’s Virtual ATI, an in-depth 12-week NCLEX preparation review during the capstone course. Various enhancement materials are available via ATI to assist students with any weaknesses identified. Students purchase access to the comprehensive supplemental learning package directly from the ATI website. Semester payment instructions will be distributed to students via email each semester for a total of 4 payments.

**Faculty Responsibilities for Access Ordering and Testing**

The Director of Undergraduate Programs orders the ATI Supplemental Learning Access in conjunction with the online payment deadline determined in collaboration with ATI. ATI Supplemental Learning Packets are ordered according to the schedule outlined below:

Course	Test Time	Test
NUR 3040 (Juniors) NUR 3030 (Juniors)	Fall – Junior Year	Nutrition Fundamentals of Nursing
NUR 3450 (Juniors) NUR 3500 (Juniors)	Spring – Junior Year	Maternal/Newborn Nursing Nursing Care of Children
NUR 3150 (Seniors) NUR 4150 (Seniors) NUR 4350 (Seniors)	Fall – Senior Year	Pharmacology Mental Health Nursing Community Health Nursing
NUR 4120 (Seniors) NUR 4450 (Seniors)	Spring – Senior Year	Nursing Leadership Medical Surgical Nursing
NUR 4510 (Seniors)	Spring – Senior Year	Comprehensive Predictor

When hard copies of supplemental learning materials are received in the Department of Nursing, the Administrative Assistant will ask students to sign out their materials. Hard copies will only be available after ATI has received payment for the initial semester. Students also have access to online materials provided by ATI via their student portal.

**Student Responsibilities for Purchasing of Supplement Learning Packet**

To purchase access to the ATI Supplemental Learning Packet materials and tests, students should:

- Go to their ATI account and go to “my name account” at the top of the page after logging in
- Click the “my purchase and payments” tab
- Enter the payment code and class code and click “submit” (codes will be emailed to students by the director of undergraduate programs at the beginning of the semester)
- Enter payment information (i.e.. credit or debit card)
- Enter the Product ID for their cohort which will give the student access to ATI products for the cohort (Product ID will be provided via email by the director of undergraduate programs at the beginning of the Fall semester)

**Please Note: Payments must be made before midnight on the payment due date (Eastern time zone) to avoid a late payment fee of \$35.00. If you have missed the payment deadline you can still make your payment by following the steps above. The system will not allow you to access any ATI online materials or exams until the order is submitted. This payment must be made via credit or debit card. ATI does not take your payment information over the phone. ATI does not offer returns, refunds or credits once the payment is made.**

Content-Specific Course Examinations

Proctored ATI content-specific course examinations will be given in the areas of: 1) fundamentals of nursing, 2) nutrition, 3) pharmacology, 4) medical/surgical nursing, 5) maternal/ newborn nursing, 6) nursing care of children, 7) mental health, 8) community health, and 9) nursing leadership according to the testing timeline. The proctored ATI content-specific practice exam remediation and proctored exam grades will count for 10% (10 points) of the final grade for the course in which it is administered. ATI content-specific course exam grades are not curved. The grades for the ATI content-specific course exam will be based on the following matrix:

<b>ATI Task</b>	<b>Potential points earned</b>
Complete Practice Assessment A: <ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
Complete Practice Assessment B: <ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
Complete Standardized Proctored Assessment on the date designated in the course syllabus. Points awarded based on outcome.	Level 3 = 4 points Level 2 = 3 points Level 1 = 1 point Below Level 1 = 0 points
<ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report for the proctored exam</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
<b>Total Points Available:</b>	<b>10 points</b>

The date that the proctored ATI content-specific course exam will be given is identified in the appropriate course syllabus. The content-specific course exam will be taken online in one of the computer labs on the UNC Pembroke campus. Completion of the ATI content-specific course exam is a part of the course requirements. The proctored test may only be taken once and taken at the scheduled time prior to course final exam to be counted as part of the final course grade. An exception for scheduled time shall be allowed for an *unexpected circumstance* (medical illness of self or immediate family member, death of family member, and serious accidents) that is documented by appropriate means (licensed provider’s written excuse, copy of relevant obituary, copies of relevant police reports and towing bills). For students approved for additional test-taking time, the course coordinator needs to be notified 24 hours from the scheduled time of the exam for extended time to be given for the ATI content-specific course exam. ATI results for the content-specific proctored exam will be available when all of the students have completed the test.

### ATI Assessment Driven Review Program Guidelines

As part of the overall testing program, students receive access to ATI electronic resources in the content areas of fundamentals of nursing, nutrition, pharmacology, medical/surgical nursing, maternal/ newborn nursing, nursing care of children, mental health, community health, and nursing leadership. Practice tests will be open for students at the designated time as indicated on the syllabus. Students have the opportunity to take each practice exam once and then complete the required 3 critical points remediation (see guidelines below). After the 3 critical points remediation is turned in, the course coordinator will open up the practice exam for unlimited practice.

Feedback about test results is provided to the students from ATI as part of the overall program. Students receive a detailed assessment of their individual performance on each test and scores for mastery of nursing content areas, nursing process, critical thinking phases, therapeutic intervention, communication skills and cognitive levels. Students are then required to print a focused review of individual assessments and complete the 3 critical points remediation (HANDWRITTEN) as outlined here:

<b>How to Use the ‘Three Critical Points’ Journal Method of Remediation</b>
Take the assigned ATI Practice Assessment.
Print your Assessment Report when you complete the assessment.
Find “Topics to Review” on your report.
<ul style="list-style-type: none"> <li>• Review each missed item, following the links given to your ATI Review Modules (books). You can also access the ATI books online by creating a Focused Review. This will open the book to the chapter where you’ll review the missed content. It’s a quick way to speed things up. View the short videos on the Focused Review to learn how this topic fits into the NCLEX test plan, nursing process, or QSEN competencies for expanded knowledge.</li> <li>• Reflect on what you’ve read about the missed topic. Use your textbook and class notes to look up missed items to gain more in-depth information about the topic.</li> <li>• Decide upon the three most important things to know about that topic.               <ul style="list-style-type: none"> <li>○ Write these three important points to remember in a bulleted form, just like you’ll see in the ATI books. Keep it short, simple, and focused on just that missed item.</li> <li>○ Write your bullet points for each missed item in a composition notebook, noting the NCLEX Category of Client Need for each item missed. This is how you will be tested for NCLEX—according to the Test Blueprint detailing content in each Category. Start learning in that framework, as well—connecting the content to its NCLEX Category.</li> </ul> </li> </ul>

Students are required to maintain a 3-ring binder with tabs for each ATI content area:

- Fundamentals
- Nutrition
- Pharmacology
- Maternal/newborn
- Pediatrics
- Mental Health
- Community Health
- Medical/Surgical
- Leadership
- Comprehensive Predictor

Under each divider, the student should place the focused review/score report for each practice assessment and each proctored assessment; handwritten 3 critical points remediation; any active learning templates completed in conjunction with the content assessment.

### Criterion Referenced Proficiency Levels Guidelines

Performances on content-specific course mastery examinations are based on Criterion Referenced Proficiency Levels. The Criterion Referenced Proficiency Levels are as follows:

The student meeting the criterion established for Level 3 is:

- Very likely to exceed NCLEX standards in this content area.
- Demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- Exceed most expectations for performance in this content area.
- Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.
- Meets benchmark and does not require additional academic support in the content area.

The student meeting the criterion established for Level 2 is:

- Fairly certain to meet NCLEX standards in this content area.
- Demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- Exceed minimum expectations for performance in this content area.
- Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.
- Meets benchmark and does not require additional academic support in the content area.

The student meeting the criterion established for Level 1 is:

- Is likely to just meet NCLEX standards in this content area.
- Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- Meets the absolute minimum expectations for performance in this content area.
- Demonstrates achievement of a minimum level of competence needed for professional nursing practice in this content area.
- Does not meet benchmark and requires mandatory academic support in the content area.

The student scoring below the Proficiency Level 1 recommended cut score did not meet the criterion established for Level 1.

- Does not meet benchmark and requires mandatory academic support in the content area.

Minimum scores for proficiency levels vary for each assessment in the RN Content Mastery Series. The National Standard Setting Study – ATI establishes each assessment score based on the NCLEX-RN® Test Plan.

### ATI RN-Comprehensive Predictor Examination

The RN-Comprehensive Predictor Examination will be used to evaluate the students’ synthesis of knowledge acquired throughout the nursing program. The proctored RN-Comprehensive Predictor examination will be taken online during the spring semester of the senior year while enrolled in NUR 4510 (refer to testing timeline) in a computer lab on the UNC Pembroke campus. For students approved for additional test-taking time, the course coordinator needs to be notified 24 hours before the test for extended time to be given for completion of the comprehensive predictor examination. Each student will be allowed to take the comprehensive predictor examination two times. The comprehensive predictor exam grade will count for 10% of the final course grade in NUR 4510. Grades for the ATI Comprehensive Predictor course exam will be based on the following matrix:

ATI Task	Potential points earned
Complete Practice Assessment A: <ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
Complete Practice Assessment B: <ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
Complete Standardized Proctored Assessment on the date designated in the course syllabus. Points awarded based on outcome.	95% or above passing predictability = 4 points (Retake optional) 90%-94% passing predictability = 3 points (Retake required if below 94%) 85% or above passing predictability = 1 point (Retake required) 84% or below passing predictability = 0 points (Retake required)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Print out focused review report for the proctored exam</li> <li><input type="checkbox"/> Complete 3 Critical Points remediation (see Guidelines below)</li> <li><input type="checkbox"/> Submit assignment to course coordinator or designee on the due date printed in the course syllabus</li> </ul>	2 points
<b>Total Points Available:</b>	<b>10 points</b>

The Benchmark for the RN-Comprehensive Predictor is a predicted probability score of 94% or greater. The first administration of the ATI RN-Comprehensive Predictor will occur as indicated on the NUR 4510 syllabus. Students who achieve a 94% predicted probability score or higher on the 1<sup>st</sup> exam will have met the desired testing outcome for the ATI RN-Comprehensive Predictor in NUR

4510. Students who achieve a 94% predicted probability score or higher on the 1<sup>st</sup> exam may take the 2<sup>nd</sup> ATI RN-Comprehensive Predictor in NUR 4510 according to the NUR 4510 syllabus. The higher score of the two tests will be used to determine the 10% of the final course grade in NUR 4510. All students are required to remediate in areas needing further review.

All students will have the opportunity to complete the virtual ATI review plan as part of their comprehensive ATI package during NUR 4510.

Adopted: March 2006; Revised and Adopted: November 2006, May 2007, May 2008, May 2009, May 2013, June 2014, June 2015, May 2019

<b>ACADEMIC ASSESSMENT AND SUPPORT PROGRAM</b>				
<b>Testing Timeline</b>	<b>Assessment</b>	<b>Desired Testing Outcome</b>	<b>Department of Nursing Interventions if Testing Outcome &lt; Desired</b>	<b>Desired Program Outcome</b>
First Fall Semester – NUR 3040 NUR 3050	Content Mastery Series: Nutrition Fundamentals of Nursing	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate – minimum of 85% annually
First Spring Semester – NUR 3450 NUR 3500	Content Mastery Series: Maternal/Newborn Nursing; Nursing Care of Children	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate – minimum of 85% annually
Second Fall Semester – NUR 3150 NUR 4150 NUR 4350	Content Mastery Series: Pharmacology Mental Health Nursing; Community Health Nursing	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate – minimum of 85% annually
Second Spring Semester – NUR 4120 NUR 4450	Content Mastery Series: Nursing Leadership Adult Health Nursing	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate – minimum of 85% annually
Second Spring Semester - NUR 4510	Content Mastery Series: Comprehensive Predictor	Predictive probability score of 94% minimum	Notification of individual students to identify areas of weakness and establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate – minimum of 85% annually

## **Address, Email, Telephone**

At the time of registration and throughout a student's enrollment in the UNCP Department of Nursing, it is the student's responsibility to keep the University and Department of Nursing informed of current contact information. This is essential in order that official correspondence, schedules, scholarship notification, and emergency messages will not be delayed or lost. Students are held responsible for all communication from the Department of Nursing sent to them at the address or email last given. **Nursing faculty and administration to communicate pertinent information will use UNCP e-mails.** It is expected that e-mails and Canvas accounts required by many courses will be accessed by all students, at least three (3) times weekly during the semester. Students will be held responsible for information distributed in this manner.

A change of address, phone, or email must be filed with the Department of Nursing Administrative Support Associate. Please remember this will not update the official UNCP records – that will need to be done in the Office of the Registrar. The Address/Email/ Telephone Change Form is located on the Office of the Registrar website.

## **Advisement**

New freshmen are advised by the staff of the Center for Student Success and/or representatives from declared major department when registering for first semester courses. The Center for Student Success is designed to provide a support system for students through numerous programs and activities; academic advisement, career/major counseling, major declaration, and Early Alert consultation for those in jeopardy because of poor attendance/performance (*UNCP Student Handbook, 2019-2020*). The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. However, the final responsibility for meeting all academic program requirements lies with the student. The Center for Student Success serves as a resource center for students who may wish to seek additional academic help. Students will be assigned a nursing faculty advisor upon admission into the Upper Division. Prior to entry in the Upper Division, all advisement takes place within the Center for Student Success.

The Department of Nursing takes the responsibility of advisement very seriously as we believe advising students will lead to successful completion of the requirement for the BSN. All faculty members serve as advisors for Upper Division students.

## **Americans with Disabilities Act (ADA)**

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 (ARC) 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. Students should be aware that the National Council of State Boards of Nursing and the individual state Board of Nursing are the sole authorities for granting accommodations for the National Council Licensure Examination (NCLEX-RN®). The provision of accommodations by a nursing program does not ensure that testing accommodations will be granted for the NCLEX-RN® examination.

## **Attendance Guidelines**

### **Classroom Attendance:**

Regular class attendance is a professional obligation. Students are responsible for all course content, including exams, quizzes, written work and online assignments. Students must attend 75% of the scheduled class meetings (to include hybrid components of applicable courses) in order to receive credit for the class. A failing grade (C-) will be given to a student who misses more than 25% of the scheduled class time, unless the course grade is already below a C-; in that case the lower grade will be assigned. Attendance will begin on the first day of class.

Classroom attendance will be documented by faculty in the Canvas platform under the *Roll Call Attendance* tool for each class period (to include hybrid courses).

### **Tardiness**

Tardiness shall be defined as a student entering class after instruction has begun or leaving class early regardless of the reason. For the purpose of maintaining class attendance; three episodes of tardiness constitutes one absence.

### **Clinical/Lab/Simulation Attendance:**

Students are expected to attend clinical and actively participate in all clinical activities, which include pre and/or post conferences at varying times in order to fulfill course requirements. Each student is to attend each laboratory simulation/lab/clinical day. These hours are allotted to enable the student to meet course objectives and demonstrate competence in the delivery of nursing care.

Absences from clinical/lab/simulation limit the student's opportunities to demonstrate attainment of course objectives and clinical competencies. In the event of an emergency situation or illness which precludes a student from attending or being on time for a lab, simulation and/or clinical experience, the student is responsible for contacting the clinical instructor **prior** to the beginning of the scheduled experience.

Students who do not complete the lab, simulation, and/or clinical experience to fulfill all clinical requirements will receive a failing grade (C-) for the course, unless the course grade is below C- then that grade will be awarded.

### **Lab/Simulation/Clinical Make-up Experiences**

Make-up time is not guaranteed and is dependent upon faculty and clinical site availability. The clinical instructor will determine any required clinical make-up assignment.

### **Attendance: (ONLINE courses)**

Students are expected to prepare for and actively participate in online activities as assigned by faculty. Participation includes submitting an online assignment, responding to emails and/or discussion boards with classmates or faculty for interactive feedback on module assignments. Students need to consult the course calendar for class readings, exams and other due dates; students are expected to meet stated deadlines as outlined in the course syllabus. It is especially important for students in an on-line course to maintain regular contact with the course faculty. Students who fail to contact the course faculty on a regular basis may miss important updates or may be unsuccessful in the course.

Adopted: 5/8/2019

**Please note:** Only individuals who are officially enrolled in a nursing course may attend class, campus laboratory and/or clinical laboratory. Any others must have special permission in advance from the appropriate nursing course faculty. The Chair must be notified of the request and reason, in writing, of any visitor who is in the classroom setting for reasons other than instruction.

### **Auditing a Nursing Course**

The nursing chair will consider, on an individual basis, allowing students who are currently enrolled or who have been previously enrolled in the nursing program to audit a nursing course. Students who are returning may be required to audit courses according to the Department of Nursing *Withdrawal from and Readmission to the Nursing Program Policy* (see pages 47-49 of the Handbook). The Department grants permission to audit only the class component of a nursing course or in some selected cases the campus laboratory component; permission is not granted to audit the clinical component of the nursing courses in accordance with the policies of the university. Nursing students who desire or are required to audit a nursing course must comply with the following outlined procedure:

1. Discuss with student's nursing academic advisor and/or nursing faculty who will refer the student's request to the Nursing Chair.
2. Permission must be obtained from the Nursing Chair.
3. Permission must be obtained from the appropriate nursing course faculty.
4. Permission must be obtained from the Office of Academic Affairs.
5. The established fee charged by the university must be paid.

### **Changes in Policies, Guidelines, and Procedures**

As stated earlier in this document, the UNCP nursing faculty reserves the right to alter the curriculum and educational policies, guidelines, and procedures 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.

### **Communications within the Classroom and Clinical Settings**

For each course the course guidelines and requirements are presented each semester using the format appropriate for the method of course delivery (such as on-line if course is distance learning). Professional behavior and common courtesy are required in the class and clinical settings at all time. As students progress through the curriculum, they are preparing for transition into professional life. Some behaviors expected in the classroom/clinical setting parallel many behaviors expected in the workplace. Professional behavior in classroom and/or clinical settings includes but is not limited to:

1. Attending class and clinical on time
2. Notifying professor when unable to attend class or clinical
3. Completing reading assignments before class
4. Making appropriate verbal contributions to class
5. Maintaining appropriate demeanor during class *for example:*
  - Remaining in classroom until class is dismissed
  - Returning from breaks on time
  - Staying awake in class
  - Refraining from having side conversations
  - Attention to speaker during class time
  - Allowing others to hear and learn

- Placing cell phones in silent mode or powered off
- Using laptop computers or tablets only for class related actions

## **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 various methods to support a distance learning environment. Distance education can be accomplished through use of a variety of media including compressed video and web-based learning. However, the faculty has the same commitment to instructional quality and effectiveness as for face-to-face instruction. Technology is used in most courses. Quality distance learning is active learning. In order to achieve this, the faculty 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 learning activities. Course faculty members determine the amount of time needed in various learning activities. In general, students need a basic mastery of computer skills to participate in these course offerings. Students are encouraged to visit DoIT on the University's website for additional information and support.

## **Employment**

Many students who are enrolled in the Department of Nursing find that they need to work; however, it is often difficult to accommodate the demands of academic and work schedules concurrently. Where possible, it is the intent of the faculty to encourage students to balance the demands of school and work in a way that promotes optimal learning and healthy lifestyles.

To this end, students should not be employed at a level that will compromise their academic progress. While the Department of Nursing cannot control how much students work outside of their student role, the faculty do get involved when outside employment interferes with academic responsibilities and performance.

Full-time pre-licensure BSN students are encouraged to limit their work activities outside of school as much as possible to ensure they can meet their academic responsibilities. Experience has shown that full-time undergraduate nursing students who attempt to work at greater than 30 percent time (15 hours per week) are likely to jeopardize academic performance.

All students for whom a reduction in employed hours may create a hardship are encouraged to seek funds to support their educational program. The University's Financial Aid Office (521-6255) is available to assist with the pursuit of public scholarship funds as well as federal grants and loans. Students may utilize the Brave ASSIST scholarship portal to apply to funding.

Funding support from the Department of Nursing is limited; applications for the nursing endowed scholarships are available via the Brave ASSIST portal. Funds from endowed nursing scholarships, if available, are disbursed each fall semester.

## Equipment and Supplies

Any student who checks out equipment and supplies from the program 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 the name that occurs during use. Equipment and supplies are to be returned to the Department of Nursing administrative support staff.

## Grading Procedure

### Standards for Passing

A minimum grade of C (76%) is required for passing in the didactic portion of all required nursing courses and for progression in the nursing program. For courses with a clinical component, a “Pass” in clinical is also required to progress in the nursing program. Calculation of didactic course grades involves a two-step process:

1. The grade will be determined according to the result of the weighted average of all tests; no further calculations will be completed. If the weighted average of all test grades is less than 76%, the student does not pass the course. The grade for the course will be the letter grade equivalent to the cumulative test grades.
2. If the average of the tests is 76% or higher, then all other graded course work (e.g., papers and other assignments) will be included with the tests to arrive at the overall course grade. Faculty will calculate the final grade according to all graded course requirements and weighting specified in the syllabus. The grade for the course will be the letter grade equivalent to the cumulative course work grades.

In nursing courses, all grade calculations during the semester will be rounded to two decimal places (i.e. 93.589 – 93.59). For the final course grade there will be no rounding (i.e. 91.67 = B+, 75.99 = C-). **Extra credit will not be provided.**

The final grade, on any required assignment that is submitted LATE, will be reduced by five percent (5%) for each day the assignment is late. Example: Student earned a 100 on an assignment; however, the paper was turned in 2 days late thus, the final grade for the assignment will be 90.

### Grading Scale for the Department of Nursing

A	100-94	B+	91-89	C+	82-80	D+	72-70
A-	93-92	B	88-86	C	79-76	D	69-67
		B-	85-83	C-	75-73	D-	66-64
						F	63 and below

Revised and approved: May 2007

## Guidelines on Make-Up Examinations/Quizzes

Make-up exams/quizzes 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/quizzes.

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/quizzes 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. Students with approved testing accommodations will contact the Accessibility Resource Center (ARC) to arrange for testing in collaboration with the Course Coordinator.

Students will not be allowed to take book-bags, cell phones or other items into the testing room. Students must arrive in time to conclude their exam by the stopping time designated.

Revised and approved: May 2018

## **Mathematics and Drug Calculations Guidelines**

Nurses are legally and ethically responsible for providing safe and competent care to the clients they serve. Recent research findings as well as concerns of nursing faculty stress the increased need for improved patient safety. One of the major areas of concern is the safe administration of all types of medications in healthcare settings. Thus, the Department of Nursing requires that all nursing students assume accountability for the safe administration of medications as students in preparation for their professional role.

As you progress through the nursing program you will be taught how to administer medications competently and safely. The achievement of this goal requires the development of skills in basic mathematics and conversion measurement systems for the accurate calculation of medication dosages to ensure that the safety of clients is not compromised. Therefore, you will be required to

demonstrate continuing and growing competence in medication calculations specific to various clinical areas by means of a series of formative tests.

The Department of Nursing Mathematics and Drug Calculations Guidelines provides an easy-to-follow format for preparing for the multiple mathematics and drug administration tests throughout the nursing program. By completing the required readings and assignments as outlined, you will soon find that it is easy to learn and apply drug calculations used in nursing practice today.

**Steps to Success:**

1. Purchase: *Dosage Calculation and Safe Medication Administration 2.0* as part of your ATI resource package.
2. Complete assignments as outlined within the program modules. A detailed schedule of module requirements will be included in the syllabus of the Fundamentals course offered during the first fall semester of the nursing program.
3. Attend dosage calculation related supplemental education support sessions offered in conjunction with the Fundamentals course, use supplemental readings and practice problems provided, as well the online ATI resources. Also seek additional assistance from course faculty.
4. Record the testing date on your calendar when given to you by course faculty.

<b>Course</b>	<b>Expected Outcome</b>	<b>Required Actions</b>
NUR 3030	Medication Calculation: 90%	<ol style="list-style-type: none"> <li>1. Complete Basic Math Review Module provided in your Canvas course.</li> <li>2. Contact faculty if additional assistance is needed</li> </ol>
NUR 3450 Family Nursing I	Medication Calculations: 90%  If <90% - referral to LEC Schedule Test # 2, #3 as needed	<ol style="list-style-type: none"> <li>1. Review ATI Calculation Modules</li> <li>2. Attend supplemental instruction support sessions after attempts 1 &amp; 2</li> </ol>
NUR 3500 Family Nursing II	Medication Calculations: 90%  If <90% - referral to LEC Schedule Test # 2, #3 as needed	<ol style="list-style-type: none"> <li>1. Review ATI Calculation Modules</li> <li>2. Attend supplemental instruction support sessions after attempts 1 &amp; 2</li> </ol>
NUR 4350 Community Health Nursing	Medication Calculations: 100%  If <100% - referral to LEC Schedule Test # 2, #3 if needed	<ol style="list-style-type: none"> <li>1. Complete study packet for Community Health Nursing Dosage Calculations</li> <li>2. Review ATI Calculation Modules</li> <li>3. Attend supplemental instruction support sessions after attempts 1 &amp; 2</li> </ol>
NUR 3150 Adult Health Nursing I	Medication Calculations: 100%  If <100% - referral to LEC Schedule Test # 2, #3 if needed	<ol style="list-style-type: none"> <li>1. Complete ATI Calculation Modules as assigned in the course syllabus</li> <li>2. Attend supplemental instruction support sessions after attempts 1 &amp; 2</li> </ol>
NUR 4450 Adult Health Nursing II	Medication Calculations: 100%  If <100% - referral to LEC Schedule Test # 2, #3 if needed	<ol style="list-style-type: none"> <li>1. Review ATI Calculation Modules</li> <li>2. Attend supplemental instruction support sessions after attempts 1 &amp; 2</li> </ol>

## Mathematics and Drug Calculations Requirements

### Overall Goal:

Prior to participating in clinical experiences each semester, each student is expected to perform basic math and common dosage calculations necessary for safe medication administration.

### Specific Requirements:

1. Students will purchase the required clinical calculations ATI resource that will be utilized throughout the nursing program.
2. Students must have the electronic resource available for use each semester.
3. Students are expected to work independently.
4. Students are permitted to use only basic function calculators provided by the Department of Nursing. Pop-up calculators provided within the ATI resource are permitted.
5. All calculation competency exams will be completed through the ATI testing platform. Students are expected to perform calculations within the parameters of the ATI instruction modules.
6. Scratch paper will be provided by the Department of Nursing. All work must be recorded on the scratch paper and turned in to the proctor at completion of the exam.

### Expected Outcomes:

- During clinical-based nursing courses (NUR 3030, 3150, NUR 3450, NUR 3500, NUR 4350 and NUR 4450), students will be given an ATI calculations competency exam.

### Procedure:

1. Course Coordinator(s), for upcoming semester clinical course(s), will remind students of review guide requirements at the end of current semester either in person or in writing. Students are to review the material and come to the next course prepared for a test on required material.
2. Prior to initial testing in each course, a review session will be conducted by the respective course faculty to review the material. Students are expected to come having reviewed the assigned material and prepared to actively participate.
3. An ATI medication calculation competency test will be given during the first week of each semester (except for NUR 3030, when it will be given after clinical lab experiences related to medication administration). Because the level of experience and the complexity of clinical experiences (Elliott and Joyce, 2005) should increase with progression through the curriculum (Johnson and Johnson, 2002), a passing score for the medication calculations test will increase with each level of the curriculum (a process described as scaffolding, whereby students build on previously learned material), beginning with NUR 3030. Calculations tests will be associated with the following clinical courses. Passing scores are outlined below:
  - a. 90% for NUR 3030
  - b. 90% for NUR 3450
  - c. 90% for NUR 3500
  - d. 100% for NUR 3150
  - e. 100% for NUR 4350
  - f. 100% for NUR 4450
4. Any student who fails to attain the required score on the first test will be allowed to attend clinical, but will not be allowed to give medications. The clinical day will be counted as incomplete/unsatisfactory. The student will be required to coordinate with the course faculty for review and remediation.

5. The second and third tests (as needed) will be given during the second and third week of the semester (at least 5 business days after the previous test). Failure to achieve a passing score after the third test will result in immediate clinical failure, which constitutes a failure of the course and withdrawal from any other clinical course concurrently enrolled in during the same semester. A C- in the course will be recorded on the University transcript. The student will be required to complete all ATI calculations modules and provide documentation to course faculty in order to return to the course the following academic year. The student may remain enrolled in non-clinical courses for the semester.
6. All clinical courses will have 5 drug calculation questions written at the appropriate level of the course on each unit test during the semester.

#### References:

Elliott, M., & Joyce, J. (2005). Mapping drug calculation skills in an undergraduate nursing curriculum.

*Nurse Education in Practice*, 5, 225-229

Johnson, S. & Johnson, L. (2002). The 4Cs: A model for teaching dosage calculation. *Nurse Educator*, 27(2), 79-83.

Adopted: October 2006; Revised and Adopted November 2006; May 2008; May 2009; May 2010; June 2014, May, 2019

### **Portfolios**

The Department of Nursing requires that all nursing students complete a professional portfolio by the time of graduation. The purpose of requiring a portfolio is to give the student a creative means through which to assess effectiveness of course material, both didactic and clinical, as well as educational objectives within the BSN program. See [Appendix B](#) for specific portfolio guidelines.

### **Preparation for NCLEX-RN® Examination**

The Department of Nursing Chair and/or the NUR 4510 Course Coordinator meets with graduating pre-licensure seniors in the spring semester, others as needed, to discuss the online licensure application process. These includes the NCLEX-RN® application, the Criminal Background Check information, and the instructions concerning the North Carolina State Board of Nursing application or for the state in which the graduate chooses to become licensed. Students are *solely responsible* for the contents, completion, and timely submission of the licensure application. Students are also *solely responsible* for contacting the Board of Nursing, in the state in which examination is to be taken, with any questions related to the contents, completion and timely submission of the application.

### **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 faculty member in the Department of Nursing, 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:

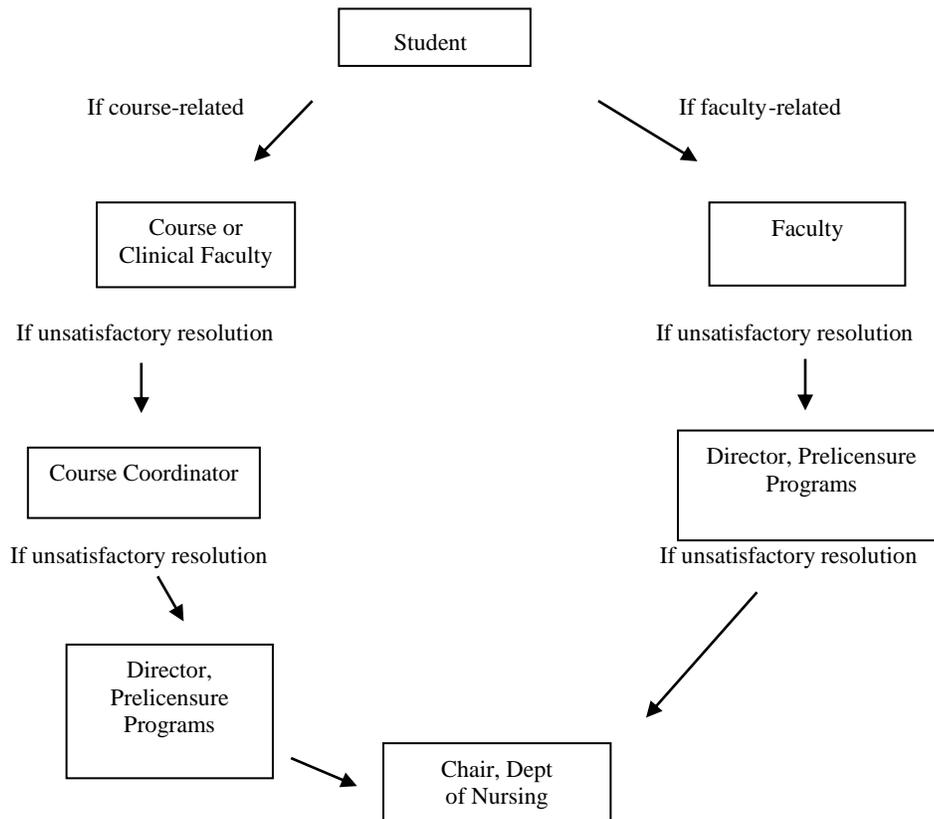
1. Student issues or concerns related to a faculty member should first be discussed directly with the faculty member. If, following the discussion, no resolution is achieved; student (s) should bring concerns to the Director, Undergraduate Programs.
2. Student issues or concerns related to a course or 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, Undergraduate Programs will become involved. Preferably, this would be accomplished in a meeting that includes the faculty member and other relevant parties.
3. The Director, Undergraduate Programs is to inform the Chair, Department of Nursing of any unresolved faculty or course related concerns.

### **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.

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



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

## **Recording of Class or Lecture**

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

## **Scholarly Papers/Course-Related Written Work Guidelines**

UNCP Department of Nursing uses the 6<sup>th</sup> 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. Students are responsible for reading, understanding, and applying guidelines in the APA Manual.

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.center@uncp.edu](mailto:writing.center@uncp.edu) and the telephone number is (910) 521-6546.

All scholarly papers must be submitted electronically unless otherwise directed by faculty.

## **Testing Guidelines**

### Testing Room Procedures

1. All on-campus course exams will be administered within the learning management system in a designated computer lab. With 25 or more students, a minimum of two faculty proctors will be present and should stay until the end of the exam. Distance education course faculty will provide further information with regard to exam proctoring arrangements. Quizzes may be administered within the learning management system or in a pencil & paper format at faculty discretion.
2. A student should arrive at the testing room no later than 10 minutes prior to the scheduled test/quiz time.
3. A student with approved testing accommodations will contact the Accessibility Resource Center (ARC) to arrange for testing.
4. Students will be allowed to wear earplugs during exams. Earplugs must be standard, foam earplugs with no connecting cords or wires. Students are responsible for purchasing their own earplugs, if desired, and bringing them to the testing facility.
5. Before the start of each test/quiz:
  - a) all belongings, including hats, must be placed at a designated area of the testing room.
  - b) cellphones and other electronic devices including wearable technology must either be silent or turned off
  - c) students are strongly encouraged to take care of all comfort needs.
6. If a student needs to leave the testing room, the student should notify faculty and minimize the exam on the computer screen. Only one student will be allowed to leave the examination site at a time. No one will be permitted to leave the room and then re-enter during an exam without specific permission from the proctor. Doing so will void your exam/quiz, thus resulting in a grade of zero for the exam/quiz.

7. Scratch paper and calculators (when applicable) will be provided which should be returned upon test completion.
8. **Frequent submission.** Answers should be frequently saved and submitted to save the student's responses to the test. Sufficient time (e.g. 10 seconds) between submitting an answer and proceeding to the next question should lapse to save the answer.
9. **Technical difficulty.** If there is difficulty in submitting a question or a test, a student should immediately notify the instructor.
10. **Finality of answer.** The answer submitted within the Canvas or other testing environment will be the final accepted answer. There will be no exceptions.
11. No content-related questions will be allowed during an exam/quiz. By raising a hand, a student may ask a question only if it involves technology-related questions (e.g. clarification of a text that is not easily read on the computer, problems logging in, difficulty submitting an answer, or such other technical matters).
12. When students finish, they should log off of the computer and exit the room quietly. There should be no congregating in the hallway immediately outside the testing room after completing the exam.
13. Students should maintain the confidentiality of a test and their responses throughout the nursing program. Failure to keep exam content confidential and /or any violation of academic integrity as defined in the Nursing Student Code of Academic and Professional Behavior or the UNCP student handbook will be dealt with accordingly.
14. **Time allotment.** A student will be given a maximum time limit of 1.5 minutes multiplied by the number of questions.
15. **Forced completion.** If a student has not fully completed the exam at the conclusion of the examination session, no additional time will be provided to the student. At the end of the allotted time, all answers will be submitted and the test will automatically be closed.

### Test/Quiz Feedback

Test/Quiz feedback is one of many ways of learning and serves as a source of formative evaluation for students. The purpose is to highlight concepts that were not well understood by students.

1. Students, wishing to review a unit test are encouraged to make an appointment with the course coordinator or designee within 3 business days after the test. The purpose of this review is for scholarly inquiry rather than debate of test item(s).
2. Students, who score a 76 or below on Test 1 or whose midterm average is 76 or below, are strongly encouraged to make an appointment with the course coordinator within 3 business days of the test date or midterm, as designated by the course faculty. **During this session, the student and faculty will identify any potential issues. Faculty will write a prescription for progress and suggest referrals to appropriate University units, e.g. Learning Enhancement Center or Student Success Center.** Failure to attend this meeting increases chances of poor course outcomes. If the reason for student performance is related to time management, learning styles, study habits, test taking or note taking strategies, or test anxiety, the student will be referred through the Hawk Alert program or other appropriate campus resource for assistance. Students not seeking assistance for a failing grade at midterm will receive a Hawk Alert by the course coordinator. Referring faculty will place a note regarding the referral in the student record. Further information regarding the Hawk Alert program is available at <https://www.uncp.edu/academics/academic-resources/center-student-success/academic->

[advising/hawk-alert-program](#). **Please note: Tutoring is available on an appointment basis with the course instructor(s).**

## **WITHDRAWAL FROM AND READMISSION TO THE UNDERGRADUATE NURSING PROGRAM**

The Department of Nursing complies with UNCP's policies and procedures for withdrawal from the University. Students who withdraw from the university are required to comply with the procedure for withdrawing from the nursing program as well. Failure to do so will affect the student's readmission into the program.

The nursing curriculum is sequenced to facilitate student learning and allow for the development of cumulative knowledge and clinical competence which limits the ability to accommodate the return of students who are out-of-sequence. For a student who has withdrawn from any nursing course or from the nursing major for any reason (personal or academic) and/or failed to earn a minimum grade of C in a required nursing course, there may be a one year delay before the student will be able to repeat the nursing course and/or progress in the nursing program. A student may be **readmitted only once** into the nursing program following withdrawal from the nursing major for any reason (personal or academic) or failure to earn a minimum of grade of C in a required nursing course.

### **Time Limitation: Student Absent from Department of Nursing Less than One Calendar Year**

Specific guidelines for readmission to the Department of Nursing within one year of withdrawal or failure to earn a minimum grade of C in a required nursing course include the following:

1. Course repetition policies
  - Only one (1) nursing course may be repeated.
  - A student who fails to earn a minimum grade of C in a repeated course or two nursing courses will be dismissed from the nursing program and not allowed to return.
2. Any student seeking readmission to the nursing program, starting with the Fall term, will be required to complete the following **prior to being accepted** for readmission:
  - Comply with University readmission requirements, if applicable.
  - Complete the Department of Nursing *Readmission Application* by September 1 for readmission in spring semester and by February 1 for readmission in fall semester. The Readmission Application is available on our website.
  - All annual requirements must be current prior to earning the opportunity to participate in the readmission process.
  - Establish a learning contract by collaborating with the Coordinator of the Learning Enhancement Center, the Clinical Learning Center and the Course Coordinator of the course being repeated.
  - Complete a Drug Dosage Calculation exam with a score of 90% or above. Each student will have one opportunity to achieve a 90% or above score.
  - Develop a Readmission Reflection: a written document by the student that addresses the student's preparation for reentry. The student is encouraged to identify individual learning needs, explore, and utilize resources that will help them for success. The student is encouraged to meet with their The LEC coordinator to help identify opportunities to strengthen the student's knowledge base. The student will list actions taken such as: contacting the Learning Enhancement Center, utilizing the services of the Student Success Center on campus, practice

- test taking skills, practice NCLEX style questions, complete case studies and arrange for remedial sessions in the CLC.
- The student will also identify circumstances that impacted their success and identify strategies to prevent such circumstances from impacting future grades in the event that the Readmission Application is approved.
  - Demonstration of a comprehensive physical assessment.
  - Demonstration of additional foundation skills deemed appropriate for the level of the student.
3. A readmitted student must meet graduation requirements in effect at the time of readmission and follow the baccalaureate degree nursing policies in effect for that academic year.
  4. A student must have a cumulative grade point average of 2.5 for readmission consideration.

**Time Limitation: Student Absent from Department of Nursing More Than One Calendar Year but Less than Two Calendar Years**

A student who has not been enrolled in the pre-licensure BSN nursing track for more than one year but less than two years must meet University readmission requirements and reapply to the Department of Nursing. The Chair will review the status of each student seeking readmission and consult with nursing faculty and/or the University administration as deemed appropriate. As a result of this review, the student may be required to repeat selected courses or complete competency testing as part of a *Learning Contract for Establishing Competency* for program completion. Readmission is based on a competitive application, availability of qualified faculty and/or campus and clinical laboratory space. Specific guidelines for consideration of readmission to the Department of Nursing for a student who has not been enrolled in the pre-licensure BSN track for more than one year, but less than two years include the following:

1. Course repetition policies
  - Only one (1) nursing course may be repeated.
  - The course must be repeated within the next academic year.
  - The course must be repeated successfully with a grade of C or higher prior to enrolling in clinical nursing courses.
  - A student who fails to earn a minimum grade of C in a repeated course or two nursing courses will be dismissed from the nursing program and not allowed to return.
2. Any student readmitted to the nursing program will be required to:
  - Complete University readmission requirements
  - Complete the Department of Nursing *Readmission Application* by September 1 for readmission in spring semester and by February 1 for readmission in fall semester.
  - Establish a *Learning Contract for Establishing Competency* by collaborating with the Learning Enhancement Center. See current *Nursing Student Handbook* for Learning Contract Template.
  - Meet all of the objectives outlined in the *Learning Contract for Establishing Competency* prior to enrolling in desired semester.
3. A readmitted student must meet graduation requirements in effect at the time of readmission and follow the baccalaureate degree nursing policies in effect for that academic year.
4. A student must have a cumulative grade point average of 2.5 for readmission consideration.

## **Time Limitation: Student Absent from Department of Nursing More Than Two Calendar Years**

A student who has been absent from the Department of Nursing for more than two years must meet University readmission requirements and reapply to the Department of Nursing. Admission decisions will be based on a competitive application process with other applicants seeking admission to the Department of Nursing.

### **Alternate Readmission Process**

For a student who withdrew from the pre-licensure nursing major for any reason (personal or academic) or was dismissed due to academic reasons and subsequently earned an Associate Degree in Nursing or Hospital Diploma in nursing from an accredited program may enroll in the RN-BSN completion track. Alternate admission students will be required to enroll in a minimum of NUR 3000, NUR 3300, NUR 4120, and NUR 4550. Specific guidelines for admission include the following:

1. Be admitted to UNCP by meeting general requirements for admission as a regular degree seeking student.
2. Present evidence of having earned an Associate Degree in Nursing or a Hospital Diploma in nursing, from an accredited program.
3. Have a current, valid North Carolina nursing license or a license with multistate practice privileges by authority of the Nurse Licensure Compact.
4. A cumulative GPA of 2.5 (4.0=A) in all post high school work. Each student's total GPA is calculated on all transferable college courses attempted at all accredited institutions of higher education according to the UNCP Admissions Office guidelines.
5. A cumulative GPA of 2.5 in the following mathematics and science courses: MAT 1050 or higher, BIO 2110, BIO 2120, BIO 3150, CHM 1400/CHM Lab 1120, CHM 1410/CHM Lab 1130 or CHM 1300/CHM Lab 1100.
6. Complete competency testing in NUR 3200 if previously completed while enrolled in pre-licensure nursing major. If competency test result is unsatisfactory, must repeat NUR 3200.

Adopted: May 2009; Updated July 2015:  
Updated March 2018

## **Chapter VI**

### **Department of Nursing Clinical Requirements**

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

The Department of Nursing 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 Upper Division 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 E. 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 and Laboratory Attendance**

Students are **expected to attend** all clinical and laboratory experiences. Students are to be prompt, prepared, and appropriately attired. If a student must miss time due to illness or personal emergency, s/he must contact the clinical faculty personally **prior** to the beginning of the clinical experience.

**Leaving a message or e-mail for the faculty is not acceptable.** This is a professional responsibility which must be assumed by the individual student and will be taken into consideration in the evaluation of clinical performance. The clinical instructor may deny clinical experience for the following reasons:

- Student is unprepared for client care.
- Student appears either physically and/or psychologically ill.
- Student appears to be under the influence of alcohol and/or drugs.
- Student is unaware of his/her own limitations or fails to seek help when he/she recognizes his/her limitations.
- Student is unkempt, unclean, and/or with inappropriate attire.
- Student actions, in addition to the ones listed above that are deemed unprofessional, unsafe, or inappropriate (for example, pattern of tardiness for the clinical experience).

A student missing a clinical experience, for any reason, is responsible for making up the experience at the discretion of the individual clinical instructor in consultation with the course coordinator. If a student is unable to demonstrate competency in clinical objectives, the student will receive a failing grade for the clinical practicum which results in failure of the associated course. Once a student is informed that s/he is failing a clinical course, withdrawal from that course is no longer an option.

### **Clinical Requirements BSN Students**

Students enrolled in a nursing course with a clinical component are responsible for providing the following information via Castle Branch:

1. Current CPR provider certification (see detailed CPR requirements).
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 \$3,000,000 aggregate.
4. Current health insurance coverage.

## **Clinical Dress and Personal Appearance**

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 infectious pathogens.

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.

### Formal Clinical Uniform

1. The uniform is black with official UNCP Nursing logo with no ornamentation. The uniform must be purchased from the approved Department of Nursing vendor. The uniform may be a top and elastic waist pants or skirt. Skirt uniforms must cover the knees. Pants length should stop at top of shoe at instep. The uniform should have two front or side pockets that are deep and wide enough to carry essential clinical articles (such as pens, note pads, scissors, and stethoscope) and short or three-quarter length sleeves. The Department of Nursing polo shirt with UNCP nursing logo and khaki uniform pants obtained from approved Department of Nursing vendor may be worn in place of the black clinical uniform, in the Clinical Learning Center during psychomotor skills practice after scheduled clinical hours and weekends, health assessment lab and during community-based engaged learning activities as directed by the clinical faculty.
2. An official UNCP name pin stating name and status is worn at all times in the clinical setting, unless otherwise instructed. Many agencies will require you to wear the agency ID badge as well.
3. An official UNCP student patch is to be sewn two inches below the shoulder on the right sleeve of the lab coat. The student patch is only worn when in the student role.
4. A white or black sweater or warm-up jacket may be worn as deemed appropriate by the clinical instructor.
5. Undergarments are to be worn and should not be visible through the uniform. Undergarments with designs are not worn with the uniform. Slips are worn with skirts. Male students must wear a white or black, round-neck, short-sleeved t-shirt under uniform top.

### Footwear

1. White or black leather or faux leather shoes are required; no canvas shoes or crocs with holes are permitted. Shoes must be clean and in good repair. White, black, brown, or grey leather shoes (same as requirements listed previously) may be worn with the black polo and khaki pants uniform. Shoes with high tops, high heels, open toes or backs are not permitted in the clinical setting. If running shoes are worn, they must be all white or black leather with white laces. Plain white or black socks or hose are to be worn with pants and white hose are to be worn with dresses or skirts.

### Lab coats

1. A mid-thigh or knee length white lab coat is worn over khaki uniform pants (from approved Department of Nursing vendor) and the Department of Nursing polo shirt with UNCP nursing logo when the student is touring clinical facilities, obtaining client assignments, or when assigned to an agency requiring the wearing of street clothing. Jeans, shorts, halter tops, sweatpants, tights, mini-

skirts, low riders, crop tops, clothing with logos, tennis shoes, and sandals are inappropriate clothing for any clinical setting.

#### Jewelry, cosmetics, hair and nails

1. Jewelry may include one pair of small gold, silver, or white post-pierced earrings (no stones or ornamentation), 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. Hair that is shoulder-length or longer 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 be neutral, black, brown or navy in color. Beards, mustaches, and sideburns are kept clean and neatly trimmed.
7. No gum chewing permitted during clinical.

#### Electronic Devices

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

#### Equipment

1. As part of the standard uniform, students need the following equipment: watch with second hand, bandage scissors, black ballpoint pens, stethoscope, penlight, pencil, and small notebook.

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.

### **Clinical Placement**

In the pre-licensure BSN program, students are provided detailed information on clinical placement by the course coordinator at the beginning of each clinical course. Clinical placement varies depending on the focus and objectives of specific courses.

Each student is required to know and follow emergency measures in case of fire, cardiopulmonary arrest, and other disasters, for each clinical facility to which the student is assigned. If an orientation to the facility is required, the student is expected to attend **prior** to clinical experience.

## **Clinical Travel**

Students are responsible for their own transportation to clinical sites beginning in the first semester of the pre-licensure BSN program. Clinical sites are generally located within an hour from the UNCP campus; however, may be up to 1½ hours or more depending on the clinical experience.

## **Confidentiality Statement**

A nurse is effective only as long as he/she is trusted. Breaking a co-worker, friend, or patient's trust and/or inappropriately revealing privileged information can result in harm and can also damage the reputation and career of the person who violated the trust. We must be committed to helping each other recognize subtle and sometimes seemingly accepted situations that devalue another human being by breaching confidential and/or privileged information. Client (recipient of care) confidentiality must be maintained at all times. Client records are not to be photocopied under ANY circumstances. Students may not remove from clinical setting any part of a medical record.

Confidentiality of client information and individual rights to privacy and safe care are also included under the Department of Nursing Code of Ethics and Professional Behavior, as well as in the federal Health Insurance Portability and Accountability Act (HIPAA). The following guidelines are to be followed by all nursing students at UNCP. Breaching one of these guidelines is a serious behavior and may result in the person's dismissal from the nursing program.

1. We believe in the Patient's Right to Privacy; thus, student will not be forced to take care of patients that are so personally known that the patient, student, or faculty is made to feel uncomfortable.
2. Personal information about the patient is limited to the assigned student/instructor and healthcare workers who are personally involved in the patient's care. Dispose of any written confidential waste in accordance with the agency's policy or shred documents if you have access to a shredder.
3. Post-conference and classroom discussions should not use names of patients or reveal personal information not related to nursing care. Refer to client by initials only.
4. Discussion of patient, including patient's diagnosis, sex, behavior, family, etc. in any public area such as hallways, elevators, cafeteria, parking lot or elsewhere is a breach of confidentiality.
5. Discussion of privileged information in public areas such as doctor/nurse relationships, family conflicts, overheard hospital/agency gossip, institutional variants, etc. is a break in privileged confidentiality.
6. Ethical and philosophical concerns can be discussed with the instructor in the hospital/agency setting or in private campus settings, and/or discussed through established University/hospital/agency grievance procedures.
7. Reading charts or requesting information on any patient other than those in your care is a breach in the patient's right to privacy. Do not access any patient's file unless you have been assigned to care for that patient.
8. Photocopying parts of a patient's chart that include name of clinical agency/site, patient name, address, phone number, social security number, diagnosis, etc. is a violation of HIPAA.
9. Using a patient's name on any written material except hospital records requiring such name is a breach to patients' right to privacy.
10. Stating the name of a clinical agency/site in student's written work in association with a patient description is considered private health information and is a violation of HIPAA. Do not include identifying information related to agency or patient in any school assignments.

11. No audiotape, photograph or videotape will be made of a patient without permission from the faculty and the patient.

### **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 students to complete [The American Heart Association](#) course; after successful completion of the course certification is valid for two years. Pre-licensure BSN students must submit a photocopy of their current, valid certification card (front and back) to Castle Branch for verification.

Current CPR certification must be maintained throughout your enrollment in the Upper Division. Permitting your CPR certification to lapse will result in immediate restriction from the clinical setting, thus jeopardizing your standing in the program.

### **Criminal History Database Checks**

In order to comply with clinical agency Memoranda of Agreements, effective June 1, 2008, the UNCP Department of Nursing will require **all** students enrolled in clinical nursing courses to provide the results of a Criminal History Database Check before participation in clinical 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. Any student who fails to comply with this requirement may not enroll in the Upper Division.

The Criminal History Database Check is to be performed by Castle Branch. The Criminal History Database Check will be shared with clinical agencies to determine a student's eligibility to attend clinical at that agency. If an agency refuses to allow a student to visit due to a finding from the Criminal History Database Check, the student will not be allowed to attend clinical. This may result in a failure of the clinical portion of the class and thus failure of the course.

Students must sign a "*Release to Share Criminal History Database Information and Agreement to Report Future Felony or Misdemeanor Convictions*" form (see [Appendix F](#)) that 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 Chair, Department of Nursing. 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 Office of Student Conduct, 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.

The Department of Nursing in consultation with University officials makes the final decision as to whether a student with a relevant finding in the criminal database 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.

## Health Incident Report

Any health incident, defined as any actual or potential injury or health risk, that occurs to a student in any teaching environment within the Department of Nursing or its affiliated clinical agencies must be documented and reported by the faculty member.

In the case of a student injury during a Department of Nursing clinical or class, the safety and well-being of the student is the first priority.

1. The student must IMMEDIATELY notify the faculty member responsible for the class or clinical. If it is a precepted experience, then the nurse preceptor must be notified.
2. The policies of the occupational or employee health department of the clinical agency will be followed.
3. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance and the student should receive prompt treatment through the qualified health care provider of his/her choice or the emergency department of his/her choice.
4. All students are required to carry personal health insurance.

The following guidelines are to be followed when completing health incident reports.

1. The faculty member must be aware of the contractual agreement between the Department of Nursing and the clinical agency. In general, one should notify the clinical facility supervisor or administrator on call that the incident has occurred and complete the documentation required by the facility.
2. The faculty member must complete the Department of Nursing **Health Incident Report Form** (see [Appendix G](#)) within 24 hours, which includes a clear statement of the incident that occurred, who was involved, action that was taken, and any plan for follow-up. Documentation about the incident should be objective and contain factual information only.
3. The faculty member should forward the completed health incident report within 24 hours to the Chair of the Department or designee.

Approved: September 2007

## Pregnancy

A student who is pregnant may continue in clinical practice as long as her health status is satisfactory and she is able to complete her clinical assignment. A note from her health care provider indicating safety of participation in clinical activities may be required. Students who are pregnant should consult with their faculty member well in advance of their clinical assignment. Clinical agencies may have policies that determine the placement of students during pregnancy; assignments should be made accordingly. Students should visit the Office of Title IX and Clery Compliance to request accommodations or medical leave.

## Signing Clinical Records

All paper clients' records and other official clinical agency forms used in providing care to clients are to be signed as in the following example or as otherwise indicated by the clinical agency: *John J. Doe, NS, UNCP*. All professional notations will be made in black ink. Digital documents within the clinical agency are subject to the agency's digital signature protocol.

## **Student Medication Administration Incident Report**

The following definitions of medication incident and medication discrepancy apply when completing this report.

1. **Medication incident:** an event which involves an error in the administration of a drug to a patient, or lack of administration of a prescribed drug to a patient.
2. **Medication discrepancy:** an event which does not involve the actual administration of a drug to a patient, but where an error in the medication process has been detected and corrected before reaching the patient.

The following guidelines are to be followed when completing medication incident reports:

1. Documentation about the incident should be objective and contain factual information only. The **Student Medication Incident Report** (see Appendix H) does not replace the organization's incident reporting form.
2. The incident report is to be completed by the student and faculty or preceptor who were directly involved within 24 hours. When a student is under the supervision of a preceptor/instructor, the Course Coordinator is to be notified of the incident as soon as possible.
3. The report will be sent to the Course Coordinator and copied to the Chair or designee within 24 hours of the incident.
4. The original of the report will be maintained in the Chair's or designee's office and a copy of the incident is to be placed in the student's file.

Approved: September 2007

## **Witnesses to Legal Documents**

It is illegal in the sovereign state of North Carolina for nursing students, as well as nurses and doctors, as agents of a health agency, to witness living wills (NCGS 90-320-322). UNCP Department of Nursing students may not serve as witnesses to legal documents of any kind (informed consent, living wills, etc.) while in the role of the nursing student in a clinical agency (including both inpatient and outpatient healthcare agencies). The exceptions are those consents students need to obtain from clients, peers or others in order to meet educational objectives; for example, interviewing clients and obtaining consents from research subjects.

## **Chapter VII**

### **Key Department of Nursing Student Resources**

#### **Clinical Learning Center**

The Clinical Learning Center is a state-of-the art facility located on the 2<sup>ND</sup> floor of the Weinstein Health Sciences Building on the UNCP campus for pre-licensure 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.

Students may also make appointments with the Clinical Learning Center Coordinator, 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 simulators, 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 station, newborn radiant warmer, neonatal intensive care unit isolette, and numerous bassinets. 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 ophthalmoscopes 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.

## Strategies for Nursing School Success



*Your journey in nursing school will be different from any other educational journey you have taken so far. In the very short time, you will be prepared to sit for the NCLEX-RN® licensing exam and to begin your professional nursing career. As a professional nurse you will be fully responsible and accountable for the lives and well-being of individuals, families, groups, and/or communities. This awesome responsibility requires a rigorous and challenging education. The strategies highlighted below include lessons learned from those who have walked in your shoes in the past.*

### **Keep Up – Don’t Get Behind**

Students must learn to organize and manage time effectively. This is by far one of the **most important** things to do. Nursing courses are all very fast paced and if you let yourself get behind, you will have great difficulty catching up.

Students who have failed courses have so many times said that they let themselves get too far behind and could not catch up. Procrastinating about studying and completing assignments may have worked for you in previous courses, but it **will not work** in nursing courses. There are simply too many complex concepts and topics to learn . . . and they build on each other.

### **Learn for Keeps – No “Brain Dumping” Between Exams and Courses**

Every unit in every nursing course is built on previous units and/or courses. You must make an effort to learn and retain knowledge and skills from every course and carry them into the next courses with you. It will very likely require some review of older course material from time to time . . . **Keep your books and notes** to aid in such review. Remember, the NCLEX-RN® licensing exam tests on **all** aspects of nursing, from basic foundations to complex conditions and thinking. The program of learning is **interrelated and cumulative**; meaning that understanding of previous material is required in order to learn new concepts, topics and skills throughout the curriculum.

### **Be Present, Mentally and Physically**

The nursing curriculum is complex and challenging, as it must be to prepare you to become a professional nurse responsible for the health and welfare (the lives) of other people. All course and program requirements must be fulfilled since every assignment and requirement is developed to assist in establishing a firm basis upon which to build nursing knowledge, skills and competencies. Prepare for class and actively participate in all class discussions and activities . . . you will learn the most doing this.

### **Learn for Deep Understanding – Exams are designed according to NCLEX-RN® Examination**

Strategies you have used successfully in previous courses often do not work in nursing courses. This comes as a great shock to many new nursing students. It is because in nursing, you are learning facts and concepts in order to solve problems and make application in clinical practice - not simply to recall information verbatim. You can learn all the facts in the world, but you must use those facts to think

critically and make decisions in different situations to be successful in nursing. Your faculty has designed classes and clinical to help you learn to use knowledge for **thinking**. Give your best effort to each and every assignment and activity so you can learn to think using what you learn. There are several cognitive (“thinking”) levels – remembering, understanding, applying, analyzing, and creating. “Remembering” is the lowest level and “Creating” is the highest. **The NCLEX-RN® licensing examination is 85% or more “applying” and “analyzing” levels of thinking.** Your exams in nursing school are modeled after the NCLEX-RN® examination. The table below defines the cognitive levels and illustrates how they will be tested.

<b>Cognitive Level</b>	<b>Definition</b>	<b>Activity Examples</b>
Remembering	Retrieving, recognizing, and recalling relevant knowledge from long-term memory.	List, Name, Label, Identify, Show, Define, Recognize, Recall, State
Understanding	Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.	Summarize, Explain, Put into your own words, Describe, Paraphrase, Interpret, and Give example.
Applying	Carrying out or using a procedure through executing, or implementing.	Apply, Put into practice, Solve, Demonstrate, Illustrate, Calculate, Use, Classify.
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.	Analyze, Organize, Deduce, Compare & Contrast, Choose, Distinguish, Differentiate

### **Aim High**

**A 76% average for all exams** (*weighted average of unit and final exam scores*) **in each nursing course is required in order to pass.** Other course assignment grades will be added after you have earned a 76% weighted average on all tests to determine the final course grade. This is because all nursing exams are modeled after the NCLEX-RN® licensing exam. **Your goal, however, should be to score 83% or higher on all exams.** If your goal is 83%, you are setting your goal at a level that sets you up for continued success in the program, the benchmarking of the ATI Content Mastery Exams, ATI Comprehensive Predictor, and ultimately the NCLEX-RN® examination.

### **Find the Most Effective Study Strategies for You**

We all have learning style preferences ... ways we learn best. Determine what works for you. There is a **huge difference** between “**Studying Long and Hard**” and “**Studying Effectively**”. Your goal is to figure out how to study effectively. Below are some strategies students before you have found especially helpful.

1. Prepare well for class and clinical experiences ... be prepared to ask questions to clarify things you have difficulty understanding.
2. Attend & actively participate in all classes and clinical experiences ... they are designed to **help you learn to “think like a nurse”** ... not merely to “spit out facts” you could read in a book.
3. **Active studying** is more effective than **passive studying**. Active studying includes any activity that makes you interact with the material in some way. For example, making flash cards, recopying notes and adding material from the text, writing or verbalizing a concept or procedure as if explaining it to someone else, drawing diagrams that link concepts,

highlighting major points in a text and adding notes, making notes in the margins of texts, etc. Passive study includes activities in which material is simply presented for you to see or hear. For example, simply reading text or watching videos without any other activity.

4. **Figure out your preferred learning styles.** Most of us learn using all three ... but usually one or two styles will be preferred.
  - **Auditory:** If you learn well by “listening”, you may want to tape record classes. Always request permission from each course instructor. Ask questions in class to clarify concepts. You can also explain terms and concepts out loud to someone else (not in class, of course) to hear yourself.
  - **Visual:** If you learn well by “seeing”, learn to take notes that will be meaningful to you. DO not try to write down every word the instructor says - you will be so focused on writing you won't get any meaning. Draw diagrams and make notes in your book. Watch videos. After class, rewrite your notes and add important points from the book or other resources. This engages you with the material in a visual way.
  - **Kinesthetic:** If you learn well by “touching and feeling” things, you might benefit from making flash cards, using hands-on games, or other such activities to help you learn.
5. **Study groups** may be effective for some students while others find individual study more profitable and efficient. Try both ways and see what works best for you.
6. **Pick a quiet place for study.** A quiet place will help you to concentrate and eliminate distractions.

### **Schedule a Little “Me” Time**

This cannot be stressed enough. Set aside at least 30 minutes a day to take care of yourself. It is important to plan time to eat regularly, rest, sleep, relax and recharge. **Nursing is physically and mentally demanding.** Try to maintain a nutritious diet, including breakfast prior to class and clinical experiences. Making time for yourself will, in the long run, help you be a happier, more balanced, whole person and a better student, too!

### **Balancing Nursing School and Work/Family Life**

Preparing for a career in nursing is in itself challenging; it becomes even more so when you are balancing school with work/family life or both. Keys to success are **preparation, organization** and **dedication**. Having a good support system and the ability to say “no” when needed are also helpful.

Adapted from Columbus State University School of Nursing, 2013

## **Chapter VIII**

### **Scholarships and Awards**

#### **Nursing Scholarships**

Nursing students qualify for grants, loans and scholarships distributed by the UNCP Financial Aid Office. In addition, students who have been admitted to the BSN program are eligible to apply for a College Foundation of North Carolina Forgivable Education Loan for Service. The College Foundation of North Carolina administers this program. Information is available in the UNCP Financial Aid Office and the website of the College Foundation of North Carolina. Nursing students

may also apply for scholarships specifically for nursing students by visiting the online Brave Assist Portal.

## **Awards**

The Department of Nursing offers four student awards:

1. The **Nursing Excellence Nursing Award** is presented annually to the nursing student who has a GPA equal to or greater than 3.50 with a minimal of 45 hours earned at UNCP, who exemplifies the BSN philosophy for the program, and who demonstrates excellence in professional practice. Nursing faculty selects the recipient of this award.
2. The **Nursing Practice Award** (originally established as the Dorothea Orem Award) was begun by UNCP alumni in 1996. The recipient of this award is a UNCP Nursing student who has demonstrated excellence in theory and application of nursing theories and concepts including the six professional roles and has demonstrated nursing vision and leadership in applying theory-based nursing practice. Nursing faculty selects the recipient of this award
3. The **Association of Nursing Students Leadership Award** is presented annually to a member of the Association of Nursing Students who most exemplifies leadership among the membership. Members of the Association of Nursing Students select the recipient of this award.
4. The **Scotland Memorial Hospital Nursing Service Award** is presented annually to the nursing student planning to work within the Scotland Health Care System and who best meets the criteria of scholastic ability, professionalism, interpersonal relationship skills, and caring attitude. The award is presented, by a representative from Scotland Health Care System. Nursing faculty selects the recipient of this award.

## **Honors**

The university policies govern the rules for graduation with honors. Consult the *University Catalog* and *Student Handbook*.

## **Chapter IX**

### **Student Organizations/Activities**

#### **Association of Nursing Students**

Association of Nursing Students (ANS) is the student nurse's professional organization. ANS operates on a local, regional, state and national level. On the local and region level, programs are provided during the year on various subjects of interest to the student nurse. There are opportunities to participate in community health projects that provide a service to the community, as well as a chance for nursing students to utilize and gain knowledge and skills. In addition, ANS encourages student nurses to become involved in legislative activities concerning health care, nursing education and nursing practice. On the state and national levels, annual conventions are held to promote the development of the student nurse as a health professional. Programs are provided that represent fundamental and current professional interests and concerns.

## **Recognition Ceremony**

Students who have completed **all** of the nursing requirements for the pre-licensure program can participate in the recognition ceremony. Students may purchase a nursing pin designed by the first nursing class, which represents the unique heritage of the institution. All students and registered nurses will recite The *International Pledge for Professional Nursing* (see [Appendix J](#)) at the close of the Recognition Ceremony.

## **Graduation**

The University governs graduation requirements. The Department of Nursing complies with all standards. Students should consult the university calendar and student handbook for specific information and deadlines regarding applying for graduation.

## APPENDIX A

### Student Portfolio Guidelines

**Definition:** Portfolios are purposeful collections of various works measuring problem solving, critical thinking, and clinical decision-making skills representative of a student's progress, efforts, and achievements during a course or program of study.

**Purpose:** The stated purpose of requiring a portfolio is to give the student a creative means through which to assess effectiveness of course material, both didactic and clinical, as well as educational objectives within the BSN program. Creativity involves flexibility, imagination, intuition, spontaneity, and reflection.

**Reflection:** After each course, it is suggested the student reflect on course achievements, document progress on educational outcomes and role development, and update their personal goals. According to the literature, reflection allows students to see their strengths and weaknesses in order to understand what and how they have or have not learned. Through reflection, students will see their self-growth by noting how particular learning activities and the new knowledge gained from the activities will impact their future as nurses. The North Carolina State Board of Nursing adopted the reflective practice approach for licensure renewal in 2006 and therefore students need to start thinking reflectively as students. The student will also have a complete portfolio at the end of their course of study to present to prospective employers showing their growth as a student.

**Evaluation:** Each student will be responsible for compiling his/her own portfolio. Student portfolios will be evaluated for the following elements associated with the educational outcomes for the program; utilization of evidence-based practice, critical thinking skills, practice in the professional nursing roles in clinical courses, effective communication skills, utilization of the nursing process, professionalism, and cultural competence. Students should select 3 to 4 assignments to include in their portfolio, in addition to those required in NUR 4510 or NUR 4550, and reflect upon why they are included and how they meet the areas of evaluation. This allows students to include assignments they particularly enjoyed or did well on and to exclude topics they were not fond of or on which they did not do well. It also leaves room for students to include photographs, notes from patients or preceptors, and innovative technology pieces that will further individualize their portfolio. Examples of questions to guide student reflection are:

1. What did I learn from this activity?
2. How will this new knowledge impact me as a nurse?
3. Has this activity changed my way of thinking with regards to nursing/nursing practice or the chosen topic?

Students are urged to have two copies of their portfolio on a flash drive as it will be kept in the Nursing Department and the other is their personal copy. The Faculty Portfolio Evaluation Tool will be completed while students are taking NUR 4510 or NUR 4550.

The artifacts to include in the portfolio must reflect the students' understanding of and ability to apply quality and safety standards across the lifespan. Artifacts should be chosen which reflect client/family centered care, collaboration and teamwork, evidence-based practice, quality improvement initiatives, safety and the application of informatics to communicate, manage knowledge, mitigate error and support decision making. Artifacts should be selected which demonstrate progression from novice to advanced beginner and which represent efforts throughout the entirety of the program. Students should keep in mind when selecting artifacts that each entry is part of the entire portfolio. The entry and

reflection makes a powerful statement about you as an individual and a professional. When determining if something should be included in your portfolio, ask yourself, “What would including this item add that has not already been said or shown?”

The following questions may also be of assistance:

1. What do I want my portfolio to demonstrate about me as a nurse?
2. What are my characteristics as a nurse?
3. What have I learned that I can display in my portfolio?
4. What directions for my future growth and development does my self-evaluation suggest that can be shown in my portfolio?
5. What distinguishing remarks have been made by others, such as professors, peers, nurse colleagues, and patients, about me that can be included?
6. What overall impression do I want to give a reviewer about me as a nurse?

Examples of artifacts that may reflect these standards include, but are not limited to:

- Initial Philosophy of Nursing Paper (required)
- Concept Maps
- Plan-Do-Study-Act Project
- Critique of Research Article
- Final Health Assessment Write-Up
- Self-Reflections
- Revised Philosophy of Nursing Paper (required)
- Issues in Nursing Paper(s)

Artifacts from NUR 4510/4550 that must be part of the portfolio include:

- Resume  
Include a resume with a separate page of references. Recommendations may or may not be included. Contents of resume to include:
  - Professional objectives
  - Education (reverse chronological order)
  - Work experience (reverse chronological order)
  - Professional memberships/activities
  - Special skills (foreign language, computer, etc.)
  - Honors/awards/certifications
  - Community activities
- Philosophy of Nursing  
Update your personal philosophy of nursing written in NUR 3010 identifying your values and beliefs. Contents to include:
  - Beliefs about nursing (Metapardigm)
  - Values that are basic to practice
  - How “you” view and practice nursing
  - Theory or model that informs your position
- Professional Long-term and Short-term Goals  
Include professional long-term and short-term goals. Contents to include:
  - Long-term (3-5 year projection)
  - Short-term (6 months - 1 year projection)
  - Realistic (congruent with academic preparation and work experience)
  - Action-oriented
  - Time line identified

**APPENDIX B**

**The University of North Carolina at Pembroke  
Department of Nursing**

**APPLICATION FOR READMISSION**

Name: \_\_\_\_\_  
Last First Middle Maiden

Full name when previously enrolled: \_\_\_\_\_

Present Address: \_\_\_\_\_  
Street  
\_\_\_\_\_ City State Zip code

Telephone: Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

Banner ID Number: \_\_\_\_\_

In Case of Emergency Contact: \_\_\_\_\_  
Name Relationship

Contact's phone number: Home \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_

Date (class) previously enrolled: \_\_\_\_\_ Anticipated Readmission Date: \_\_\_\_\_

Nursing courses successfully completed: \_\_\_\_\_  
\_\_\_\_\_

Course (s) you wish to re-take: \_\_\_\_\_

Have you ever been convicted of a felony? \_\_\_\_\_ Yes \_\_\_\_\_ No

Reasons for withdrawal from the Department of Nursing: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reasons desiring readmission: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Steps taken to enhance success on readmission: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I certify that all information provided on this application is true and accurate.

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

## APPENDIX C

### Learning Contract for Establishing Competency

Student: \_\_\_\_\_ Professor: \_\_\_\_\_ Projected Completion Date: \_\_\_\_\_

<b>Learning Objectives</b> (What am I going to learn or increase competency in?)	<b>Strategies and Resources</b> (How am I going to learn or increase competency in it?)	<b>Target Completion Date</b> (When will I finish?)	<b>Evidence of Accomplishment</b> (How will I know when I have learned or increased competency in it?)	<b>Verification/Evaluation</b> (How will I prove or demonstrate that I have learned it?)

I understand by establishing and accepting this contract that I must satisfactorily complete all of the objectives outlined in the contract prior to enrolling in \_\_\_\_\_ semester.

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

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

## APPENDIX D

### 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 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.
- B. 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 packet and through Castle Branch.
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. 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. This will be arranged and the cost of the initial screen is included in your Castle Branch fee. The student will receive information regarding drug testing from Castle Branch once an account is initiated. 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.
4. Positive pre-clinical chemical substance tests will be confirmed by a second screen from the original sample.
5. The Chair of the Department of Nursing will contact a student if there is a concern with the chemical substance test.
6. 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.
7. 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 be provided to clinical facilities through access to Castle Branch to ensure clinical compliance.

#### **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 that are legally prescribed by health care practitioners 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.

**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 and the respective clinical agencies.

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

**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

**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:

Cherry Beasley, Phd, MS, FNP, RN, CNE  
Chair and Anne R. Belk Endowed 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 E

### 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 through Castle Branch, 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. 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 18<sup>th</sup> birthday, in all geographic areas in which I have resided, either domestically or internationally;
- Castle Branch, 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 Chair, Department of Nursing.
- 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 Office of Student Conduct;
- 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 F

### Health Incident Report Form

**Instructions:** This form should be completed by both the student and faculty member within 24 hours after an incident occurs; and should be submitted to the Chair of the Department of Nursing (or designee).

Date of Report: \_\_\_\_\_

Date of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Location of Incident: \_\_\_\_\_ Student Name: \_\_\_\_\_

Faculty/Preceptor Name: \_\_\_\_\_ Course: \_\_\_\_\_

Type of Incident: \_\_\_\_\_ Needle stick injury \_\_\_\_\_ Exposure to blood/body fluids \_\_\_\_\_ Other

1. Briefly describe the incident (who was involved, who was present, who was notified, what happened, when, where).
2. List the name, address and phone number of all witnesses.
3. List any testing/treatment that was/has been provided.
4. Identify any follow-up which is planned or which was recommended.
5. How might this incident have been prevented?

Student's signature: \_\_\_\_\_ Date \_\_\_\_\_

Faculty/Preceptor signature: \_\_\_\_\_ Date \_\_\_\_\_

*(Please use the back of this form if more space is needed.)*

**APPENDIX G**

**Student Medication Administration Incident Report**

**Instructions: Complete this form within 24 hours of discovery of error. This form is to be completed by the student and faculty or preceptor together.**

Student Name \_\_\_\_\_ Course \_\_\_\_\_ Date Form Completed \_\_\_\_\_

Faculty \_\_\_\_\_ Preceptor \_\_\_\_\_

Clinical Agency \_\_\_\_\_ Date/Time of Incident: \_\_\_\_\_

Who was notified of the incident? \_\_\_\_\_

Describe exactly what happened. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe what actions occurred once the incident was noted. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe the consequences or potential consequences related to the incident. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Student's recommendations to prevent re-occurrence: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Recommendations from the Course Coordinator: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Recommendations from the Chair or designee: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Clinical Preceptor/Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Course Coordinator Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Chair or Designee Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

## APPENDIX H

### Nursing Student Code of Academic and Professional Behavior Statement

As a nursing student of the University of North Carolina at Pembroke Department of Nursing I promise to develop and uphold the highest standards of academic and professional behavior; and to accept my academic, clinical, and personal responsibilities in all learning environments. To achieve these ideals, I will embrace and abide by the Nursing Student Code of Academic and Professional Behavior.

I understand that the duties and responsibilities outlined in this Code begin with my acceptance as a nursing student into the University of North Carolina at Pembroke Department of Nursing. By signing below, I acknowledge that I have received an electronic copy, have read and understand and will adhere to the provisions of the Nursing Student Code of Academic and Professional Behavior.

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

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

## APPENDIX I

### The International Pledge for Professional Nursing

*In the full knowledge of the obligations I am undertaking, I promise to care for the sick with all of the skills and understanding I possess, without regard to race, color, creed, politics, or social status, sparing no effort to conserve life, to alleviate suffering and to promote health.*

*I will respect, at all times, the dignity and religious beliefs of the patients under my care and holding in confidence all personal information entrusted to me and refraining from any action which might endanger life or health.*

*I will endeavor to keep my professional knowledge and skill at the highest level and to give loyal support and cooperation to all members of the health care team.*

*I will do my utmost to honor the international code of ethics applied to nursing and to uphold the integrity of the registered professional nurse.*

**APPENDIX J**

**University of North Carolina at Pembroke (UNCP)  
Department of Nursing**

**Acknowledgement**

I have received a digital copy of the University of North Carolina Pembroke Department of Nursing 2019-2020 Student Handbook. I further acknowledge that a downloadable copy of the handbook is available to me on the Department of Nursing Website.

Protocols outlined in this handbook are those specific to the baccalaureate (BSN) program that further clarify nursing policies, guidelines and procedures faculty have established for students in the nursing major. This handbook is to be used in conjunction with the UNCP policies as outlined in the *UNCP Academic Catalog* and *UNCP Student Handbook*.

I have had an opportunity to review and discuss the contents of the Department of Nursing *Student Handbook* and I acknowledge and agree, as a student enrolled in the BSN program that I have a responsibility to abide by the policies, guidelines, and procedures set forth. I further acknowledge that it is my responsibility to become familiar with the UNCP policies as outlined in the *UNCP Academic Catalog* and *UNCP Student Handbook*. The policies, guidelines, and procedures described in the Department of Nursing *Student Handbook* are subject to change during my course of study and it is my responsibility to keep abreast of these changes. I understand that I will be notified of changes and date effective via my UNCP email account.

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

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