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## I. PHILOSOPHY AND CURRICULUM

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SECTION I: PHILOSOPHY AND CURRICULUM

Part A: Philosophy

History

The School of Nursing was established in 1957 as the first nursing program in South Carolina to offer an associate degree. After graduating 632 nurses, the ADN program was replaced in the mid-eighties with a Bachelor of Science degree program which has currently graduated over 756 nurses.

Accreditation

The Bachelor of Science in Nursing program is approved by the State Board of Nursing for South Carolina (110 Centerview Dr. Suite 202, Columbia, SC 29210; telephone number: 803-896-4550) and is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036; Phone: 202-463-6930; Fax: 202-785-8320).

Curriculum Philosophy

The nursing curriculum builds on a strong liberal arts foundation. Courses in general education are integrated throughout each year of study of the curriculum plan. The curriculum focuses on the scientific and theoretical bases of nursing and incorporates the technological capability required for nursing practice in the twenty-first century.

Students at Lander may complement their chosen degrees with one of 34 39 minors offered by Lander University. Many nursing students minor in Health Care Management to strengthen their preparation for professional nursing with comprehensive knowledge of the health care delivery system and fundamental skills in business administration.

The prelicensure option curriculum is designed for completion in four academic years. Students are admitted to the nursing major following completion of 30 semester hours college credit; at least 12 hours must be at Lander University. Students who do not enroll in required English, science and mathematics courses their first year may require additional time for completion.

After the completion of the general education requirements, the RN-BSN option curriculum is designed for completion in 3-4 semesters depending upon a student’s choice of full-time versus part-time status.

The curriculum plan is based on the Neuman Systems Model, which guides students in using the nursing process to meet the health needs of individuals, families, groups, and communities in diverse health care settings.
Mission Statement

Lander University School of Nursing is committed to preparing individuals to provide holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the baccalaureate program is to prepare graduates in professional nursing roles of care provider, leader, consumer of research, applicant for advanced study, and contributing member of the nursing profession. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning.

Philosophy

The faculty of the Lander University School of Nursing believes that the theory-based practice of professional nursing is founded on an evolving body of nursing knowledge supported by a strong liberal arts emphasis in behavioral, physical, and analytical sciences as well as the humanities. We further believe that personal education is a lifelong process that is built upon a broad knowledge-base and experience.

The Lander University nursing program adheres to standards of practice established by the American Nurses Association and the American Association of Colleges of Nursing as they apply to individuals, families, groups and the community-at-large. The metaparadigm of person, environment, health, and nursing is integrated throughout the curriculum using the Neuman Systems Model as the conceptual framework for clinical practice.

The nursing faculty value, teach, and role model the attributes of critical thinking, effective written and oral communication, clinical and technological skills, professionalism, and cultural competence. The faculty believes that students are responsible for their own learning; however, they share a strong commitment to teaching, personalized faculty advisement, and mentoring. Inherent in the faculty role in a liberal arts institution are responsibilities for professional development, as well as service to the university, profession, and community. In an effort to respond to issues generated by a changing healthcare environment, the School of Nursing partners with area healthcare constituents to address the critical needs of the region and state for baccalaureate nurses. These activities support student success in the educational program and facilitate transition of students into the nursing profession.

Vision

The Lander University Nursing Program will be known globally for educating excellent profession nurses to provide holistic care.


Standards of Practice

The Lander University nursing curriculum incorporates three sets of professional nursing standards and guidelines: The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), the American Nurses’ Association (ANA) Nursing: Scope and Standards of Practice (ANA, 2010), and the ANA Code of Ethics (ANA, 2015). Lander nursing also incorporates additional standards, developed by the ANA in collaboration with other professional associations, to support professional decision-making in specific areas of nursing such as psychiatric/mental health nursing and community/public health nursing.


Nursing Conceptual Framework

The baccalaureate nursing curriculum at Lander University is based on the Neuman Systems Model (Neuman, 1995). This model addresses the four concepts which are basic to the nursing profession and the philosophical foundation of the Lander nursing curriculum: Person, Environment, Health, and Nursing. The Neuman Systems Model is wellness oriented, wholistic, open and dynamic. The model focuses on two components: the nature of the client’s response to stressors in the environment and the nurse’s intervention to assist the client to best respond to those stressors.

Person

The client or client system may refer to an individual person, family, group, or community.

As such, it is a dynamic composite of inter-relationships among five variables (a) physiological, (b) psychological, (c) sociocultural, (d) developmental and (e) spiritual.

Environment

The client/client system is constantly exposed to environmental stressors that may alter the system’s stability. These are three types of stressors: (a) intrapersonal stressors – forces occurring within the client; (b) interpersonal stressors – forces occurring between one or more clients’ and (c) extrapersonal stressors – forces occurring outside the client. If stressors are
perceived by the client as strengthening factors, they are being viewed as positive and may result in a beneficial outcome. If, however, stressors are perceived as detrimental to the well-being of the client’s system, they may disrupt the system’s equilibrium, and result in negative outcomes.

Health

The client possesses various lines of resistance and defense designed to promote health by protecting against stressors and by maintaining stability of the system. The flexible and normal lines of defense and the lines of resistance are protective mechanisms which surround the client system and respond to nursing prevention strategies in protecting the stability of the client. When the protective mechanisms are all in place, the client system is well, stable, and in equilibrium. When the lines of defense and the lines of resistance are penetrated by stressors, the client system’s survival is at risk.

Nursing

Three types of nursing interventions are identified in the Neuman Systems Model. Primary prevention is utilized as wellness retention strategy when a threat to health exists but no stressor invasion has occurred. The goal of primary prevention is to retain the stability of the client system. Secondary prevention is used for wellness attainment and provides appropriate treatment after symptoms have occurred as the result of stressor invasion. In secondary prevention, the system strives to attain stability. Tertiary prevention focuses on returning the client system to wellness following treatment. The goal of tertiary prevention is to maintain an optimal level of wellness by supporting existing strengths and the conservation of client energy.

The Neuman System Model provides the framework for organizing the nursing curriculum into courses and prepares graduates for wholistic, client-centered nursing practice in diverse settings. Learning occurs in the cognitive (understanding), affective (attitude) and psychomotor (motor skill) domains. The concepts of Person, Environment, Health and Nursing are operationalized in the baccalaureate curriculum by the use of educational methodologies selected to guide learning in each domain.


Program Outcomes

The graduate of the baccalaureate nursing program will be prepared to:

1. Apply the nursing process according to Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention / intervention strategies for individuals, families, and communities;
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for caregiving, communication, therapeutic intervention, and critical thinking;
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;
4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;
5. Utilize nursing research findings to improve the quality of nursing practice;
6. Incorporate established standards of professional nursing as the foundation for own nursing practice and
7. Prelicensure program graduates are eligible to take the licensing examination to qualify as registered nurses.


**Level Objectives**

**Program Outcome 1**

Apply the nursing process the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, and communities.

I. Apply the nursing process by utilizing primary and secondary prevention/intervention strategies to assist the individual in the retention and attainment of wellness.

II. Apply the nursing process by utilizing primary, secondary, and tertiary prevention/intervention strategies to influence individuals and families in the retention, attainment and maintenance of wellness.

III. Same as Program Outcome.

**Program Outcome 2**

Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, critical thinking, and communication in its broadest application.

I. Assimilate concepts from nursing, physical, biological, and social sciences as the basis for care giving, goal-directed communication and group process, critical thinking, and imitation of clinical skills.

II. Apply concepts from nursing, physical, biological, and social sciences as the basis for care giving, therapeutic communication, critical thinking, and therapeutic interventions with accuracy, beginning confidence, and proficiency.

III. Same as Program Outcome.

**Program Outcome 3**

Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.
I. Apply the nursing process as a problem-solving approach to promote wellness for clients in selected community settings and long-term care facilities.
II. Incorporate the nursing process and other problem-solving approaches to promote wellness for clients in selected community and in-patient settings.
III. Same as Program Outcome.

Program Outcome 4
Demonstrate leadership strategies to advance nursing practice and the nursing profession.

I. Assume the accountability for personal actions as a team member.
II. Function as a coordinator of nursing care.
III. Same as Program Outcome.

Program Outcome 5
Utilize nursing research findings to improve the quality of nursing practice.

I. Demonstrate ability to locate, read and identify the problem being studied in research articles.
II. Generate researchable problems and analyze/evaluate research articles in order to improve quality of own nursing practice.
III. Same as Program Outcome.

Program Outcome 6
Incorporate established standards of professional nursing as the foundation for own nursing practice.

I. Demonstrate understanding of basic elements of the ANA Code for Nurses and the ANA Standards of Clinical Nursing Practice
II. Assimilate elements of the ANA Code for Nurses and the ANA Standard of Clinical Nursing Practice into own nursing practices.
III. Same as Program Outcome.

## Relationship of Organizing Variables, Program Outcomes, Level Objectives and Course Objectives

<table>
<thead>
<tr>
<th>Organizing Variables</th>
<th>Program Outcomes, Level Objectives, &amp; Selected Course Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing Process</strong></td>
<td><strong>Program Outcome 1</strong></td>
</tr>
<tr>
<td><strong>Neuman Systems Model</strong></td>
<td>Apply the nursing process according to the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, groups, and communities.</td>
</tr>
<tr>
<td><strong>Level of Wellness/Intervention</strong></td>
<td>Level I. Apply the nursing process by utilizing primary and secondary prevention/intervention strategies to assist the individual in the retention and attainment of wellness.</td>
</tr>
<tr>
<td></td>
<td>- NURS 235 - Examine the components of the individual’s normal line of defense across the lifespan.</td>
</tr>
<tr>
<td><strong>Client Focus</strong></td>
<td>Level II. Apply the nursing process by utilizing primary, secondary, and tertiary prevention/intervention strategies to influence individuals and families in the retention, attainment, and maintenance of wellness.</td>
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<tr>
<td></td>
<td>- NURS 345 - Utilize the nursing process to assist adults whose lines of resistance have been penetrated by selected stressors in attaining and maintaining health.</td>
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<td></td>
<td>Level III. Same as Program Outcome 1.</td>
</tr>
<tr>
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<td>- NURS/NURN 417 – Apply the nursing process using the NSM to the individual and family living within the community and to population aggregates to assess and plan appropriate interventions.</td>
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<tr>
<td><strong>Neuman Systems Model</strong></td>
<td><strong>Program Outcome 2</strong></td>
</tr>
<tr>
<td><strong>Caregiver</strong></td>
<td>Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, therapeutic interventions, critical thinking, and communication in its broadest application.</td>
</tr>
<tr>
<td><strong>Therapeutic Interventions</strong></td>
<td>Level I. Assimilate concepts from nursing, physical, biological, and social sciences as the basis for care giving, goal-directed communication and group process, critical thinking, and imitation of clinical skills.</td>
</tr>
<tr>
<td></td>
<td>- NURS 165 - Apply nursing theory and knowledge from other disciplines to examine the nurse’s role in performing therapeutic interventions and providing care.</td>
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<tr>
<td>Organizing Variables</td>
<td>Program Outcomes, Level Objectives, &amp; Selected Course Objectives*</td>
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<tr>
<td>Critical Thinking</td>
<td><strong>Level II.</strong> Apply concepts from nursing, physical, biological, and social sciences as the basis for care giving, therapeutic communication, critical thinking, and therapeutic interventions with accuracy, beginning confidence, and proficiency.</td>
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<tr>
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<td>- NURS 393 - Apply concepts from nursing, physical, biological, and social sciences as the basis for culturally-appropriate care giving, therapeutic communication, critical thinking and therapeutic interventions with accuracy, beginning confidence and proficiency.</td>
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<td>Communication</td>
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<td>- NURS 409 - Incorporate knowledge of children, families, supportive disciplines, and nursing theory into nursing practice.</td>
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<td>Clinical Settings</td>
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<td>Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.</td>
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<tr>
<td>Level I.</td>
<td><strong>Level I.</strong> Apply the nursing process as a problem-solving approach to promote wellness for clients in selected community settings and long-term care facilities.</td>
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<td></td>
<td>- NURS 235 - Perform selected basic health assessment skills used in screening clinics.</td>
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<td><strong>Level II.</strong> Incorporate the nursing process and other problem-solving approaches to promote wellness for clients in selected community and in-patient settings.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>- NURS 345 - Use the nursing process and other problem-solving approaches to make health care judgments to attain wellness for adults in secondary care settings.</td>
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<td>Therapeutic Interventions</td>
<td><strong>Level III.</strong> Same as program Outcome 3.</td>
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<tr>
<td>Level of Wellness/Intervention</td>
<td>- NURS 409 – Demonstrate critical thinking as it pertains to planning and communicating interventions that promote social justice for at-risk individuals, families, aggregates, and vulnerable populations at various stages of the human experience.</td>
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<tr>
<td>Organizing Variables</td>
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<td>Leader</td>
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<td><em>Demonstrate leadership strategies to advance nursing practice and the nursing profession.</em></td>
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<td><strong>Level I.</strong> Assume the accountability for personal actions as a team member.</td>
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<td>• NURS 235 – Demonstrate professional accountability in accord with the standards, values, and ethical, moral, and legal parameters of professional nursing.</td>
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<td>Professional</td>
<td><strong>Level II.</strong> Function as a coordinator of nursing care.</td>
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<td>• NURS 345 - Collaborate with other health care team members as a provider and coordinator of nursing care for young, middle, and elderly adults.</td>
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<td>Consumer of Research</td>
<td><strong>Level III.</strong> Same as Program Outcome 4.</td>
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<tr>
<td>Communication</td>
<td>• NURS 412 – Use critical thinking in analyzing questions of importance to nursing practice and leadership.</td>
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<td><strong>Program Outcome 5</strong></td>
</tr>
<tr>
<td>Therapeutic Interventions</td>
<td><strong>Utilize nursing research findings to improve the quality of nursing practice.</strong></td>
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<td><strong>Level I.</strong> Demonstrate ability to locate, read and identify the problem being studied in research articles.</td>
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<td>• NURS 235 - Explain the relationship between nursing research and nursing practice</td>
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<td>Caregiver</td>
<td><strong>Level II.</strong> Generate researchable problems and analyze/evaluate research articles in order to improve quality of own nursing practice.</td>
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<td>• NURS/NURN 303 - Explain how current research findings may be utilized to improve nursing practice and influence nursing system change.</td>
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<td><strong>Level III.</strong> Same as Program Outcome 5.</td>
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<tr>
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<td>• NURS 408 - Incorporate results of research regarding complex stressors and nursing strategies into nursing practice.</td>
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<td>Caregiver</td>
<td><strong>Program Outcome 6</strong></td>
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<td><strong>Incorporate established standards of professional nursing as the</strong></td>
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<td><strong>foundation for own nursing practice.</strong></td>
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<td><strong>Level I.</strong> Demonstrate understanding of basic elements of the ANA Code for Nurses and the ANA Standards of Clinical Nursing Practice.**</td>
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<tr>
<td></td>
<td>• <strong>NURS 242 165</strong> - Demonstrate the importance of professional accountability in accord with the standards, values, ethical, moral, and legal parameters of professional nursing in a changing healthcare environment.**</td>
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<td><strong>Level II.</strong> Assimilate elements of the ANA Code for Nurses and the ANA Standards of Clinical Nursing Practice into own nursing practices.**</td>
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<td>• <strong>NURS 345</strong> - Incorporate professional standards and ethical codes into professional nursing practice.**</td>
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<td>Client Focus</td>
<td><strong>Level III.</strong> Same as Program Outcome 6.**</td>
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<tr>
<td>Communication</td>
<td>• <strong>NURN/NURS 417</strong> – Function in the role of a generalist professional nurse within the parameters of the ANA Code of Nurses and the ANA Standards of Community Health Nursing Practice to promote health retention, attainment, and maintenance for the community.**</td>
</tr>
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</table>

## Curriculum Blueprint

### NURSING PRACTICE

<table>
<thead>
<tr>
<th>Level of Program/Courses</th>
<th>Nursing Process</th>
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<th>Critical Thinking</th>
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- **Level I**
  - NURS 165
  - NURS 232
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- **Level III**
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  - NURS 409
  - NURS 499
  - NURS/NURN 412
  - NURS/NURN 417
  - NURS 460
  - NURN 499
  - NURS 480

- **NURSING PRACTICE**
  - Assessment
  - Analysis
  - Planning
  - Intervention
  - Evaluation

- **Communication**
  - Active Listening
  - Verbal/nonverbal
  - Electronic
  - Goal Directed
  - Medical/Nursing Vocabulary
  - Group process
  - Communication

- **Critical Thinking**
  - Recognize and respond to clinical/ethical dilemmas for: Nurse or patient

- **Therapeutic Intervention**
  - Imitate clinical skills
  - Perform basic skills with accuracy, beginning confidence and proficiency
  - Refine ability to perform nursing skills commensurate
with expectations of professional nurses.

Adapt skills to fit special circumstances or to meet a problem situation.

<table>
<thead>
<tr>
<th>Level of Program/Courses</th>
<th>Provider of Care</th>
<th>Professional</th>
<th>Leader</th>
<th>Consumer of Research</th>
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<tr>
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<td>NURS 165</td>
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<td>Team Leader</td>
<td>Locate and read research articles</td>
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<td>Teacher</td>
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<td>Advocate</td>
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<td>NURS /NURN 303</td>
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<td>Locate and read research articles</td>
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<td>Teacher</td>
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<td>NURS 460</td>
<td>Mentor lower classmen</td>
<td>Practice the graduate role</td>
<td>Analyze and evaluate research problems</td>
<td>Use research in practice</td>
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<thead>
<tr>
<th>Base</th>
<th>Level of Program/Courses</th>
<th>Level of Wellness/Intervention</th>
<th>Clinical Settings</th>
<th>Client Focus</th>
<th>Theoretical</th>
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<td>Level I</td>
<td>NURS 165</td>
<td>Primary/Retention</td>
<td>Community</td>
<td>Individual Simple problems associated with life cycle</td>
<td>NSM Terminology</td>
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<td>Preschool Schools</td>
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<td>Senior Centers</td>
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<td>Industry</td>
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<td>Nursing Homes</td>
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<td>NURS /NURN 303</td>
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<td>Individual Simple problems associated with life cycle</td>
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<td>Secondary/Retention</td>
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<td>NURS/NURN 417</td>
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**NSM**-Based assessment

**Cultural sensitivity**

**Client/nurse perspective**

**NSM-Based plan of care**

**NSM-Based plan of care**

**NSM-Based plan of care**

**NSM-Based plan of care**
<table>
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<tr>
<th>Course Code</th>
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<td>NURN 499</td>
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**Congruence of SON Goals and Outcomes with Lander Strategic Plan Goals, Vision, and Mission**

<table>
<thead>
<tr>
<th>LU Strategic Plan Goals</th>
<th>SON Goals</th>
<th>SON Outcomes</th>
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<tbody>
<tr>
<td><strong>Vision and Mission</strong></td>
<td><strong>Goal #1</strong> Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally</td>
<td><strong>Student Aggregate Outcomes</strong></td>
</tr>
<tr>
<td><strong>LU 2009 – 10 Strategic Plan Goal on Learning:</strong> We will enhance student learning by promoting academic excellence and public leadership skills. To realize this goal we will revise and improve the curriculum to enhance individual student development and produce regionally and nationally competitive graduates. (Lander University Strategic Plan 2010)</td>
<td>1. Eighty percent (80%) of each cohort entering the traditional BSN option will graduate with a BSN within 10 semesters.</td>
<td></td>
</tr>
<tr>
<td>Lander University Vision: All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers. (Lander University, 2016).</td>
<td>2. The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.</td>
<td></td>
</tr>
<tr>
<td>Lander University Mission: Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. (Lander University, 2016)</td>
<td>3. One hundred (100%) of Lander nursing graduates who seek employment in nursing will be employed as registered nurses within six months of graduation.</td>
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<tr>
<td></td>
<td>4. Students will demonstrate achievement in critical thinking ability at each level of the nursing curriculum.</td>
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</tr>
</tbody>
</table>

**Student Learning Outcomes (Program Outcomes)**

The graduates are prepared to:

1. Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/interventions for individuals, families, and groups.

2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking.

3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.

4. Demonstrate leadership strategies to advance nursing practice and the nursing profession.
| 5. Utilize nursing research findings to improve the quality of nursing practice. |
| 6. Incorporate established standards of professional nursing as the foundation for own nursing practice. |
| 7. Pre-licensure program graduates are eligible to take the licensing examination to qualify as registered nurses. |

**LU 2009—10 Strategic Plan Goal on Learning:** We will enhance student learning by promoting academic excellence and public leadership skills. To realize this goal we will 'improve the instructional effectiveness of all faculty.’ (Lander University Strategic Plan 2010).

**Lander University Vision:** All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers. (Lander University, 2016)

**Lander University Mission:** Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce

<table>
<thead>
<tr>
<th>Goal #2</th>
<th>Faculty Outcomes for Goal #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.</td>
<td>1. Ninety percent (90%) of full time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on overall teaching for the academic year.</td>
</tr>
<tr>
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<td>2. Ninety percent (90%) of full time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on effectiveness as an academic advisor.</td>
</tr>
<tr>
<td></td>
<td>3. Ninety percent (90%) of full time faculty will role model professional development each academic year through attendance at professional conferences and seminars, completing graduate level courses, earning CEU’s, or demonstrating intellectual curiosity.</td>
</tr>
<tr>
<td>Highly qualified and marketable graduates. (Lander University, 2016)</td>
<td>LU 2009—10 Strategic Plan Goal on Linkages: We will strengthen connections with the local, regional and statewide community in order to promote experiential learning opportunities, innovative career resources and lifelong learning interests for students while also strengthening the Lander campus community. To realize this goal we will ‘increase involvement of all Lander employees to become more visible in the region’; and ‘ensure high quality service to internal and external constituents.’ (Lander University Strategic Plan 2010)</td>
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<tr>
<td>1. Ninety percent (90%) of full time faculty will meet the University requirement that “over a six year period each faculty member (will) have at least one activity in each level and at least 10 total activities.”</td>
<td>2. Ninety percent (90%) of full time faculty who are in at least the second year at Lander will demonstrate practice in accord with the School of Nursing definition.</td>
</tr>
</tbody>
</table>
demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. (Lander University, 2016)

### Consistency of SON Mission, Goal, and Individual Student Learning Outcomes with Nursing Standards and Guidelines

<table>
<thead>
<tr>
<th>SON Mission</th>
<th>SON Goal</th>
<th>SON Student Outcomes (Program Outcomes)</th>
<th>Nursing Standards and Guidelines</th>
</tr>
</thead>
</table>
|             |          | 1. Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/interventions for individuals, families, and groups. | AACN Essential VI  
ANA Standard 1  
ANA Standard 2  
ANA Standard 3  
ANA Standard 4  
ANA Standard 5  
ANA Standard 6  
CoE Provision 4 |
|             |          | 2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking. | AACN Essential II  
AACN Essential V  
ANA Standard 8 |
|             |          | 3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems. | AACN Essential II  
AACN Essential VI  
AACN Essential VII  
AACN Essential VIII  
ANA Standard 4  
ANA Standard 5  
ANA Standard 14  
CoE Provision 6  
CoE Provision 8 |
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</thead>
</table>
| advanced clinical reasoning.  
(SON Policy & Procedure Manual, Section I) | 4. Demonstrate leadership strategies to advance nursing practice and the nursing profession. | AACN Essential II  
AACN Essential V  
AACN Essential VIII  
ANA Standard 7  
ANA Standard 10  
ANA Standard 11  
ANA Standard 15  
CoE Provision 5  
CoE Provision 6  
CoE Provision 7  
CoE Provision 9 |
| 5. Utilize nursing research findings to improve the quality of nursing practice. |   | AACN Essential III  
ANA Standard 7  
ANA Standard 13  
CoE Provision 3.3 |
| 6. Incorporate established standards of professional nursing as the foundation for own nursing practice. |   | AACN Essential II  
AACN Essential VIII  
ANA Standard 9 |
<table>
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<tr>
<th>ANA Standard 12</th>
<th>CoE Provision 1</th>
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<td>CoE Provision 7</td>
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<tr>
<td>CoE Provision 9</td>
<td></td>
</tr>
</tbody>
</table>

7. Pre-licensure program graduates are eligible to take the licensing examination to qualify as registered nurses.

References:


American Nurses Association (2004). *Scope and Standards of Nursing Practice.*

SECTION I
PHILOSOPHY AND CURRICULUM
Part B: Curriculum

Curriculum Change Process

The process for curriculum decision making for nursing includes the following steps.

1. Proposed nursing course curriculum changes may originate with faculty, with the Nursing Faculty Organization, the Curriculum Committee, or from other sources such as legislative or legal requirements, agency or institutional requirements.

2. Proposed nursing course curriculum changes are routed to the Nursing Curriculum Committee for review and recommendations.

3. After review by the Nursing Curriculum Committee, recommendations for nursing course curriculum changes are brought before the Nursing Faculty Organization for discussion, review and approval.

4. Following approval by NFO, proposed changes are forwarded to the Dean of Nursing for approval. Upon approval, the Dean will forward the proposed changes to the Curriculum Committee of the Faculty Senate. When the change is sent to the Senate Curriculum Committee, a course approval, deletion or modification form is placed on file according to university policy.

5. Actions of the Curriculum Committee are reflected in the minutes which are sent to the Faculty Senate for approval.

6. The Dean of Nursing will submit a written proposal to the State Board of Nursing for SC to obtain approval for substantive curricular changes as outlined by the Laws Governing Nursing in South Carolina.

7. The Dean of Nursing notifies the current accrediting body for curriculum changes that will affect the length, design or pattern of the curriculum.

Directed Independent Study

Only non-clinical nursing courses may be taught by directed independent study.


Experience Your Education
In
The EYE Program

The EYE Program is an experiential learning program at Lander University designed to provide students with the opportunity to use academic knowledge to address real world challenges in an authentic context. The program includes internships, co-ops, service learning, course-embedded projects, and study abroad experiences. Earning EYE Program credit is a great way to show a potential employer that you have real world skills and experience that may make you more competitive in the job market.

Please Note: EYE credit is not a graduation requirement and does not affect a student's degree requirements for graduation. Students will receive certificates for EYE credit earned each semester and students earning 120 EYE credits during their degree program will receive an award at graduation.

There are two ways to participate in the program.

Option 1: Simply enroll in one of the courses or activities listed in the approved EYE Program activities below. The faculty contact person will work with you as the course or activity begins to see that you begin earning EYE Program credit. Check the EYE Program website periodically for additional activities that will be added as they are approved. Note: Some of the activities listed below are upper-level courses and may have pre-requisites.

Option 2: Look at the courses you plan to take or other activities you plan to be involved in and discuss possibilities for EYE Program credit with your instructors or Dr. Jim Colbert, Director of the EYE Program. Other activities might include internships, co-ops, service learning, and study abroad. The process of approving and adding activities to the list below will continue as new activities are identified or created.

Library

Acquisition of Learning Resources

1. Requests for the purchase of learning resources are to be directed to the Curriculum Committee. All pertinent data regarding purchase source, price, and desired purchase date are to be included with the request.

2. Requests to preview of potential audiovisual or computer resources are to be forwarded to the Curriculum Committee. If specific dates are desired for preview, these should be indicated.

3. The Curriculum Committee will circulate a list of all newly acquired learning resources to all nursing faculty and student representatives of the Curriculum Committee.

Acquisition of Library Resources

1. The Curriculum Committee is responsible for monitoring and allocating the library budget in an equitable manner.

2. Requests for additional library acquisitions from students shall be channeled through the student representatives to the committee.

3. All requests for library resource additions shall be directed through the Curriculum committee.

4. Standing orders for annual library purchases will be reviewed at least every two years.

5. Periodical subscriptions are to be reviewed annually. Recommendations for modification are to be submitted and approved by the nursing faculty. Requests for changes (additions and deletions) are to be sent to the library by January 30. (Refer to Library Collection Development Policy for Nursing)

Deletion of Library Holdings

Every two years (on the odd years) during the fall semester, a faculty team of three (3) representing different clinical areas of expertise will review the library holdings in Nursing. Material deemed to no longer make a contribution to current nursing practice, or that is older than 10 years will be removed from the shelves. Materials which faculty agree to have enduring/historical merit will be retained. Nursing Curriculum Committee will coordinate the deletion process.

Library Collection Development Policy

Purpose

The purposes of the library collection are to

1. support nursing education at the baccalaureate degree level, including the transition from student to new professional role, and

2. provide resources for the professional development of nursing faculty members.

Collection Guidelines

Language

Current holdings and acquisitions are written in English. Selections written in other languages will be considered upon specific request.

Chronological Guidelines

Primary emphasis is given to current materials dealing with theory building, research and application in nursing. Works of demonstrated classical or historical value are also included.

Geographical Guidelines

Holdings will be included addressing nursing at the national and international level. Specific emphasis will be placed on problems and issues specific to the southeastern United States.

Treatment of Subjects

Holdings of a scholarly nature including references, texts, journals, periodicals and monographs will be included in the collection. Holdings of a biographical and popular nature which can be applied to nursing will be considered for purchase on a selective basis.

Types of Materials

The collection includes dictionaries, references, textbooks, monographs, electronic media, periodicals, journals, government publications, proceedings of conferences and symposia, and the publications of professional organizations.

Date of Publication

Primary emphasis is placed on current publications due to the unstable half-life of contemporary knowledge within the scientific field. Only material copyrighted within the last four years will usually be considered for acquisition; however, older works will be considered based on classical or historical value.
Content Boundaries

Nursing education synthesizes biological, psychosocial, physical, environmental, human developmental, medical, management, economic, research, and nursing theory components; therefore, nursing students must have access to resources in all of these areas within the general library collection. The nursing collection emphasizes holdings to support both student and faculty development, and student learning in nursing courses. Recommended acquisitions are considered for purchase in the following categories:

Student Development

Resources for the academic and/or professional development of students, which cut across the topical areas identified through course structure, are of general interest. This category includes holdings related to the stabilizing and enabling concepts of the nursing curriculum—humanity, environment, health, nursing, problem solving processes, nursing roles, and self-development—as they apply to nursing. Relevant holdings on medicine are also acquired on a selective basis in relation to specific need.

Faculty Development

Resources for the professional development of nursing faculty members, include materials on teaching, scholarship, professional development, faculty practice, research, administration, theory development, community activities, and doctoral study.

Course Support

Holdings are acquired to support instruction in the nursing courses each level. (Refer to Nursing Curriculum Blueprint). Relevant holdings specific to medicine may be acquired on a selective basis based on identified needs.

Other Resources

Specific materials not available through the Jackson Library may be obtained through interlibrary loan.

Acquisition of Library Holdings

The Curriculum Committee is responsible for managing the selection of library holdings for the School of Nursing. (See policy on Acquisition of Learning Resources.)

Deletion of Library Holdings

The School of Nursing Curriculum Committee is responsible for coordinating the removal of outdated holdings from the collection. (See Deletion of Library Holdings Policy)
**LANDER UNIVERSITY**

**BACHELOR OF SCIENCE IN NURSING: PRELICENSURE STUDENTS**

**NAME________________ ID # __________  CATALOG YEAR _________**

**MAJOR PROGRAM REQUIREMENTS**

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<td>*CHEM 106/112</td>
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<td>*BIOL 203 – Physiology</td>
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*Admission Requirements (ALL courses listed count towards repeats)*

**SOPHOMORE - 1st Semester**

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<td>NURS 232 Pharmacology Basic</td>
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<td>NURS 235 Wellness Nursing</td>
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**SOPHOMORE – 2nd Semester**

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<td>MATH 211</td>
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**JUNIOR – 1st Semester**

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<td>NURS 345 Med Surg I</td>
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<td>NURS 393 Mental Health</td>
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**JUNIOR – 2nd Semester**

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<td>NURS 392 Childbearing</td>
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**SENIOR – 1st Semester**

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**SENIOR – 2nd Semester**

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<td>NURS 417 Community Nsg.</td>
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**GENERAL EDUCATION REQUIREMENTS**

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**ELECTIVES/MINOR:**

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</table>


Advisor Signature/Date___________________ Dean, School of Nursing/Date___________________
# LANDER UNIVERSITY

## BACHELOR OF SCIENCE IN NURSING

### SECOND DEGREE STUDENTS

**NAME_______________________ ID # _________________________**

### MAJOR PROGRAM REQUIREMENTS

<table>
<thead>
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<th>Courses</th>
<th>Hrs</th>
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<td>*CHEM 106/112</td>
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<td>*MATH 121,123 or 131</td>
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*Admission Requirements (ALL courses listed count towards repeats)*

### SOPHOMORE - 1st Semester

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<tr>
<td>BIOL 204 Microbiology</td>
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<td>NURS 165 History &amp; Trends</td>
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<td>NURS 232 Pharmacology Basic</td>
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### SOPHOMORE – 2nd Semester

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### JUNIOR – 1st Semester

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### JUNIOR SPRING – 2nd Semester

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<td>NURS 499 Prof. Devel in Nsg.</td>
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<td>NURS 408 Critical Care</td>
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<td>NURS 460 Clinical Problem</td>
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### SENIOR – 1st Semester

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<td>NURS 417 Community Nursing</td>
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<td>NURS 412 Leadership</td>
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### SENIOR – 2nd Semester

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LANDER UNIVERSITY
BACHELOR OF SCIENCE IN NURsing
RN-BSN STUDENTS

NAME__________________________ ID # _____________ CATALOG YEAR_____

MAJOR PROGRAM REQUIREMENTS

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*Admission Requirements

**Junior Courses**

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<td>NURN 303 Research</td>
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<td>NURN 340 Advanced Physical Assessment for RNs *</td>
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<td>NURS 233 Pharmacology</td>
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<td>NURS 392 Childbearing</td>
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<td>NURS 408 Critical Care</td>
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<td>NURS 409 Pediatric Nursing</td>
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**Advance Placement Standing**

**General Education Courses and University Requirements (May be taken in any order)**

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<td>Chemistry 105/111</td>
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<td>Humanities</td>
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**Senior Courses**

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<tbody>
<tr>
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<td>NURS 412 Leadership *</td>
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<td><strong>NURS 290-Complementary &amp; Alternative Therapies</strong></td>
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<td><strong>NURS 480- Honors Synthesis</strong></td>
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*Advisors Signature/Date_____________________________ Dean, School of Nursing/Date__________________________

Revised Spring 2010; Reaffirmed 2010; Revised 5/3/2011; Reaffirmed 5/2012; 5/2014; 05/2015; 05/2016
MAJOR CONCEPTS AND DEFINITIONS

Betty Neuman (2001) describes the Neuman systems model by stating the following:

The Neuman systems model reflects nursing’s interest in well and ill people as holistic systems and in environmental influences on health. Clients’ and nurses’ perceptions of stressors and resources are emphasized, and clients act in partnership with nurses to set goals and identify relevant prevention interventions. The individual, family or other group, community, or a social issue all are client systems, which are viewed as composites of interacting physiological, psychological, sociocultural, developmental, and spiritual variables. (p. 322)

The major concepts identified in the model [see Figure 16-1] are wholistic approach, open system (including function, input and output, feedback, negentropy, and stability), environment (including created environment), client system (including five client variables, basic structure, lines of resistance, normal line of defense, and flexible line of defense), health (wellness to illness), stressors, degree of reaction, prevention as intervention (three levels), and reconstitution (Neuman, 2002b, pp. 12-30; see also Neuman, 1982, 1989, 1995).

WHOLISTIC APPROACH

The Neuman Systems Model is a dynamic, open, systems approach to client care originally developed to provide a unifying focus for defining nursing problems and for understanding the client in interaction with the environment. The client as a system may be defined as a person, family, group, community, or social issue (Neuman, 2002b, p. 15).

Clients are viewed as wholes whose parts are in dynamic interaction. The model considers all variables simultaneously affecting the client system: physiological, psychological, sociocultural, developmental, and spiritual. Neuman included the spiritual variable in the second edition (1989). She changed the spelling of the term holistic to wholistic in the second edition to enhance understanding of the term as referring to the whole person (B. Neuman, personal communication, June 20, 1988).

OPEN SYSTEM

A system is open when its elements are continuously exchanging information and energy within its complex organization. Stress and reaction to stress are basic components of an open system (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995).

Function or Process

The client as a system exchanges energy, information, and matter with the environment as it uses available energy resources to move toward stability and wholeness (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995).
Input and Output

For the client as a system, input and output are the matter, energy, and information that are exchanged between the client and the environment (Neuman, 2002c, p. 323).

Feedback

System output in the form of matter, energy, and information serves as feedback for future input for corrective action to change, enhance, or stabilize the system (Neuman, 2002c, p. 323).

Negentropy

Neuman defines negentropy as “. . . a process of energy conservation utilization that assists system progression toward stability or wellness” (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995).

Stability

Stability is a dynamic and desired state of balance in which the system copes with stressors to maintain an optimal level of health and integrity (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995).

ENVIRONMENT

As defined by Neuman, “. . . internal and external forces surrounding and affecting the client at any time comprise the environment” (Neuman, 2002c, p. 322; see also Neuman, 1982, 1989, 1995).

Created Environment

The created environment is developed unconsciously by the client to express system wholeness symbolically. Its purpose is to provide a safe arena for client system functioning, and to insulate the client from stressors (Neuman, 2002b, pp. 19-20; see also Neuman, 1982, 1989, 1995).

CLIENT SYSTEM

The client system is a composite of five variables (physiological, psychological, sociocultural, developmental, and spiritual) in interaction with the environment. The physiological variable refers to body structure and function. The psychological variable refers to mental processes in interaction with the environment. The sociocultural variable refers to the effects and influences of social and cultural conditions. The developmental variable refers to age-related processes and activities. The spiritual variable refers to spiritual beliefs and influences (Neuman, 2002c, p. 322; see also Neuman, 1982, 1989, 1995, 2002b).

Basic Client Structure

The client as a system is composed of a central core surrounded by concentric rings. The inner circle of the diagram (see Figure 16-1) represents the basic survival factors or energy resources of the client. This core structure “. . . consists of basic survival factors common to all
members of the species”, such as innate or genetic features (Neuman, 2002c, p. 322; see also Neuman, 1982, 1989, 1995).

**Lines of Resistance**

The series of broken rings surrounding the basic core structure are called the lines of resistance. These rings represent resource factors that help the client defend against a stressor. An example is the body’s immune response system (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995).

When the lines of resistance are effective, the client system can reconstitute; if they are ineffective, death may ensue. The amount of resistance to a stressor is determined by the interrelationship of the five variables of the client system (Neuman, 2001, p. 322).

**Normal Line of Defense**

The normal line of defense is the model’s outer solid circle. It represents a stability state for the individual or system. It is maintained over time and serves as a standard to assess deviations from the client’s usual wellness. It includes system variables and behaviors such as the individual’s usual coping patterns, lifestyle, and developmental stage (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995). Expansion of the normal line of defense reflects an enhanced wellness state; contraction, a diminished state of wellness (Neuman, 2001, p. 322).

**Flexible Line of Defense**

The model’s outer broken ring is called the flexible line of defense. It is dynamic and can be altered rapidly over a short time. It is perceived as a protective buffer for preventing stressors from breaking through the usual wellness state as represented by the normal line of defense. The relationship of the variables (physiological, psychological, sociocultural, developmental, and spiritual) can affect the degree to which individuals are able to use their flexible line of defense against possible reaction to a stressor or stressors, such as loss of sleep (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995). Neuman describes the flexible line of defense as the client system’s first protective mechanism. “When the flexible line of defense expands, it provides greater short-term protection against stressor invasion; when it contracts, it provides less protection” (Neuman, 2001, p. 322).

**HEALTH**

Health includes the full continuum of wellness to illness. It is dynamic and constantly changing. Optimal wellness exists when all system needs are fully met (Neuman, 2002c, p. 323).

**Wellness**

Wellness exists when the parts of the client system interact in harmony with the whole system. System needs are being met (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995).
Illness exists at the opposite end of the continuum from wellness. It occurs when needs are not satisfied, resulting in a state of instability and energy depletion (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995).

**STRESSORS**

Stressors are tension-producing stimuli that have the potential to disrupt system stability, leading to an outcome that may be positive or negative. They may arise from:

- Intrapersonal forces occurring within the individual, such as conditioned responses
- Interpersonal forces occurring between one or more individuals, such as role expectations
- Extraperonal forces occurring outside the individual, such as financial circumstances (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995)

**DEGREE OF REACTION**

The degree of reaction represents system instability that occurs when stressors invade the normal line of defense (Neuman, 2002c, p. 322; see also Neuman, 1982, 1989, 1995).

**PREVENTION AS INTERVENTION**

Interventions are purposeful actions to help the client retain, attain, or maintain system stability. They can occur before or after protective lines of defense and resistance are penetrated. Neuman supports beginning intervention when a stressor is either suspected or identified. Interventions are based on possible or actual degree of reaction, resources, goals, and the anticipated outcome. Neuman identifies three levels of intervention: (1) primary, (2) secondary, and (3) tertiary (Neuman, 2002c, p. 323; see also Neuman, 1982, 1989, 1995).

**Primary Prevention**

Primary prevention is used when a stressor is suspected or identified. A reaction has not yet occurred, but the degree of risk is known. The purpose is to reduce the possibility of encounter with the stressor or to decrease the possibility of a reaction (Neuman, 1982, p. 15; 2002c, p. 323)

**Secondary Prevention**

Secondary prevention involves interventions or treatment initiated after symptoms from stress have occurred. The client’s internal and external resources are used to strengthen internal lines of resistance, reduce the reaction, and increase resistance factors (Neuman, 1982, p. 15; see also Neuman, 2002c, p. 323).

**Tertiary Prevention**

Tertiary prevention occurs after the active treatment or secondary prevention stage. It focuses on readjustment toward optimal client system stability. The goal is to maintain optimal wellness by preventing recurrence of reaction or regression. Tertiary prevention leads back in a
circular fashion toward primary prevention. An example would be avoidance of stressors known to be hazardous to the client (Neuman, 2002c, p. 323; see also Neuman, 1982, 2002b).

**RECONSTITUTION**

Reconstitution occurs following treatment of stressor reactions. It represents return of the system to stability, which may be at a higher or lower level of wellness than prior to stressor invasion (Neuman, 2002c, p. 324).

References:


The Neuman Systems Model

FIGURE 1-3. The Neuman Systems Model. (Original diagram copyright © 1970 by Betty Neuman.)
### Attrition
Attrition from the nursing major is defined as students who permanently leave the nursing major prior to graduation.

### Cohort
A **prelicensure cohort** is defined as students who have been admitted to the nursing major and enroll in the first Level II nursing course, NURS 345: Medical-Surgical Nursing I. Prelicensure cohorts are analyzed by the semester of enrollment in NURS 345.

An **RN- BSN cohort** is defined as those students who are admitted to the RN- BSN option and enroll during one academic year in the first required nursing major course, NURN 307: Professional Transitions for Registered Nurses. RN to BSN cohorts are analyzed by academic year (fall/ spring/ summer). Students who withdraw from the first semester in the nursing major will be excluded from the cohort.

An **MSN cohort** is defined as those students who are admitted to the MSN program and enroll during one academic year in the required courses for the first semester of the program.

### Communication
“the exchange, transfer, and processing of cognitive and affective information between and among individuals, families, groups, and communities; information transfer and exchange may be written, oral, electronic and nonverbal expression.”

### Community of Interest
The Community of Interest for the Lander Nursing Program is defined as those persons and agencies that have an interest in the nursing program mission, goals, and accomplishment of outcomes. Stakeholders are both internal and external to the university. Internal stakeholders include students, nursing faculty, faculty who teach required support courses, university
administrators, other Lander academic Schools, and academic support services. External stakeholders include parents and families of students, employers of Lander nursing graduates, prospective students, clinical agency sites, scholarship donors, Lander nursing alumni, government and regulatory agencies, the Chamber of Commerce, political/legislative decision-makers, the community/public as prospective clients, and the nursing profession. The School of Nursing maintains linkages to share information with each of these constituencies.


Critical Thinking

"Critical thinking is the identification and evaluation of evidence to guide decision making. A critical thinker uses broad in-depth analysis of evidence to make decisions and communicate his/her beliefs clearly and accurately."

(http://www.criticalthinking.com/company/articles.jsp?&code=p)
(http://www.criticalthinking.com/articles/critical-thinking-definition)

Formal Complaint

A "formal complaint" is a concern about a specific aspect of the nursing program that is expressed by or on behalf of the individual(s) affected, and that 1) is communicated in writing to one or more person(s) at the university who has/have the authority to respond and 2) is clearly designated as a formal complaint.


Full Time Equivalent (FTE)

A full-time equivalent (FTE) for a faculty position is someone who teaches 12-15 contact hours per week, advises a caseload of students, participates in assigned committee work, maintains at least 6 office hours per week and participates in service and scholarship as defined by the university.
A full-time equivalent (FTE) for a lab manager or clinical instructor is defined as an employee who works 37.5 hours per week as required by policy governing state employees in SC.

**FTEs of part-time clinical instructors are determined by the following formula:**

Total hours worked by all part-time clinical instructors per week / 37.5 hours

**Graduation Rate**

Graduation rate is defined as the proportion of the original cohort that completes all requirements and earns a BSN degree from the university. Graduation rate for the MSN program is defined as the proportion of the original cohort that completes all requirements and earns a MSN degree from the university.

**Observational Experience**

An observation experience allows the student to observe patient care activities/treatment modalities in a health care/community setting. The student activities will be agreed upon by course coordinator and the representative for the facility at which the observation occurs. Evaluation procedures for students in observation experiences are at the discretion of the course coordinator.

**Practice**

Practice is defined as activities performed beyond requirements for teaching and advising that provide nursing expertise in application of the nursing process for clients, or in support of health-related community initiatives. Practice may be performed for compensation or gratis. Examples of practice may include but are not limited to: employment as a nurse or Advanced Practice Nurse, serving on the advisory board of a community agency, acting as a nurse consultant, providing health education for community agencies, or volunteering as a nurse in a community agency.

Preceptored Experience

The preceptored experience allows the student to work in the clinical area with a Registered Nurse who has been identified as a preceptor. The student is allowed to perform nursing care under the direct supervision of and at the discretion of the preceptor. Preceptors are expected to provide input to the course coordinator to facilitate the evaluation of student performance.

Scholarship

See policy statement defining scholarship from AACN at end of glossary.

Service

Service is defined as activities performed beyond requirements for teaching and advising that support the School, the university, the profession, or the community.


Simulation

An event or situation constructed to reflect clinical practice as closely as possible to teach nursing procedures and reinforce critical thinking (Jeffries, 2005). Jeffries, P. (2005). A framework for designing, implementing, and evaluating simulations used as teaching strategies in nursing. Nursing Education Perspectives, 26 (2), 96-103.

Therapeutic Nursing Interventions

“Theory-based nursing activities that reflect the nursing process provided to individuals, families, groups and communities to retain, attain, and/or maintain an optimal level of wellness or assist the client in progressing comfortably through the end of life.

Lander Nursing Faculty, 1996, Revised; Reaffirmed 2010; 5/2011; 5/2012; 5/2013; 5/2014; 05/2015; 05/2016
Position Statement on Defining Scholarship for the Discipline of Nursing

Purpose: This document provides standards that clarify and describe a full range of scholarship within the discipline of nursing. In particular, this statement focuses on four aspects of scholarship that are salient to academic nursing—discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines. These areas support the values of a profession committed to both social relevance and scientific advancement. This document is not intended as prescriptive, or as exclusive of other considerations. It is a descriptive tool, and may be used to guide promotion, tenure, and merit reviews in a way that is appropriate to the profession; expand the scope of recognized scholarly activities; guide individual career planning; and demonstrate the growth of the profession over time. The unique culture and context of each academic institution, and the priorities of each nursing unit, will determine the relevance and value of the proposed standards within its own setting.

Background
Colleges and universities across the nation are striving to meet the challenges of rapidly changing educational systems, and are reconsidering the role of the faculty in an increasingly complex learning environment. An important part of that role is the creation of scholarship pertinent to the discipline of the individual faculty member. Many academic disciplines such as history, engineering, social work, psychology, business, education, and many others are in the process of redefining the traditional boundaries of scholarship, and are examining the faculty reward system that perpetuates these boundaries (Diamond & Adam, 1995; Glassick, Huber, & Maeroff, 1997).

Nowhere is this dialogue more pertinent than in nursing, where rigorous scholarly inquiry must be applied in the realities and demands of practice. Nursing faculty, like others whose discipline brings together scientific investigation and application through professional services, often function in a system designed to reward and promote a narrow definition of academic success. Nursing, however, may have priorities for teaching, scholarship, and service that are linked directly to the goals of the profession.

Rationale
Boyer (1990) challenged all disciplines to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further the knowledge of the discipline, and to obtain rewards for professorial performance. He proposed that scholarship involves four areas that are critical to academic work. These are the scholarship of...

discovery, where new and unique knowledge is generated;

...teaching, where the teacher creatively builds bridges between his or her own understanding and the students’ learning;

...application, where the emphasis is on the use of new knowledge in solving society’s problems; and
...integration, where new relationships among disciplines are discovered. These four aspects of scholarship are salient to academic nursing, where each specified area supports the values of a profession committed to both social relevance and scientific advancement. This document builds upon the work of Boyer (1990) and Diamond & Adam (1995); the rich history of nursing scholarship (Donaldson & Crowley, 1978; Stevenson, 1988); and statements by members of the profession that clarify the beliefs and values of academic leadership on interdisciplinary collaboration (AACN, 1995), research (AACN, 1998), faculty practice (AACN, 1993), and education (AACN, 1997).

Definition of Scholarship in Nursing
Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing through rigorous inquiry that 1) is significant to the profession, 2) is creative, 3) can be documented, 4) can be replicated or elaborated, and 5) can be peer-reviewed through various methods. This definition is applied in the following standards that describe scholarship in nursing.

Standards

Scholarship of Discovery
The scholarship of discovery is inquiry that produces the disciplinary and professional knowledge that is at the very heart of academic pursuits (Boyer, 1990). Within nursing, the scholarship of discovery reflects the unique perspective of nursing that "takes an expanded view of health by emphasizing health promotion, restoration, and rehabilitation, as well as a commitment to caring and comfort (AACN, 1998, p.1)." The scholarship of discovery takes the form of primary empirical research, historical research, theory development and testing, methodological studies, and philosophical inquiry and analysis. It increasingly is interdisciplinary and collaborative in nature, across professional groups and within nursing itself.

Primary empirical research is the systematic collection of data to answer an empirical question or test an hypothesis. A variety of qualitative and quantitative designs is used, including experimental, quasi-experimental, descriptive, exploratory, case studies, and ethnography. Source materials include primary empirical measurements, observations and specimens, databases created for other purposes, and published reports of research.

Historical research includes original investigations using manuscripts, documents, oral narrative, and other printed and non-printed materials.

Theory development is the process of drawing together scientific and experiential knowledge, assumptions, and principles into a systematic set of statements that have explanatory and predictive power with respect to an area of experience. Scientific theories suggest explanations for phenomena that may be subjected to empirical tests.
Methodological studies include the development and testing of new or revised methods of inquiry that have utility in generating knowledge.

Philosophical inquiry in nursing is metaphysical, epistemological, and ethical and involves critical reasoning and argument that is systematic, rational, and critical. It seeks to answer questions related to the meaning of health and illness in the context of human life, how we acquire and evaluate knowledge, and the standards of conduct of life. Whether arguments are inductive or deductive in nature, assumptions are thoroughly examined and principles of logical thought and proof are followed.

Examples of Documentation of the Quality of the Scholarship of Discovery

- peer-reviewed publications of research, theory, or philosophical essays;
- presentations of research, theory, or philosophical essays;
- grant awards in support of research or scholarship;
- mentorship of junior colleagues in research or scholarship;
- state, regional, national, or international recognition as a scholar in an identified area; and
- positive peer evaluations of the body of work.

Scholarship of Teaching

The scholarship of teaching is inquiry that produces knowledge to support the transfer of the science and art of nursing from the expert to the novice, building bridges between the teacher's understanding and the student's learning (Boyer, 1990). This scholarly approach supports the development of educational environments that embrace diverse learning styles, and increasingly, places the focus of education on the learner (Edgerton, 1997). Within nursing, the scholarship of teaching increases the effectiveness of the transfer of discipline-specific knowledge, and adds to deeper understanding of both the discipline and pedagogy. The scholarship of teaching is conducted through application of knowledge of the discipline or specialty area in the teaching-learning process, the development of innovative teaching and evaluation methods, program development, learning outcome evaluation, and professional role modeling.

Knowledge of the discipline or specialty applied in teaching-learning includes innovations that demonstrate the knowledge of the faculty member in relation to teaching (such as authorship of textbooks or other learning aids), technology application, and theory building in the teaching-learning assessment context.

Development of innovative teaching and evaluation methods includes research in teaching strategies, course development and outcome evaluation, curricular and faculty evaluation innovations, research related to the knowledge and pedagogy of nursing, and creation of innovative learning environments that support diverse groups of students.
Program development and learning outcome evaluation includes the development of outcomes assessment programs, accreditation reports, grant proposals for educational programs, disciplinary and interdisciplinary programs, and educational evaluation models.

Professional role modeling includes the mentoring of students and novice faculty, leadership roles in curriculum and instruction, development of programs for lifelong learning, and leadership in shaping educational policy.

Examples of Documentation of the Quality of Scholarship of Teaching
- peer-reviewed publications of research related to teaching methodology or learning outcomes, case studies related to teaching-learning, learning theory development, and development or testing of educational models or theories;
- accreditation or other comprehensive program reports;
- successful applications of technology to teaching and learning;
- positive peer assessments of innovations in teaching;
- state, regional, national, or international recognition as a master teacher;
- published textbooks or other learning aids;
- grant applications in support of teaching and learning;
- design of outcome studies or evaluation/assessment programs; and
- presentations related to teaching and learning.

Scholarship of Practice (Application)
The scholarship of practice has emerged in nursing as a critical component in the maintenance of clinical competence of faculty in a university setting and the advancement of clinical knowledge in the discipline (Norbeck & Taylor, 1998; Rudy et al., 1995; and Wright, 1993). Practice scholarship encompasses all aspects of the delivery of nursing service where evidence of direct impact in solving health care problems or in defining the health problems of a community is presented. Competence in practice is the method by which knowledge in the profession is both advanced and applied. Practice roles for faculty in health care delivery systems may include direct caregiver, educator, consultant, and administrator (Brown, et al., 1995; Norbeck & Taylor, 1998; Wright, 1993). Models through which the scholarship of practice may be accomplished are varied (Norbeck & Taylor, 1998). These models may include structural typologies for practice, such as nursing centers, joint appointments with external agencies, and faculty development; faculty role approaches, such as teacher, practitioner, administrator, and consultant; specialty practice arrangements, encompassing all types of clinical expertise in nursing, including community health, primary care, anesthesia services, midwifery services, clinical specialties, and others; and administrative approaches, such as volunteer, collaborative, revenue-generating, and contractual service models. In all models, the focus is on the scholarship generated through practice. Practice is conducted through the application of nursing and related knowledge to the assessment and validation of patient care outcomes, the measurement of quality of life indicators, the development and refinement of practice protocols/strategies, the evaluation of systems of care, and the analysis of innovative health care delivery models.
Components of the scholarship of practice include:

development of clinical knowledge, which entails systematic development and application of theoretical formulations and conduct of clinically applicable research and evaluation studies in clinical areas of expertise; professional development, which includes self-development to improve competency beyond the basic practice of professional nursing and research in specialty practice arrangements and faculty role concepts (Brown et al., 1995);

application of technical or research skills that promote the testing of clinical knowledge and new practice strategies, evaluation of systems of care, development of quality indicators, the development of innovative health care delivery models, and others; and

service, where scholarship is directly related to the clinical specialty of the faculty member and flows directly from professional activity, includes the mentoring of professional staff and students, leadership roles in developing practice and the public health, the development of practice standards, and the initiation of grant proposals for the creation of delivery system models to improve access to health care (Boyer, 1990).

Examples of Documentation of the Quality of Practice Scholarship

- peer-reviewed publications of research, case studies, technical applications, or other practice issues;
- presentations related to practice;
- consultation reports;
- reports compiling and analyzing patient or health services outcomes;
- products, patents, license copyrights;
- peer reviews of practice;
- grant awards in support of practice;
- state, regional, national, or international recognition as a master practitioner;
- professional certifications, degrees, and other specialty credentials;
- reports of meta-analyses related to practice problems;
- reports of clinical demonstration projects; and
- papers related to practice.

Scholarship of Integration

The scholarship of integration refers to writings and other products that use concepts and original works from nursing and other disciplines in creating new patterns, placing knowledge in a larger context, or illuminating the data in a more meaningful way. The scholarship of integration emphasizes the interconnection of ideas, and brings new insight to bear on original concepts and research. Critical analysis and interpretation are two common methodologies, but interdisciplinary work may take place through any medium for scholarship such as those described as discovery, teaching, or practice (Boyer, 1990). Original work in the scholarship of integration takes place at the margins, or interface, between two disciplines. It serves to respond to both intellectual questions and pressing human problems by creating knowledge or combining knowledge in applications that offer new paradigms and insights.
Integrative scholarship requires participation from two or more disciplines in inquiry that advances knowledge across a wide range of techniques and methodologies. Works that would be recognized in the scholarship of integration in nursing include interfaces between nursing and a variety of disciplines. Integrative reviews of the literature, analysis of health policy, development of interdisciplinary educational programs and service projects, studies of systems in health care, original interdisciplinary research, and integrative models or paradigms across disciplines are examples of the scholarship of integration.

Examples of Documentation of the Quality of Integrative Scholarship

- peer-reviewed publications of research, policy analysis, case studies, integrative reviews of the literature, and others;
- copyrights, licenses, patents, or products for sale;
- published books;
- positive peer evaluations of contributions to integrative scholarship;
- reports of interdisciplinary programs or service projects;
- interdisciplinary grant awards;
- presentations; and
- policy papers designed to influence organizations or governments.

Summary
While the mission of institutions of higher learning is unique in each setting, the commitment to scholarly approaches to education, practice, and research creates common bonds across the academic nursing community. This document is intended to clarify, extend, and enhance the scholarly work of nursing in academic settings. The application of the standards proposed in this document will differ by institution, yet will provide a framework for the advancement of nursing knowledge that will ultimately improve the health of people.

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References


(Approved by AACN Membership: March 15, 1999; Reaffirmed 2010; 5/2012; 05/2013; 05/2014; 05/2015; 05/2016)
Section II: Academic and Clinical Policies and Procedures

Part A: Academic Policies and Procedures

Academic Honor Code

Students are expected to complete their own work in class AND outside of class unless collaboration is specifically approved by the instructor. Students should not loan or share information about assignments, simulations, or exams with classmates or students in future classes. Sharing information about assignments or testing without the instructor’s specific approval is considered cheating. Plagiarism is a form of cheating. Students suspected of cheating on exams, quizzes, practice tests, papers, projects, or other assignments, either inside or outside of the classroom, will be addressed by a faculty member. Validated incidences of cheating are grounds for failing a nursing course and/or dismissal from the university. Refer to “Academic Honor Code” in the Lander University Student Handbook.

ADA Requirement

Per Lander University policy, the following statement of student responsibility to report a disability that might negatively impact learning will be incorporated into all course syllabi: If you have now or develop during the semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must contact Student Wellness Center (phone) 388-8885; email address: studentwellness@lander.edu and provide appropriate documentation. Once your documentation has been reviewed and a decision made, your instructors will be informed each semester you attend Lander University unless requested in writing that the instructors not be notified.

Admission and Progression Policies

Requirements for Graduating with a BSN Degree:

A. Completion of LANDER UNIVERSITY requirements for graduation.

B. must complete required nursing courses, mathematics requirements (MATH 121 or 123 or 141 AND MATH 211), writing requirements (ENGL 101 AND 102), and science requirements (CHEM 105 or 111 AND CHEM 106 or 112 AND BIOL 202 & 203 & 204 AND BIOL 304 or NURS 304/NURN 304) with a minimum grade of “C”. This minimum grade requirement includes courses taken at any institution of higher learning.

C. must complete required nursing major courses within five years prior to graduation

D. students must not earn a grade of less than “C” more than once in any one required course; students failing to earn a C in any required course may repeat it only once, regardless of the institution of higher education

E. must not earn a grade below “C” in more than two (2) required courses taken at any institution of higher education; only one of which may be a required nursing course. (Students wishing to repeat required nursing courses in which a grade of “C” or above was earned must request approval by letter of petition to the nursing faculty.)
Nursing program graduation requirements exceed those of the university as indicators that the student has developed a current (within five years after admission to the sophomore level) and comprehensive nursing knowledge base supported by an adequate foundation in science and mathematics.


Eligibility to become licensed as a registered nurse in South Carolina

Students are advised that the following requirements apply to persons seeking to become licensed as registered nurses in South Carolina:

1. Age - at least 18 years (filing of birth certificate required)
2. Completion of all requirements for graduation Graduate from an approved educational program of nursing.
3. Has committed no acts which are grounds for disciplinary action as set forth by the State Board of Nursing. The following crimes may deem the State Board of Nursing for South Carolina “has determined that criminal convictions or pending criminal charges for any of the following crimes should be treated as prima facie evidence that an applicant or lapsed licensee is unfit or unsuited to engage in the profession of nursing (website www.llr.state.sc.us):
   a) Crimes of violence (e.g. murder, manslaughter, criminal sexual assault, crimes involving the use of deadly force, assault and battery of a high and aggravated nature, assault and battery with intent to kill
   b) Crimes involving the distribution of illegal drugs
   c) Crimes that involve moral turpitude (excluding fraudulent checks and shoplifting).
   d) The Board of Nursing requires a criminal background check as part of the application process to take the NCLEX-RN.
   e) Earned a passing grade on the NCLEX-RN examination.

LANDER UNIVERSITY students who express interest in a nursing major and meet the admission qualifications listed below are admitted first into prenursing. Following successful completion of courses required in the freshman year, students are eligible to be admitted into the nursing major, and progress through the program of study based on meeting the progression requirements of each level. (In the event there are more qualified applicants than space availability, admission will be determined by the nursing faculty based on the cumulative grade point average of each student.)

Requirements to qualify for admission to pre-nursing

1. Meet the university requirements for admission.
2. Score a combined verbal and quantitative SAT score of at least 1000 (critical reading and math only) on the SAT (Old SAT) or score at least 1080 on the New SAT or at least a 22 on the ACT. SAT score of at least 1000-1080 or better or an ACT score of 22 or better.

The combined verbal and quantitative critical reading and math SAT score of at least 1000 (Old SAT) or 1080 (New SAT) or ACT of 22 are required because these tests are established indicators of academic ability. The pre-nursing curriculum coursework emphasizes chemistry, math, and other applied sciences which require a high level of cognitive ability.
Those students who do not meet the above requirements — a score of at least 1000 on the SAT or at least 22 on the ACT will be classified as a “nursing applicant”. If a student chooses to retest on the SAT or ACT and makes at least a 1080 on the SAT or at least a 22 composite score on the ACT prior to entering Lander University, he/she can be reconsidered for acceptance into prenursing. A nursing applicant is also eligible for the nursing major after successful completion of the required prerequisite courses.


Nursing Major Application Process

Students who wish to be considered for admission to the nursing major as a sophomore must apply in writing to the School of Nursing. New classes Nursing students are admitted twice each year, one in the fall and one in the spring. Applications for admission to the major are due by April 30 for fall admission and by October 15 for spring admission. Applications may be downloaded from the School of Nursing website or obtained from the School of Nursing office. Applicants must meet all six (6) seven (7) of these requirements to be considered for admission to the nursing major as a sophomore:

1. “C” or higher in 7 required courses - ENGL 101 and 102; MATH 121 or 123 or 131 or 141; CHEM 105 or 111; CHEM 106 or 112; BIOL 202 (Human Anatomy), & BIOL 203 (Human Physiology) ***Please note that effective Fall 2016, students must have completed their required science and math courses listed above plus MATH 211 and BIOL 204 within 7 years prior to the date of admission to the major***

A grade of “C” or above is required in mathematics, writing, chemistry, and biology, and required nursing courses. However, Applicants should note that the SON considers the grades from the most recent attempt of these courses (if a student obtains a “C” or above in a required course but chooses to repeat the course and obtains a lower grade, the repeat grade stands).

Nursing education is a cumulative process, in which the prerequisite course sequence establishes a foundation for subsequent content mastery in nursing courses and successful entry into practice.

2. GPA requirement
   a. If a current Lander student (prenursing or other majors): Must have taken at least 30 semester hours of college-level coursework earning a Lander Institutional GPA of at least 2.6 and a GPA of at least a 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
   b. If a transfer student: At least 30 semester hours of college-level coursework including 12 semester hours at Lander with a cumulative Lander Institutional GPA of at least 2.6 and a GPA of at least a 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
   c. If already possess a baccalaureate degree (must first be admitted to Lander University): at least cumulative GPA of 2.6 (not rounded) on previous baccalaureate degree college work AND a GPA of at least 2.6 on REQUIRED PREREQUISITE COURSES as listed above in #1 INCLUDING THOSE TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
EDUCATION; otherwise, must meet transfer student GPA requirements (listed in b. above).

3. Earned grade requirement
   a. Students must not earn a grade below “C” in any one required course, more than once each, at any institution of higher education; and
   b. Must not earn a grade below “C” in more than two (2) required courses taken at any institution of higher education. The following courses are considered required courses: ENGL 101, ENGL 102, MATH 121, MATH 123, MATH 141, MATH 211, BIOL 202, BIOL 203, BIOL 204, CHEM 105, CHEM 106, CHEM 111, CHEM 112, Anatomy and Physiology I and II if taken at a technical or community college and any required nursing course. A grade of less than “C” in any of these courses will be counted when applying the earned grade policy.

4. Students wishing to pursue a nursing degree from Lander with any failures of nursing courses from other nursing programs will be considered on a case by case basis with the following considerations:
   a. Students with any failure of a nursing course from another institution will be required to complete ALL of the nursing curriculum at Lander. Failures of required nursing courses, regardless of institution, will count in the Earned Grade Policy.
   b. Students may be asked to furnish a letter from the previous nursing school’s dean or chair speaking to their eligibility for readmission or progression in their program.
   c. Students may be asked to participate in an interview with Lander nursing faculty.

Providing requested documents or participating in an interview does not guarantee admission into Lander University William Preston Turner School of Nursing.

5. Application to Nursing Major submitted by the respective deadline (April 30 or October 15)
   a. Deadline for completed applications for fall admission is April 30. Admission decisions are made by May 31.
   b. Deadline for completed applications for spring admission is October 15. Admission decisions are made by November 1.
   c. Students will be notified of their admission status by USPS and email.

6. TEAS V REQUIRED – Applicants seeking admission to nursing must include a score from the Test of Essential Academic Skills (TEAS V) with their application. Applicants meeting all admission criteria, including a score of “Proficient” or above on the TEAS V, are considered first in the admission screening process. If all other admission criteria are met, applicants scoring below “Proficient” are considered for admission on a space available basis. Applicants are allowed multiple attempts on the TEAS V. Applicants who fail to include a score from their TEAS V with the nursing application are not considered for admission.

7. Completion of clinical agency health screening requirements are due to the vendor assigned by the William Preston Turner School of Nursing by July 17 for fall admission or December 1 for spring admission; any student not meeting this deadline may forfeit his/her seat in the class.

Admission is contingent on maintaining a GPA of at least 2.6 and “C” or higher in all required courses. Students admitted to the nursing major will start sophomore nursing courses and with
successful completion of 6 in-sequence semesters, will graduate in three years. (In the event there are more qualified applicants than space available, admission to the major will be determined by the nursing faculty based Lander institutional GPA and the GPA on required courses of each student).

Program Guidelines for Admission Decisions
The following policies will be used to clarify and supplement Lander University School of Nursing admission and progression guidelines as published in the Catalog.

1. In May and December a predetermined number of qualified students will be selected for the nursing major on the basis of cumulative (institutional) GPA. Students will be selected from a pool of applicants having a Lander institutional GPA of at least 2.6 (not rounded) and ranked by their GPA in required courses (see Nursing Major Application Process).
   a. If two or more applicants hold the same required course GPA, they will be ranked based on their institutional GPA.
   b. If two or more applicants hold the same GPA on required courses AND the same institutional GPA they will be prioritized based on total number of hours earned at Lander.

2. Students who are unsuccessful in any nursing course must apply to be considered for readmission (“pink sheet”) and will be considered for readmission to the nursing major on a space available basis during the screening process in May or December.

3. If space is available in a Sophomore class prior to the beginning of a semester, a second screening of all eligible applicants will be conducted.

4. Eligible students not accepted into the major are encouraged to reapply for admission to the next class.

5. Students not meeting eligibility requirements are encouraged to review nursing major admission requirements and to continue coursework to satisfy the requirements prior to reapplying.

Requirements for progression in the nursing major

1. Maintain a cumulative Lander institutional grade point average of at least 2.6 (not rounded) assessed each semester including summers.

2. Complete the following courses with a grade of “C” or above:
   MATH 211
   BIOL 204 and BIOL 304 or NURS 304
   NURS 165, 232, 233, 235, 240, 242
   NURS 303, 345, 346, 392, 393
NURS 408, 409, 412, 417, 460, 499

Students must adhere to the earned grade limitations. A grade of “C” or above must be earned in all prerequisite courses prior to enrolling in subsequent nursing courses.

3. Submit required annual documentation of Clinical Agency Health Screening Requirements to the appropriate vendor providing coverage for the complete academic year, including summer as applicable, by July 17 (for students admitted to the Fall semester) or December 1 (for students admitted to the Spring semester) each year. Any student not meeting this deadline may forfeit his/her seat in the class and/or face disciplinary action deemed appropriate by the Nursing Faculty Organization (NFO).

4. Maintain enrollment at Lander University during both semesters of the academic year, or be on official temporary leave status.

5. Meet all affiliated clinical agencies’ requirements including negative criminal background checks and drug screenings. (Students denied access to clinical sites as a result of criminal background checks and/or drug screenings will be ineligible to continue in the nursing major.)

6. Earn at least a level II competency on each ATI test or successfully complete a remediation plan.

Any student who fails to meet the cumulative Lander institutional grade point average requirement each semester will be reclassified by the SON as “out of sequence”. These students must reapply to the School of Nursing to be considered for readmission to the nursing major upon attainment of the requirement and contingent upon space availability in that class. Exceptions to the above requirements will be considered based on written letter of petition to the nursing faculty.

Approved by NFO 4/2/10; Reaffirmed 5/2011; 5/2012; 5/2013; Revised 5/2014; Revised 5/2015; Reaffirmed 5/2016; Revised 5/2017

Admission Decision Record
An Admission Decision Record will be maintained in each student’s permanent record using the appropriate form. The Dean of the School of Nursing or his/her designee is responsible for filing a form containing this data.

Approved by NFO 5/6/87; Reviewed 1994; Revised 1998; Reaffirmed 2010; 5/2012; 5/2013; Revised 5/2015; Revised 5/2016; Reaffirmed 5/2017

Core Performance Standards and Requirements for Nursing Students

I. Disability Statement

The Lander University School of Nursing does not discriminate on the basis of disability. In the early 1990s, the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCEN) Board of Directors developed guidelines for nursing education programs to use in complying with the 1990 Americans with Disabilities Act (ADA). In developing the core performance standards, the CCEN used the definition of nursing as a practice discipline with cognitive, sensory, affective and psychomotor performance requirements. Each standard is
accompanied by examples of activities that a student would be required to perform. Each student should use the standards as an objective measure in deciding whether the student meets specific requirements for admission. The standards should be used to assist the student in determining whether reasonable accommodations or modifications are necessary. Candidates for the nursing program must be able to meet the minimum standards for clinical practice, with or without reasonable accommodations. All reasonable accommodations are implemented according to ADA regulations. The Student Wellness Center of Lander University serves as the advisor for students with disabilities. They are the point of initial contact for all students with disabilities and it is the student’s responsibility to self-identify and request reasonable accommodations. The student must provide appropriate documentation of disabilities to the Student Wellness Center. An accommodation is considered reasonable when it 1) will not alter the nature or integrity of the nursing program, 2) will not cause undue hardship on the program or university, and 3) will not endanger the health and safety of others. Lander University SON ultimately determines if the student possesses the core, essential non-academic skills to be eligible for the nursing program and clinical practice. Students are required to acknowledge these core performance standards when applying to the Lander nursing program by submitting a signed Core Performance Requirements for Nursing Students Acknowledgement Form along with the application to the major. Forms may be found on the Lander School of Nursing website at www.lander.edu/nursing.

Students with disabilities must contact:
Kim Shannon, Disabilities Coordinator
Phone: 864-388-8885
E-mail: kshannon@lander.edu

II. Core Performance Standards and Requirements: these requirements must be met to be eligible for admission and progression in the Lander School of Nursing Program. Examples of necessary activities are not all-inclusive.

- **Skill: Critical Thinking**

  **Standard:** Critical thinking ability sufficient for clinical judgment

  **Examples:** Identify cause & effect relationships in clinical situations; develop nursing care plans; accurately calculate medication dosages; prioritize care; maintain aseptic technique; gather and assemble correct equipment; maintain safety for self and clients.

- **Skill: Interpersonal**

  **Standard:** Interpersonal abilities sufficient for interaction with individuals, families, and groups from various social, emotional, cultural, and intellectual backgrounds.

  **Examples:** Establish rapport with clients, clients’ families, colleagues, and other healthcare providers; ability to work well on group projects or as part of a healthcare team.
• **Skill: Communication**

    **Standard:** Communication abilities sufficient for verbal and written interaction with others.

    **Examples:** Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client status.

• **Skill: Mobility**

    **Standard:** Physical abilities sufficient for movement from room to room and to maneuvering in small spaces.

    **Examples:** Ability to move around in client’s room, work spaces, and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 35 pounds; ability to stoop, kneel, bend; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.

• **Skill: Motor Skills**

    **Standard:** Gross and fine motor abilities sufficient for providing safe, effective nursing care.

    **Examples:** Calibrate and use equipment; draw up medications in a syringe; position clients; ability to use coordinated hand/finger movements; motor skills sufficient to use electronic equipment such as computer keypads; motor skills for activities such as suctioning.

• **Skill: Sensory**

    **Standard (Hearing):** Auditory ability sufficient for monitoring and assessing health needs.

    **Examples:** Hearing monitor alarms and emergency signals; auscultation during client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help.

    **Standard (Visual):** Visual ability sufficient for observation and assessment necessary to implement nursing care.

    **Examples:** Observe client responses; view syringe calibration; read charts, careplans, print-outs, or monitors; read labels.

    **Standard (Tactile):** Tactile ability sufficient for physical assessment.
**Examples:** Perform palpation (e.g. pulse, temperature of skin, tactile fremitus); functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)

**Standard (Olfactory):** Sense of smell sufficient for accurate client assessment and maintaining client safety.

**Examples:** Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor; smell smoke/fire).

- **Skill: Self-Care**

  **Standard:** Ability to identify and maintain personal physical, cognitive, and emotional health.

  **Examples:** Ability to read and understand directions, assignments, and client documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem; and ability to maintain good personal hygiene; emotional ability to maintain calm in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; maintenance of professional codes of nursing including avoidance of chemical substances that affect clinical judgment.

- **Skill: Adaptability to Environment**

  **Standard:** Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.

  **Examples:** Ability to work in temperature changes (e.g. cold of operating room or heat of outdoor clinic); ability to drive or otherwise obtain transportation to and from clinical settings; ability to work in settings with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.

(Adapted from SREB Council on Collegiate Education for Nursing available at [http://www.sreb.org/](http://www.sreb.org/))

### Core Performance Requirements for Nursing Students Acknowledgement Form

<table>
<thead>
<tr>
<th>Skill/Issue</th>
<th>Standard</th>
<th>Examples (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical-thinking</td>
<td>Critical-thinking ability sufficient for clinical judgment</td>
<td>Identify cause &amp; effect relationships in clinical situations; develop nursing care plans; accurately calculate medication dosages; prioritize care; maintain aseptic technique; gather and assemble correct equipment; maintain safety for self and clients.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with clients, clients’ families, colleagues, and other healthcare providers; ability to work well on group projects or as part of healthcare team.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client’ status</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and maneuvering in small spaces</td>
<td>Ability to move around in client’s room, work spaces and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 35 pounds; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.</td>
</tr>
<tr>
<td>Motor skills</td>
<td>Gross and fine motor abilities sufficient for providing safe, effective nursing care</td>
<td>Calibrate and use equipment; draw up medications in a syringe; position clients; ability to use coordinated hand/finger movements; motor skills sufficient to use electronic equipment such as computer keypads; motor skills for activities such as suctioning.</td>
</tr>
<tr>
<td>Sensory: Hearing</td>
<td>Auditory ability sufficient for monitoring and assessing health needs</td>
<td>Hearing monitor alarms and emergency signals; auscultation of during client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help</td>
</tr>
<tr>
<td>Sensory: Visual</td>
<td>Visual ability sufficient for observation and assessment necessary to implement nursing care</td>
<td>Observe client responses; view syringe calibration; read charts, careplans, print-outs, or monitors; read labels.</td>
</tr>
<tr>
<td>Sensory: Tactile</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation (eg. pulse, temperature of skin, tactile fremitus); functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)</td>
</tr>
<tr>
<td>Sensory: Olfactory</td>
<td>Sense of smell sufficient for accurate client assessment and maintaining client safety</td>
<td>Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor; smell smoke/fire).</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Self-Care</td>
<td>Ability to identify and maintain personal physical, cognitive, and emotional health.</td>
<td>Ability to read and understand directions, assignments, and client documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem and ability to maintain good personal hygiene; emotional ability to maintain calm in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; maintenance of professional codes of nursing including avoidance of chemical substances that affect clinical judgment.</td>
</tr>
<tr>
<td>Adaptable to Environment</td>
<td>Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.</td>
<td>Ability to work in temperature changes (e.g. cold of operating room or heat of outdoor clinic); ability to drive or otherwise obtain transportation to and from clinical settings; ability to work in setting with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.</td>
</tr>
</tbody>
</table>

(Adapted from SREB Council on Collegiate Education for Nursing available at [http://www.sreb.org/](http://www.sreb.org/))

Revised 4/2013; revised 5/2014; Revised 5/2015; reaffirmed 5/2016; Reaffirmed 5/2017
Acknowledgment of Required Core Performance Skills

Individuals with disabilities may apply to the nursing program; however, it is the responsibility of the student to notify the Dean of the School of Nursing if there is any reason why the abilities/expectations described in the Core Performance Requirements cannot be met. Students who indicate they cannot meet one or more of these requirements may request a review by the School of Nursing to determine if reasonable accommodations might be possible to facilitate successful completion of the degree requirements. Students not meeting the Core Performance Requirements must make an appointment with the Disability Coordinator at 864-388-8885 if accommodations are necessary to meet Core Performance Requirements for Nursing Students.

I, ________________________ (print name), have read the description of minimum Core Performance Requirements necessary for admission to, progression in, and completion of the nursing program. I indicate with my signature that at this time, to the best of my knowledge, I possess these attributes and am able to perform the requirements as listed WITHOUT accommodation.

OR

I, ________________________ (print name), have read the description of the minimum Core Performance Requirements necessary for admission to, progression in, and completion of the nursing program. I indicate with my signature that at this time, to the best of my knowledge, I possess these attributes and am able to perform the requirements as listed WITH accommodations. I also understand that by acknowledging accommodations are necessary, I am required to submit written documentation regarding the nature of the illness or disability to the School of Nursing, as well as make an appointment with the Disability Coordinator 864-388-8885 to discuss accommodations.

IF accommodations are necessary to meet the Core Performance Requirements for Nursing Students please list those accommodations below:

- Critical Thinking: __________________________________________________________
- Interpersonal: __________________________________________________________________
- Communication: __________________________________________________________________
- Mobility: ____________________________________________________________________
- Motor Skills: __________________________________________________________________
- Hearing: _____________________________________________________________________
- Visual: _______________________________________________________________________
- Tactile: _____________________________________________________________________
- Smell: _______________________________________________________________________
- Self-Care: ___________________________________________________________________
- Adaptability to Environment: _____________________________________________________

Student’s Signature: ___________________________ Date: _______________ Telephone Number: ___________________________

SP 2013
ATI Remediation Policy

The purpose of this policy is to assist students to reach an ATI level that would be predictive of NCLEX success. The note card remediation is a way for students to focus on weak areas of content identified by the ATI test. ATI tests administered in the second semester of the senior year are exempt from this policy.

Phase One
1. If a Level 2 is not reached on a course’s ATI, the student will print out the ATI report.
   - The student is required to create an ATI Focused Review based on the ATI test that needs to be remediated.
2. Note cards will be written based on each topic identified as a weak content area on the ATI report. NO typed or printed note cards will be accepted.
3. The note cards will be turned in all together to the instructor prior to taking the second scheduled ATI.

Phase Two
1. If a Level 2 is not reached on the second ATI, the student will print out the ATI report.
   - Another ATI Focused Review is required to be created by the student. This focused review will be based on the second ATI test.
2. Note cards will be written based on each topic identified as a weak content area on the ATI report. NO typed or printed note cards will be accepted.
3. Note cards must be turned in all together within 24 hours of completing the final exam for the course in which the ATI is administered.

Students are encouraged to visit the Academic Success Center for support on test taking issues. Any student who does not complete any phase of this remediation will receive an incomplete in the course.


Attendance Regulations

Per Lander University Student Handbook, a student should limit absences to those which are unavoidable; students are not relieved of their responsibility for the assignments and work in the course during the period of absence. The effect of absences upon course grades is determined by the individual instructors, who retain the right to limit unexcused absences. All students are expected to attend class as regularly scheduled and are responsible for consulting instructors’ syllabi regarding attendance requirements. Students missing a class are expected to consult with their instructor(s) to obtain permission to make up missed course work. Those students wishing to seek relief from attendance requirements, due to an impending absence, are required to contact
the course instructor(s) at least one week prior to the date of absence. University student representatives (approved by the president) who must attend university sponsored events will be given relief from an instructor’s attendance requirements if they notify the instructor(s) at least one week prior to the event.


**Attendance at Nursing Laboratories/Clinicals**

Students are required to attend all nursing laboratories/clinicals with absences permitted only for sickness or other extenuating circumstances that justify absence. In the event of absence from a laboratory/clinical, the student is required to notify the instructor prior to the scheduled laboratory/clinical, and in accordance with the course syllabus preferably before any clinical assignment is made. The student must notify the clinical agency that he/she will be absent as required by the course coordinator. The implications for an unexcused absence from laboratory/clinical will be determined by the individual course coordinator and may result in failure of the course.


**Make-up Laboratory/Clinical Experience**

Students are required to make up missed laboratory/clinical experiences in accordance with course policy and based on scheduling by faculty, whether excused or unexcused. Failure to make up a missed experience will result in failing the laboratory component of the course.


**Illness during Laboratory/Clinical**

In the event the student becomes ill after receiving his/her clinical assignment, the student is responsible for notifying both the instructor and the charge nurse or the contact person for the clinical experience. The need to make up the clinical experience will be at the discretion of the course coordinator.


**Catalog**

Nursing students may use the *Lander University Catalog* for the year they entered the university to direct their General Education requirements. However, progression in the nursing program will be determined by those course requirements and academic policies listed in the catalog covering the year the student was admitted (or readmitted) to the nursing major. (This catalog is listed in the student’s admission/readmission letter.)


**Codes of Conduct**

**Lander University Classroom Code of Conduct**

As stated in the university student handbook, a Lander student is expected to show respect for order and the rights of others, and to exemplify in his or her daily activities a sense of honor and integrity. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Lander University. However, student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Instructors may include other specific classroom regulations in their syllabus or present them in class on the first day of the term.
Lander faculty has the following expectations:

- Students will be attentive and courteous during class or lab.
- Students will complete assigned work.
- Students will abide by the university honor code (described in the Lander University Student Handbook available in print and on-line).
- Students will ultimately be responsible for their own achievement.

Basic expectations are:

- Turn off cell phones, pagers, and beepers before entering the classroom. This is in accordance with the university cell phone policy which states: *Cell phones are to be turned off before entering the class (lab, clinical, etc) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time; especially not during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.*
- Arrive for class on time and do not expect to leave class early. Random coming and going while class is in session is unacceptable. If you must leave early, alert the instructor prior to class and never walk between the class and the instructor during lecture. Also leave in complete silence.
- Be prepared at the beginning of class. Most instructors take roll and begin class precisely on time. It is imperative you are in your seat, quiet, with materials readily available, and are ready to learn. Gain familiarity with classroom technology such as computers and calculators in advance.
- Be respectful when addressing the professor, both face to face and electronically.
- Do not talk to others while the professor or another student who has the floor is talking. If you miss instructions or information while you are talking, do not expect the professor to repeat any material.
- In many buildings, a policy of no eating and drinking (including gum, candy, and water) in the classroom is in effect. Consult with the instructor concerning this policy.
- Visible and audible signs of restlessness are distracting for both the instructor and other students. Please wait until the instructor dismisses the class before you begin packing your materials. If you fear that you may be late for your next class, leave as quietly as possible.
- It will always be to your advantage to attend class, to listen, to take notes, to do the assigned work, and to study. It goes without saying that your grades are a reflection of your diligence.
- When computer usage is permitted, computers must be used only for class work. Inappropriate activities include sending and reading email, surfing the internet, and playing computer games; in other words, anything not course relevant.

**Student Nurse Code of Conduct**

1. Students will support the fair treatment of themselves and others by facilitating a safe, respectful, and caring learning environment.
2. Students will accept responsibility and accountability for their own behavior when interacting with other students, faculty, and staff.
3. Students will respect and protect the rights and property of others.
4. Students will speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Students will practice personal and academic integrity and expect it from others.
6. Students will demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion, or intimidation against any member of the academic community.
7. Students will demonstrate a willingness to listen and be open to hearing the perspectives of others.
8. Students will explore controversial issues through open dialogue and respectful deliberation.
9. Students will respect others’ freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Students will uphold policies and regulations related to academic and clinical performance, acknowledging that at times institutional resources and persons may be required to resolve conflict.
11. Students will abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
12. Students will strive to reach an optimal level of personal physical, emotional, and spiritual health and will accept responsibility for seeking treatment if experiencing impairments related to mental health, substance abuse, and other health issues.
13. Students will note that the Lander University School of Nursing will not tolerate disrespectful or abusive speech and or disruptive behavior from individuals or groups.

(Adapted from the University of Southern Maine Commitment to Civility retrieved November 13, 2009 from http://www.usm.maine.edu/conhp/about/civility.html and the National Student Nurses’ Association Code of Academic And Clinical Conduct retrieved November 13, 2009 from http://www.nsna.org)


Confidentiality Statement

Lander University School of Nursing complies with federal regulations addressing patient/healthcare confidentiality, Health Insurance Portability and Accountability Act (HIPAA). Students and faculty receive HIPAA training as part of their annual updates, and as specified by the agencies in which they practice. Students must demonstrate annual completion of statewide screening Passport for OSHA and HIPAA requirements by January 5th if student is a spring admit and by August 15th if student is a fall admit. Records of student health requirements for the nursing program are retained on file and released according to School of Nursing policy. All nursing students are required to sign a confidentiality statement each year they are in the program. The student is expected to comply with the terms of the statement throughout the nursing program. (Failure to do so is grounds for failing the nursing course in which the incident occurs.) A copy of the confidentiality form follows:
Confidentiality Statement Form

1. A nursing student will hold in confidence all personal client information entrusted to him/her.

2. Confidential clinical information and research data (written or oral) given to a nursing student will be considered privileged.

3. A nursing student will limit his/her discussion of client/family to structured learning situations (conferences and clinical). At no time are clients/families to be discussed at lunch counters, clinical dining facilities, elevators, residence halls, and/or other public or private settings.

4. A nursing student should not include specific identifying client information on assignments submitted in written or electronic form.

5. A nursing student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

6. Failure to comply with the above Confidentiality Statement policy represents unethical conduct for a nursing student and may result in an unsatisfactory grade in the nursing course and/or dismissal from the nursing program.

Student Name (print) __________________________________________

Signature________________________________ Date____________________

Approved 8/4/87
Revised 5/94; 5/00; Reaffirmed 2010; 5/2011; Revised 5/2012; Reaffirmed 5/2013; 5/2014; Revised 5/2015; Reaffirmed 5/2016; reaffirmed 5/2017
Copying of Student Records

The School of Nursing does not maintain a system for retaining and retrieving students’ records of immunization, health screening data, CPR certification, test scores, etc. for use beyond the School of Nursing. Students are expected to retain the original copies of these data for their personal use. If necessary, students may obtain copies of data on file in the School of Nursing by accessing their records from the assigned Vendor. students may submit a request in writing to the administrative assistant. Each copy will require a fee of $1.00 per page and will require 24 hours processing time.


Course Grade Percentage Accruing from Testing

The following prelicensure courses are designed to promote successful entry into nursing practice, and are therefore required to have at least 80% of the course grade derived from testing to assess knowledge, application, and synthesis.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
<th>Course Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 235</td>
<td>NURS 242</td>
<td>NURS 392</td>
<td>NURS 409</td>
</tr>
<tr>
<td>NURS 233</td>
<td>NURS 345</td>
<td>NURS 393</td>
<td>NURS 304</td>
</tr>
<tr>
<td>NURS 240</td>
<td>NURS 346</td>
<td>NURS 408</td>
<td></td>
</tr>
</tbody>
</table>

The above courses will include at least two tests and a summative final. Each course will test with a total of at least 100 multiple choice test questions relevant to content in the NCLEX-RN test blueprint. The final exam will have : 1) a minimum of 50 questions and 2) at least 50% new test questions not previously used with the current semester class of students.

The student must demonstrate a 76% level of competence on the tests and the final examination. Other course requirements will not be calculated into the final course grade if a 76% has not been obtained on tests and final examination per individual course syllabi.

Other courses not listed above may adopt these policies.


Coursework Approval

Nursing students (prelicensure, RN-BSN) who wish to receive credit for course(s) taken at another institution must secure permission via completion of a Lander University Coursework Approval form prior to enrolling in the course(s). The School of Nursing will consider courses to meet a nursing major requirement from other institutions only if Lander University accepts the course(s) for transfer credit.


School Sponsored Trips

Students are expected to sign a release for travel and participation in school sponsored trips outside routinely scheduled clinical settings. The student is further expected to abide by University guidelines related to behavior and activities associated with the trip. A copy will be placed in the student’s individual file. A copy of the form follows:
Lander University
School of Nursing
Student Release Form
320 Stanley Avenue
Greenwood, South Carolina 29649

Date______________

In consideration of Lander University’s accepting the undersigned as a participant in
____________________________________ on ___________________, I hereby release and
forever discharge Lander University, its agents and employees of and from all liability of any
kind whatsoever arising from or in any way connected with my enrollment, transportation to and
from, and/or participation in the above mentioned activity.
Furthermore, I agree not to jeopardize the activity through the possession or use of illegal drugs,
alcohol use, or behavior deemed unacceptable by the dean of the program. Students are expected
to adhere to the Lander University Code of Conduct as specified in the student handbook.

Signed _______________________________ Date ________________
Witness _______________________________ Date ________________

Emergency Contact:

Name____________________ Relationship__________________ Contact #______________

Disciplinary Code

Students in the School of Nursing are expected to conduct themselves according to the Lander University Academic Honor Code, Classroom Code of Conduct, and Student Code of Conduct as defined in the Lander University Student Handbook. Nursing students are also expected to conduct themselves in keeping with the Professional Conduct Policy and Student Nurse Code of Conduct as defined in the Lander University School of Nursing Student Handbook. In keeping with educational purposes of the University and the School of Nursing, disciplinary actions other than those requiring expulsion, are intended to be remedial rather than punitive. Most disciplinary proceedings will be conducted informally between the student and faculty member and/or the student and Dean.

Student Rights
Students have the right to follow the Grievance Procedures as defined in the Lander University School of Nursing Student Handbook after having addressed matters through the proper channels as described in the policy entitled Student Concerns about Program Curriculum- section III. Students also have the right to petition by following the steps outlined in the Handbook.

Jurisdiction
Academic and professional misconduct will be addressed in accordance with the policies and procedures found in the SON Nursing Student Handbooks and/or the Lander University Student Handbook.

Instructors have the authority to take such summary actions as may be necessary to maintain order and proper conduct in the classroom and to maintain the effective cooperation of the class in fulfilling the objectives of the course. Such actions may be appealed to the Dean of the School before the end of the next succeeding semester.

The provisions of these sanctions do not apply to the evaluation of a student's academic performance. The lowering of grades is not appropriate as a penalty for misconduct providing, however, that academic credit need not be given for work which is the product of cheating, plagiarism, or other academic misconduct.

Definitions
The following definitions of disciplinary terms have been established to provide consistency in the application of penalties.

School Disciplinary Warning
Formal action censuring a student for violation of College rules or regulations or for failure to satisfy the expectations of the University or School of Nursing regarding conduct. Disciplinary warnings are always made in writing via the Lander University Notice of Difficulty or Professional Misconduct Form by the faculty member taking the action, with copies to the individual’s academic advisor. A disciplinary warning indicates to the student that continuation of the specific conduct involved or other misconduct will result in one of the more serious disciplinary actions described below.
School Disciplinary Probation Contract

After receiving one a SON disciplinary warning regarding a particular issue, the student may be placed on disciplinary probation contract. Formal action may include placing conditions upon the student's continued attendance for violation of Discipline Code or failure to satisfy the expectations of the School regarding conduct or professional behavior. The SON will specify, in writing, the period of probation the contract and the conditions. Disciplinary probation The use of contracts may be for a specific term or for an indefinite period which may extend to graduation or other termination of the student's enrollment in the School of Nursing. Should further disciplinary action be necessary, the School will pursue disciplinary sanctions through the University Judicial System as outlined in the Lander University Student Handbook.

School Disciplinary Records

Records of all SON disciplinary cases shall be kept by the School. Except in proceedings wherein the student is exonerated, all documentary or other physical evidence produced or considered in disciplinary proceedings and all recorded testimony shall be preserved in so far as possible, for not more than one year following graduation. No record of proceedings wherein the student is exonerated, other than the fact of exoneration, shall be maintained in the student's file after the date of the student's graduation.

See Notice of Academic or Professional Misconduct Form

Approved 12/13/07 by NFO; Reaffirmed 12/11/09 by NFO; Reaffirmed 2010; 5/2011; 5/2012; 5/2013; 5/2014; Revised 5/2015; Reaffirmed 5/2016; revised 5/2017
LANDER UNIVERSITY SCHOOL OF NURSING
NOTICE OF ACADEMIC OR CODE OF CONDUCT DIFFICULTY

TO:
CC: (Advisor)
FROM:
COURSE:
DATE:
This notice is to inform you that your professor has concerns about your work in: ____________
At this point in the semester, grade calculations may not be completely accurate since some projects, tests, essays, or other assignments have not been completed.
However, at this point of the semester, your performance indicates that without significant work on your part, you may not successfully complete this course. Use this notice as a motivator, and work on improving the areas your professor has identified. Specifically, your professor has noticed these issues or problems:

- Poor class attendance (including late arrivals/early departures)
- Poor test performance
- Difficulty completing work on time
- Inadequate understanding of class subject matter
- Difficulty following directions
- Unprofessional attitude or irresponsible behavior
- Poor class participation
- Failing grades on papers, homework, or assignments
- Inadequate preparation for class/laboratory/clinical
- Lack of focus or attention during class
- Warning of honor code violations
- Other (to be specified by instructor)

COMMENTS:

Lander University School of Nursing Professional Conduct Policy

The Lander University School of Nursing (SON) recognizes professionalism as an essential characteristic for students preparing to enter the nursing profession. Nursing students are required to adhere to standards of conduct set forth by the SON as stated in the student handbook, as well as standards expressed in the American Nurses’ Association Code for Nurses. Infractions are formally documented and retained in the student’s permanent file on a NOTICE OF PROFESSIONAL MISCONDUCT form. A third infraction or a repeat occurrence of the same infraction is grounds for disciplinary probation. Students on disciplinary probation will be ineligible for roles and activities such as: leadership roles, special events, LUSNA leadership positions, recommendation for Sigma Theta Tau, nursing mission trips, nursing scholarship/awards, student marshal, etc. A fourth infraction is grounds for permanent dismissal from the SON. Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file. The student will be provided with a copy and a copy will be forwarded to the student’s advisor.

Professional misconduct includes, but is not limited to, the following:

- Insubordination
- Violation of the Academic Honor Code
- Misrepresenting yourself or Lander University
- Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
- Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
- Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice

Approved by NFO 5/11/2015; reaffirmed 5/2016; 5/2017
TO: 

CC: (Advisor) 

FROM: 

DATE: 

This notice is to inform you that a professional conduct infraction has been identified.

___ Insubordination 
___ Violation of the Academic Honor Code 
___ Misrepresenting yourself or Lander University 
___ Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform 
___ Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use 
___ Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice 
___ Other

☐ 1st Infraction (warning) 
☐ 2nd Infraction (meeting with advisor) 
☐ 3rd Infraction (disciplinary probation) 
☐ 4th Infraction (dismissal from SON)

*Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file

Faculty Signature/Date: ________________________________

Student Signature/Date: ________________________________

A copy will be retained in the student’s permanent file  Approved by NFO 5/11/2015; reaffirmed 5/2017
Earned Grade Requirements (Repeat) Policy

A student must earn a grade of at least C in all required courses regardless of students’ classification (nursing major, prenursing, general education, or other) when courses were taken. If a student earns a grade of less than C (D, F, or FA) on any required course, the course may be repeated once. Only one required nursing course may be repeated. There is a limitation of two repeats of required courses on which a grade of less than C has been earned. The following courses are considered required courses: ENGL 101 and ENGL 102; MATH 121 or MATH 123 or MATH 134 or MATH 141, AND MATH 211; BIOL 202, BIOL 203, BIOL 204, CHEM 105 or CHEM 106; CHEM 111 or CHEM 112; Anatomy and Physiology I and II if taken at a technical or community college and any required nursing course. A grade of less than C in any of these courses will be counted when applying the earned grade policy. (NURS 232 and 460 are not included in this repeat policy).


Endorsement for NCLEX-RN Examination

Students completing the Bachelor of Science in Nursing shall meet the following requirements before being endorsed to take the NCLEX-RN examination.

1. Complete all University and program requirements.
2. Submit Skills Checklist Book to the Dean of the School of Nursing documenting completion of skills in clinical/laboratory experiences.
3. Be recommended by the nursing faculty
4. Meet the state requirements for endorsement to take the professional nurse licensure examination.


Grade Point Average Requirement

The minimum Lander institutional grade point average required for students to be admitted into prenursing/nursing major status is 2.6 (not rounded) and a GPA of 2.6 on required courses.


Grading Scale

Didactic

Nursing course grading scales will appear in each course syllabus. The School of Nursing uses the following grading scale for all NURS, and NURN courses (except courses assigned a grade of pass/fail or courses offered for general education credit).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B</td>
<td>85 - 92</td>
</tr>
<tr>
<td>C</td>
<td>76 - 84</td>
</tr>
<tr>
<td>D</td>
<td>68 - 75</td>
</tr>
<tr>
<td>F</td>
<td>0 – 67</td>
</tr>
</tbody>
</table>

Clinical/Laboratory
Students are evaluated as satisfactory or unsatisfactory in the laboratory component of laboratory/clinical nursing courses, based on the results of the clinical assessment tool. Students who are evaluated as unsatisfactory in laboratory/clinical will earn a grade no higher than a “D” in the course. In nursing courses using an alternate method of clinical assessment (ie: NURS 240, NURS 242, NURS 393, NURN 340, NURS/NURN 417 and NURS/NURN 412), students are expected to meet all required clinical/laboratory components in order to earn a grade of satisfactory and pass the course. Instructors of record will complete summative clinical evaluations with each student by the last day of classes.

Clinical Evaluation Standards

In order to earn a clinical grade of “satisfactory”, students must meet the following standards, based on clinical evaluation using the Clinical Assessment Tool:

First Semester Juniors (NURS 345 and NURS 393)
Standard: No more than two evaluation categories rated 2
No categories rated 1 or 0

Second Semester Juniors (NURS 346 and NURS 392)
Standard: No more than two evaluation categories rated 3
No categories rated 2, 1, or 0

First Semester Seniors (NURS 408, NURS 409)
Standard: No more than two evaluation categories rated 4
No categories rated 3, 2, 1, and 0

Second Semester Seniors (NURS 412)
Standard: No evaluation categories rated below 5

Final course grades
Final course grades in nursing courses will be computed out to 1 decimal place and then the final course grade will be determined without rounding so that 76.0 and above will be passing but 75.9 and below will not.

Graduation
Nursing students may use the Lander University Catalog for the year they entered the university to direct their general education requirements. Candidates for graduation must meet the requirements set by the university. Refer to the appropriate catalog per university policy. Students must meet degree requirements for the nursing major as stated in the catalog in force at the time of admission to the major as specified in the admission letter. Nursing credits applied toward a degree in nursing must have been completed within five years preceding the date of degree conferral.


Honors for Bachelor of Science in Nursing

Lander University offers an opportunity for honors in the School of Nursing. The purpose is to promote development of the graduate nurse as scholar, leader, and world citizen. The requirements for nursing honors include:

1. Lander institutional GPA of 3.3 or higher in both overall course work and nursing courses upon application based upon grades through Senior I semester.

2. Completion of nursing honors synthesis project (NURS/NURN 480) that exemplifies scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration.

This project will be guided by the nursing faculty member who is selected by the student and agrees to serve as the student’s mentor for the honors project. The faculty mentor will serve as the course coordinator for NURS/NURN 480 during the student’s Senior II semester. Students are encouraged to select the faculty mentor in the Junior II semester. Students interested in participating in the nursing honors opportunity must submit a typed proposal on the appropriate form to the selected faculty mentor for the project by the official midterm of the Senior I semester. The proposal will be presented to NFO by the student’s mentor for the project and must be approved by a majority vote of the nursing faculty.

The project will be of sufficient quality to receive three (3) hours credit in NURS/NURN 480: Nursing Honors Synthesis, and will be submitted for publication in a professional journal or be submitted for presentation in a professional meeting, and will be presented to nursing faculty, students, and practicing nurses. The faculty mentor will be responsible for assuring that all criteria, including required GPA upon graduation, are met in order for the student to receive nursing honors.


Approved by Nursing Faculty Organization 2/24/93
SCHOOL OF NURSING
NURSING HONORS PROPOSAL
FORM

Criteria for graduating with honors in nursing:
1. Lander Institutional GPR of 3.3 or better in both overall course work and nursing upon application.
2. Completion of a nursing honors synthesis project (NURS 480) that exemplifies scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration.
(See current Lander University Catalog or Nursing Student Handbook for details.)

Directions: Students interested in participating in the Nursing Honors Synthesis Course must return (NURS/NURN 480) this completed proposal form to the faculty honors mentor by the official midpoint of the Senior I semester.

Form must be typed.
Name _________________________________________ Date __________________
Projected Date of Graduation __________________ Advisor __________________
Cumulative GPA ___________ Proposed Faculty Mentor _______________________

Indicate category of proposed honors synthesis project:
Discovery/research ______ Teaching ______
Practice/application ______ Integration ______

Brief description of proposed nursing honors synthesis project.

_________________________________________________________ Date
Signature of Proposed Faculty Mentor
_________________________________________________________ Date
Student’s Signature

Action of NFO: ___________________________ Date of Action: _________

Medication Administration Policy

Sophomore and Junior level nursing students must administer medication with the direct supervision of a clinical instructor. If this instructor is not available to provide supervision, the student **MUST NOT** administer any medications. Students must (1) wait for the instructor to provide supervision or (2) have the client’s primary nurse administer the medication, whichever serves the client’s care most appropriately.

Senior level nursing students **MUST** adhere to the course standards for medication administration as stated in the syllabus. Students must consult with the clinical instructor/preceptor **before** administering medications to clients.


Medication Calculation Competency Policy

Each student entering junior and senior level clinical courses is required to pass a Medication Calculation Test (MCT) to assess medication administration competency. Students must complete a Medication Calculation Test with 95% accuracy at the beginning of each clinical semester in which the student will be enrolled in a nursing course with a clinical laboratory component. The student has a maximum of three attempts to pass the competency exam. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in a clinical course for that semester. The student must drop the clinical nursing course(s) by the University Drop/Add date. It is the student’s responsibility to determine if they need to add other classes. The student will be designated as out-of-sequence and must apply for readmission to the program/class on a space-available basis.

The following rules and guidelines apply to the MCTs:

1. Students should refer to the Nursing Majors Communication site for test dates, time, location, computer requirements, and other information.
2. Students are responsible for reviewing information and practicing questions on their own prior to taking the tests.
3. The MCTs will be computer based; scratch paper will be provided by the School of Nursing and must be returned at the end of the test.
4. An optional online review in the Nursing Majors Communication site will be posted before the administration of MCT#1.
5. The Medication Calculation Tests will be scheduled between the first day of classes and the last day to add classes so that all tests are completed before the deadline for Drop/Add.
6. Students will be allowed one (1) hour for each test.
7. Students must take the MCTs at the scheduled time.
8. No help or suggestions will be given to any student during the testing.
9. If a student fails to take a scheduled MCT, a grade of zero will be assigned for that test.
10. It is the student’s responsibility to check their grades in Blackboard to validate successful completion and to determine if they need to take another test.
11. There will be no individual review of MCT tests.
12. Students are permitted to use simple calculators to check accuracy of math calculations. No scientific calculators or cellular/Smart phone devices will be allowed.
13. Students must include the correct answer with correct rounding and correct unit of measure for the answer for it to be counted as correct. Students are expected to follow the instructions provided for recording answers to computer-based calculation questions.

14. Licensed registered nurses in the RN-BSN completion option are exempted from taking the Medication Calculation Tests.

**Medication Calculation Rules (STUDENTS TO REVIEW)**

1. All answers MUST have the proper unit of administration with the amount of the dosage or the answer is wrong.
2. Use the correct and approved abbreviations
3. You may only have a SIMPLE calculator. (No PDA’s, high functioning calculators that store formulas, or cellphones)
4. Rounding Rule: > 1 ml round to tenths
5. Rounding Rule: < 1 ml round to hundredths
6. Dosages for drops (gtts), gel caps, enteric coated or extended release caps must be recorded as a WHOLE number
7. Unless otherwise specified in the test question, all infusion rates should be recorded in whole numbers.
8. IVP (IV push) meds can be given in a decimal form (see rounding rules)
9. When converting lbs to kg, round to tenths place before starting the problem.
10. After converting pounds to kilograms, do not round again until the final answer of the problem.
11. When rounding milligrams, micrograms, and grams, round to the tenths place, unless otherwise specified.

Approved by NFO 4/7/2017. Approved by VPAA on 4/10/2017; revised by NFO 5/3/2017

**MCT Blueprint: The following skills may be tested on the Medication Calculation Tests:**

- Conversion within systems (metric, apothecary, household)
- Conversion between systems (metric, apothecary, household)
- Abbreviations, administration times, & military time
- Use of correct notation (Roman numerals, fractions, decimals, etc.)
- Calculation of dosages of solid oral meds
- Calculation of dosages of liquid oral meds
- Calculation of dosages of parenteral meds
- Calculation of intake and output
- Solutions; Reconstitution of powered meds
- Choice of administration device (cup vs oral medication syringes, 3cc syringe vs 1cc tuberculin syringe, insulin syringe, etc.)
- Rounding of dosages
- Calculation of insulin dosages; heparin dosages
- Calculation of dosages expressed as a ratio or a percent
- Calculation of IV drip rates for continuous IV fluids and IV piggybacks (including fluid restriction)
- Calculate IV flow rate for manually regulated IVs
• Calculation of flow rates when electronic device is used
• Adjusting IV drip rates or electronic flow rates.
• Dosages based on body weight

Out of sequence NURS/NURN Hours Accepted by Transfer

Per Lander University policy, a maximum of 93 semester hours will be accepted for graduation credit for students transferring from regionally accredited four year colleges. Students must complete 25% (32 hours) of the total semester hours through instruction by Lander University. Prelicensure students who transfer nursing credits from other institutions must complete a minimum of 23 semester hours (including 7 laboratory hours*) of required nursing major courses through Lander University in order to earn a Bachelor of Science degree from Lander. RN-BSN students who transfer nursing credits from other institutions must complete a minimum of 12 semester hours in required nursing courses through instruction at Lander University in order to earn a Bachelor of Science degree.

*A laboratory hour is defined as the semester hour credit allocated for the campus or clinical laboratory component of required nursing courses. For example, NURS/NURN 412 (four semester hours) allocates 2 credit hours to lecture and 2 credit hours to clinical laboratory. The nursing courses required for transfer students will be determined on an individual basis based on review of transcript(s) and course syllabi by the Dean with input from the Academic Concerns Committee.

Transfers from Other Nursing Programs

Students with a failure in one or more nursing courses from another nursing program who wish to apply to the nursing major and pursue a nursing degree from Lander will be considered on a case by case basis. Students will be asked to furnish a letter from the previous nursing school’s dean or Dean speaking to their eligibility for readmission or progression in their program. Students will be asked to participate in an interview with the Dean or Lander nursing faculty. Providing requested documents or participating in an interview does not guarantee admission into Lander University School of Nursing. If accepted, students with any failure of a nursing course will be required to complete ALL of the nursing curriculum at Lander. Failures of other required nursing courses regardless of institution will count in the Earned Grade Policy.

Nursing Organization Membership

All nursing students are encouraged to participate in the pre-professional nursing organization through membership in the local, state, and national levels of the Student Nurses’ Association.
Registered Nurse students are encouraged to participate in the American Nurses Association; Sigma Theta Tau, if invited; or any other professional nursing organization. Approved by NFO 2010; Reaffirmed 5/2011; 5/2014; revised 5/2015; reaffirmed 5/2016

Out-of-Sequence Students

Following admission to the nursing major, students who earn a D or below in a required nursing, science, or mathematics course will be classified internally as “out-of-sequence.” Such students may rejoin the sequence on a space available basis when course prerequisite criteria and progression criteria have been successfully met. A student who earns a D or below in a nursing course and has an institutional (Lander) GPA below 2.6 as a result of the nursing grade, may repeat the nursing course the next semester (if the course repeat policy listed under Graduation Requirements has not been violated), but may not progress in the major until all progression criteria have been met. In the event there is insufficient space available in that class, the student who is out of sequence is obliged to make alternative academic decisions (i.e., delay major, change major, take other courses, etc.).

Students returning to the nursing program after having been out-of-sequence as a result of withdrawal, repeats of required courses, or Lander Institutional GPA less than 2.6 (not rounded), must make application for readmission by completing the (pink) Readmission to Major for Out-of-Sequence Students Form, available from the nursing office. A readmission decision will be made by the Dean of the SON. Students must be advised by their nursing faculty advisor before registering for any nursing courses. In addition to their faculty advisor, a faculty sponsor will be assigned to all out-of-sequence students. Approved by NFO 9/18/95; Revised 1/27/97; 2005; Revised 12/11/09; Reaffirmed 2010; 5/2011; 5/2012; Revised 1/2014; reaffirmed 5/2014; revised 5/2015; revised 5/2017

Partial Exemption for Prior Learning

Partial academic exemption may be earned for documented experiential learning. For example, Registered Nurses or LPN students may exempt components of a course for documented professional certification and work (employment) experience. Partial exemption will be determined by the nursing faculty on an individual basis. Approved by NFO 2010: Reaffirmed 5/2011; 5/2012; 5/2013; 5/2014; 5/2015; 5/2016; 5/2017

Physical and/or Mental Health Concerns Impacting Client Care

According to the South Carolina Code of Laws Title 40 Chapter 33, competency means “the ability of a licensed nurse to perform safely, skillfully, and proficiently the functions within the role of the licensee. The role encompasses the possession and interrelation of essential knowledge, judgment, attitudes, values, skills, and abilities, which are varied and range in complexity”. Applicants for a nursing license may be required to “submit to a mental or physical examination if the board finds that probable cause exists that a licensee or applicant may be addicted to alcohol or drugs or may have sustained a physical or mental disability that may render practice by the licensee or applicant dangerous to the public” (http://www.scstatehouse.gov/code/t40c033.htm).
As part of the Lander School of Nursing Student Nurse Code of Conduct, students are expected to “strive to reach an optimal level of personal physical, emotional, and spiritual health and will accept responsibility for seeking treatment if experiencing impairments related to mental health, substance abuse, and other health issues”. In keeping with this documented philosophy, faculty who suspect a Lander nursing student may have a physical or emotional/psychological problem that may interfere with client care, or who suspect a student may be in physical or emotional/psychological crisis, are to adhere to the following procedure:

1) Notify the Dean of the School of Nursing (or designee) of their concerns.

2) Complete a Student Concerns Form (copies may be found in the Faculty Mailroom and online).

3) Submit the completed paper form to the Lander Wellness Center for physical issues, or the Lander Counseling Services for emotional/psychological issues or submit the online form as directed.

4) If the faculty member is concerned that the student may be a danger to themselves or others, the student may be escorted over to Counseling Services, or the faculty member is to call Counseling Services at 388-8288 (before 5:00 PM on business days). If the incident occurs on campus and is after business hours (or the weekend), the Lander University Police should be notified at 388-8911. For an emotional/psychological crisis occurring off-campus, call 911 or the Mental Health Crisis Line at 1-800-868-2642 or 229-9412.

5) For any health concern or behavior that may be considered an emergency, call 911.

6) Students who suspect a fellow nursing student is experiencing a physical and/or emotional/psychological health crisis should notify the Dean of the School of Nursing (or designee) regarding their concerns or follow the guidelines outlined above for emergency situations, or submit an online Student Concern Form.

STUDENT CONCERN FORM

This form is also available online via the Lander Portal

Student Concern Form

If this is an emergency situation – a situation where someone is in danger of hurting him/herself or someone else; is unable to control his/her behavior; or is in need of immediate medical treatment - do not complete this form. Completion of this form may not result in an immediate action being taken.

CALL:
Lander University Police at 388-8911 or 8222 (On Lander Campus)
911 (Off Lander Campus)

DATE OF INCIDENT: Select --
Month: [ ]
Day: [ ]
Year: [ ]

Name(s) of REPORTER(s):
1). (60 character limit)
2). (60 character limit)
3). (60 character limit)

NAME OF STUDENT(S) CONCERNED ABOUT:
(150 character limit)

BRIEF DESCRIPTION OF THE SITUATION: Please provide a detailed description of the incident using specific concise, objective language. Forward all documentation to the Student Concern Liaison of Student Affairs at the Grier Student Center, Room S344 and/or any electronic communication/supporting documentation to jfranks@lander.edu or call Lander University Police Department (LUPD) at 8911. If you have any questions, please call Joe Franks at 388-8749 or LUPD at 388-8222.

The student concern team liaison will gather information and/or make contact with the party of concern. This may not be an immediate action. If this concern is or could be dangerous or threatening to someone’s welfare, call LUPD at 8911. Follow-up with the reporting parties in reference to any outcomes around the incident or party of concern may not occur due to the nature of the situation.
Surgeries and Other Physical Health Concerns

Maintaining clinical requirements, including issues regarding health, are an integral part of being in the Lander nursing program. Students who have illness or surgery may compromise the safety of clients, colleagues, or themselves, and violate agency contracts. At their discretion, a clinical agency (or site) may prohibit a student from attending clinical based on liability and safety concerns. If a student is denied access to a clinical agency (or site) or poses a liability to the Lander nursing program, the student will be ineligible to continue in the clinical nursing courses that semester.

In the event a student has a health concern/illness or surgery which requires that the student miss a clinical/laboratory experience, the student must adhere to the following:

1) Notify the faculty course coordinators in all clinical courses if the student will be missing a clinical/laboratory due to health reasons. Students must adhere to the policies in the course syllabus regarding absences.

2) Notify the Dean of the School of Nursing.

3) Bring a health release by their Healthcare Provider stating that the student can resume all clinical requirements and activities without limits or the use of an assistive device, unless allowed by the clinical agency.

4) Students should refer to the Lander School of Nursing Core Performance Standards for specific guidelines on clinical expectations.

5) If the student is not able to resume the full student role in the clinical/laboratory setting, the student may be required to withdraw from the associated courses (follow School of Nursing and Lander University policies).

6) If a student does not inform faculty of the significant health concern or present a release, the student may be found guilty of Unprofessional Conduct and/or Unsafe Clinical Practice and may receive a clinical failure in all associated clinical courses.

7) All surgeries require documentation of a health release even if the surgeries are performed during the summer, holiday, or other break. Documentation must be submitted to the Dean of the School of Nursing and placed in the student’s record.

Approved by NFO on 4/7/2017. Approved by VPAA on 4/10/17.

Lander University School of Nursing Professional Conduct Policy

The Lander University School of Nursing (SON) recognizes professionalism as an essential characteristic for students preparing to enter the nursing profession. Nursing students are required to adhere to standards of conduct set forth by the SON as stated in the student handbook, as well as standards expressed in the American Nurses’ Association Code for Nurses. Infractions are formally documented and retained in the student’s permanent file on a NOTICE OF PROFESSIONAL MISCONDUCT form. A third infraction or a repeat occurrence of the same infraction is grounds for disciplinary probation. Students on disciplinary probation will be
ineligible for roles and activities such as: leadership roles, special events, LUSNA leadership positions, recommendation for Sigma Theta Tau, nursing mission trips, nursing scholarship/awards, student marshal, etc. A fourth infraction is grounds for permanent dismissal from the SON. Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file. The student will be provided with a copy and a copy will be forwarded to the student’s advisor.

Professional misconduct includes, but is not limited to, the following:

- Insubordination
- Violation of the Academic Honor Code
- Misrepresenting yourself or Lander University
- Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
- Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
- Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice

Approved by NFO 5/11/2015; reaffirmed 5/2016

LANDER UNIVERSITY SCHOOL OF NURSING

NOTICE OF PROFESSIONAL MISCONDUCT

TO: —

CC: (Advisor)

FROM: —

DATE: —

This notice is to inform you that a professional conduct infraction has been identified.

___ Insubordination
___ Violation of the Academic Honor Code
___ Misrepresenting yourself or Lander University
___ Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
___ Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
___ Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice
Other

1st Infraction (warning)

2nd Infraction (meeting with advisor)

3rd Infraction (disciplinary probation)

4th Infraction (dismissal from SON)

*Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file

Faculty Signature/Date: _______________________________

Student Signature/Date: _______________________________

A copy will be retained in the student’s permanent file Approved by NFO 5/11/2015

Registration Policies

All required NURS/NURN courses are restricted to students who have been admitted to the nursing major (prelicensure, or RN-BSN students). Registration for a NURS/NURN course does NOT guarantee a seat in the course in the event of failure to meet progression requirements or failure to meet health screening/clinical agency requirements. Students failing to meet progression or clinical agency requirements must drop the respective NURS/NURN courses in Bearcat Web for the next semester.

Once prelicensure students are admitted to the Nursing major, their classification in Bearcat Web will be changed to Nursing and they will be allowed to register for the initial semester of NURS courses; NURS 165, NURS 232, and NURS 235. Students who have been admitted to the Nursing major who have difficulty registering for these courses should contact the Dean of the School of Nursing.

Continuing Nursing majors may register for the next semester of NURS courses using the Bearcat Web system according to Lander University and School of Nursing procedures. Students who are out-of–sequence may be allowed to reenter the nursing courses on a space-available basis in accordance with the policies concerning out-of sequence students. Students who have difficulty registering for their NURS courses should contact their academic advisor or the Dean of the School of Nursing.

Continuing RN-BSN students who have difficulty registering for NURN courses should contact the Director of the RN-BSN Option.

Statements of Understanding Form

I. Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice
I have read the Lander University School of Nursing Policies regarding Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice. I understand that failure to follow these policies can result in failure of nursing courses. I will adhere to the policies as stated and am aware of the ramifications of a breach in professional confidentiality, and not following the standards for clinical practice. _____ Initials

II. Out of Sequence Students
I understand that in the event I am out of sequence in the required nursing curriculum, I will rejoin sequence on a space available basis when I have successfully met course prerequisite criteria. I understand that students eligible for progression already progressing in the class have priority for space in the class. In the event that there is insufficient space available in that class, I am obliged to make alternative academic decisions (i.e. delay major, change major, take other courses, etc.) _____ Initials

III. Permission to Copy Written Assignments
I give permission for photocopying of written assignments submitted to faculty as part of my program of study in the School of Nursing. I understand that copies of written work may be those upon which—course grades or clinical evaluations are based or that demonstrates a high level of originality and preparation. _____ Initials

IV. Nursing Student Handbook
As part of professional accountability in nursing, all students (prelicensure and RN-BSN) are expected to read the Nursing Student Handbook each fall and spring semesters. Students are expected to read the entire handbook upon admission to the program. Continuing students should read highlighted changes. Students are responsible for the content in the handbook and for adherence to policies of the School of Nursing. Any questions regarding policies should be referred to the student’s assigned academic advisor. _____ Initials

V. Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students
I have read and agree to abide by the Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students. _____ Initials

VI. Ineligibility to Continue in Major Due to Student Conduct
I understand that in order to participate in certain clinical learning sites, agency contracts require that I have a drug-screen and criminal background check. If certain information is revealed by the Criminal Background Check, I understand that I may be restricted by agencies from using their facilities. I understand that I may also be banned for conduct violations and/or other violations of agency contracts. If I am denied access to a clinical agency or site, I understand that I will be ineligible to continue in the nursing major. I am responsible for accurately updating my record every semester and notifying the Dean of any changes in my health or legal status. I understand that grievous infractions that involve my behavior and/or impact client care may cause failure of a course and permanent dismissal from the Lander nursing program. _____ Initials

THIS CONSENT FORM WILL BE PLACED IN MY PERMANENT FILE in the School of Nursing.

______________________________ __________________________
STUDENT NAME DATE

Approved by NFO 1/17/97; Revised 5/8/07; Revised 1/8/10; Reaffirmed 2010; 5/2011; Revised 4/2012; 5/2014; 5/2016
**Test/Final Exam Review Policy**

Faculty are encouraged to provide an opportunity for students to review each test following its administration at the discretion of the faculty. Students may not review all exams at the end of the semester in preparation for the final exam. No previously administered tests will be reviewed prior to the final exam. No tests will be reviewed after the last day of classes. Review of final exams will be at the discretion of course faculty. There will be no student review of final exams.

Approved by NFO 11/12/07; Reaffirmed 2010; 5/2011; 5/2012; 5/2013; revised 5/2014; Revised 5/2015; Revised 5/2016; Revised 5/2017

**Use of School of Nursing Equipment**

Students will be allowed to sign out teaching materials from the School of Nursing holdings provided the following criteria are met:

1. The student is currently admitted to nursing and identified as a nursing major.
2. The material requested are not currently being utilized in any of the nursing courses currently offered.
3. The materials are clearly identified as property of Lander University School of Nursing.
4. The student will be responsible for the replacement/repair cost of equipment lost or damaged while signed out in his/her care. A release (Borrow Equipment Form) must be signed so stating that policy.
5. A specified time limit is set for the return of the borrowed materials. Course grades may be delayed until the materials are returned or arrangements made for the replacement of the materials.


**Withdrawal from Individual Nursing Courses**

Nursing Majors may withdraw from an individual required NURS/NURN course twice, but must be successful when enrolling in the individual nursing course the third time. Students may NOT enroll in an individual required nursing course more than three times. This policy will allow a student to withdraw from a required individual nursing course twice or withdraw from a required individual nursing course once and do a complete withdrawal from the university once. Students may not exceed four withdrawals from required individual nursing courses, including total withdrawals from the university. Withdrawals from the University may count as multiple course withdrawals. Students who exceed these limitations on required individual course withdrawals will be dismissed from the nursing program. Required NURS/NURN courses that are dropped prior to the Drop/Add date will not be counted as individual course withdrawals.

Withdrawal from University

Nursing majors who find it necessary to withdraw from all classes must process an Application for Official Withdrawal through the Registrar’s Office. Withdrawal after the drop deadline will result in grades of W for all registered course work. Students may not withdraw following the last day of classes.

A nursing major who officially withdraws from the University during a semester must submit a new application for admission to the University in order to be readmitted to the University, unless the student is granted a Leave of Absence. In addition, he or she will be reclassified by the School of Nursing as out of sequence.

A nursing major may withdraw from an entire semester in which he or she is taking required NURS/NURN courses no more than one (1) time. A nursing major who violates this withdrawal policy will be ruled ineligible to return to required NURS/NURN courses.

Nursing majors who withdraw from the entire semester will accrue individual course withdrawals. See policy on Individual Course Withdrawals.


Written Assignments

Criteria for written assignments will be at the discretion of course faculty.

Part B: Clinical Policies and Procedures

CLINICAL/ LABORATORY ASSESSMENT TOOL

NAME ____________________________________ COURSE __________________________

CLINICAL INSTRUCTOR: ___________________ SEMESTER/YEAR: ________________

<table>
<thead>
<tr>
<th>Rating Code</th>
<th>Scale Label</th>
<th>Standard Procedure</th>
<th>Quality of Performance</th>
<th>Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7 = Independent</td>
<td>Safe</td>
<td>Proficient; coordinated; confident</td>
<td>Without supporting cues</td>
</tr>
<tr>
<td>6</td>
<td>6 = Supervised</td>
<td>Safe</td>
<td>Efficient; coordinated; confident</td>
<td>Occasional supportive cues</td>
</tr>
<tr>
<td>5</td>
<td>5 = Assisted</td>
<td>Safe</td>
<td>Skillful in parts of behavior</td>
<td>Frequent verbal and occasional physical cues</td>
</tr>
<tr>
<td>4</td>
<td>4 = Marginal</td>
<td>Safe but not alone</td>
<td>Unskilled; inefficient</td>
<td>Continuous verbal and frequent physical cues</td>
</tr>
<tr>
<td>3</td>
<td>3 = Assisted</td>
<td>Safe</td>
<td>Skillful in parts of behavior</td>
<td>Frequent verbal and occasional physical cues</td>
</tr>
<tr>
<td>2</td>
<td>2 = Marginal</td>
<td>Safe but not alone</td>
<td>Unskilled; inefficient</td>
<td>Continuous verbal and Unable to physical cues</td>
</tr>
<tr>
<td>1</td>
<td>1 = Marginal</td>
<td>Safe but not alone</td>
<td>Unskilled; inefficient</td>
<td>Continuous verbal and Unable to physical cues</td>
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<tr>
<td>0</td>
<td>0 = Dependent</td>
<td>Unsafe</td>
<td>Lacks confidence, coordination, efficiency</td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>NA</td>
<td>Not observed</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>


**Standards**

I. Neuman Systems Model (NSM)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Midterm *if applicable_____</th>
<th>Final_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses NSM terminology to assess and plan care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses the client as a system in interaction with the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguishes positive (strengths/resources) and negative (problem/needs) stressors in assessing client</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a holistic perspective to client by incorporating spiritual, physiological, psychological, sociocultural, developmental and variables</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporates nurse and client perspectives into care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses the NSM to plan care for client systems at the level of individual, family, group/community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses primary, secondary and/or tertiary prevention as appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. Assessment

<table>
<thead>
<tr>
<th>Standard</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses knowledge of physiological and behavioral sciences when assessing client stressors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies and accesses areas where additional information and/or assistance is needed to complete assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collects information about client’s health practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conducts additional health assessment based on client’s needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses instruments/equipment in the collection of data as the client’s safety is preserved, time is conserved, and the data obtained are accurate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquires information from and shares information with other disciplines</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

III. Analysis

<table>
<thead>
<tr>
<th>Standard</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzes assessment information to develop nursing diagnoses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prioritizes nursing diagnoses order with most important first</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV. Planning

<table>
<thead>
<tr>
<th>Standard</th>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses principles and established protocols to plan nursing care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses knowledge of client stressor (positive and negative) to plan nursing care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans interventions based on assessment and diagnosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes client in care planning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes outcome criteria that are measurable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishes outcome criteria that are achievable</td>
<td></td>
<td></td>
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</tbody>
</table>
V. Implementation

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performs interventions according to the nursing care plan</td>
<td></td>
</tr>
<tr>
<td>Organizes time, resources and self in the delivery of client care</td>
<td></td>
</tr>
<tr>
<td>Completes client care planned by self and other members of the health care team</td>
<td></td>
</tr>
<tr>
<td>Is cost conscious while delivering care</td>
<td></td>
</tr>
<tr>
<td>Uses authoritative resources to guide nursing actions</td>
<td></td>
</tr>
<tr>
<td>Completes nursing activities within a reasonable time</td>
<td></td>
</tr>
<tr>
<td>Documents actual events surrounding client care</td>
<td></td>
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</tbody>
</table>

VI. Evaluation

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determines actual client outcomes</td>
<td></td>
</tr>
<tr>
<td>Evaluates effectiveness of nursing interventions</td>
<td></td>
</tr>
<tr>
<td>Determines whether the original plan of care was appropriate</td>
<td></td>
</tr>
<tr>
<td>Modifies plan of care based on outcome</td>
<td></td>
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</tbody>
</table>

VII. Patient Teaching

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Prepares necessary teaching aids</td>
<td></td>
</tr>
<tr>
<td>Teaches client as plan indicates</td>
<td></td>
</tr>
<tr>
<td>Encourages client to assume responsibility for health coping behaviors</td>
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</tbody>
</table>

VIII. Communication

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Communication shows sensitivity to sociocultural needs of the client</td>
<td></td>
</tr>
<tr>
<td>Communicates care and consideration to the client even when performing distasteful tasks</td>
<td></td>
</tr>
<tr>
<td>Is respectful in interactions with clients, faculty and staff</td>
<td></td>
</tr>
<tr>
<td>Writing is legible and concise</td>
<td></td>
</tr>
<tr>
<td>Can present an idea (oral or written) in a logical and coherent manner</td>
<td></td>
</tr>
<tr>
<td>Provides staff and faculty with a complete report which includes what was completed and what was yet to be accomplished</td>
<td></td>
</tr>
<tr>
<td>Uses language that the client can understand</td>
<td></td>
</tr>
<tr>
<td>Uses language expected of a professional when speaking with other professionals</td>
<td></td>
</tr>
<tr>
<td>Keeps communication between self and others open</td>
<td></td>
</tr>
<tr>
<td>Uses therapeutic communication strategies when communicating with clients</td>
<td></td>
</tr>
</tbody>
</table>

IX. Critical Thinking

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Recognizes the existence of a clinical problem</td>
<td></td>
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<tr>
<td>Gathers information necessary to consider a clinical problem</td>
<td></td>
</tr>
<tr>
<td>Identifies the perspective(s) of those affected by the problem</td>
<td></td>
</tr>
<tr>
<td>Analyzes data to generate alternative approaches</td>
<td></td>
</tr>
<tr>
<td>Sets priorities that are consistent with the needs, beliefs and values of the client within the resources available</td>
<td></td>
</tr>
<tr>
<td>Selects approach(es) for care that is/are most likely to meet the goals while protecting the client from adverse consequences</td>
<td></td>
</tr>
<tr>
<td>Examines the results of own thinking to determine effectiveness in achieving desired outcomes</td>
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</table>

X. Research

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<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Critical analyzes a research report to determine if it has usable findings</td>
<td></td>
</tr>
<tr>
<td>Identifies areas that are appropriate for research study</td>
<td></td>
</tr>
</tbody>
</table>

XI. Leadership

<table>
<thead>
<tr>
<th>Midterm</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>Functions as a contributing health care team member</td>
<td></td>
</tr>
<tr>
<td>Demonstrates problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>Collaborates with client, significant others and health care providers in providing client care</td>
<td></td>
</tr>
<tr>
<td>Assumes the functions of a client advocate</td>
<td></td>
</tr>
<tr>
<td>Demonstrates leadership skills in coordination of client care in health care settings</td>
<td></td>
</tr>
<tr>
<td>Provides consultation and assistance to other members of the health care team</td>
<td></td>
</tr>
<tr>
<td>Delegates tasks to others (staff and family) considering their role and abilities</td>
<td></td>
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</table>

XII. Course Specific

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<thead>
<tr>
<th>Midterm</th>
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</tbody>
</table>
**Behaviors which must be present to pass clinical practice.**

*Initial to indicate compliance.*

<table>
<thead>
<tr>
<th>1. Professional Appearance and Behavior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Maintains Client Confidentiality</td>
<td></td>
</tr>
<tr>
<td>3. Is Honest and Demonstrates Integrity</td>
<td></td>
</tr>
<tr>
<td>5. Prepares for Clinical Experience by Acquiring the Knowledge, Skills and Equipment Needed for Client Care</td>
<td></td>
</tr>
<tr>
<td>6. Practices within the Scope of the Student Role, Dependent on Level in the Program</td>
<td></td>
</tr>
<tr>
<td>7. Conforms with Patient’s Bill of Rights</td>
<td></td>
</tr>
<tr>
<td>8. Engages in Safe Clinical Practice</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Student Signature ___________________________ Date ____________ Signature of Clinical Instructor ________________

Comments:

___________________________________________________________________________________

Student Signature ___________________________ Date ____________ Signature of Clinical Instructor ________________

Signature of Course Coordinator

Midterm evaluations may be done if applicable.

Lander University School of Nursing Simulation Learning Center Guidelines

The Nursing Simulation Learning Center includes three rooms for high-fidelity simulation, one room for mid-fidelity simulation, two debriefing rooms, as well as storage and utility space. Each of the three high fidelity simulation rooms are outfitted with audio and video recording equipment to enhance instruction, scenario debriefing, student learning and evaluation.

Purpose of Simulation:
Simulation provides a safe environment in which students can apply and integrate knowledge, skills, and critical thinking. Courses in Level II and Level III of the pre-licensure option incorporate the use of high-fidelity patient simulators in the Simulation Learning Center.

Advantages of simulation-based instruction include:
- No threat to patient safety
- Realistic, specific and unique client situations can be created in which variables are controlled and situation can be reproduced
- Consistent and comparable experience can occur for all students
- Promotes experiential learning
- Promotes student self-evaluation
- Promotes effective clinical decision making and critical thinking

Prior to simulation session the student is expected to:
- Complete assigned readings
- Complete or review assigned case study (if applicable)
- Complete assigned clinical documents
- Copy and sign Simulation Confidentiality and Recording Permission Agreement
- Prepare to arrive for simulation session in uniform (if indicated by professor) and bring pencil (no pens in simulation center)
- Review simulation learning objectives
- Identify areas of learning and/or evaluation
- Prepare for evaluation and review evaluation rubric if indicated

During simulation session the student is expected to:
- Introduce self to patient and other participants as indicated
- Use standard patient identification procedures
- Use standard precautions before, during, and after simulation experiences
- Demonstrate assessment and data collection skills
- Demonstrate cognitive and psychomotor skills learned in previous course work
- Effectively communicate with patient, families, peers, and other members
- Use the six rights of medication
- Demonstrate professional behavior

After simulation session the student is expected to actively participate in the debriefing session. Debriefing provides immediate feedback and is a reflective critical thinking analysis and communication tool for participants of the simulation learning experience.
The rubric is used to facilitate instruction, evaluate performance in simulation and provide feedback.

<table>
<thead>
<tr>
<th>Lander University School of Nursing QSEN/ATI based Simulation Evaluation Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAFETY- minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self and others</td>
</tr>
<tr>
<td>Accident/Error /Injury Prevention</td>
</tr>
<tr>
<td>Handling Infectious Materials</td>
</tr>
<tr>
<td>Standard Precautions/Transmission-Based Precautions/Surgical Asepsis</td>
</tr>
<tr>
<td>Dosage Calculation/Medication Preparation</td>
</tr>
<tr>
<td>Medication Administration</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PATIENT-CENTERED CARE- The provision of caring and compassionate, culturally sensitive care that is based on a patient’s physiological, psychological, sociological, developmental, spiritual, and cultural needs, preferences, and values.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Maintenance</td>
</tr>
<tr>
<td>Basic Care and Comfort</td>
</tr>
<tr>
<td>Physiological Adaptation</td>
</tr>
<tr>
<td>Neuman Systems Model Application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVIDENCE-BASED PRACTICE- The use of current knowledge from research and other credible sources to make clinical judgements and provide client-centered care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacological and Parenteral Therapies</td>
</tr>
<tr>
<td>Reduction of Risk Potential</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INFORMATICS-The use of information technology as a communication and information gathering tool that supports clinical decision making and safe, scientifically based nursing practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapts to maximize teaching and learning within the simulated environment</td>
</tr>
<tr>
<td>Adequately utilizes technology (EMR, databases, simulation equipment)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAMWORK AND COLLABORATION- The delivery of client care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive client outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Performance</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Actively participates as a member of the simulation health care team</td>
</tr>
<tr>
<td>Acknowledges the need for referral or assistance from multidisciplinary health care team members when indicated</td>
</tr>
<tr>
<td>Demonstrates appropriate delegation</td>
</tr>
</tbody>
</table>

Instructor Summary of Performance:

Student Response:

Instructor Signature: _________________________ Date: _______________________

Student Signature: _________________________ Date: _______________________

Adopted reaffirmed 5/2016; reaffirmed 5/2017
Clinical Evaluation Standards

In order to earn a clinical grade of “satisfactory”, students must meet the following standards, based on clinical evaluation using the Clinical Assessment Tool:

First Semester Juniors (NURS 345 and NURS 393)
   — Standard: No more than two evaluation categories rated 2
   — No categories rated 1 or 0

Second Semester Juniors (NURS 346 and NURS 392)
   — Standard: No more than two evaluation categories rated 3
   — No categories rated 2, 1, or 0

First Semester Seniors (NURS 408, NURS 409)
   — Standard: No more than two evaluation categories rated 4
   — No categories rated 3, 2, 1, and 0

Second Semester Seniors (NURS 412)
   — Standard: No evaluation categories rated below 5

Clinical Practice Guidelines

Safe Clinical Practice
The following are accepted as standards of behavior of Lander University School of Nursing students in clinical laboratory experiences.

1. Prepares for Clinical Practice
   A. Follows clinical preparation guidelines given by course/clinical unit faculty.
   B. Demonstrates knowledge of medication client(s) is/are receiving.
   C. Demonstrates knowledge of the physiology and pathophysiology related to client condition.
   D. Documents clinical laboratory preparation as directed by course/clinical faculty, e.g., nursing care plan.
   E. Brings necessary supplies and equipment to perform effective nursing care for the client.
   F. Reviews unfamiliar procedures, drugs, and treatment strategies.

2. Recognizes Need for Assistance and seeks Faculty Supervision in Clinical Activities including but not limited to:
   A. Administration of medication
B. Intravenous therapy
C. Initial performance of technical skills
D. Selected clinical practice and strategies

3. Practices Within the Parameters of Role and Title
A. Demonstrates knowledge of role expectations and limitations.
B. Functions at anticipated level for current student level status.

4. Maintains Client Safety
A. Maintains safe client environment. Including but not limited to side rails in appropriate position related to client condition, age, and situation.
B. Practices and teaches aseptic technique.
C. Refrains from attendance in the clinical setting when own health level is detrimental to client or colleagues.

5. Practices Health Safety by Maintaining Own Level of Health
A. Maintains adequate rest and sleep practices to function safely in the clinical setting.
B. Seeks medical/health care when needed for self.
C. Utilizes over-the-counter drugs or other health maintenance strategies judiciously to protect own health state.

6. Functions Without Influence of Drugs and/or Alcohol (see policy regarding substance abuse)
A. Takes drugs prescribed for own health problems in the manner in which they are prescribed.
B. Demonstrates knowledge of effects prescribed drugs may have on clinical judgment and performance
C. Absents self from clinical laboratory when prescribed medications may negatively affect judgment, nursing practice, compromise client safety.
D. Refrains from use of alcohol prior to or during clinical laboratory experience.

7. Identifies Effect of Attitudes and Behaviors on Client Care
A. Utilizes therapeutic communication techniques.
B. Does not demonstrate behaviors reflecting distaste for performance of unpleasant tasks or procedures necessary for therapeutic care.

C. Interacts with staff in a manner reflective of client centered goals and mutual respect.

D. Interacts with faculty in a manner reflective of mutual respect.

8. Shares Accurate Information Regarding Nursing Activities
   A. Truthfully reports nursing activities related to care of client.
   B. Documents actual events surrounding client assessment and nursing care.

9. Performs No Activities Detrimental to the Health and Safety of Client
   A. Provides nursing care according to principles and established protocols.
   B. Questions unusual directions of nursing practice.
   C. Validates appropriateness of planned nursing care.

10. Assumes Responsibility for Completion of Nursing Activities
    A. Performs assigned and required nursing activities.
    B. Completes nursing activities within a reasonable time.
    C. Communicates nursing activities required but not completed to appropriate clinical faculty and agency staff.

11. Demonstrates increasing competence in skill performance
    A. Performs technical skills safely and efficiently
    B. Utilizes the nursing process to provide client care
    C. Utilizes the Neuman Systems Model to assess clients
    D. Organizes client care to conserve resources and time
    E. Manages human and physical resources effectively

Unsafe Clinical Practice
Clinical practice may be considered unsafe when a student fails to use the nursing process effectively by engaging in one or more of the following activities. Please note that this list is not all inclusive. Unsafe clinical practice is at the discretion of each individual professor:

1. Failure to be prepared for clinical practice.
2. Failure to recognize the need for assistance when unfamiliar with nursing action.
3. Performing activities outside the parameters of nursing practice as defined by the South Carolina Nurse Practice Act.
4. Failure to take nursing action when such action is essential to the health and safety of the client.
5. Attending clinical laboratory with active infectious disease process or when health state does not allow minimum safe practice.
6. Failure to recognize the influence of own attitudes and behaviors on care of client.
7. Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.
8. Performing nursing activities which are detrimental to the health and safety of the client.
9. Failure to assume responsibility for completing nursing action.

In order to hold students accountable to the above standards, clinical instructors and faculty will give formal documentation to students who exhibit unsafe practices. This formal documentation will be in the form of a “green slip” that references the student handbook and the exact standard the student failed to display in his/her clinical practice. The documentation of unsafe clinical practice will be delivered in a face to face meeting with the clinical course coordinator. Both student and course coordinator will sign the documentation and the student will receive a copy. This “green slip” will be maintained in the student’s permanent file in the SON from semester to semester regardless of the student’s status (out of sequence, etc). Students will be dismissed from the nursing program upon issuance of a 3rd “green slip”. Any grossly unsafe or negligent clinical event or unethical practice (including but not limited to those covered above) may constitute an automatic course or program failure without the student receiving a counseling or warning. (Please refer to the Ineligibility to Continue in the Major Due to Student Conduct Policy- Section III, Part A). Students may receive unsatisfactory clinical performance at the discretion of each course coordinator. Unsatisfactory performances may not count in the cumulative number of unsafe performances designated with the “green slips”; and students may accrue a designated number of unsatisfactory performances at the course coordinator’s discretion.
Lander University School of Nursing

Documentation of Unsafe Clinical Practice

You are receiving this documentation of your unsafe clinical practice that occurred on ________________.

Briefly describe the unsafe clinical practice:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

According to the LUSON Policy and Procedure Manual the following behavior was noted as unsafe clinical practice:

____ Failure to be prepared for clinical practice.

____ Failure to recognize the need for assistance when unfamiliar with nursing action.

____ Performing activities outside the parameters of nursing practice as defined by the South Carolina Nurse Practice Act.

____ Failure to take nursing action when such action is essential to the health and safety of the client.

____ Attending clinical laboratory with active infectious disease process or when health state does not allow minimum safe practice.

____ Failure to recognize the influence of own attitudes and behaviors on care of client.

____ Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.

____ Performing nursing activities which are detrimental to the health and safety of the client.

____ Failure to assume responsibility for completing nursing action.

____ Other
*** Any grossly unsafe or negligent clinical event or unethical practice (including but not limited to those covered above) may constitute an automatic course or program failure***

Recommendations for Improvement:

Please note that it is the policy of the SON to evaluate each incident of unsafe practice with the goal of helping students to grow and learn from mistakes. However, continued egregious and unsafe practices cannot be tolerated. A student may earn no more than 2 “green slips” for Unsafe Practice throughout his/her time in the nursing program at Lander University, regardless of his/her status in the program (out of sequence, etc).

This document provides evidence that the clinical coordinator and student have met face to face to discuss the unsafe behaviors documented above.

Clinical Nursing Skills Checklist

Each prelicensure student will obtain a (green) Clinical Nursing Skills Check List book with the course materials received in the NURS 235 course. Students are required to take it with them to clinical/laboratory experiences. The student must keep an accurate record of the date, client diagnosis(es), age, and gender on the Clinical Client Log for each clinical/laboratory course at the front of the Clinical Nursing Skills Check List. The student is also expected to accurately record the dates of any observations, experiences, and completed clinical/laboratory skills found in the Clinical Nursing Skills Check List. The appropriate clinical/laboratory instructor is to initial the completed skills(s). It is the responsibility of each student to take the check list with them to clinical/laboratory and to present it for signature to the clinical/laboratory instructor. If the skills are not recorded and signed in a course with clinical/laboratory experiences, a grade of Incomplete (I) may be given in the clinical/laboratory course until it is correctly submitted. Students are not eligible for progression in nursing with a grade of Incomplete in nursing courses. It is the responsibility of the course coordinator to ensure the Clinical Nursing Skills Check List has been checked. Students needing to obtain a replacement Clinical Nursing Skills Check List will be required to purchase one at the cost of printing and processing.


Drugs and Alcohol Policies

The use of substances which interfere with the judgment and/or motor coordination of nursing students pose an unacceptable risk for clients, Lander University, the faculty, and clinical agencies. In compliance with clinical agency requirements, Lander University School of Nursing requires annual drug testing for students taking clinical courses. Such testing will be completed before the first clinical course and annually thereafter for all students in clinical courses. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory settings, the Lander School of Nursing has the right to require a student to submit to testing for substance abuse at the student’s expense. Refusal by a student to submit to testing will result in that student’s dismissal from the Lander School of Nursing.

Procedure for Drug Testing

Prior to participation in clinical experiences, students will be required to follow the drug testing procedures established by the Lander School of Nursing. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the School of Nursing through a selected outside vendor. The testing must be completed within 90 days PRIOR to the first day of the academic semester and annually thereafter for all students in clinical courses. All costs associated with testing are the responsibility of the student. Third party fees may be charged if a student does not use a laboratory site specified by the vendor. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, methaqualone, and other chemicals as required by clinical agencies. A drug test will be presumed positive if any of the drugs tested are found.

Refusal to Test

Refusal by a student to submit to testing will result in that student’s dismissal from the Lander School of Nursing.
Positive Results
Positive drug screens shall be reviewed by a Medical Review Officer (MRO) employed by the vendor. A Medical Review Officer (MRO) will contact the student if a positive result is reported to locate the prescription number, pharmacy number, and provider’s or prescriber’s number to determine if the positive result occurred due to illicit drug use. The MRO may review with the student the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be asked to contact the prescriber and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

Dilute Specimen Results
Students are responsible for checking their vendor (Castlebranch) site for the results of any completed drug testing. In the event that a drug screen results as a diluted specimen, the student must have a second urine drug screen. The student will be required to contact Castlebranch within 24 hours to obtain instruction for authorization for this second urine drug screen. The student must retake their urine drug screen within 72 hours of the original result. If the result of the second urine drug screen is also a diluted specimen, the student must submit to hair testing. All drug testing is at the student’s expense.

Reasonable Suspicion of Drug/Alcohol Use
In addition to the pre-clinical screening process for substance abuse, for the protection of clients, faculty, staff, and students, the Lander School of Nursing has the right to require a student to submit to testing for substance abuse at the student’s expense when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and/or other drugs during a clinical or laboratory experience. As this policy refers to positive drug/alcohol screen procedures, the following definitions of positive results will be used:
1. Screen results indicating use of an illegal drug
2. Screen results indicating non-therapeutic drug level of prescribed or nonprescribed drugs
3. Screen results indicating presence of alcohol in blood.

Evidence of Alcohol/Drug Use
During clinical or laboratory experiences, any one or more of the following behaviors may also constitute evidence that a student is under the influence of alcohol and/or drugs:

1. Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by persons making such observations and includes, but is not limited to: slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs.
2. Incoherent speech without reasonable explanation.
3. Inappropriate decision-making behavior without reasonable explanation. This behavior must be described objectively by persons making such observations and must clearly be inappropriate based upon reasonable expectations of students at the same academic level. It may include information that the individual has caused or contributed to harm of self, visitors, staff, or patient while under the influence of drugs.
(4) Odor of alcohol detected on the breath of the student detected.  
(5) A report of drug use by credible sources or direct observation of drug use. (Reporting source may be identified in accordance with clinical agency policy)  
(6) Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs.

**Record of Test Results**  
The MRO will report all test results to the Dean of the School of Nursing. The results will be maintained in a file in the office of the Dean of the School of Nursing.

**Readmission following Positive Test Results**  
In order to be considered for readmission, students who are dismissed from the nursing program due to a positive substance abuse screen must:
1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
2. Prior to readmission, submit to an unannounced substance abuse screening at the student’s expense. A positive screen will result in ineligibility for readmission.
3. Submit to random drug tests as requested by the School of Nursing after readmission. A positive screen will result in permanent dismissal. Random drug testing will be at the expense of the student.


**Procedure Following Reasonable Suspicion of Alcohol/Drug Use**  
1) If a faculty member observes suspicious behavior that is suggestive of alcohol and/or drug use, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately. The faculty member also must contact the Dean of the Lander School of Nursing, or a Designee, in order to review the situation and make arrangements for immediate confirmatory testing. In the event the suspicious behavior occurs under the clinical guidance of a Clinical Preceptor, the Clinical Preceptor is to contact the Course Coordinator for further instruction. If the reasonable suspicion incident occurs while at a clinical facility, the student will be responsible for obtaining transportation to the designated reference laboratory. The student will not be allowed to drive from the clinical facility. The student must present to the designated reference laboratory for confirmatory testing within one (1) hour of being excused from the clinical facility. Information regarding the alleged incident should be recorded on the **Reasonable Suspicion of Drugs and/or Alcohol Use Form**.

2). The student’s failure to cooperate or comply with any portion of the Reasonable Suspicion of Alcohol/Drug Use policy shall result in immediate dismissal from the Lander School of Nursing.

3). All costs associated with testing following reasonable suspicion are the responsibility of the student.


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**Reasonable Suspicion of Drugs and/or Alcohol Use Form**

I hereby release the Lander Course Faculty or Clinical Preceptor, Clinical Agency Staff Member, designated testing agency and its dean director, Lander University, the Lander School of Nursing and faculty from any claim in connection with the drug screening guidelines. I understand that in the event any legal action is taken as a result of the drug screening guidelines, confidentiality may no longer be maintained. I understand that signing this form is **NOT** an admission of guilt.*

**Date of Alleged Event** ____________________________

**Time of Alleged Event** ____________________________

**Location of Alleged Event** ____________________________

**Print Name of Student** _________________________________________

**Signature of Student** ___________________________________________

*********************************************************

**Print Name of Faculty** _________________________________________

**Signature of Faculty** ___________________________________________

*********************************************************

**Print Witness Name** _________________________________________

**Signature of Witness** _________________________________________

*********************************************************

**Behaviors suggestive of substance use:**

______________________________________________________________________________

______________________________________________________________________________

**Time of Dismissal from Clinical Agency** ____________________________

**Person Driving Student from Agency** ____________________________

**Initials** _______ **Initials** _______ **Initials** _______

*Faculty may document on back of form

Random Drug Alcohol Testing
Students will abstain from the use of alcoholic beverages or any substances that may impair judgment in the academic and/or clinical setting. The Lander School of Nursing reserves the right to randomly test any student admitted to the nursing program for drugs and/or alcohol. Additionally, students are required to report another student who is suspected of being under the influence of drugs and/or alcohol in the academic or clinical setting. Failure to report constitutes failure to provide action that is essential to health and safety and may be considered unprofessional conduct and/or unsafe clinical practice.

Revised 5/9/2016; reaffirmed 5/2017

CLINICAL/LABORATORY INCIDENT REPORT

Any student, faculty, instructor, or staff member involved in an incident during School of Nursing clinical/laboratory time will complete the School of Nursing Incident Report. Reports will be maintained in the School of Nursing Incident Report File. An incident is defined as any injury, exposure to a bloodborne pathogen, accident, or near-miss which occurs during a clinical/laboratory. A near-miss is defined as any incident or error that has the potential to cause harm, but does not result in harm.

Nursing students are covered by Workman’s Compensation while engaged in clinical/laboratory activities (From SC Code of Laws 42-7-60). Lander University students, faculty, instructors, or staff should adhere to the following Human Resources procedures for Workers’ Compensation:

1. Any injury/exposure requiring immediate, emergency care should be treated at the nearest emergency facility. Exposure to a bloodborne pathogen requires immediate care. If the injury/exposure occurs off-campus and the facility has Employee Health services available, follow clinical agency guidelines for immediate treatment. If an employee health office/department is not available, contact the nearest emergency School department for immediate treatment guidelines. Policies and procedures are to be followed per facility guidelines. Ask the provider to file the claim under Workers’ Compensation. Report the injury/exposure immediately after treatment first to the clinical coordinator, the Dean of the SON and then to the University Safety Director (8009); or and the Human Resources Office (8310); or the Campus Nurse (8885). The State Accident Fund will determine if the claim is compensable.

2. If the injury is not an emergency, report the injury first to the clinical coordinator, the Dean of the SON and then to the University Safety Director (8009); or the Human Resources Office (8310); or the Campus Nurse (8885).

3. If an incident occurs after normal working hours, call University Police (8222) and follow their procedures for an after hours incident during clinical/laboratory.

4. **Follow-up care is encouraged as recommended by the initial treating health care provider.** Prior to receiving follow-up care for an injury/exposure, contact the Human Resources Office who will obtain authorization through the State Accident Fund. The State Accident Fund may refuse to pay the claim if it is not authorized.

LANDER UNIVERSITY SCHOOL OF NURSING
CLINICAL/LABORATORY INCIDENT REPORT

Incident Date ___/___/___ Discovery Date ___/___/___

Location____________________________

Course Number_________ Course Coordinator____________________________________

I. Involved Parties: Please list name and title for each. (Data which would identify client should not appear on this form.)

<table>
<thead>
<tr>
<th>Injured person:</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Involved:</td>
<td>Title:</td>
</tr>
<tr>
<td>Reported by:</td>
<td>Title:</td>
</tr>
<tr>
<td>Witnesses:</td>
<td>Title:</td>
</tr>
<tr>
<td>Faculty/Instructor Involved:</td>
<td>Title:</td>
</tr>
</tbody>
</table>

II. Incident:
   a. Brief description of incident:

   b. Action taken when incident discovered:

   c. Condition of individual following incident:

   d. Instructor’s comments:

   e. Was agency’s incident report completed: Yes ___ No ___
      Date: ____________ Time: __________

      If no, explain why not: __________________________________________________________

III. Agency:
   Agency notified: Yes _____ No _____
   Name __________________________ Date _______ Time _______


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IV. Physician:
Physician notified: Yes _____ No _____
Name ___________________________ Date ________ Time ________

Physician Action:

V. School of Nursing
Course Coordinator notified: Yes _____ No _____
Date: _______ Time _____ Method: Phone____ Electronic___ In-person____

Dean notified: Yes _____ No _____
Date: _______ Time _____ Method: Phone____ Electronic___ In-person____
Comments:

___________________________________  __________________________________
Course Coordinator Signature/Date        Dean Signature/Date

Clinical Dress Policy

Purpose: The purpose of outlining clinical dress parameters is to assist the beginning nursing student in establishing a professional appearance. Projecting a professional image of the Lander University nursing student to professional nurse colleagues and the profession is the responsibility of each student at all times. Specific questions or concerns about professional dress should be addressed to your current course faculty member.

Uniforms are to be worn by students in providing nursing care when involved in clinical laboratory settings. Uniforms must be clean and smoothly pressed and in good repair. The uniform is to be worn only in clinical settings. Students may wear the uniform to class on those days when it would not be feasible for the student to change to street clothes before going to class or before going to the clinical area.

Students in select clinical experiences will be required to wear khaki pants, a blue Lander nursing polo, available for purchase from the Bearcat Shop, and nonporous shoes (closed toe/closed heel). Shoes must be low-heeled, completely enclose the foot, and must be worn with plain socks (white, tan, or blue). Students may wear clean leather tennis shoes in good repair. Students in select clinical experiences will be required to wear khaki pants, a blue Lander nursing polo, available for purchase from the Bearcat Shop, and nonporous shoes (closed toe/closed heel). Shoes must be low-heeled, completely enclose the foot, and must be worn with plain socks (white, tan, or blue). Students may wear clean leather tennis shoes in good repair. Students in these clinical experiences may elect to wear khaki scrub pants with their blue Lander nursing polo, but khaki denim pants, capris, leggings, tight pants, ill-fitting pants (too long or too short) are unacceptable. Pants must be of a style that comes up to the student’s waist, not “low rise”. The Lander nursing polo shirt is meant to fit in such a way to allow unrestricted movement and full coverage of the chest and abdomen. Flesh must not be visible between the bottom of the polo shirt and the top waist of the pants, even when stooping, bending or raising arms above the head. In cool weather a solid BLACK or “Lander blue” jacket may be worn. The jacket should be plain and free of prominent logos or lettering. A fleece Lander jacket is preferred but not mandatory. Students may also elect to wear the Lander Nursing lab coat with the above described attire unless instructed otherwise by a course coordinator.

Students are not to wear Lander School of Nursing or hospital identification cards in social settings that are not directly associated with clinical or other nursing faculty-sanctioned events. Students are not to wear any Lander student nurse identification to meals outside of the clinical setting or to social engagements. Students are not to sit on the floor or other contaminated surfaces while wearing the Lander student uniform (either the white uniform or the blue Lander nursing student shirt and lab coat). Sitting on the floor violates the clinical requirement for professional appearance and behavior and the practice of standard and transmission-based precautions and may be considered a violation of the Safe Clinical Practice policy. Students who violate this policy will be subject to disciplinary action.

Any student in nursing laboratory/clinical setting not dressed per clinical requirement will be given an unsatisfactory grade and sent home.

Student Uniforms:
Female: Two (2) complete uniforms are recommended
White top - Landau style #9015 with Lander embroidery
Blue pants - Landau style # 9312  
Nonporous white shoes (closed toe/closed heel)  
Plain white hose or socks  
Picture Identification Badge per agency policy and course instructor  

**Male:**  
White top - Landau style # 7489 with *Lander patch* embroidery  
Blue pants - Landau style # 8555  
White hose or socks  
Nonporous white shoes (closed toe and heel)  
Picture Identification Badge per agency policy and course instructor

**Lab Coats:**  
**Female:**  
Landau style # 7535 with appropriate Lander embroidery  
**Male:**  
Landau style # 7551 with appropriate Lander embroidery

*Long Sleeve white tops should not be worn under the uniform. Lab coats may be worn for warmth when giving direct patient care. Picture Identification Badge is to be worn on the left upper portion of the uniform or lab coat. Sweaters are not to be worn with lab coats. Lab coats are to be clean and pressed.*

Lab coats and uniforms may be purchased from:  
The Daisy  
412 Main Street  
Greenwood, SC 29646  
(864)229-4811

*Students should read check their Lander emails for dates and times that representatives from the Daisy may be on campus to assist with ordering uniforms.*

**NOTE:** It is recommended that students purchase two uniforms. The hemline for a dress uniform must extend to a level below the knees (to the bottom of the patella).

**Undergarments:**  
Undergarments must be worn. Only white or skin toned undergarments are to be worn with the uniform and they must provide full coverage.

**Accessories:**  
Uniform accessories are a part of each uniform and include the following:  
a. Watch with a sweep second hand or digital second counter  
b. Identification Badge: Worn on the left upper portion of the uniform/lab coat.  
c. Bandage scissors  
d. Stethoscope  
e. Blood pressure cuff (optional)  
f. Penlight  
g. Nursing equipment as required by the specific course.

**Jewelry:**  
Only the following jewelry may be worn:  
a. Smooth wedding bands with no stones.
b. Only one pair of small stud-style earrings. Only one earring per ear may be worn in the lower earlobe and size should not exceed 8mm. All gauge openings must be appropriately covered with a flesh-toned solid plug or adhesive bandage.

c. Medic Alert necklace or bracelet
d. No oral jewelry allowed.

**Body Tattoos:**
All tattoos must be concealed.

**Facial Jewelry:**
Facial jewelry must be removed.

**Other Apparel:**
Outer apparel appropriate to weather conditions should be worn over the uniform to and from the clinical facility. It may not be worn while giving direct patient care. Sweaters are not allowed during clinical practice.

**Clinical Agencies:**
Students are expected to follow dress policy modifications specific to clinical areas, e.g., labor and delivery, nursery, operating room, recovery room, and community settings.

**Scrubs:**
When the clinical experience requires the student to wear hospital scrubs, the student will wear the regulation uniform to the clinical area and change into scrubs in the clinical area.

**Personal Hygiene:**
Personal cleanliness is prerequisite for client care. Regular bathing, hair washing, and use of deodorant are part of personal cleanliness.

**Hair:**
Hair must be neat at all times. It cannot touch the neckline of the uniform or lab coat. Long hair must be neatly pinned up to keep it off the uniform collar. It must be restrained so that it will not interfere with nursing activities. Devices used to restrain the hair are to be unobtrusive and of a color consistent with the hair color. Hair color is to be that typically occurring naturally in humans, i.e. black, brown, blonde, natural shades of red, and gray.

Beards and mustaches should be kept trim and neat.

**Makeup:**
Makeup may be worn. It should be adequate to look attractive, but not so much as to attract attention.

**Fingernails:**
Nails should be kept clean and short enough to avoid scratching the patient. They should be even with the end of the fingers. No nail polish allowed. No coverings over natural nails, to include but not limited to, polish, overlays, artificial nails, or tips.

**Gum Chewing:**
Gum chewing will NOT be permitted in the clinical facility.
Smoking: Smoking is not permitted while in student uniform/professional dress, before, or during any clinical/laboratory activity.

Picture Identification Badge: The Lander University picture identification badge and/or clinical agency ID is worn in the clinical areas as required by the clinical agency.

Requirements for Entering Clinical Nursing Courses

To meet the standards of the Lander University School of Nursing, the South Carolina State Board of Nursing, and clinical agency requirements, Lander University nursing students must present evidence annually of a current clear criminal background check and drug screening, health screening, current immunization status, current student nurse liability and health/accident insurance, and annual CPR certification for adult, child, infant and obstructed airway (The only course accepted is American Heart Association Healthcare Provider BLS). Evidence of the following is due no later than July 17th for fall semester, postmarked no later than July 7th; health screening, immunization status, annual PPD test results, liability, health and accident insurance and CPR certification. Students admitted in the spring semester must have their required documentation in by December 1st, postmarked no later than November 24th and must be valid throughout the academic year and not subject to expire during August-April clinical rotations. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. The student is responsible for submitting completed documentation and keeping a copy of the documentation for personal use.

Professional Student Nursing Liability Insurance
Students enrolled in the clinical nursing courses must carry tort and professional student nursing liability insurance (purchased annually). Evidence of insurance for the full academic year must be submitted by submitting a copy of the face sheet of the Professional Student Nursing Liability Insurance policy showing coverage dates and amounts. The Professional Student Nursing Liability Insurance must provide coverage of at least $1 million per incident/$3 million aggregate. Suggested Professional Student Nursing Liability Insurance carriers can be found on the School of Nursing website.

Health and Accident Insurance
Students are required to carry either Student Accident and Sickness Insurance or comparable health insurance throughout their course of study. All students enrolled in required nursing courses must show evidence of health and accident insurance. Students must submit either a copy of the face sheet of the health and accident insurance policy or a copy of the front and back of their insurance card issued by the insurance company. Students are responsible for the cost of health/follow up required as the result of illness or injury incurred in the course of clinical laboratory learning experiences.
CPR Certification
All students enrolled in required nursing courses must show evidence of annual certification in CPR for healthcare providers, effective throughout the academic year. Evidence of certification may be either a copy of their CPR certification card or a copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider). A copy of the front and back of the students signed CPR card must be submitted when received.

Required Health Screening of Nursing Students
All students enrolled in nursing courses must show annual evidence of health screening which will be effective throughout the academic year. The health screening includes:
1. Initial 2 Step Tuberculosis screening. Students admitted in the fall semester must have their 2 step PPD completed in June. Students admitted in the spring must have their PPD completed in November. Those with Positive results will be referred to SCDHEC.
2. Annual PPD update (date administered, results, and name of agency where it was completed). If you had a positive PPD, you will not need to meet this annual requirement
3. Rubella status or immune titer (greater than 1:8, or re-immunization). Students having titer results that are not positive (immune) must complete the immunization process.
4. Tetanus/Pertussis-(Tdap) immunization (within the last 10 years).
5. Hepatitis-B series. Dates of shot series, positive titer, or copy of waiver of declination attached. Students having titer results that are not positive (immune) must complete the immunization process.
6. Varicella immunization or positive titer. Students having titer results that are not positive (immune) must complete the immunization process.
7. Influenza immunization- Documentation of a flu shot administered between September 1st-November 1st OR a declination waiver. Declination waiver is available to download, print, sign and upload. The renewal date will be set for 1 year from administered date of vaccine.

Hepatitis-B
Hepatitis B is an infectious disease with serious and sometimes fatal outcomes. The Hepatitis virus can be transmitted to health care workers by needle stick injury or exposure to body fluids of infected individuals. Infected individuals are unknown to health care workers 90% of the time. Lander University nursing students are therefore advised that Hepatitis B immunization is required (unless a waiver of declination has been signed) in order to engage in client care activities in clinical nursing courses. Any student who is unable or unwilling to take the vaccine must sign a “waiver of declination”. The form is available from the School of Nursing.

Approved by NFO 2010; Revised 5/3/2011; 5/2012; 1/2013; reaffirmed 5/2017
Submission of Requirements for Entering BSN Clinical Nursing Courses
The Annual Prelicensure Health, Insurance, and Education Requirements Forms and Instructions for submitting the Annual Prelicensure Health, Insurance, and Education Requirements are available to students on the communication board for prelicensure nursing majors in Blackboard.

Vendor(s) used for Requirement Tracking
Lander University School of Nursing currently uses two separate vendors for clinical requirement tracking. Lander University uses an approved Vendor for the management of clinical requirement tracking. The Vendor and submission process assigned to you at the time of your admission to the nursing major is the process that you should continue unless you are notified to do otherwise.

Approved by NFO 1/4/13; reaffirmed 5/2014; 5/2015; 5/2016; revised 5/2017

Education/Training Requirement for Clinical Agencies
Students enrolled in clinical nursing courses are required to complete a mandatory clinical agency component for education/training regarding safety and protection (including but not limited to occupational exposure to bloodborne pathogens, hazardous waste disposal, fire safety, and HIPAA). This may be in the form of a computer based learning application or onsite training. The dates and location for annual trainings are announced in clinical courses.

Statements of Understanding Form

II. Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice
   I have read the Lander University School of Nursing Policies regarding Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice. I understand that failure to follow these policies can result in failure of nursing courses. I will adhere to the policies as stated and am aware of the ramifications of a breach in professional confidentiality, and not following the standards for clinical practice. ______ Initials

III. Out of Sequence Students
   I understand that in the event I am out of sequence in the required nursing curriculum, I will rejoin sequence on a space available basis when I have successfully met course prerequisite criteria. I understand that students eligible for progression already progressing in the class have priority for space in the class. In the event that there is insufficient space available in that class, I am obliged to make alternative academic decisions (i.e. delay major, change major, take other courses, etc.) ______ Initials

VII. Permission to Copy Written Assignments
   I give permission for photocopying of written assignments submitted to faculty as part of my program of study in the School of Nursing. I understand that copies of written work may be those upon which course grades or clinical evaluations are based or that demonstrates a high level of originality and preparation. ______ Initials

VIII. Nursing Student Handbook
   As part of professional accountability in nursing, all students (prelicensure and RN-BSN) are expected to read the Nursing Student Handbook each fall and spring semesters. Students are expected to read the entire handbook upon admission to the program. Continuing students should read highlighted changes. Students are responsible for the content in the handbook and for adherence to policies of the School of Nursing. Any questions regarding policies should be referred to the student’s assigned academic advisor. ______ Initials

IX. Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students
   I have read and agree to abide by the Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students. ______ Initials

X. Ineligibility to Continue in Major Due to Student Conduct
   I understand that in order to participate in certain clinical learning sites, agency contracts require that I have a drug screen and criminal background check. If certain information is revealed by the Criminal Background Check, I understand that I may be restricted by agencies from using their facilities. I understand that I may also be banned for conduct violations and/or other violations of agency contracts. If I am denied access to a clinical agency or site, I understand that I will be ineligible to continue in the nursing major. I am responsible for accurately updating my record every semester and notifying the Dean of any changes in my health or legal status. I understand that grievous infractions that involve my behavior and/or impact client care may cause failure of a course and permanent dismissal from the Lander nursing program. ______ Initials

   THIS CONSENT FORM WILL BE PLACED IN MY PERMANENT FILE in the School of Nursing.

____________________________________    ______________________
STUDENT NAME     DATE

Approved by NFO 1/17/97; Revised 5/9/07, Revised 1/8/10; Reaffirmed 2010; 5/2011; Revised 4/2012; 5/2014; 5/2016; 5/2017
Section III: Student Policies and Procedures

Part A: All Prenursing/Nursing Students

Advance Placement Credit

Lander University offers proficiency examinations and advanced placement in general education subject areas. Students may acquire up to 30 hours of credit through advanced placement. Contact the Academic Success Center for further information about testing. Reaffirmed 5/2015; 5/16; 5/17

Advisement

Each prenursing/nursing applicant is advised by a faculty member in the College of Science and Math, Library, or Academic Success Center. All nursing majors are assigned a nursing faculty advisor. Students are expected to meet with their advisors throughout the academic year, and inform advisors of situations that may adversely affect performance in nursing.

Students should see their faculty advisor:

1. At the time of registration advisement to help plan class schedule and register.
2. To add or drop a course.
3. At any time an academic or personal concern arises.
4. As required by the Five-Minute Nursing Retention Check-In.

When a student meets with his/her advisor, the faculty advisor may take pertinent notes, ask the student to sign the note and give the student a copy to help both remember the decisions and recommendations.

It is the responsibility of the student to follow the curriculum plan in the catalog for the nursing degree. All continuing students are expected to register as scheduled each semester. Failure to do so may interfere with entry to required courses.

Revised 5/13/2015; Reaffirmed 5/16; 5/17

Alcohol/Drug Use at Nursing Sponsored Events

All students are prohibited from the use, possession, sale, or distribution of alcohol and/or illegal drugs prior to or during any (on or off campus) function sponsored by the School of Nursing. This includes, but is not limited to, faculty-sponsored nursing socials, Student Nurse Association events, Student Nurse Conferences, fundraising events, volunteerism activities, and professional workshops.

Approved by NFO 2/5/2010; Revised by NFO 2/19/2010; Reaffirmed 2010; revised 2011; Reaffirmed 5/2012; 5/2014; 5/2015; 5/2016; 5/17
**ATI Assessments**

Students are required to take the following standardized assessment/achievement tests which will be routinely administered in the specified courses. Data are used as a component of student and program evaluation. Students will take mandatory practice assessment(s), as appropriate, prior to taking proctored ATI Assessment(s). Completion of the practice assessment(s) will be verified.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TEST(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 235</td>
<td>ATI Critical Thinking- Entrance</td>
</tr>
<tr>
<td>NURS 242</td>
<td>ATI Fundamentals for Nursing Practice</td>
</tr>
<tr>
<td>NURS 393</td>
<td>ATI Mental Health Nursing</td>
</tr>
<tr>
<td>NURS 346</td>
<td>ATI Nutrition</td>
</tr>
<tr>
<td>NURS 392</td>
<td>ATI Maternal Newborn Nursing</td>
</tr>
<tr>
<td>NURS 408</td>
<td>ATI Medical-Surgical Nursing</td>
</tr>
<tr>
<td>NURS 409</td>
<td>ATI Nursing Care of Children</td>
</tr>
<tr>
<td>NURS 499</td>
<td>ATI Pharmacology</td>
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<tr>
<td>NURS 412</td>
<td>ATI Nursing Leadership</td>
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<td></td>
<td>ATI Critical Thinking- Exit</td>
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<tr>
<td>NURS 417</td>
<td>ATI Community Health</td>
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<tr>
<td>NURS 460</td>
<td>ATI RN Comprehensive Predictor</td>
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Approved 2008; Reaffirmed 2010; Revised 5/2014; Revised 5/2015; 12/2015; 5/2017

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TEST(S)</th>
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<tr>
<td>NURN 307</td>
<td>ATI Critical Thinking- Entrance</td>
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<td>NURN 412</td>
<td>ATI Nursing Leadership</td>
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<td>NURN 417</td>
<td>ATI Community Health</td>
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<tr>
<td>Final Course</td>
<td>ATI Critical Thinking- Exit</td>
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Updated 5/2017

Faculty may use various methods to prepare for ATI. The amount and type of preparation shall be determined by the individual instructor and course needs.

5/2016; 5/2017
Awards and Scholarships

Awards

Awards recognizing students for academic and clinical achievements are voted upon by nursing faculty.

The following awards are presented at the Student Life Honors Banquet.

Scholarship Award (Outstanding Prelicensure Nursing Student)

Criteria: Identifies the graduating senior nursing student with the highest Lander Institutional GPR on required (NURS) nursing courses.
1. Student must not have repeated any Lander University nursing major program requirement courses for a higher grade.
2. Must be currently enrolled in all senior nursing courses
3. Expected to graduate within the calendar year of the award ceremony.

Scholarship Award (Outstanding RN-BSN Nursing Student Award)

Criteria: Awarded annually to a registered nurse with the highest Lander Institutional GPA on course work completed at Lander University
1. Must have earned credit for at least four Lander BSN completion courses after admission to the RN-BSN completion option.
2. Must not have repeated any RN-BSN completion courses or BIOL 304 for a higher grade.

Barbara T. Freese Scholarly Development Award

Criteria: Preference is given to a senior nursing major with a Lander Institutional GPA of at least 3.3.
1. No Lander University nursing major program requirement course repeats for a higher grade.
2. Currently enrolled in honors study in either the Lander Honors Program or the School of Nursing Honors Program.
The following awards are presented at **Nursing Recognition Ceremony**.

1. **Faculty Award of Excellence**

   **Criteria:** The student who demonstrates the greatest promise of making significant contributions to the profession of nursing.
   
   1. Lander Institutional GPR > 3.00
   2. Active in student nurses activities and/or divisional committees.
   3. Demonstrates clinical competence.
   4. Demonstrates potential for the professional practice and organizational involvement.
   5. Senior student

2. **Clinical Excellence Award**

   **Criteria:** This student demonstrates outstanding clinical practice in any of the clinical settings.
   
   2. Innovative and/or creative in provision of nursing care and nursing practice.
   3. Demonstrates management skills.
   5. Senior student

3. **Professional Nursing Award**

   **Criteria:** Represents leadership qualities in the practice of professional nursing.
   
   1. Active participation in the Student Nurses’ Association.
   2. Active participation in health-related community activities.
   3. Self-directed approach to learning and in student role.
   4. Member of any current nursing class.

4. **Nursing Leadership Award**

   **Given by Self Regional Healthcare**

   **Criteria:** Awarded to a graduating senior who demonstrates emerging ability to advance the practice of professional nursing either through creative leadership of the health care team in planning, coordinating and evaluating health care delivery or through use of the research process to solve nursing care problems.
5. **Professional Development Award**

   Criteria: This award is given on those occasions when a particular nursing student has evidenced substantial professional growth and development to such a degree as to merit recognition. (Award is not given every semester)

   Approved by NFO: Fall 2015

### Scholarships

To be considered for nursing scholarships, prenursing and nursing majors must complete an application form and return it with an attached current university transcript to the School of Nursing Director’s office by **March 31** of each year. Information about scholarships offered through the School of Nursing is available on the nursing website. Information about available externally funded scholarships may be posted on appropriate student bulletin boards and/or nursing communication sites. Scholarship application forms can be downloaded from the nursing School website [www.lander.edu/nursing/Scholarships.html](http://www.lander.edu/nursing/Scholarships.html).

Scholarship awards are determined in late spring by the nursing faculty in accord with scholarship donor specifications. Upon completion of the required paperwork from the Financial Aid Office, scholarship awards will be applied to the recipient’s education expenses for the next academic year.

1. **Ruth Childress “Monk” Buchanan Nursing Scholarship**

   Established in 1993 in memory of Ruth Childress “Monk” Buchanan” by her family.

   **Criteria:**
   1. Nursing student who has completed junior year (scholarship awarded senior year)
   2. Ranked top half of class.
   4. Demonstrates outstanding clinical nursing skills
   5. Evidence of strong commitment to the nursing profession.

2. **Nahn Joo Chang Nursing Scholarship**

   Established in 2000 by Professor Nahn Chang to support students who are preparing for a career in nursing.

   **Criteria:**
   1. Awarded annually to an entering Freshman who meets the criteria for “Prenursing”
   2. SAT score 1000 or above or other equivalent standardized test score
3. Record of citizenship as evidenced by active participation in extracurricular activities and civic organizations.

The recipient will be selected following completion of at least 12 hours of earned academic credit with a Lander Institutional grade point average of 2.6 or above and continuation of prenursing status.

3. Nancy Saxon Clark Nursing Scholarship

Established in memory of Nancy S. Clark, Class of 1956, to provide nursing scholarship from fund income.

Criteria:
1. Junior nursing student
2. Ranked top quarter of class

4. Annie Laurie Crawford Memorial Scholarship

Established in 1995 from funds from the estate of Annie Laurie Crawford.

Criteria:
1. Senior nursing student
2. Lander Institutional GPA of at least 3.0
3. Received a percentile score of 75 or better on the NLN Mental Health Nursing Exam in NURS 393
4. Demonstrate above average therapeutic communication skills

5. Bob and Helen Eisenbeck Nursing Scholarship

Established in 1989 in memory of Bob and Helen Eisenbeck.

Criteria:
1. Lower division classification
2. Financial need
3. Demonstrates academic success

6. American Legion Forty and Eight Nursing Scholarship – Greenwood Unit

Given by LaSociete des 40 Hommes et 8 Chevaux, Voiture 435 of Greenwood.

Criteria:
1. Preference is given to Greenwood or Laurens County resident.
2. Agree to accept employment in Greenwood or Laurens County for a period of one year after graduation

7. American Legion Forty and Eight Nursing Scholarship – Newberry Unit

The American Legion Newberry Unit sponsors a nursing student each year. These scholarships are renewable up to four years providing the recipient meets progression requirements for the School of Nursing. The organization retains the right to nominate and select recipients and will notify the School of Nursing if they do so.
Criteria: 1. Newberry County Resident (graduated from Whitmire, Newberry or Mid-Carolina High School).
2. Sophomore status in the nursing major with automatic renewal based on meeting School of Nursing progression requirements.

8. Fifty Years in Nursing Scholarship

In honor of the celebration of Fifty Years of Excellence in Nursing Education, the Lander Nursing Faculty established a scholarship in 2007 to honor the Lander nurses of 1957 – 2007.

Criteria: 1. Awarded to a junior or senior nursing major
2. Exhibits the potential to enter the nursing profession as a registered nurse.
3. Needs financial assistance with education expenses (but need not necessarily qualify for financial aid through the university).

9. Larry and Barbara Jackson Nursing Scholarship

Established in 2007 by Usha Menon, PhD RN, class of 1992, in honor of Larry and Barbara Jackson.

Criteria: Awarded on merit.

10. Alumni Departmental Scholarship

Lander University Alumni Association provides fourteen scholarship each year, for each department, for students with academic ability and financial need. The scholarship is renewable for up to three years. The association also given an athletic scholarship each year.

11. Enid Benjamin Nursing Scholarship

Established in 2010 from the Estate of Enid Barnes Benjamin in her name and the name of her mother, Henrietta Pickell Barnes who was a nursing professional.

Criteria: 1. Awarded to an upperclassman in the program
2. Greenwood County resident
3. Minimum 3.0 GPA
4. Merit and need based
5. An excellent citizen
12. **Lander Nursing Alumni Scholarship**

Established in 1992 by the nursing faculty to recognize and support professional development through BSN degree completion.

Criteria: 1. Licensed registered nurse.  
2. Graduate of Lander College ADN or NLN accredited ADN/diploma program.  
3. Has demonstrated significant progress toward completion of Lander BSN.

13. **Agnes M. Luddy Nursing Scholarship**

Established by friends, alumni and colleagues upon her retirement in 1984.

Criteria: 1. Senior nursing student demonstrates an above average clinical performance as compared with peers in orthopedic rehabilitative or geriatric nursing.  
3. Evidence of strong commitment to the nursing profession.

14. **MacDonald Luddy Memorial Scholarship**

Established in 1985 to honor the profession and practice of community health nursing

Criteria: 1. Senior nursing student  
2. Lander Institutional cumulative GPR not less than 2.80  
3. Active participation in the LUSNA  
4. Demonstrates an interest in community health or Returning Community Health RN Lander Institutional cumulative GPR not less than 2.80. Active member of the ANA.

15. **Orvy and Jessie May Scholarship**

Established in 1990 in memory of Orvy and Jessie May by their family members and friends.

Criteria: 1. Entering Freshmen  
2. Renewable provided recipients maintain a Lander Institutional 2.6 GPR.  
3. Selected on merit, need, and citizenship.
16. **Professional Medical Products Scholarship**

Established in 1984 by Professional Medical Products of Greenwood

Criteria:  
1. Registered Nurse or Generic student in the upper division.  
2. Greenwood County resident  

17. **Nell Perry Squires Scholarship**

Established in 2000 by William H. Squires in honor of his wife, Nell Perry Squires, who taught in Lander’s School of Nursing.

Criteria:  
1. South Carolina resident  
2. Lander Institutional cumulative GPR of 3.0  
3. Renewable by maintaining Lander Institutional GPR of 3.0

18. **Pilot Club Scholarship**

Established in 2005 by the Pilot Club of Greenwood.

Criteria:  
1. Junior or Senior nursing student  
2. Lander Institutional GPA 2.8 or above  
3. Interested in brain disorder (neuro, psych, stroke, cancer)  
4. Renewable by maintaining 2.8. or above

19. **Kimberly Lauren Trotter Memorial Scholarship.**

Established in 1997 by her parents.

Criteria:  
1. Junior or Senior nursing major  
2. Lander Institutional cumulative GPA of 2.6 or higher  
3. Interest in Cardiac/Intensive Critical Care or Emergency Nursing*  

*Preferred criterion; scholarship may be awarded by faculty discretion if no candidate demonstrates this professional interest.

20. **Buddy and June Vanadore Nursing Scholarship**

Established in 2005 by June Vanadore.

Criteria:  
1. Junior nursing student  
2. Lander Institutional GPA 2.6 or above  
3. Prefer LUSNA member
21. **Bessie Kate Edwards Young Scholarship**

Established in 2002 by Bruce Young in memory of Bessie Kate Edwards Young.

Criteria:  
1. RN-BSN student or generic student  
2. Preference student employed in a geriatric nursing position  
3. Enrolled in one required NURS or NURN course

22. **David E & Joyce H. Hyde Nursing Scholarship**

Established in 2006 by David and Joyce Hyde in observance of their 55th wedding anniversary. The Hydes chose nursing as the focus area for their scholarship because nursing is an area of critical need and also because nursing care has a direct and close relationship to people with special needs, another area of particular interest to the donors.

Criteria:  
1. Full time Lander nursing student having the greatest financial need.  
2. Renewable provided recipient remains a full-time student and maintains a 2.7 GPA.

23. **Larry Middleton and Eric Puckett Scholarship**

Established in 2008 by Eric L. Puckett and Larry Middleton, Sr., Lander nursing students who graduated in December, 2008. Eric and Larry hope that by establishing this scholarship that it will encourage more male students to pursue nursing careers at Lander University. The candidate chosen for this scholarship should possess and radiate a genuine passion for caring for ill patients and patients’ families. The recipient should be respectful and courteous to the nursing faculty and to his fellow peers.

Criteria:  
1. Full-time junior or senior male nursing student  
2. Renewable provided recipient remains a full-time student and maintains a 2.6 GPA.

24. **Sigma Theta Tau International Honor Society Award**

Criteria:  
1. Junior or senior student.  
2. GPR of 3.0 or above  
3. Demonstrates superior scholastic achievement evidence of professional potential, and/or marked achievement in the field of nursing.  
4. The candidate should exemplify the ideals of the Mu Zeta Chapter in accordance with the Sigma Theta Tau standards.
25. **Meghan Diane Hawley Scholarship**

Meghan Diane Hawley was born in Fulda, Germany on May 8th, 1987 while her father was serving in the U.S. Army. After graduating from Calhoun Academy in St. Matthews, SC in May, 2005, she entered the School of Nursing at Lander University. During February of her Junior year, she was diagnosed with a malignant glioblastoma brain tumor. Meghan had successful surgery, chemotherapy and radiation at Duke University Hospital and continued oral chemotherapy treatment upon her return to school. Meghan returned to Lander and graduated in December, 2009 as a member of Sigma Theta Tau, after missing only one semester of school. Meghan was given the Professional Development Award by the Nursing Faculty at Pinning because of her dedication and success to the profession of nursing while exhibiting the strength to overcome her circumstances. This scholarship is offered to the nursing student who best exemplifies the dedication, determination and courage displayed by Meghan throughout her time at Lander and who returns to school after a medical leave of absence and requires financial assistance.

26. **Dr. Leslie MacTaggart Myers Scholarship**

The Dr. Leslie MacTaggart Myers Nursing Scholarship was established and funded by Jessica Suber Hall, a 2010 nursing graduate of Lander University, in honor of nursing professor, Dr. Leslie MacTaggart Myers. Jessica was a recipient of multiple funded scholarships and wanted to give back to a school, School, and professor that had given her so much. She says, "This scholarship is named for Dr. Myers because of the difference she made in my life. She was my advisor, mentor, role model, and friend. She is an inspiration to all her students, and it is an honor to establish this scholarship in her name."

Criteria:  
1. Senior Nursing student with a desire to pursue graduate studies (must have been accepted and willing to attend graduate school).  
2. Must be active in Lander University Student Nurses Association.

27. **William K. and Lula L. Bosserman Nursing Scholarship**

Established in 2012 from an estate gift to The Lander Foundation from William Karhl Bosserman estate. Scholarship to be awarded annually from fund income to deserving students majoring in nursing.

28. **Betty Cervenka Nursing Scholarship**

Preference given to a nursing student who is a mother, works outside the home, and goes to school who meets all the scholarship criteria. However, if a working mother is not eligible, the nursing faculty is to select a traditional or nontraditional student according to the additional criteria for the scholarship.
Criteria:  
1. South Carolina resident.  
2. Dynamic, strong, committed nursing student with a GPA of 3.0 or greater.  
3. Interest in Critical Care Nursing, Enterostomal/Wound Care Nursing, or plans to attend graduate school in nursing.  
4. Given to a pre-licensure student admitted to the nursing program, an RN to BSN student, or a graduate MSN student.

29. **Sylvia Brooks Grubb Nursing Scholarship**  
As a Lander student, Sylvia Grubb received a scholarship from the Self Foundation. She is from the Lander Nursing School Class of 1959, first class to graduate. Sylvia spent most of her career as a school nurse and coordinator of health services for Richland School District I. She credits Lander University with helping prepare her for a wonderful career as a nurse. She is grateful to the Self Foundation for her scholarship, and hopes that her endowed scholarship will benefit Lander students for years to come. Scholarship to be given to a student showing financial need.

30. **Mickey McDowell Nursing Scholarship**  
Established in 2007. Scholarship to be awarded to a student who demonstrates outstanding ability to use the Neuman Systems Model in providing evidence-based care and potential for pursuing doctoral education in nursing or expresses an interest in conducting nursing research.

Criteria:  
1. Preference given to student interested in becoming a nurse educator  
2. A first or second semester senior nursing student  
3. Lander Institutional GPA of at least 3.0.

31. **Spring Nursing Class of 2012- Bernice Daugherty Honorary Scholarship**  
Established in April 2012 by the nursing graduating class in honor of Professor Bernice Daugherty upon her retirement. The scholarship will be awarded in the fall of each academic year.

Criteria:  
1. Senior II nursing student  
2. GPA of at least 3.0  
3. Active involvement in one or more of the following: LUSNA, nursing department committees, extracurricular activities, community/volunteer activities.
32. **Spring Nursing Class of 2012- David Melson Memorial Scholarship**

Established in April 2012 by the nursing graduating class in Memory of Dr. David Melson, microbiology professor. The scholarship will be awarded in the spring of each academic year to a Senior II nursing student with a GPA of at least 3.0.

Criteria:  
1. Active involvement in one or more of the following: LUSNA, nursing department committees, extracurricular activities, community/volunteer activities.

33. **Daisy Stewart Nursing Scholarship**

Established in December 2012 by the December 2012 nursing graduates.

Criteria:  
1. Entering second semester junior year or first semester senior year in Lander's BSN program.  
2. Active involvement in one or more of the following: LUSNA, nursing department committees, extracurricular activities, community/volunteer activities.  
3. Demonstrate excellence in clinical practice.

34. **Spring Nursing Class of 2013- Kathy Lee Scholarship**

Established by the spring 2013 Nursing graduating class.

Criteria:  
1. Senior II nursing student  
2. Non-traditional student  
3. Involved in extracurricular activities.  
4. Demonstrates exemplary clinical practice

35. **Fall Nursing Class of 2013 Gagnon-Ready Memorial Scholarship**

The December 2013 nursing class established the Gagnon-Ready Memorial Nursing Scholarship in memory of parents of two of the class members. Terri Gagnon, the mother of Anna Gagnon, and Larry Ready, the father of Lawren Ready, lost their battles with cancer prior to their daughter’s college graduations. The scholarship will be awarded annually to a student who has extenuating circumstances resulting in financial need and must have been accepted into the nursing program.

36. **Spring Nursing Class of 2015 Rebecca Cox-Davenport Nursing Scholarship**

The Rebecca Cox-Davenport Nursing Scholarship was established by the spring 2015 nursing class to honor Dr. Rebecca Cox-Davenport.

Selection Criteria  
- Senior I or Senior II nursing student
Member of LUSNA or active in community activities
- Demonstrates excellent clinical practice

37. **Curtis Salter Scholarship**

Established in 1997 by family members in memory of Curtis H. Salter. Scholarship to be awarded annually to a senior based on financial need, character, and a strong commitment to critical care nursing. Renewable provided the student maintains a 2.5 GPA.

38. **Seaborn Family Nursing Scholarship**


39. **Spring Nursing Class of 2014: Perseverance in Nursing Scholarship**

Established in May 2014 by the nursing graduating class in recognition of the determination and perseverance of students in working toward their goal attainment of completing their BSN in spite of difficulties, barriers, or extenuating circumstances. Scholarship to be awarded to a rising Senior I or Senior II student with financial need. The student must document the extenuating circumstances on the School of Nursing scholarship application. Scholarship should be awarded to a student who has persevered in completing school when faced with difficult circumstances whether financial, social, or emotional.

40. **Fall Nursing Class of 2014: Jenny Chapman Scholarship**

The Jenny Chapman Scholarship was established by the December 2014 nursing class in memory of Jenny Chapman, sister of Valerie Chapman, a member of the class. Jenny Chapman passed away during the class’s senior year in nursing. We honor the hard work and dedication to the nursing profession that our classmate showed through this difficult time. To be awarded to a senior nursing student who has shown dedication to nursing education and has demonstrated the most improvement while progressing through the program.

41. **Rebecca Cox-Davenport Scholarship**

The Rebecca Cox-Davenport Scholarship was established by the Spring 2015 nursing class to honor Dr. Rebecca Cox-Davenport. To be awarded to a Senior I or Senior II nursing student who is a member of LUSNA or active in community activities, and demonstrates excellent clinical practice.
42. Dr. Holisa Wharton Nursing Scholarship

The Dr. Holisa Wharton Nursing Scholarship was established by the December 2015 nursing class to honor Dr. Wharton for her educational accomplishments as a first-generation college student. She is recognized by the class as a role model to all students. To be awarded to a Senior II, but may be awarded to a Senior I nursing students who is a first generation college student and demonstrates excellent clinical practice. Minimum to be awarded is $300, but may award multiples scholarship in an academic year if funds are available. Maximum to be awarded is $500.

43. Ashley and Roe Milling Nursing Scholarship

The Ashley and Roe Milling Nursing Scholarship was established by Roe Milling in memory of her Mother-In-Law, Lou Milling, and her husband Ashley Milling, Class of 1979. To be awarded to a student who is a resident of Greenwood, Anderson or Greenville counties and must maintain a 3.0 GPD. The award may be used for textbooks and tuition. First priority is to be given to a single mother (unwed, divorced or widowed) and priority given to student with financial need. It may be awarded to an undergraduate or a student in the nursing Masters program. The scholarship may be renewed and may be awarded to more than one student.

44. Ida Lou Ashley Milling Nursing Scholarship

Established in October 2015 by Ashley and Roe Milling in memory of his mother, Ida Lou Ashley Milling. Mrs. Milling's son was a graduate of the class of 1979. Scholarship to be awarded to a student from Greenwood, Anderson or Greenville counties. First priority given to a single mother (unwed, divorced or widowed). Priority given to student with financial need. May be awarded to an undergraduate or a student in the nursing Masters program. Scholarship is renewable provided the student maintains a 3.0 GPA.

45. Willie B. Garrick Nursing Scholarship

Established in May 2015 by Lander alumna Tasha Garrick, class of 1996, in honor of her father Willie B. Garrick who made it possible for her to attend Lander and obtain her nursing degree. Scholarship awarded to an in-state, minority, Freshman student (not a transfer student) who has completed some type of community service. Scholarship renewable as long as the student remains a nursing major and maintains a 3.0 GPA.

46. Henry Counts, Sr. Nursing Scholarship

Established in 2017 by Henry ’98 and Dorwoah ’99 Counts to honor the memory of his parents. Scholarship recipient is to be a resident of Newberry (1st preference) or Richland County, South Carolina. Recipient must be a nursing major (1st preference) or Sociology major if no Nursing major is eligible for a given year. Recipient must be involved in a student organization on campus and be financially needy. Scholarship is NOT renewable and will be awarded on a yearly basis.
47. **Jarrod Nelson Graduate Nursing Scholarship**

The MSN-Clinical Nurse Leader program was launched by the William Preston Turner School of Nursing in January 2014. Jarrod Dwayne Nelson, a BSN graduate of Lander, was the first applicant and first graduate of the program. The nursing faculty of the School of Nursing established this scholarship to honor him as the first MSN graduate at Lander University. Scholarship to be awarded to a currently enrolled in MSN-CNL program of study. The student must have successfully completed first year of study in MSN-CNL program and maintains GPA requirements according to program policies.

48. **Graduation Nursing Scholarship**

Scholarship established by the Nursing Department for December 2016 graduation. This scholarship will allow each graduating nursing class to give funds in honor or in memory of someone and will prevent numerous scholarships from being created and not continuously funded. Recipient must be a rising senior II with a minimum institutional GPA of 3.0 and demonstrate financial need.

The following scholarships are awarded at the Recognition Ceremony.

1. **Lydia Woodham Parrish Nursing Scholarship**

Established in 2003 by Lydia W. Parrish, upon her retirement as Director of the RN-BSN Completion Option and from the School of Nursing.

Criteria:  
1. RN-BSN graduating student  
2. Demonstrates potential for graduate study in nursing.  
   Selection of the scholarship recipient will be made annually by the faculty of the School of Nursing.

2. **Janet Sipple Nursing Scholarship**

Established by the Nursing Class of 1978 in honor of the Dean of the Division of Nursing.

Criteria:  
1. Member of graduating Senior class  
2. Lander Institutional cumulative GPA of 3.0.  
3. Demonstrates potential for graduate study in nursing.  
4. Career goals in nursing consistent with graduate preparation  
5. The graduate must enroll in an NLN accredited graduate nursing program.
Bill of Rights and Responsibilities for Students of Nursing

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

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

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.

20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

Class Advisors/Coordinators
Each class within the nursing major and the prenursing core will have an identified faculty member who will facilitate class decision making processes (e.g., elections) and projects (e.g., class sponsored social events). Class advisors are selected annually by NFO and a list may be found posted outside the nursing office and on the communication sites on Blackboard.

Class Representatives
Students are voted each semester to serve as representatives of respective classes.
Conduct Guidelines, Policies and Forms
(Included: Codes of Conduct, Disciplinary Code,
Notice of Academic and Conduct Difficulty Form, Drug and Alcohol Policies & Procedures,
Professional Conduct, and Safe versus Unsafe Clinical Practice)

Codes of Conduct

Lander University Classroom Code of Conduct
As stated in the university student handbook, a Lander student is expected to show respect for order and the rights of others, and to exemplify in his or her daily activities a sense of honor and integrity. Student conduct is considered an integral part of the educational process. Therefore, no student should be denied the right to learn as a direct result of disruptions in the classroom. Active learning, open inquiry, and the free expression of informed opinion are the foundations of a liberal education at Lander University. However, student behavior that interferes with an instructor’s ability to conduct the class is prohibited. Instructors may include other specific classroom regulations in their syllabus or present them in class on the first day of the term.

Lander faculty has the following expectations:
- Students will be attentive and courteous during class or lab.
- Students will complete assigned work.
- Students will abide by the university honor code (described in the Lander University Student Handbook available in print and on-line).
- Students will ultimately be responsible for their own achievement.

Basic expectations are:
- Turn off cell phones, pagers, and beepers before entering the classroom. This is in accordance with the university cell phone policy which states: *Cell phones are to be turned off before entering the class (lab, clinical, etc) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires the cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time; especially not during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.*
- Arrive for class on time and do not expect to leave class early. Random coming and going while class is in session is unacceptable. If you must leave early, alert the instructor prior to class and never walk between the class and the instructor during lecture. Also leave in complete silence.
- Be prepared at the beginning of class. Most instructors take roll and begin class precisely on time. It is imperative you are in your seat, quiet, with materials readily available, and are ready to learn. Gain familiarity with classroom technology such as computers and calculators in advance.
- Be respectful when addressing the professor, both face to face and electronically.
- Do not talk to others while the professor or another student who has the floor is talking. If you miss instructions or information while you are talking, do not expect the professor to repeat any material.
• In many buildings, a policy of no eating and drinking (including gum, candy, and water) in the classroom is in effect. Consult with the instructor concerning this policy.
• Visible and audible signs of restlessness are distracting for both the instructor and other students. Please wait until the instructor dismisses the class before you begin packing your materials. If you fear that you may be late for your next class, leave as quietly as possible.
• It will always be to your advantage to attend class, to listen, to take notes, to do the assigned work, and to study. It goes without saying that your grades are a reflection of your diligence.
• When computer usage is permitted, computers must be used only for class work. Inappropriate activities include sending and reading email, surfing the internet, and playing computer games; in other words, anything not course relevant.

Student Nurse Code of Conduct

14. Students will support the fair treatment of themselves and others by facilitating a safe, respectful, and caring learning environment.
15. Students will accept responsibility and accountability for their own behavior when interacting with other students, faculty, and staff.
16. Students will respect and protect the rights and property of others.
17. Students will speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
18. Students will practice personal and academic integrity and expect it from others.
19. Students will demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion, or intimidation against any member of the academic community.
20. Students will demonstrate a willingness to listen and be open to hearing the perspectives of others.
21. Students will explore controversial issues through open dialogue and respectful deliberation.
22. Students will respect others’ freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
23. Students will uphold policies and regulations related to academic and clinical performance, acknowledging that at times institutional resources and persons may be required to resolve conflict.
24. Students will abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
25. Students will strive to reach an optimal level of personal physical, emotional, and spiritual health and will accept responsibility for seeking treatment if experiencing impairments related to mental health, substance abuse, and other health issues.
26. Students will note that the Lander University School of Nursing will not tolerate disrespectful or abusive speech and or disruptive behavior from individuals or groups.

(Adapted from the University of Southern Maine Commitment to Civility retrieved November 13, 2009 from http://www.usm.maine.edu/conhp/about/civility.html and the National Student Nurses’ Association Code of Academic And Clinical Conduct retrieved November 13, 2009 from http://www.nsna.org)
Disciplinary Code

Students in the School of Nursing are expected to conduct themselves according to the Lander University Academic Honor Codes, Classroom Code of Conduct, and Student Code of Conduct as defined in the Lander University Student Handbook. Nursing students are also expected to conduct themselves in keeping with the Professional Conduct Policy and Student Nurse Code of Conduct as defined in the Lander University School of Nursing Student Handbook. In keeping with educational purposes of the University and the School of Nursing, disciplinary actions other than those requiring expulsion, are intended to be remedial rather than punitive. Most disciplinary proceedings will be conducted informally between the student and faculty member and/or the student and Director.

Student Rights
Students have the right to follow the Grievance Procedures as defined in the Lander University School of Nursing Student Handbook after having addressed matters through the proper channels as described in the policy entitled Student Concerns about Program Curriculum - section III. Students also have the right to petition by following the steps outlined in the Handbook.

Jurisdiction
Academic and professional misconduct will be addressed in accordance with the policies and procedures found in the SON Nursing Student Handbooks and/or the Lander University Student Handbook.

Instructors have the authority to take such summary actions as may be necessary to maintain order and proper conduct in the classroom and to maintain the effective cooperation of the class in fulfilling the objectives of the course. Such actions may be appealed to the Director of the School before the end of the next succeeding semester. The provisions of these sanctions do not apply to the evaluation of a student's academic performance. The lowering of grades is not appropriate as a penalty for misconduct providing, however, that academic credit need not be given for work which is the product of cheating, plagiarism, or other academic misconduct.

Definitions
The following definitions of disciplinary terms have been established to provide consistency in the application of penalties.

School Disciplinary Warning
Formal action censuring a student for violation of College rules or regulations or for failure to satisfy the expectations of the University or School of Nursing regarding conduct. Disciplinary warnings are always made in writing via the Lander University Notice of Difficulty or Professional Misconduct Form by the faculty member taking the action, with copies to the individual’s academic advisor. A disciplinary warning indicates to the student that continuation of the specific conduct involved or other misconduct will result in one of the more serious disciplinary actions described below.

School Disciplinary Probation
After receiving one SON disciplinary warning regarding a particular issue, the student may be placed on disciplinary probation. Formal action may include placing conditions upon the
student's continued attendance for violation of Discipline Code or failure to satisfy the expectations of the School regarding conduct or professional behavior. The SON will specify, in writing, the period of probation and the conditions. Disciplinary probation may be for a specific term or for an indefinite period which may extend to graduation or other termination of the student's enrollment in the School of Nursing. Should further disciplinary action be necessary, the School will pursue disciplinary sanctions through the University Judicial System as outlined in the Lander University Student Handbook.

School Disciplinary Records
Records of all SON disciplinary cases shall be kept by the School. Except in proceedings wherein the student is exonerated, all documentary or other physical evidence produced or considered in disciplinary proceedings and all recorded testimony shall be preserved in so far as possible, for not more than one year following graduation. No record of proceedings wherein the student is exonerated, other than the fact of exoneration, shall be maintained in the student's file after the date of the student's graduation.

See Notice of Academic or Professional Misconduct Form

LANDER UNIVERSITY SCHOOL OF NURSING  
NOTICE OF ACADEMIC OR CODE OF CONDUCT DIFFICULTY

TO:  
CC: (Advisor)  
FROM:  
COURSE:  
DATE:  

This notice is to inform you that your professor has concerns about your work in: ____________  
At this point in the semester, grade calculations may not be completely accurate since some projects, tests, essays, or other assignments have not been completed.  
However, at this point of the semester, your performance indicates that without significant work on your part, you may not successfully complete this course. Use this notice as a motivator, and work on improving the areas your professor has identified. Specifically, your professor has noticed these issues or problems:  

- Poor class attendance (including late arrivals/early departures)  
- Poor test performance  
- Difficulty completing work on time  
- Inadequate understanding of class subject matter  
- Difficulty following directions  
- Unprofessional attitude or irresponsible behavior  
- Poor class participation  
- Failing grades on papers, homework, or assignments  
- Inadequate preparation for class/laboratory/clinical  
- Lack of focus or attention during class  
- Warning of honor code violations  
- Other (to be specified by instructor)

COMMENTS:

Drugs and Alcohol Policies

The use of substances which interfere with the judgment and/or motor coordination of nursing students pose an unacceptable risk for clients, Lander University, the faculty, and clinical agencies. In compliance with clinical agency requirements, Lander University School of Nursing requires annual drug testing for students taking clinical courses. Such testing will be completed before the first clinical course and annually thereafter for all students in clinical courses. Additionally, upon reasonable suspicion of drug and/or alcohol use in the clinical, classroom, or laboratory settings, the Lander School of Nursing has the right to require a student to submit to testing for substance abuse at the student’s expense. Refusal by a student to submit to testing will result in that student’s dismissal from the Lander School of Nursing.

Procedure for Drug Testing
Prior to participation in clinical experiences, students will be required to follow the drug testing procedures established by the Lander School of Nursing. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the School of Nursing through a selected outside vendor. The testing must be completed within 90 days PRIOR to the first day of the academic semester and annually thereafter for all students in clinical courses. All costs associated with testing are the responsibility of the student. Third party fees may be charged if a student does not use a laboratory site specified by the vendor. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, methaqualone, and other chemicals as required by clinical agencies. A drug test will be presumed positive if any of the drugs tested are found.

Refusal to Test
Refusal by a student to submit to testing will result in that student’s dismissal from the Lander School of Nursing.

Positive Results
Positive drug screens shall be reviewed by a Medical Review Officer (MRO) employed by the vendor. A Medical Review Officer (MRO) will contact the student if a positive result is reported to locate the prescription number, pharmacy number, and provider’s or prescriber’s number to determine if the positive result occurred due to illicit drug use. The MRO may review with the student the actual prescription, amount taken daily, the time and amount of the last dose, and the reasons for the prescribed drug. Additionally, the student may be asked to contact the prescriber and/or pharmacy and authorize release of medical information to indicate the illness for which the drug was prescribed, the length of time the student will have to take the drug, and other relevant information.

Dilute Specimen Results
Students are responsible for checking their vendor (Castlebranch) site for the results of any completed drug testing. In the event that a drug screen results as a diluted specimen, the student must have a second urine drug screen. The student will be required to contact Castlebranch within 24 hours to obtain instruction for authorization for this second urine drug screen. The student must retake their urine drug screen within 72 hours of the original result. If the result of
Reasonable Suspicion of Drug/Alcohol Use

In addition to the pre-clinical screening process for substance abuse, for the protection of clients, faculty, staff, and students, the Lander School of Nursing has the right to require a student to submit to testing for substance abuse at the student’s expense when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and/or other drugs during a clinical or laboratory experience. As this policy refers to positive drug/alcohol screen procedures, the following definitions of positive results will be used:

1. Screen results indicating use of an illegal drug
2. Screen results indicating non-therapeutic drug level of prescribed or nonprescribed drugs
3. Screen results indicating presence of alcohol in blood.

Evidence of Alcohol/Drug Use

During clinical or laboratory experiences, any one or more of the following behaviors may also constitute evidence that a student is under the influence of alcohol and/or drugs:

(1) Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by persons making such observations and includes, but is not limited to: slurred speech, impaired physical coordination, inappropriate comments or behaviors, pupillary changes, noticeable change in grooming habits or odor of alcohol or other drugs.

(2) Incoherent speech without reasonable explanation.
(3) Inappropriate decision-making behavior without reasonable explanation. This behavior must be described objectively by persons making such observations and must clearly be inappropriate based upon reasonable expectations of students at the same academic level. It may include information that the individual has caused or contributed to harm of self, visitors, staff, or patient while under the influence of drugs.

(4) Odor of alcohol detected on the breath of the student detected.
(5) A report of drug use by credible sources or direct observation of drug use. (Reporting source may be identified in accordance with clinical agency policy)
(6) Evidence of involvement in the use, possession, sale, solicitation or transfer of drugs.

Record of Test Results

The MRO will report all test results to the Dean of the School of Nursing. The results will be maintained in a file in the office of the Dean of the School of Nursing

Readmission following Positive Test Results

In order to be considered for readmission, students who are dismissed from the nursing program due to a positive substance abuse screen must:

1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
2. Prior to readmission, submit to an unannounced substance abuse screening at the student’s expense. A positive screen will result in ineligibility for readmission.

3. Submit to random drug tests as requested by the School of Nursing after readmission. A positive screen will result in permanent dismissal. Random drug testing will be at the expense of the student.

Procedure Following Reasonable Suspicion of Alcohol/Drug Use

1) If a faculty member observes suspicious behavior that is suggestive of alcohol and/or drug use, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately. The faculty member also must contact the Dean of the Lander School of Nursing, or a Designee, in order to review the situation and make arrangements for immediate confirmatory testing. In the event the suspicious behavior occurs under the clinical guidance of a Clinical Preceptor, the Clinical Preceptor is to contact the Course Coordinator for further instruction. If the reasonable suspicion incident occurs while at a clinical facility, the student will be responsible for obtaining transportation to the designated reference laboratory. The student will not be allowed to drive from the clinical facility. The student must present to the designated reference laboratory for confirmatory testing within one (1) hour of being excused from the clinical facility. Information regarding the alleged incident should be recorded on the Reasonable Suspicion of Drugs and/or Alcohol Use Form.

2). The student’s failure to cooperate or comply with any portion of the Reasonable Suspicion of Alcohol/Drug Use policy shall result in immediate dismissal from the Lander School of Nursing.

3). All costs associated with testing following reasonable suspicion are the responsibility of the student.

Random/Drug Alcohol Testing

Students will abstain from the use of alcoholic beverages or any substances that may impair judgment in the academic and/or clinical setting. The Lander School of Nursing reserves the right to randomly test any student admitted to the nursing program for drugs and/or alcohol. Additionally, students are required to report another student who is suspected of being under the influence of drugs and/or alcohol in the academic or clinical setting. Failure to report constitutes failure to provide action that is essential to health and safety and may be considered unprofessional conduct and/or unsafe clinical practice.
Reasonable Suspicion of Drugs and/or Alcohol Use Form

I hereby release the Lander Course Faculty or Clinical Preceptor, Clinical Agency Staff Member, designated testing agency and its director, Lander University, the Lander School of Nursing and faculty from any claim in connection with the drug screening guidelines. I understand that in the event any legal action is taken as a result of the drug screening guidelines, confidentiality may no longer be maintained. I understand that signing this form is **NOT** an admission of guilt.*

Date of Alleged Event ____________________________________________

Time of Alleged Event ____________________________________________

Location of Alleged Event ____________________________________________

Print Name of Student ____________________________________________

Signature of Student ______________________________________________

******************************************************************************

Print Name of Faculty ____________________________________________

Signature of Faculty ______________________________________________

******************************************************************************

Print Witness Name ______________________________________________

Signature of Witness ______________________________________________

Behaviors suggestive of substance use:
____________________________________________________________________________

____________________________________________________________________________

Time of Dismission from Clinical Agency ________________________________

Person Driving Student from Agency ________________________________

Initials_________ Initials ___________ Initials _________ Initials ___________

*Faculty may document on back of form

Professional Conduct

Nursing students are required to adhere to the standards of conduct expressed in the American Nurses’ Association Code for Nurses.

The ANA House of Delegates approved these nine provisions of the new Code of Ethics for Nurses at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised Code of Ethics for Nurses With Interpretive Statements. For further information, refer to the Center for Ethics and Human Rights available at http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

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.

The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

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 patient care.

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.

The nurse participates in establishing, maintaining, and improving healthcare 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.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

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.

Lander School of Nursing Professional Boundaries Policy

It is essential that faculty members maintain professional boundaries with students. All communication between faculty and students must remain professional at all times. While it may be necessary to share cell phone numbers with students so that they can contact faculty during the clinical day and for related University and School of Nursing activities, students should be notified that this is the only appropriate use of these numbers. Any other communication with faculty members should be done via Lander email accounts, Blackboard, or faculty office phones. If a current student has a professional relationship with a faculty member outside the classroom (babysitter, yardwork, pet sitting, child tutoring, etc.), the faculty member should maintain a professional relationship and communication. Faculty must assure that all student records, information, and tests are secure in their office and home.

While students are in the program, faculty should not socially engage with them on any social media site. Should a student seek an exclusive networking friend relationship with a faculty member, the faculty member should decline this request. If a faculty member wishes to network with students, the forum should allow all students access to join. In addition, faculty members should not meet with an individual student outside of campus or clinical settings.

Faculty should consider their relationships with students as similar to the relationship between a nurse and a patient. The following concepts have been adapted from “A Nurse’s Guide to Professional Boundaries,” published by the National Council of State Boards of Nursing (NCSBN) (NCSBN, 2012):

* Professional boundaries are the spaces between the faculty member’s power and the student’s vulnerability.
* Boundary crossings are brief excursions across professional lines of behavior that may be inadvertent, thoughtless or even purposeful, while attempting to meet a special therapeutic need of the student.
* Boundary violations can result when there is confusion between the needs of the faculty member and those of the student.
* Professional sexual misconduct is an extreme form of boundary violation and includes any behavior that is seductive, sexually demeaning, harassing or reasonably interpreted as sexual by the student.

To help the faculty member determine whether something is a potential boundary violation, or could be perceived as a boundary violation, relationships with students should be examined for the following behaviors (NCSBN, 2012):

* Excessive self-disclosure on the part of the student or faculty member
* Addressing students or allowing students to address the faculty member in an unprofessional manner
* Secretive behavior
* “Super Faculty” behavior
* Singled-out student treatment or student attention to the faculty member
* Selective communication and texting conversation unrelated to school.
* Flirtations
* “You and me against the world” behavior
* Favoritism
* Failure to protect the student
* Extensive office visits unrelated to class, clinical, or School of Nursing activities
* Meeting with a student outside of class and clinical for meals

Adapted from a policy suggested by the SC Board of Deans & Directors and the National Council of State Boards of Nursing. (2012). A nurse’s guide to professional boundaries [Brochure]. Chicago, IL: Author.

Approved by NFO 12/6/2016; Approved by VPAA 1/6/2017; reaffirmed 5/2017

**Safe versus Unsafe Clinical Practice Guidelines**

**Safe Clinical Practice**
The following are accepted as standards of behavior of Lander University School of Nursing students in clinical laboratory experiences.

12. Prepares for Clinical Practice
   
   G. Follows clinical preparation guidelines given by course/clinical unit faculty.
   
   H. Demonstrates knowledge of medication client(s) is/are receiving.
   
   I. Demonstrates knowledge of the physiology and pathophysiology related to client condition.
   
   J. Documents clinical laboratory preparation as directed by course/clinical faculty, e.g., nursing care plan.
   
   K. Brings necessary supplies and equipment to perform effective nursing care for the client.
   
   L. Reviews unfamiliar procedures, drugs, and treatment strategies.

13. Recognizes Need for Assistance and seeks Faculty Supervision in Clinical Activities including but not limited to:
   
   E. Administration of mediation
   
   F. Intravenous therapy
   
   G. Initial performance of technical skills
   
   H. Selected clinical practice and strategies

14. Practices Within the Parameters of Role and Title
   
   C. Demonstrates knowledge of role expectations and limitations.
   
   D. Functions at anticipated level for current student level status.

15. Maintains Client Safety
D. Maintains safe client environment. Including but not limited to side rails in appropriate position related to client condition, age, and situation.

E. Practices and teaches aseptic technique.

F. Refrains from attendance in the clinical setting when own health level is detrimental to client or colleagues.

16. Practices Health Safety by Maintaining Own Level of Health

D. Maintains adequate rest and sleep practices to function safely in the clinical setting.

E. Seeks medical/health care when needed for self.

F. Utilizes over-the-counter drugs or other health maintenance strategies judiciously to protect own health state.

17. Functions Without Influence of Drugs and/or Alcohol (see policy regarding substance abuse)

E. Takes drugs prescribed for own health problems in the manner in which they are prescribed.

F. Demonstrates knowledge of effects prescribed drugs may have on clinical judgment and performance

G. Absents self from clinical laboratory when prescribed medications may negatively affect judgment, nursing practice, compromise client safety.

H. Refrains from use of alcohol prior to or during clinical laboratory experience.

18. Identifies Effect of Attitudes and Behaviors on Client Care

E. Utilizes therapeutic communication techniques.

F. Does not demonstrate behaviors reflecting distaste for performance of unpleasant tasks or procedures necessary for therapeutic care.

G. Interacts with staff in a manner reflective of client centered goals and mutual respect.

H. Interacts with faculty in a manner reflective of mutual respect.

19. Shares Accurate Information Regarding Nursing Activities

C. Truthfully reports nursing activities related to care of client.
D. Documents actual events surrounding client assessment and nursing care.

20. Performs No Activities Detrimental to the Health and Safety of Client
   D. Provides nursing care according to principles and established protocols.
   E. Questions unusual directions of nursing practice.
   F. Validates appropriateness of planned nursing care.

21. Assumes Responsibility for Completion of Nursing Activities
   D. Performs assigned and required nursing activities.
   E. Completes nursing activities within a reasonable time.
   F. Communicates nursing activities required but not completed to appropriate clinical faculty and agency staff.

22. Demonstrates increasing competence in skill performance
   F. Performs technical skills safely and efficiently
   G. Utilizes the nursing process to provide client care
   H. Utilizes the Neuman Systems Model to assess clients
   I. Organizes client care to conserve resources and time
   J. Manages human and physical resources effectively

Unsafe Clinical Practice
Clinical practice may be considered unsafe when a student fails to use the nursing process effectively by engaging in one or more of the following activities. Please note that this list is not all inclusive. Unsafe clinical practice is at the discretion of each individual professor:

1. Failure to be prepared for clinical practice.
2. Failure to recognize the need for assistance when unfamiliar with nursing action.
3. Performing activities outside the parameters of nursing practice as defined by the South Carolina Nurse Practice Act.
6. Failure to take nursing action when such action is essential to the health and safety of the client.
7. Attending clinical laboratory with active infectious disease process or when health state does not allow minimum safe practice.
6. Failure to recognize the influence of own attitudes and behaviors on care of client.
7. Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.

9. Performing nursing activities which are detrimental to the health and safety of the client.

9. Failure to assume responsibility for completing nursing action.

In order to hold students accountable to the above standards, clinical instructors and faculty will give formal documentation to students who exhibit unsafe practices. This formal documentation will be in the form of a “green slip” that references the student handbook and the exact standard the student failed to display in his/her clinical practice. The documentation of unsafe clinical practice will be delivered in a face to face meeting with the clinical course coordinator. Both student and course coordinator will sign the documentation and the student will receive a copy. This “green slip” will be maintained in the student’s permanent file in the SON from semester to semester regardless of the student’s status (out of sequence, etc). Students will be dismissed from the nursing program upon issuance of a 3rd “green slip”. Any grossly unsafe or negligent clinical event or unethical practice (including but not limited to those covered above) may constitute an automatic course or program failure without the student receiving a counseling or warning. (Please refer to the Ineligibility to Continue in the Major Due to Student Conduct Policy- Section III, Part A). Students may receive unsatisfactory clinical performance at the discretion of each course coordinator. Unsatisfactory performances may not count in the cumulative number of unsafe performances designated with the “green slips”; and students may accrue a designated number of unsatisfactory performances at the course coordinator’s discretion.

Lander University School of Nursing

Documentation of Unsafe Clinical Practice

You are receiving this documentation of your unsafe clinical practice that occurred on ____________________.

Briefly describe the unsafe clinical practice:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
According to the LUSON Policy and Procedure Manual the following behavior was noted as unsafe clinical practice:

___ Failure to be prepared for clinical practice.
___ Failure to recognize the need for assistance when unfamiliar with nursing action.
___ Performing activities outside the parameters of nursing practice as defined by the South Carolina Nurse Practice Act.
___ Failure to take nursing action when such action is essential to the health and safety of the client.
___ Attending clinical laboratory with active infectious disease process or when health state does not allow minimum safe practice.
___ Failure to recognize the influence of own attitudes and behaviors on care of client.
___ Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.
___ Performing nursing activities which are detrimental to the health and safety of the client.
___ Failure to assume responsibility for completing nursing action.
___ Other

*** Any grossly unsafe or negligent clinical event or unethical practice (including but not limited to those covered above) may constitute an automatic course or program failure***

Recommendations for Improvement:

Please note that it is the policy of the SON to evaluate each incident of unsafe practice with the goal of helping students to grow and learn from mistakes. However, continued egregious and unsafe practices cannot be tolerated. A student may earn no more than 2 “green slips” for Unsafe Practice throughout his/her time in the nursing program at Lander University, regardless of his/her status in the program (out of sequence, etc).

This document provides evidence that the clinical coordinator and student have met face to face to discuss the unsafe behaviors documented above.

Lander University School of Nursing Professional Conduct Policy

The Lander University School of Nursing (SON) recognizes professionalism as an essential characteristic for students preparing to enter the nursing profession. Nursing students are required to adhere to standards of conduct set forth by the SON as stated in the student handbook, as well as standards expressed in the American Nurses’ Association Code for Nurses. Infractions are formally documented and retained in the student’s permanent file on a NOTICE OF PROFESSIONAL MISCONDUCT form. A third infraction or a repeat occurrence of the same infraction is grounds for disciplinary probation. Students on disciplinary probation will be ineligible for roles and activities such as: leadership roles, special events, LUSNA leadership positions, recommendation for Sigma Theta Tau, nursing mission trips, nursing scholarship/awards, student marshal, etc. A fourth infraction is grounds for permanent dismissal from the SON. Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file. The student will be provided with a copy and a copy will be forwarded to the student’s advisor.

Professional misconduct includes, but is not limited to, the following:

- Insubordination
- Violation of the Academic Honor Code
- Misrepresenting yourself or Lander University
- Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
- Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
- Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice

Approved by NFO 5/11/2015; reaffirmed 5/2016; 5/2017
LANDER UNIVERSITY SCHOOL OF NURSING

NOTICE OF PROFESSIONAL MISCONDUCT

TO:

CC: (Advisor)

FROM:

DATE:

This notice is to inform you that a professional conduct infraction has been identified.

___ Insubordination
___ Violation of the Academic Honor Code
___ Misrepresenting yourself or Lander University
___ Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
___ Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
___ Unexcused absence from mandatory SON events, including, but not limited to: Convocation, Orientation, Recognition Ceremony Practice
___ Other

☐ 1st Infraction (warning)
☐ 2nd Infraction (meeting with advisor)
☐ 3rd Infraction (disciplinary probation)
☐ 4th Infraction (dismissal from SON)

*Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student’s permanent file

Faculty Signature/Date: _______________________________

Student Signature/Date: _______________________________

A copy will be retained in the student’s permanent file

Approved by NFO 5/11/2015; 5/2017
Confidentiality Statement

Lander University School of Nursing complies with federal regulations addressing patient/healthcare confidentiality, Health Insurance Portability and Accountability Act (HIPAA). Students and faculty receive HIPAA training as part of their annual updates, and as specified by the agencies in which they practice. Students must demonstrate annual completion of statewide screening Passport for OSHA and HIPAA requirements. Records of student health requirements for the nursing program are retained on file and released according to School of Nursing policy. All nursing students are required to sign a confidentiality statement each year they are in the program. The student is expected to comply with the terms of the statement throughout the nursing program. (Failure to do so is grounds for failing the nursing course in which the incident occurs.) A copy of the confidentiality form follows:

Confidentiality Statement Form

7. A nursing student will hold in confidence all personal client information entrusted to him/her.

8. Confidential clinical information and research data (written or oral) given to a nursing student will be considered privileged.

9. A nursing student will limit his/her discussion of client/family to structured learning situations (conferences and clinical). At no time are clients/families to be discussed at lunch counters, clinical dining facilities, elevators, residence halls, and/or other public or private settings.

10. A nursing student should not include specific identifying client information on assignments submitted in written or electronic form.

11. A nursing student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

12. Failure to comply with the above Confidentiality Statement policy represents unethical conduct for a nursing student and may result in an unsatisfactory grade in the nursing course and/or dismissal from the nursing program.

Student Name (print) ________________________________________________________

Signature____________________________________________________ Date______________________

Approved 8/4/87
Revised 5/94; 5/00; Reaffirmed 2010; 5/2011; Revised 5/2012; Reaffirmed 5/2013; 5/2014; Revised 5/2015; reaffirmed 5/16; 5/17
**Convocation**

A Nursing Convocation is held at the beginning of each semester by the School of Nursing. The purpose of this event is to welcome new students to the major and to celebrate the progression of students within the nursing major. Family, friends and the Lander community are encouraged to attend. The Nursing Convocation is held the first or second week of class. The time and location of the event is announced each semester by the first day of class. Students are to dress in their clinical uniforms according to the uniform policy stated in the Student Handbook and according to their level within the program. Faculty are to wear academic regalia. This event is considered mandatory except for distance education students and those students with a scheduled course meeting during the Convocation.

Reaffirmed 5/2015; 5/2016; Revised 2017; Effective Fall 2017

**Electronic Devices in the Clinical Area**

Electronic devices, including phones, IPods, and IPads, are not allowed in the clinical setting for personal use unless prior permission is given by your course instructor. Failure to adhere to this policy may constitute violation of client confidentiality and dismissal from the nursing program.

Approved 5/1/2013; Effective Fall 2013; reaffirmed 5/2015; 5/2016; 5/2017

**Faculty: Fall 2017**

The nursing faculty possess a variety of educational backgrounds and nursing experiences. It is this diversity which brings strength to the School of Nursing. Faculty are educated and qualified to function as nurse educators in this program. All nursing faculty members are currently licensed in South Carolina as registered nurses/advanced practice registered nurses and are members of various local, district, national and international professional associations.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office #</th>
<th>Phone</th>
<th>E-Mail</th>
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<tbody>
<tr>
<td>Rachel Coats, Lecturer</td>
<td>BH122A</td>
<td>388-8279</td>
<td><a href="mailto:rcoats@lander.edu">rcoats@lander.edu</a></td>
</tr>
<tr>
<td>Bernice Daugherty, Professor Emeritus</td>
<td>BH100C</td>
<td>388-8371</td>
<td><a href="mailto:bdaugherty@lander.edu">bdaugherty@lander.edu</a></td>
</tr>
<tr>
<td>Paula Haynes, Assistant Professor</td>
<td>BH116D</td>
<td>388-8247</td>
<td><a href="mailto:phaynes@lander.edu">phaynes@lander.edu</a></td>
</tr>
<tr>
<td>Amanda Holtzclaw, Clinical Instructor</td>
<td>BH122E</td>
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<td><a href="mailto:aholztzclaw@lander.edu">aholztzclaw@lander.edu</a></td>
</tr>
<tr>
<td>Ashley Lee, Assistant Professor</td>
<td>BH119</td>
<td>388-8994</td>
<td><a href="mailto:alee@lander.edu">alee@lander.edu</a></td>
</tr>
<tr>
<td>Liz McDowell, Assistant Professor/MSN Coordinator</td>
<td>BH122C</td>
<td>388-8112</td>
<td><a href="mailto:lmcdowell@lander.edu">lmcdowell@lander.edu</a></td>
</tr>
</tbody>
</table>
Financial Support

All financial support is handled through the Financial Aid Office. However, any nursing student who is experiencing financial difficulties should IMMEDIATELY consult his/her faculty advisor or the Dean of the School of Nursing. 5/2017

Five-Minute Nursing Retention Check-In

“Coaching is a collaborative relationship undertaken between a coach and a willing individual, the client. It is time-limited and focused and uses conversations to help clients achieve their goals” (Donner & Wheeler, 2009). Studies support that coaching in nursing education impacts success of students (Jeffries, 2013; Donner & Wheeler, 2009). Coaches offer encouragement combined with expertise.

Targeted population: First and second semester sophomore students; students repeating courses.

Procedure: Sophomore I students will initially meet weekly with their assigned faculty advisor for four sessions. Sophomore II and out-of-sequence students will initially meet every other week for two sessions. The first meeting will occur during the first (preferred) or second week of classes. All students will meet monthly after the initial sessions and as needed. Meetings are expected and will take place during the faculty’s office hours or during specified appointment times. Rescheduling a missed meeting is the responsibility of the student.

Suggested topics for faculty coaching are:
1. Time management
2. Upcoming assignments (based on syllabi)
3. Study skills
4. Grade checks
5. Stress Management
6. Available resources
7. Factors impacting performance (Top Three Obstacles to Success)

An action plan may be formulated for that week including: goal setting, feedback and referrals, as appropriate. Faculty will keep a record of student attendance. Additional documentation is at the discretion of nursing faculty.


Approved by NFO 5/13/2015; revised 5/9/2016; reaffirmed 5/2017

Formal Complaint

A formal complaint is a concern about a specific aspect of the nursing program that is expressed by or on behalf of the individual(s) affected, and that: (1) is communicated in writing to one or more person(s) at the university who has/have the authority to respond and (2) is clearly designated as a formal complaint.

Approved by NFO 9/11/09; Reaffirmed 2010; 5/2012; 5/2015; 5/2016; 5/2017

Procedure for a Formal Complaint

If a formal complaint is received, the following steps will be used to attempt resolution. The written complaint and all related documentation will be maintained on file by the Office of the School of Nursing.

1. The Director or Dean will acknowledge receipt of the complaint in writing to the person(s) who initiated the complaint within 5 Lander business days following receipt.

2. The Director or Dean will notify in writing all persons at the University who are affected by the complaint within 5 Lander business days following receipt.

3. The Director or Dean will notify in writing the University administrators (Dean, Vice-President) of areas affected by the complaint within 5 Lander business days following receipt.

4. The Director or Dean will attempt to resolve the complaint within 10 Lander business days following receipt.
5. If unable to resolve the complaint, the Director or Dean will arrange a face-to-face meeting of all involved persons to attempt resolution of the complaint through negotiation within 15 Lander business days following receipt.

6. If unable to resolve the complaint through negotiation, the Director or Dean will refer the complaint to the appropriate Vice President for administrative action.

Approved by NFO 10/23/09; Reaffirmed 2010; 5/2012; 5/2015; 5/2016; 5/2017

Health Services

The Wellness Center and Office of Health Services offer a variety of healthcare services, programs and information resources to help all Lander students maintain optimal emotional and physical health. Students needing health services should contact The Wellness Center.


Ineligibility to Continue in Major Due to Student Conduct

In order to participate in certain clinical learning sites, agency contracts require drug screening and criminal background checks. If certain information is revealed by these checks, a student may be restricted by agencies from using their facilities. At their discretion, a clinical agency or site may also ban a student based on the student’s conduct and/or violation of agency contracts. If a student is denied access to a clinical agency or site, the student will be ineligible to continue in the nursing major. The student will receive a grade of F in the clinical course and dismissal from the nursing program. Students are responsible for accurately updating their record every semester and notifying the Dean of any changes in their health or legal status.

Even if a clinical agency will allow a student to return, certain grievous infractions may cause an unsatisfactory clinical/course grade AND permanent dismissal from the Lander nursing program. They include, but are not limited to: forgery, photographing/copying patient documents, HIPAA violations, unsafe clinical practice, gross negligence, fraudulent documentation, illegal activities, and violation of clinical requirements. These situations may be brought before the Nursing Faculty Organization (NFO) for consideration and vote, and may result in permanent dismissal.

Approved by NFO 4/2012; Effective Fall 2012; reaffirmed 5/2015; 5/2016; 5/2017

Lockers

Lockers are located in the Barratt Hall Common Area and are available to nursing students to store personal belongings, books, etc. Lockers will be rented on a first-come first-served basis. Students may request a locker by completing an application form in the School of Nursing Office. A deposit of $5.00 cash is required to check out a locker and combination lock. (Students are required to use School of Nursing locks.) The deposit will be refunded when the lock is returned and the locker is deemed as acceptable no later than the date of graduation. Items left/stored in the lockers are the responsibility of the students. The School of Nursing accepts no liability for items lost and/or stolen. The University reserves the right to inspect the lockers without due cause.

Reaffirmed 2010; Revised 2011; Reaffirmed 5/2012; 5/2015; 5/2016; 5/2017
Meal Option for Students in Off-Campus Clinical/Laboratory

Dining Services offers a special meal plan option that is available for nursing students participating in clinical/laboratory off-campus. The option offers a decreased number of weekly meals for a significantly lower cost than the traditional meal plan options. Interested students should contact the School of Housing and Residence Life.

Approved NFO 1/22/10; Reaffirmed 2010; 5/2011; 5/2012; 5/2015; 5/2016; 5/2017

Medication Calculation Competency Policy

Each student entering junior and senior level clinical courses is required to pass a Medication Calculation Test (MCT) to assess medication administration competency. Students must complete a Medication Calculation Test with 95% accuracy at the beginning of each clinical semester in which the student will be enrolled in a nursing course with a clinical laboratory component. The student has a maximum of three attempts to pass the competency exam. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in a clinical course for that semester. The student must drop the clinical nursing course(s) by the University Drop/Add date. It is the student’s responsibility to determine if they need to add other classes. The student will be designated as out-of-sequence and must apply for readmission to the program/class on a space-available basis.

The following rules and guidelines apply to the MCTs:

1. Students should refer to the Nursing Majors Communication site for test dates, time, location, computer requirements, and other information.
2. Students are responsible for reviewing information and practicing questions on their own prior to taking the tests.
3. The MCTs will be computer based; scratch paper will be provided by the School of Nursing and must be returned at the end of the test.
4. An optional online review in the Nursing Majors Communication site will be posted before the administration of MCT#1.
5. The Medication Calculation Tests will be scheduled between the first day of classes and the last day to add classes so that all tests are completed before the deadline for Drop/Add.
6. Students will be allowed one (1) hour for each test.
7. Students must take the MCTs at the scheduled time.
8. No help or suggestions will be given to any student during the testing.
9. If a student fails to take a scheduled MCT, a grade of zero will be assigned for that test.
10. It is the student’s responsibility to check their grades in Blackboard to validate successful completion and to determine if they need to take another test.
11. There will be no individual review of MCT tests.
12. Students are permitted to use simple calculators to check accuracy of math calculations. No scientific calculators or cellular/Smart phone devices will be allowed.
13. Students must include the correct answer with correct rounding and correct unit of measure for the answer for it to be counted as correct. Students are expected to follow the instructions provided for recording answers to computer-based calculation questions.
14. Licensed registered nurses in the RN-BSN completion option are exempted from taking the Medication Calculation Tests.
**Medication Calculation Rules (STUDENTS TO REVIEW)**

12. All answers MUST have the proper unit of administration with the amount of the dosage or the answer is wrong.
13. Use the correct and approved abbreviations
14. You may only have a SIMPLE calculator. (No PDA’s, high functioning calculators that store formulas, or cellphones)
15. Rounding Rule: > 1 ml round to tenths
16. Rounding Rule: < 1 ml round to hundredths
17. Dosages for drops (gtts), gel caps, enteric coated or extended release caps must be recorded as a WHOLE number
18. Unless otherwise specified in the test question, all infusion rates should be recorded in whole numbers.
19. IVP (IV push) meds can be given in a decimal form (see rounding rules)
20. When converting lbs to kg, round to tenths place before starting the problem.
21. After converting pounds to kilograms, do not round again until the final answer of the problem.
22. When rounding milligrams, micrograms, and grams, round to the tenths place, unless otherwise specified.

Approved by NFO 4/7/2017. Approved by VPAA on 4/10/2017; revised by NFO 5/3/2017

**MCT Blueprint: The following skills may be tested on the Medication Calculation Tests:**

- Conversion within systems (metric, apothecary, household)
- Conversion between systems (metric, apothecary, household)
- Abbreviations, administration times, & military time
- Use of correct notation (Roman numerals, fractions, decimals, etc.)
- Calculation of dosages of solid oral meds
- Calculation of dosages of liquid oral meds
- Calculation of dosages of parenteral meds
- Calculation of intake and output
- Solutions; Reconstitution of powered meds
- Choice of administration device (cup vs oral medication syringes, 3cc syringe vs 1cc tuberculin syringe, insulin syringe, etc.)
- Rounding of dosages
- Calculation of insulin dosages; heparin dosages
- Calculation of dosages expressed as a ratio or a percent
- Calculation of IV drip rates for continuous IV fluids and IV piggybacks (including fluid restriction)
- Calculate IV flow rate for manually regulated IVs
- Calculation of flow rates when electronic device is used
- Adjusting IV drip rates or electronic flow rates.
- Dosages based on body weight

Approved by NFO May 2017
Nursing Building

Barratt Hall is open during normal office hours 8:00 a.m. to 5:00 p.m. Monday through Friday. Students are not permitted to use the building in the evenings or on weekends unless a faculty member is in the building. Food and drinks are **NOT** allowed in Barratt Hall (classrooms, labs or auditorium) except in the student lounge (BH 109) and conference rooms (BH 107).


Nursing Caps Policy

The nursing cap has long been a revered symbol of the nursing profession. However, as healthcare has changed, so has the wearing of the nursing cap. The faculty of the Lander School of Nursing (SON) recognize that some students may wish to own the Lander nursing cap as a memento of their nursing school experience; others may choose to opt out of this. Because of this, the faculty has decided to consider the nursing cap for purchase by those who hold the nursing cap in high regard and wish to own this symbol of nursing excellence. The following guidelines apply:

1. The cap is an option offered to graduating senior nursing students who wish to purchase it. Purchase is not mandatory.
2. The School of Nursing will provide the nursing cap to be used by those who wish to have their senior photograph taken in the nursing cap.
3. Only caps supplied by the SON can be used for photos.
4. Students who wish to buy the cap must purchase it through the SON.
5. Information on purchase will be provided in senior class meetings.
6. Students who desire to buy a cap will be required to sign a waiver that states the student will not knowingly, purposefully disrespect the cap. This document would be placed in their permanent folder in the SON office.
7. Any profits from the sale of the caps will go into a scholarship account or supporting a student event.
8. The cap will not be worn in the SON pinning ceremony.

Approved by NFO 5/3/2017
Lander University School of Nursing

Waiver for Purchase of Nursing Cap

The nursing cap has long been a revered symbol of the nursing profession. However, as healthcare has changed, so has the wearing of the nursing cap. The faculty of the Lander School of Nursing (SON) recognize that some students may wish to own the Lander nursing cap as a memento of their nursing school experience; others may choose to opt out of this. Because of this, the faculty has decided to consider the nursing cap for purchase by graduating nursing seniors who hold the nursing cap in high regard and wish to own this symbol of nursing excellence.

This waiver shall be considered a behavioral contract between the student and the Lander University School of Nursing. By signing below, the student assures that they will not knowingly, purposefully disrespect the cap or allow the cap to be abused, mishandled, or disrespected by others.

Additionally, the student acknowledges that this document will be placed in their permanent folder in the School of Nursing office and becomes a part of their permanent record.

Student Name (PRINT): _______________________________________________________

Student Signature: ___________________________________________________________

Witness Name (PRINT): _______________________________________________________

Witness Signature: ___________________________________________________________

Date: ______________________________________________________________________

Approved by NFO 5/3/2017
Permission to Copy Written Assignments

Students will be asked to give written consent for faculty to make photocopies of written assignments submitted to faculty. Copies are made when deemed necessary to maintain permanent records of papers upon which course grades and/or clinical evaluations are based and/or papers which demonstrate a high level of originality and preparation. The student’s consent will be placed in the student’s permanent file.


Photography and Videography in Clinical/Laboratory Settings

Students are not permitted to photograph or video in clinical/laboratory settings. Such activities may be utilized by clinical instructors in the laboratory setting in order to augment the clinical experience in the laboratory setting.


Professional Conduct

Nursing students are required to adhere to the standards of conduct expressed in the American Nurses’ Association Code for Nurses.

The ANA House of Delegates approved these nine provisions of the new Code of Ethics for Nurses at its June 30, 2001 meeting in Washington, DC. In July, 2001, the Congress of Nursing Practice and Economics voted to accept the new language of the interpretive statements resulting in a fully approved revised Code of Ethics for Nurses With Interpretive Statements. For further information, refer to the Center for Ethics and Human Rights available at http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx

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.

The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

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 patient care.

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.
The nurse participates in establishing, maintaining, and improving healthcare 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.

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

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.


Reading Nursing Student Handbook

As part of professional accountability in nursing, all students (prelicensure and RN-BSN) are expected to read the Nursing Student Handbook each fall and spring semesters. Students are expected to read the entire handbook upon admission to the program. Continuing students should read highlighted changes. Students are responsible for the content in the handbook and for adherence to policies of the School of Nursing. Any questions regarding policies should be referred to the student’s assigned academic advisor.

May 2014; 5/2015; 5/2016; 5/2017

Recognition Ceremony Policy

Recognition Ceremony is an event fully supported by the resources of the School of Nursing and Lander University.

Purpose
To honor the achievements of nursing students, with particular emphasis on the graduating class.

Time
Held twice yearly the evening before graduation.

Dress
Faculty will wear academic regalia. The graduating class may decide by majority vote to wear either of the following:
Academic regalia

Honor cords may be worn; no writing or designs on mortarboards.

or

White uniform
white shoes and hose; Sigma Theta Tau pins, no corsages; one pair of stud earrings; hair off the uniform collar.
Speaker
The speaker is chosen by members of the NFO. A $100 honorarium is customary to be offered/given.

Pins
Graduating seniors will order the Lander School of Nursing pins from the University Bookstore following the Director’s Dean’s authorization for purchase.

Selection of Faculty to Pin
Faculty selected to pin the graduating seniors will be selected by a majority vote of the senior class. The senior 2 class representative should notify the senior 2 Class Advisors of their selection by October 31 for Fall Recognition ceremonies, and by March 31 for Spring Recognition ceremonies.

Marshals
Members of the junior class having the highest scholastic achievement will be invited to serve as marshals for the Recognition Ceremony. Marshals will wear the clinical nursing student uniform.

August Graduates
Students who complete graduation requirements in August have the option to participate in the Recognition Ceremony in December. Approved 1/16/02; Reaffirmed 2010; 5/2015; 5/2016; revised 12/13/16; 5/2017

<table>
<thead>
<tr>
<th>Item</th>
<th>Approximate Costs (Costs subject to change)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tort and Professional Nursing Liability Insurance</td>
<td>Approx. $40/year</td>
<td>Limits: $1,000,000 per incident/$3,000,000 annual aggregate required</td>
</tr>
<tr>
<td>Criminal Background Check and Drug Screening</td>
<td>Approx. $100/year</td>
<td>To be completed annually; cost increased for out-of-state</td>
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<tr>
<td>Health Insurance</td>
<td>Variable</td>
<td>Required per clinical agency contracts</td>
</tr>
<tr>
<td>Hepatitis B Vaccine</td>
<td>$115-$180 per series</td>
<td>Required per clinical agency contracts</td>
</tr>
<tr>
<td>Health Physical</td>
<td>Variable</td>
<td>Required for Admission</td>
</tr>
<tr>
<td>PPD</td>
<td>Variable</td>
<td>Two-step required for Admission and annually thereafter</td>
</tr>
<tr>
<td>Uniforms</td>
<td>$200</td>
<td>Required for transportation to and from clinical/laboratory sites</td>
</tr>
<tr>
<td>Transportation</td>
<td>Variable</td>
<td></td>
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</tbody>
</table>
### CPR

- **Cost:** $50 per class
- **Requirement:** Must be maintained throughout program
- **Description:** BLS For Health Care Providers (Adult, Child, Infant)

### Professional Workshop Fees or Student Nurse Association Activities

- **Cost:** Variable
- **Examples:** VC Phillips Community Health Day or SNA Convention

### Additional expenses for graduating seniors are outlined below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Required/Optional</th>
<th>2013 Cost* (prices subject to change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Pin</td>
<td>Optional</td>
<td>$ 50.00 - 655.00 (Purchased through LU Bookstore)</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>Required</td>
<td>$ 40.00</td>
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<tr>
<td>Graduation Announcements</td>
<td>Optional</td>
<td>$ 43.00 (25 personalized)</td>
</tr>
<tr>
<td>Recognition Ceremony Invitations</td>
<td>Optional</td>
<td>Price varies</td>
</tr>
<tr>
<td>Nursing Class Picture</td>
<td>Optional</td>
<td>$ 30.00 Basic (additional may be purchased)</td>
</tr>
<tr>
<td>SC State Board Licensing Fee</td>
<td>Required</td>
<td>$ 97.00 (may vary state to state)</td>
</tr>
<tr>
<td>NCLEX Review Course Fee</td>
<td>Optional for Senior II</td>
<td>$350.00-$450.00</td>
</tr>
<tr>
<td>NCLEX Test Fee</td>
<td>Required</td>
<td>$ 200.00</td>
</tr>
<tr>
<td>Sigma Theta Tau International Honor Society for Nurses</td>
<td>Optional by Invitation Only</td>
<td>$ 95.00 Membership Sigma Theta Tau jewelry optional $40.00 (refer to Nursing Cap Policy)</td>
</tr>
</tbody>
</table>

*Prices subject to change

Resolution of Student Problems and Complaints

A student who has a problem or complaint about the nursing program should follow the order recommended below for resolution:

a. Faculty member involved
b. Course coordinator (if different from “a”)

c. Faculty advisor (optional)

d. Dean of the School of Nursing

A student who is unable to resolve his/her complaint through the channels of communication listed above should consult the faculty advisor to initiate the grievance procedure currently in effect for the university. The faculty member will make a written conference note about the student complaint which will be signed by the faculty member and the student with a copy provided to the student.

Reaffirmed 2010; 5/2012; 5/2015; revised 5/2016; 5/2017

School of Nursing Committees

Beginning fall semester each year, faculty appointments to committees are made. Students are elected to the committees by their classmates at a class meeting each semester. The standing committees and their purposes are listed below.

Academic Concerns Committee
The purposes of this committee are to promote the academic well being of the total nursing program including matters relating to faculty and students. The membership shall consist of at least two faculty members and one student from each academic class. The NFO Chair and Dean shall serve as an ex-officio member of the committee.

Assessment and Evaluation
The purpose of this committee is to evaluate the nursing program effectiveness in relation to internal and external assessment criteria. The membership shall consist of two faculty members and one student from each academic class.

Curriculum Committee
The purpose of this Committee is to explore and recommend ways to strengthen the curriculum based on current standards of professional nursing practice. Membership shall consist of at least two faculty members and one student from each academic class.

Recruitment and Retention Committee
The purpose of this committee recommend and initiate strategies to recruit students into the nursing program, to promote retention of qualified students and to foster the students’
professional development. Membership shall consist of at least two faculty members and one student from each academic class including prenursing.

**Ad Hoc Committees**
Ad hoc committees shall be formed to address specific projects and/or concerns of the School of Nursing. Faculty will be appointed by the NFO Chair and Dean. A written report shall be submitted to the NFO upon completing of the ad hoc committee’s activities.

**Interprofessional Education Committee**
The purpose of this committee is to promote health care improvement and patient safety practice across the disciplines. Membership shall consist of a faculty representative from each level of students as well as students from each level. Additionally, representatives from participating colleges within the University (faculty or students) will make up the membership.

The functions:
1. Collaborate with other disciplines to develop workshops/materials/etc that would promote interdisciplinary learning at the undergraduate level.
2. Plan and execute at least two interprofessional education programs each academic year in collaboration with our partners.
3. Review the CCNE guidelines regarding IPE to ensure compliance as we coordinate with other interested parties.

**Director’s Advisory Council**
The purpose of this council is to provide a direct line of communication between the various constituencies of the student body and the Dean. Membership shall consist of class representatives selected by each academic class including prenursing, and the president of LUSNA, and the president of the African-American Student Nurses Network. To ensure representation for male and second-degree students, in the event that these constituencies are not among selected representatives, one from each shall be appointed by the Dean.

**MSN Committee**
The MSN Committee will be comprised of the Dean of the School of Nursing, the Graduate Coordinator, and a minimum of two faculty teaching in the graduate program. The MSN Committee will retain responsibility for graduate curriculum, recruitment and retention plans, management of the graduate assessment plan, plans for program improvement, and policy and procedures applicable to graduate students. The MSN Committee will meet at least once each semester and as needed. When policy and procedure changes are being considered that would affect graduate students, a period of comment will be allowed to seek input from current graduate student cohorts as appropriate. Feedback may be solicited through virtual meetings, online polling, and postings on the CNL Communication Board.

Approved NFO 5/12/14; reaffirmed 5/2015; 5/2016; 5/2017

**Sigma Theta Tau International Honor Society**
Mu Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing was installed at Lander University (then Lander College) on April 29, 1990. The purposes of the Society are to:
1. Recognize superior achievement (no failures in nursing classes)
2. Recognize and develop leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purposes of the profession.

Criteria for membership consideration:

1. Superior scholastic achievement
2. Minimum GPA of 3.00
3. Top 1/3 of class or plus any students with a GPA of 3.5 or greater
4. Evidence of professional leadership potential.
5. Membership is by invitation only.

A membership fee is required.

The Bylaws are on file in the School of Nursing.

Updated 5/2016; 5/2017

**Smoking/Tobacco Products**

Smoking, or the use of any other tobacco products (including electronic cigarettes), is not permitted at any clinical setting whether in uniform or in street clothes. An odor of smoke or use of tobacco products or electronic cigarettes during clinical or while in uniform may result in being dismissed from a clinical site and being subject to an unsatisfactory clinical day.

Approved 5/1/2013; Effective Fall 2013; Revised May 2015; reaffirmed 5/2016; 5/2017
Statements of Understanding Form

III. Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice
I have read the Lander University School of Nursing Policies regarding Professional Confidentiality, Standards for Clinical Practice and Unsafe Clinical Practice. I understand that failure to follow these policies can result in failure of nursing courses. I will adhere to the policies as stated and am aware of the ramifications of a breach in professional confidentiality, and not following the standards for clinical practice. ______ Initials

IV. Out of Sequence Students
I understand that in the event I am out of sequence in the required nursing curriculum, I will rejoin sequence on a space available basis when I have successfully met course prerequisite criteria. I understand that students eligible for progression already progressing in the class have priority for space in the class. In the event that there is insufficient space available in that class, I am obliged to make alternative academic decisions (i.e. delay major, change major, take other courses, etc.) ______ Initials

XI. Permission to Copy Written Assignments
I give permission for photocopying of written assignments submitted to faculty as part of my program of study in the School of Nursing. I understand that copies of written work may be those upon which course grades or clinical evaluations are based or that demonstrates a high level of originality and preparation. _____ Initials

XII. Nursing Student Handbook
As part of professional accountability in nursing, all students (prelicensure and RN-BSN) are expected to read the Nursing Student Handbook each fall and spring semesters. Students are expected to read the entire handbook upon admission to the program. Continuing students should read highlighted changes. Students are responsible for the content in the handbook and for adherence to policies of the School of Nursing. Any questions regarding policies should be referred to the student’s assigned academic advisor. _____ Initials

XIII. Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students
I have read and agree to abide by the Policy Governing Use and/or Abuse of Drugs and/or Alcohol by Nursing Students._____Initials

XIV. Ineligibility to Continue in Major Due to Student Conduct
I understand that in order to participate in certain clinical learning sites, agency contracts require that I have a drug screen and criminal background check. If certain information is revealed by the Criminal Background Check, I understand that I may be restricted by agencies from using their facilities. I understand that I may also be banned for conduct violations and/or other violations of agency contracts. If I am denied access to a clinical agency or site, I understand that I will be ineligible to continue in the nursing major. I am responsible for accurately updating my record every semester and notifying the Dean of any changes in my health or legal status. I understand that grievous infractions that involve my behavior and/or impact client care may cause failure of a course and permanent dismissal from the Lander nursing program. ______ Initials

THIS CONSENT FORM WILL BE PLACED IN MY PERMANENT FILE in the School of Nursing.

STUDENT NAME ______________________ DATE ______________________

Approved by NFO 1/17/97; Revised 5/9/07, Revised 1/8/10; Reaffirmed 2010; 5/2011; Revised 4/2012; 5/2014; reaffirmed 5/2016; 5/2017
Student Concerns about Program/Curriculum

If a student becomes concerned about a curriculum or program matter, he/she should discuss this matter with his/her advisor, clinical instructor, course coordinator, or class representative to the appropriate committee. In the event further information is needed, the Dean of School of Nursing welcomes appointments with students for further discussion.


STUDENT CONCERN FORM

This form is also available online via the Lander Portal

DATE: _____________________________

NAME(S) OF REPORTER(S): ________________________________________________________

NAME OF STUDENT(S) CONCERNED ABOUT: _________________________________________

BRIEF DESCRIPTION OF THE SITUATION: ____________________________________________

INFORMATION GIVEN/PLANS OF ACTION: ___________________________________________

EMERGENCY NUMBERS: ON LANDER CAMPUS – 8911 (ANYTIME)
(COUNSELING SERVICES BEFORE 5:00pm AT 388-8288)
OFF LANDER CAMPUS - 911
MENTAL HEALTH CRISIS LINE – 1-800-868-2642 OR 229-9412

OTHER NUMBERS: ________________________________________________________________

FOLLOW-UP INFORMATION: __________________________________________________________

I UNDERSTAND WHAT I CAN DO IN THIS SITUATION. I UNDERSTAND THAT COUNSELING
SERVICES WILL MAKE CONTACT WITH THE PARTY OF CONCERN. THIS CONTACT CAN BE
ANONYMOUS.

REPORTER(S) SIGNATURE/DATE

COUNSELING/HEALTH SERVICES SIGNATURE/DATE

Adapted from Lander Health Services Form

STUDENT CONCERN FORM

This form is also available online via the Lander Portal

If this is an emergency situation – a situation where someone is in danger of hurting him/herself or someone else; is unable to control his/her behavior; or is in need of immediate medical treatment—do not complete this form. Completion of this form may not result in an immediate action being taken.

CALL:
Lander University Police at 388-8911or 8222 (On Lander Campus)
911 (Off Lander Campus)

DATE OF INCIDENT: Select --
Month: Day: Year:

Name(s) of REPORTER(s):
1). (60 character limit)
2). (60 character limit)
3). (60 character limit)

NAME OF STUDENT(S) CONCERNED ABOUT:
(150 character limit)

BRIEF DESCRIPTION OF THE SITUATION: Please provide a detailed description of the incident using specific concise, objective language. Forward all documentation to the Student Concern Liaison of Student Affairs at the Grier Student Center, Room S344 and/or any electronic communication/supporting documentation to jfranks@lander.edu or call Lander University Police Department (LUPD) at 8911. If you have any questions, please call Joe Franks at 388-8749 or LUPD at 388-8222.

The student concern team liaison will gather information and/or make contact with the party of concern. This may not be an immediate action. If this concern is or could be dangerous or threatening to someone’s welfare, call LUPD at 8911. Follow-up with the reporting parties in reference to any outcomes around the incident or party of concern may not occur due to the nature of the situation.
Student Laptop Policy

Students admitted to the School of Nursing are required to have access to laptop computers for use in the nursing program. Students should adhere to the minimum requirements for network connectivity on Lander University’s wireless network that are recommended by Information Technology Services (ITS). All students admitted to the nursing major should refer to the list of Student Laptop Recommendations found in the nursing admission packet. It is the student’s responsibility to ensure computer function compatible with the course requirements.

Approved May 11, 2015; reaffirmed 5/2016; 5/2017

Student Lounge

The student lounge is located in Barratt Hall, room 109. It offers an informal meeting place and study area for students between classes. Students are responsible for the up-keep of this room.


Student Nurse Organizations

Student Nurses’ Association

The name of this organization shall be the Lander University Student Nurses’ Association (LUSNA), a constituent of the Student Nurses’ Association of South Carolina and the National Student Nurses’ Association, Inc.

Purpose:

1. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care;
2. To provide programs representative of fundamental and current professional interests and concerns;
3. To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people of all walks of life;
4. To foster development of professional responsibilities.


Lander University Student Nurses’ Association is a pre-professional student organization that supports Lander University’s student nurses through activities, leadership, and service; provides opportunities for continued leadership development; promotes service within the community and encourages lifelong contributions to the global nursing community. The state and national divisions of this association offer workshops, conventions, and seminars for the students’ benefits. Membership is for the calendar year and includes membership on the local level. Dues should be paid to the treasurer of Lander University Student Nurses’ Association. Students are encouraged to join the state, and national levels to be paid at that level.

Student’s Right to Petition

Students have the right to request an exception to the application of academic policies of the School of Nursing. To do so, the student must submit the request in writing to the Nursing Faculty Organization. The request should include a description of the circumstances which have
led to the request with supporting documentation. Students who submit a petition are strongly advised to work closely with their academic advisor in the petitioning process. Approved 1/7/04; Reaffirmed 2010; 5/2011; 5/2012; 5/2015; 5/2016; 5/2017

**Study Area**

The open area of the BH 100 Office Suite has been designated as a study area for nursing students when not scheduled for use by the School of Nursing. No food is allowed. Only plain water may be in the study area. Students are expected to leave the area clean after use and to maintain a quiet study environment. Notification of use by the School of Nursing will be placed on the wall outside BH 100.

Approved by NFO 5/12/2015; reaffirmed 5/2016; 5/2017

**Transportation**

Students are required to provide their own transportation to clinical agencies. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.


**Unprofessional Conduct**

Unprofessional conduct, including the use of profanity and alcohol/drug use, will not be tolerated in the classroom or clinical setting. Consequences of such behavior are at the discretion of the faculty.

Use of Social Media by Nursing Students

Guidelines for your Consideration

Do you “talk” to friends, family, or classmates using Facebook®, MySpace®, Twitter® or a blog? Lots of people do! According to Facebook® Statistics (2012), there are over 800 million active users of Facebook® and over 50% of them log in everyday! It is a quick and convenient way to let people know what you are doing and how you are feeling…. BUT, as a nursing student, those everyday communications using social networks may have implications you may not be aware of!!

Read On

Have you ever…….
- Posted the name of a clinical agency on your Facebook® profile? For example: “I’m off to clinical today at Self- I get to see my first surgery!”
- Posted a photo of your clinical instructor or any other faculty member on your blog?
- Posted in a blog that you inserted your first NG tube and your clinical instructor was very patient because it took 3 attempts before you got it in?
- Sent a Twitter® message that you were doing home visits in Laurens?

These are examples of common communications that occur on a daily basis between family and friends using social networks.
BUT..... these are examples are a breach of the Confidentiality Statement that you signed when you entered the program...

REMEMBER!!!
This is part of the Confidentiality Agreement that you sign EVERY SEMESTER as part of your clinical experiences at Lander.

13. A nursing student will hold in confidence all personal client information entrusted to him/her.

14. Confidential clinical information and research data (written or oral) given to a nursing student will be considered privileged within the content of the learning site.

15. A nursing student will limit his/her discussion of client/family to structured learning situations (conferences and clinical). At no time are clients/families to be discussed at lunch counters, clinical dining facilities, elevators, dormitories, and/or other public settings.

16. A nursing student should not include specific identifying client information on assignments submitted in written or electronic form.

Confidentiality Considerations
- Do not include the name of the clinical agency on your social networks
- Do not include the name of your clinical instructor, preceptor, or agency staff on your social network without their permission
- ... and of course.... DO NOT post a patient name, diagnosis, agency where receiving care or any identifying information- such as gender, age, ethnicity, etc....not even what kind of tattoo they have!!! No photos of patient or family. Even a general posting regarding a patient can be linked back to an individual.
  - Consider this: a student posted a blog about a patient with a rare genetic syndrome. No specific identifying information was made, but when the mother of the patient did an Internet search for the syndrome, the student’s blog was found. The mother recognized her child as the patient discussed in the student’s blog.
- Be very careful what you say about your clinical instructor, the staff at the agency, and your fellow classmates in your blog or on your social network.
Legal Considerations

- Did you know that postings on your social network could open you and the clinical agency up for “discovery”?
  - Consider the legal implications of the NG tube insertion blog example…. Can you see how this blog could be linked to a patient problem? What about the nursing student who posts, “Mama Baby clinical at Self today!!”…… can you see how that could be open to discovery?

Professional Considerations

- If you have a problem or issue with a faculty member- do you post your frustration on your Facebook® profile- OR take the professional approach and go through the appropriate problem solving steps?
- If you have issues with a clinical instructor or staff- do you post it in your blog- or go through your course faculty to resolve the problem?
- Consider that many future employers and potential scholarship donors may have access to your Facebook® page
- If you are “friends” with faculty members, also consider what you post can be viewed by them as well!

There are many implications related to the use of social networks by health care professionals. These are just a few to consider. If you have questions, please talk with your clinical instructor, course coordinator, or School Director.

References


Murphy, M. (2011). The use of social networks by nursing students. Unpublished manuscript, College of Nursing, Georgia Health Sciences University, Augusta, Georgia, United States.


Adapted from a similar document by M. Murphy, DNP, RN, Director of DNP Program at Georgia Health Sciences University
Affirmed by NFO 5/2012; reaffirmed 5/2016; 5/2017
Surgeries and Other Physical Health Concerns

Maintaining clinical requirements, including issues regarding health, are an integral part of being in the Lander nursing program. Students who have illness or surgery may compromise the safety of clients, colleagues, or themselves, and violate agency contracts. At their discretion, a clinical agency (or site) may prohibit a student from attending clinical based on liability and safety concerns. If a student is denied access to a clinical agency (or site) or poses a liability to the Lander nursing program, the student will be ineligible to continue in the clinical nursing courses that semester.

In the event a student has a health concern/illness or surgery which requires that the student miss a clinical/laboratory experience, the student must adhere to the following:

1) Notify the faculty course coordinators in all clinical courses if the student will be missing a clinical/laboratory due to health reasons. Students must adhere to the policies in the course syllabus regarding absences.
2) Notify the Dean of the School of Nursing.
3) Bring a health release by their Healthcare Provider stating that the student can resume all clinical requirements and activities without limits or the use of an assistive device, unless allowed by the clinical agency.
4) Students should refer to the Lander School of Nursing Core Performance Standards for specific guidelines on clinical expectations.
5) If the student is not able to resume the full student role in the clinical/laboratory setting, the student may be required to withdraw from the associated courses (follow School of Nursing and Lander University policies).
6) If a student does not inform faculty of the significant health concern or present a release, the student may be found guilty of Unprofessional Conduct and/or Unsafe Clinical Practice and may receive a clinical failure in all associated clinical courses.
7) All surgeries require documentation of a health release even if the surgeries are performed during the summer, holiday, or other break. Documentation must be submitted to the Dean of the School of Nursing and placed in the student’s record.

Approved by NFO on 4/7/2017. Approved by VPAA on 4/10/17.

Wearing Student Uniform and Student Identification

Students are not to wear any Lander student nurse identification (including the Lander student uniform, Lander lab jacket or lab coat, School of Nursing identification cards or hospital identification cards) in social settings where the student may cause the student nurse uniform to be disrespected. This includes wearing student nurse identification when drinking alcohol and/or buying alcohol and at bars, clubs, and other non-nursing social events. Students are not to sit on the floor or other contaminated surfaces while wearing the Lander student uniform (either the white uniform or the blue Lander nursing student shirt and lab coat/lab jacket). Sitting on the floor violates the clinical requirement for professional appearance and behavior and the practice
of standard and transmission-based precautions and may be considered a violation of Safe Clinical Practice. Students who violate this policy will be subject to disciplinary action.

Approved 5/1/2013; Effective Fall 2013 Revised May 2014, Revised May 11, 2015; reaffirmed 5/2016; 5/2017

**Workman’s Compensation**

Nursing students are covered by Workman’s Compensation while engaged in clinical laboratory activities (From SC Code of Laws 42-7-60). Any nursing student who is injured in clinical laboratory should report the incident to the clinical faculty and should contact the Lander Office of Human Resources to file a report of injury form.

Part B: Prelicensure Students

Absence for Professional Development

Nursing students may be excused from nursing classes to attend professional development activities (such as SCSNA conventions or formal continuing education presentations) based on prior approval by the faculty involved. Granting of approval is the prerogative of the faculty member.

In order to be considered, the student must notify the faculty in writing one week prior to the planned absence, using the “Request for Approval to Attend Professional Development Activity” form. (A copy of the form follows.)

Following approval by faculty, the form will be submitted to the Dean for signature and retention in the student’s file.
LANDER UNIVERSITY
SCHOOL OF NURSING
APPROVAL TO ATTEND
PROFESSIONAL DEVELOPMENT ACTIVITY
STUDENT FORM

Student name ____________________________________________________________

Today’s date ____________________ Activity date _____________________________

Description of activity ___________________________________________________

Nursing class(es) to be missed:

#1 ___________________________________ Faculty _____________________________

Plans for making up _____________________________________________________

________________________________________________________________________

Approved by _______________________(Faculty) on _______________________(date)

#2 ___________________________________ Faculty _____________________________

Plans for making up _____________________________________________________

________________________________________________________________________

Approved by _______________________(Faculty) on _______________________(date)

#3 ___________________________________ Faculty _____________________________

Plans for making up _____________________________________________________

________________________________________________________________________

Approved by _______________________(Faculty) on _______________________(date)

#4 ___________________________________ Faculty _____________________________

Plans for making up _____________________________________________________

________________________________________________________________________

Approved by _______________________(Faculty) on _______________________(date)

Comments:

Signed by _________________________(Director) on _________________________(date)

Cell Phone Policy

Cell phones and other unapproved electronic devices (e.g., pagers, IPods, MP3 Players) are to be turned off before entering the class (lab, clinical, etc) and shall remain off for the duration of the class. If there is an extenuating circumstance which requires a cell phone to be on during a class, the student must obtain permission prior to the class from the instructor to leave the phone on vibrate. Cell phones are not to be visible or used at any time, especially not during quizzes or exams. Each instructor reserves the right to further restrict use of cell phones in class and to determine the consequences of not following this policy.


Communication

1. Prelicensure students admitted to the nursing major will be allowed access to the Nursing Majors Communication Board. This may be located through Blackboard under the icon “Nursing Majors”. This site provides information about deadlines, forms, organizational meetings, scholarships, and other information of interest to those in the nursing major. If a student is unable to access the Nursing Major site on the first day of classes, it is the student’s responsibility to inform the Director of the School of Nursing so that access can be allowed.

2. Bulletin boards are located throughout the nursing building. Prelicensure students are responsible for checking the boards at least once per week.

3. Mailboxes are assigned to prelicensure nursing majors. Boxes are located in the Student Mail Room (BH123) and should be checked by students at least daily. Students are responsible for checking their boxes.

4. University information is available via a video screen located outside the student nurses lounge.

5. Messages and papers for faculty should be placed in the box specified “Students Place Nursing Papers Here” outside BH 122F in the Faculty Office Complex. Be sure faculty name is on papers.

   Students should not place any papers in faculty mailboxes.

6. Lander student email is the official vehicle for all electronic communication. Prelicensure students are responsible for checking their Lander email at least daily.

Part C: RN-BSN Students

RN-BSN Option

Lander University offers an option for licensed registered nurses to complete a Bachelor of Science in Nursing degree with learning experiences concentrated in physical assessment, community health, leadership, management, and research. The BSN completion option for Registered Nurses is offered in an asynchronous online format. The online option is available to registered nurses and features web based delivery that will enable registered nurse students to attend class at home and at their convenience via the Internet. Graduates will acquire professional level knowledge and skills to practice nursing in traditional and diverse settings and to enter graduate study in nursing and related fields. The option is approved by the State Board of Nursing for South Carolina and accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW Suite 530, Washington, DC 20036; phone (202) 887-6791, fax: (202) 887-8476).

Revised by NFO 5/13/2015; reaffirmed 5/2016; 5/2017

ATI Assessments

Students are required to take the following standardized assessment/achievement tests which will be routinely administered in the specified courses. Data are used as a component of student and program evaluation. Students will take mandatory practice assessment(s), as appropriate, prior to taking proctored ATI Assessment(s). Completion of the practice assessment(s) will be verified.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>TEST(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 307</td>
<td>ATI Critical Thinking- Entrance</td>
</tr>
<tr>
<td>NURN 412</td>
<td>ATI Nursing Leadership</td>
</tr>
<tr>
<td>NURN 417</td>
<td>ATI Community Health</td>
</tr>
<tr>
<td>Final Course</td>
<td>ATI Critical Thinking- Exit</td>
</tr>
</tbody>
</table>

Faculty may use various methods to prepare for ATI. The amount and type of preparation shall be determined by the individual instructor and course needs.

5/2016; 5/2017

Articulation Agreements

Articulation agreements with the technical schools in SC were established for the RN-BSN option in 2014. Students are required to have equivalent hours; however, students are allowed some flexibility in choosing general education coursework from the institution’s approved list of general education courses. Students may be admitted under the articulation agreements in effect at the time of admission to the nursing major.

Approved by NFO 5/13/2015; reaffirmed 5/2016; 5/2017
Educational Philosophy for the Registered Nurse

In accordance with the philosophy of Lander University, the School of Nursing recognizes the educational preparation and experience of practicing nurses which is documented by licensure as a registered nurse.

The nursing faculty believes:

- The registered nurse student brings a variety of professional and personal experiences to the learning environment.
- Graduates of approved nursing education programs have a fundamental body of nursing knowledge and competence.
- Progression toward a higher degree in the same field should be available without undue repetition of content or experience.
- Professional nursing practice is founded on an evolving body of nursing knowledge supported by a strong liberal arts emphasis in behavioral, physical, and analytical sciences as well as the humanities.
- The registered nurse student is a motivated, self-directed adult learner.
- The complexity of nursing care currently needed by society requires that nurses continue to expand their areas of competence.
- Professional nursing practice requires a minimum of a baccalaureate degree in nursing.
- The adult learner should have available multiple instructional modalities, including online courses with self-directed and collaborative learning, to enhance and make accessible the educational process.

Adopted 12/9/85; Revised 7/23/87; Reviewed 6/4/95, 5/00, 5/10/01; Revised 1/8/10; Reaffirmed 2010; 5/2011; 5/2014; 5/2015; 5/2016; 5/2017

BSN Completion for Registered Nurses

Admission and Progression Policies

Complete Lander University admission process. Transfer credit from previous schools will be evaluated at this time.

Requirements for admission as RN-BSN student

1. Maintain a current nursing license as an RN in state where student will be doing clinicals.
2. Earn “C” or higher in 6 required courses – ENGL 101-102, BIOL 202 (Human Anatomy), BIOL 203 (Human Physiology) (2 semesters combined A&P course accepted), BIOL 204 (Microbiology), and MATH 211 (statistics)
3. Achieve cumulative GPA of at least 2.6 (not rounded) at last school attended.
4. Submit application to Lander University prior to applying to the nursing program.
5. Submit application to School of Nursing by respective deadline (July 15 for fall, November 15 for spring, April 15 for summer).
Additional Information about RN-BSN Option

1. Deadlines for completed applications are listed above. It is possible to complete nursing courses in one calendar year if starting in the summer.
2. Most RN’s choose to take courses part-time if they are working full-time.
3. May start online nursing courses (NURN 307) any semester, although some required courses are only taught online once a year.
4. Must complete all required Nursing, Biology and general education courses, including a minimum of 32 semester hours from Lander, in order to graduate.

Requirements for Progression in the RN-BSN Option

1. Earn advanced standing credit that satisfies up to 39 hours of required nursing courses upon the successful completion of the bridging course NURN 307: Professional Transition for Registered Nurses with a grade of “B” or higher.
2. Maintain institutional GPA (Lander GPA) of 2.6 or higher (not rounded)
3. Complete required nursing, mathematics (Math 211), writing (ENGL 101, 102), and science (CHEM 105/111, BIOL 202, 203, 204, 304/NURN 304), with a minimum grade of “C”;
4. and following admission, must not earn a grade of less than “C” in any required course from any institution of higher education more than once each and
5. Must not earn a grade below “C” in more than two (2) required courses from any institution of higher education, only one of which may be a required nursing course.

Requirements for Graduation in RN-BSN Option

1. Complete curriculum requirements (see RN-BSN Plan of Study Worksheet)
2. Must earn at least 25% (32 hours) of total semester hour credit through instruction by Lander University.
3. Must earn a minimum of 12 semester hours in required nursing courses through instruction by Lander University
4. Must complete all degree requirements within 5 years of admission to the RN-BSN option (entry into NURN 307).

**RN/BSN Completion Program courses offered online includes:**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 340: Enhanced Physical Assessment for RN’s</td>
<td>3*</td>
</tr>
<tr>
<td>NURN 303: Research</td>
<td>3</td>
</tr>
<tr>
<td>NURN 307: Professional Transition/RN</td>
<td>4</td>
</tr>
<tr>
<td>NURN 412: Leadership &amp; Management</td>
<td>4*</td>
</tr>
<tr>
<td>NURN 417: Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURN 499: Prof. Development in Nursing</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 304: Pathophysiology or NURN 304</td>
<td>3</td>
</tr>
<tr>
<td>Pathophysiologic Bases for Nursing Practice for RNs</td>
<td>3</td>
</tr>
<tr>
<td>NURN 203: Strategies for Wellness</td>
<td></td>
</tr>
</tbody>
</table>

Total Required 27

**ELECTIVES OFFERED ONLINE**

- NURN 310: World Health 3
- NURN 291: Complementary and Alternative Therapies in Nursing 1
- NURN 373: Spirituality in Nursing 3
- NURN 371: International Service-Learning in Nursing 2
- NURN 480: Nursing Honors Synthesis 3

Must complete 0-6 hours of electives

- Complete at Lander University or any accredited institution of higher learning the following general core requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Science</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0-6*</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Humanities/Literature</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Science (CHEM 105)</td>
<td>4</td>
</tr>
<tr>
<td>Logical &amp; Analytical Thought</td>
<td>3</td>
</tr>
<tr>
<td>Math (MATH 211)</td>
<td>3</td>
</tr>
<tr>
<td>Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>0-6</td>
</tr>
</tbody>
</table>

Total 34

*If foreign language is exempted, student needs an additional 6 hours of electives.

**NOTE:** All degree requirements must be completed within 5 years of completion of the first 400-level nursing course.

A total of 126 semester hours is needed to graduate from the nursing program.  

**Credit hour summary for RN-BSN option**

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite courses for admission to Major</td>
<td>21</td>
</tr>
<tr>
<td>Required nursing/BIOL courses</td>
<td>27</td>
</tr>
<tr>
<td>General education/university requirements</td>
<td>34</td>
</tr>
<tr>
<td><em>If Foreign Language is accepted, students will need additional 6 hours of electives</em></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>0-6</td>
</tr>
<tr>
<td>Advance placement earned after completion of NURN 307 with at least a “B”</td>
<td>39</td>
</tr>
<tr>
<td>Total hours required for BSN Degree</td>
<td>126</td>
</tr>
</tbody>
</table>

**Lander University Policies**

Credit may be earned by transfer credits from other colleges and universities:

- A maximum of 64 semester hours from a regionally accredited technical or two-year college will be accepted as credit.
- A maximum of 93 semester hours from a regionally accredited four-year institution will be accepted as credit.

For degree completion, at least 25% (32 hours) of total semester credit hours must be earned through instruction by Lander University. A minimum of 12 semester hours in required nursing courses must be earned through instruction by Lander University.

Reaffirmed 2010; 5/2014; 5/2016; 5/2017
School of Nursing Policies for RN-BSN Students

Communication

1. Students admitted to the RN-BSN option will be allowed access to the RN-BSN Communication Site. This may be located through Blackboard. This site provides information about deadlines, forms, organizational meetings, scholarships, and other information of interest to those in the nursing major. If a student is unable to access the RN-BSN Communication site on the day of orientation, it is the student’s responsibility to inform the RN-BSN Coordinator.

2. Written assignments Messages and papers for faculty should be placed in the box specified “Students Place Nursing Papers Here” outside BH 122F in the Faculty Office Complex. Be sure faculty name is on papers. *Students should not place any papers in faculty mailboxes.*

3. Lander student email is the official vehicle for all electronic communication. RN-BSN students are responsible for checking their Lander email at least daily.

Special Circumstances Status in the RN-BSN Option

Former Lander University associate degree nursing graduates with less a 2.6 cumulative GPA on work done at Lander University may be eligible for special circumstances status in the RN-BSN option. Special circumstance status permits a student to pursue a nursing degree while demonstrating his/her current level of academic maturity. This status allows the institutional GPA to be calculated beginning with admission to the RN-BSN option. A student may qualify for special circumstances status if the student has a previous Lander University cumulative GPA of at least 2.0, has not been enrolled at Lander for at least 5 years, earns at least a 2.6 GPA on course work following readmission to Lander University, and has not previously been granted Academic Renewal by the University or special circumstances status by the School of Nursing. Students granted special circumstances status in the RN-BSN option must meet all other requirements for progression and graduation.

Rationale

Some ADN graduates from Lander are at a disadvantage in comparison to graduates from other nursing programs since they begin courses in the RN-BSN Option with a previous Lander GPA that is lower than 2.6. This proposal would permit them to demonstrate their academic maturity by letting them begin Lander courses with a new GPA as if they were new to Lander.

Student Organizations and Activities - RN-BSN students are encouraged to participate in the American Nurses Association and/or other professional nursing organizations.

RN-BSN students are eligible to join University student organizations and committees.
Clinical Laboratory Experiences- Clinical experiences for RN/BSN students will be arranged collaboratively with the student, course faculty, and health care agencies. Students are expected to adhere to any arranged schedule unless other arrangements are made prior to a scheduled experience. Unavoidable absences will be made up based on the availability of clinical facilities. Reaffirmed 2010; 5/2011; 5/2014; 5/2015; 5/2016; 5/2017

Partial Exemption for Prior Learning- see policy in Academic Policy Section

Requirements for Entering RN-BSN Clinical Nursing Courses
To meet the standards of the Lander University School of Nursing, the South Carolina State Board of Nursing, and clinical agency requirements, Lander University nursing students must present evidence annually of a current clear criminal background check and drug screening, current health screening, current immunization status, current liability and health/accident insurance, and annual CPR certification for adult, child, infant and obstructed airway (The only courses accepted are American Heart Association Healthcare Provider BLS. Evidence of health screening, immunization status, annual PPD test results, liability, health and accident insurance and CPR certification is the first day of classes for the respective semester. If there are omissions or errors in this required documentation, students will be notified via email. Necessary additions or corrections MUST be submitted prior to drop/add date for the respective semester. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. The student is responsible for submitting completed documentation and keeping a copy for personal use.

Professional Nursing Liability Insurance
Students enrolled in the clinical nursing courses must carry tort and professional nursing liability insurance purchased annually. Evidence of insurance for the full academic year must be submitted by either a copy of the face sheet of the professional nursing liability insurance policy or a copy of their canceled check. Students admitted after summer school must submit a copy of your check and application form. A copy of the professional nursing liability insurance policy face sheet issued by the insurance company must be submitted when received. The Professional Nursing Liability Insurance must provide coverage of at least $1 million per incident/ $3 million aggregate. Professional Nursing Liability Insurance forms can be found on the School of Nursing website.

Health and Accident Insurance
Students are encouraged to carry either Student Accident and Sickness Insurance or comparable health insurance throughout their course of study. All students enrolled in clinical nursing courses must show evidence of health and accident insurance either a copy of the face sheet of the health and accident insurance policy or a copy of the insurance card issued by the insurance company.

Students are responsible for the cost of health/follow up required as the result of illness or injury incurred in the course of clinical laboratory learning experiences.
CPR Certification
All students enrolled in clinical nursing courses must show evidence of annual certification in CPR for healthcare providers (adult, child and infant), effective throughout the academic year. Evidence of certification may be either a copy of their CPR certification card or a copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider BLS).

Required Health Screening of Nursing Students
All students enrolled in clinical nursing courses must show annual evidence of health screening which will be effective throughout the academic year. The health examination must document:

1. Initial 2 Step Tuberculosis screening. Students admitted in the fall semester must have their 2 step PPD completed in June. Students admitted in the spring must have their PPD completed in November. Those with Positive results will be referred to SCDHEC.

2. Annual PPD update (date administered, results, and name of agency where it was completed). If you had a positive PPD, you will not need to meet this annual requirement

3. Rubella status or immune titer (greater than 1:8, or re-immunization). Students having titer results that are not positive (immune) must complete the immunization process.

4. Tetanus/Pertussis-(Tdap) immunization (within the last 10 years).

5. Hepatitis-B series dates of shot series, positive titer, or copy of waiver of declination attached. Students having titer results that are not positive (immune) must complete the immunization process.

6. Varicella immunization or positive titer. Students having titer results that are not positive (immune) must complete the immunization process.

Hepatitis-B
Hepatitis B is an infectious disease with serious and sometimes fatal outcomes. The Hepatitis virus can be transmitted to health care workers by needle stick injury or exposure to body fluids of infected individuals. Infected individuals are unknown to health care workers 90% of the time.

Lander University nursing students are therefore advised that Hepatitis B immunization is required (unless a waiver of declination has been signed) in order to engage in client care activities in clinical nursing courses.

Any student who is unable or unwilling to take the vaccine must sign a “waiver of declination”. The form is available from the School of Nursing.


Submission of Requirements for Entering BSN Clinical Nursing Courses
Instructions and forms for submitting the Annual Prelicensure Health, Insurance, and Education Requirements are available to students on the communication board for prelicensure and RN-BSN nursing majors in Blackboard.
Vendor(s) used for Requirement Tracking
Lander University School of Nursing uses a Vendor for clinical requirement tracking. The vendor & submission process assigned to you at the time of your admission to the nursing major is the process that you should continue unless you are notified to do otherwise.

Approved by NFO 1/4/13; reaffirmed 5/2016; revised 5/2017
NAME____________________________________  ID # __________________CATALOG YEAR _____

**MAJOR PROGRAM REQUIREMENTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>*BIOL 202 – Anatomy</td>
<td>4</td>
<td></td>
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<tr>
<td>*BIOL 203 – Physiology</td>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>*ENGL 101</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>*ENGL 102</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>*BIOL 204 Microbiology</td>
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<tr>
<td>*MATH 211</td>
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<td>Total</td>
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*Admission Requirements

**Junior Courses**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
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<tbody>
<tr>
<td>NURN 307 Profession Transition for RNs</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURN 303 Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 304 or NURN 304 Pathophysiologic Bases for Nursing Care</td>
<td>3</td>
<td></td>
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<tr>
<td>NURN 340 Advanced Physical Assessment for RNs*</td>
<td>3</td>
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</table>

**Advance Placement Standing**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 232 Pharmacology Basic</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td>NURS 235 Wellness Nursing</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 233 Pharmacology</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 242 Basic Nsg. Strat.</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 345 Med Surg I</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 393 Mental Health</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 346 Med Surg II</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 392 Childbearing</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 408 Critical Care</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 409 Pediatric Nursing</td>
<td>4</td>
<td></td>
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<tr>
<td>Total</td>
<td>39</td>
<td>hours</td>
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### General Education Courses and University Requirements (May be taken in any order)

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<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>Logical/Analytical</td>
<td>3</td>
<td></td>
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<td>Wellness-</td>
<td>3</td>
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<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>NURN 203 or PEES 176/175</td>
<td></td>
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<tr>
<td>Behavior Science</td>
<td>3</td>
<td></td>
<td></td>
<td>Global/Non-western</td>
<td>3</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>NURN 310</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry 105/111</td>
<td>4</td>
<td></td>
<td></td>
<td>Political Economy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
<td></td>
<td></td>
<td>History</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Humanities Literature</td>
<td>3</td>
<td></td>
<td></td>
<td>Foreign Language</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3</td>
<td></td>
<td></td>
<td>Foreign Language</td>
<td>3</td>
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</tbody>
</table>

### Senior Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 417 Community Health Nursing*</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURN 412 Leadership *</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURN 499 Prof. Devel in Nsg.</td>
<td>2</td>
<td></td>
<td></td>
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### Electives

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hrs</th>
<th>Term</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURN 290-Complementary &amp; Alternative Therapies</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURN 370 Spirituality in Nursing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURN 480- Honors Synthesis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Advisor’s Signature**

**Signature of School Director**

Reaffirmed 2010; Revised 2011; Reaffirmed 5/2012; 5/2014; 5/2015; revised 5/2016; 5/2017
SECTION IV: PROGRAM EVALUATION

Introduction

The original evaluation plan for the nursing program was designed in 1984. Its intent was to implement comprehensive formative evaluation of the Bachelor of Science in Nursing program during its early years.

The plan was revised and streamlined in 1992 in response to changes in evaluation needs driven by nursing and general education curriculum revisions, changes in entry level practice requirements, outcome assessment expectations of the State Board of Nursing for South Carolina and the South Carolina Commission on Higher Education, and increased demands for faculty productivity. It has been revised and modified on an ongoing basis since that time.

The School of Nursing Assessment and Evaluation Committee assumes responsibility for coordinating program evaluation.

Beliefs

1. Program evaluation is an organized, ongoing process.
2. Program evaluation is the responsibility of nursing faculty, and should involve faculty, administration, support staff and services (such as academic support services), students, clinical agency personnel, and other members of the community of interest.
3. Program evaluation data are used for both formative and summative decision making.

BSN NURSING ASSESSMENT PLAN

I. PROGRAM OUTCOMES

Students graduating from Lander University with a baccalaureate degree in nursing should be prepared to:
1. Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, groups, and communities across the lifespan;
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking;
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;
4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;
5. Utilize nursing research findings to improve the quality of evidence-based nursing practice;
6. Incorporate established standards of professional nursing as the foundation for one’s own nursing practice; and
7. Prelicensure option graduates are eligible to take the licensing examination to qualify as registered nurses.

Reaffirmed by NFO 5/9/2016; 5/2017
II. MEANS OF ASSESSMENT

Formative Outcomes in Prelicensure Option

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Program Outcomes Addressed</th>
<th>Frequency of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ATI Critical Thinking Entrance</td>
<td>1,2,3,6</td>
<td>NURS 235</td>
</tr>
<tr>
<td>2) ATI Fundamentals for Nursing Practice Exam</td>
<td>1,2,3,6</td>
<td>NURS 345</td>
</tr>
<tr>
<td>3) ATI Medical-Surgical Nursing Exam</td>
<td>1,2,3,6</td>
<td>NURS 408</td>
</tr>
<tr>
<td>4) ATI Maternal Newborn Nursing Exam</td>
<td>1,2,3,6</td>
<td>NURS 392</td>
</tr>
<tr>
<td>5) ATI Mental Health Nursing</td>
<td>1,2,3,6</td>
<td>NURS 393</td>
</tr>
<tr>
<td>6) ATI Pharmacology Exam</td>
<td>1,2,3,6</td>
<td>NURS 499</td>
</tr>
<tr>
<td>7) ATI Nursing Care of Children</td>
<td>1,2,3,6</td>
<td>NURS 409</td>
</tr>
<tr>
<td>8) ATI Nursing Leadership</td>
<td>1,2,3,6</td>
<td>NURS 412</td>
</tr>
<tr>
<td>9) ATI Community Health</td>
<td>1,2,3,6</td>
<td>NURS 417</td>
</tr>
<tr>
<td>10) ATI Critical Thinking Exit</td>
<td></td>
<td>NURS 412</td>
</tr>
<tr>
<td>11) ATI Nutrition</td>
<td></td>
<td>NURS 346</td>
</tr>
<tr>
<td>12) Clinical Laboratory Evaluation</td>
<td>1-7</td>
<td>Each semester in clinical courses by course faculty</td>
</tr>
</tbody>
</table>

Formative Outcomes in the RN-BSN Option

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Program Outcomes Addressed</th>
<th>Frequency of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) ATI Critical Thinking Entrance</td>
<td></td>
<td>NURN 307</td>
</tr>
<tr>
<td>2) ATI Nursing Leadership</td>
<td></td>
<td>NURN 412</td>
</tr>
<tr>
<td>3) ATI Community Health</td>
<td></td>
<td>NURN 417</td>
</tr>
<tr>
<td>4) Clinical Evaluation of Student</td>
<td>1-6</td>
<td>NURN 340 AND 412</td>
</tr>
<tr>
<td>5) ATI Critical Thinking Exit</td>
<td></td>
<td>NURN 412 AND 417</td>
</tr>
</tbody>
</table>

Summative Outcomes

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Frequency of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) National NCLEX Predictor Examinations</td>
<td>NURS 460</td>
</tr>
<tr>
<td>2) NLCEX-RN Program Success Rate</td>
<td>Following graduation</td>
</tr>
<tr>
<td>3) Critical Thinking Assessment</td>
<td>ATI Assessments</td>
</tr>
<tr>
<td>4) Graduation/Attrition Rates</td>
<td>Each semester by Recruitment &amp; Retention Committee</td>
</tr>
<tr>
<td>5) Graduate Employment Record</td>
<td>Bi-Annually by Assessment &amp; Evaluation Committee</td>
</tr>
</tbody>
</table>

Student/Alumni Feedback

<table>
<thead>
<tr>
<th>Survey</th>
<th>Frequency of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Alumni Survey</td>
<td>First &amp; fifth years after graduation</td>
</tr>
<tr>
<td>2) Program Exit Survey by Graduating Seniors</td>
<td>First &amp; fifth years after graduation</td>
</tr>
</tbody>
</table>

Community of Interest Feedback

<table>
<thead>
<tr>
<th>Survey</th>
<th>Frequency of Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Nursing Advisory Board</td>
<td>Bi-Annually</td>
</tr>
<tr>
<td>2) Employer Survey</td>
<td>Annually in December</td>
</tr>
<tr>
<td>3) Clinical Site Survey</td>
<td>Each semester in clinical courses</td>
</tr>
</tbody>
</table>

III. EXPECTED STUDENT OUTCOMES

FORMATIVE OUTCOMES

ATI Proctored Assessments

These tests yield individual and group percentages normed against a national population for comparison. Group percentile scores are used by faculty to evaluate the effectiveness of instruction and to make programmatic decisions regarding course offerings in the curriculum. Benchmarks for student progression within the program were set by program policy for implementation fall 2008. The Curriculum Committee coordinates reports by pertinent nursing faculty for review in NFO.

ATI Preparation

Students will take mandatory practice assessment(s) prior to taking proctored ATI assessments for formative outcomes 1-8. Completion of practice assessment(s) will be verified by instructor.

ATI Progression During Program

Progression policy is in effect for the following ATI proctored assessments: Fundamentals for Nursing Practice (NURS 242), Maternal Newborn Nursing (NURS 392), Mental Health Nursing...
(NURS 393), Medical-Surgical Nursing (Nurs 408), Pharmacology (NURS 499), Nutrition (Nurs 346), and Pediatric Nursing (NURS 409). Completing the ATI exam with Level II Competency = progression to the next course. Revised May 2017

**Phase One Remediation**
4. If a Level 2 is not reached on a course’s ATI, the student will print out the ATI report.
   - The student is required to create an ATI Focused Review based on the ATI test that needs to be remediated.
5. Note cards will be written based on **each** topic highlighted by ATI report as a weak area in content. **NO** typed or printed note cards will be accepted.
6. The note cards will be turned in all together to the instructor prior to taking the second scheduled ATI.

**Phase Two Remediation**
4. If a Level 2 is not reached on the second ATI, the student will print out the ATI report.
   - Another ATI Focused Review is required to be created by the student. This focused review will be based on the second ATI test.
5. Note cards will be written based on **each** topic highlighted by ATI report as a weak area in content. **NO** typed or printed note cards will be accepted.
6. Note cards must be turned in all together within 24 hours of completing the final exam for the course to which the ATI is administered.

Students are encouraged to visit the Academic Success Center for support on test taking issues.
Any student who does not complete any phase of this remediation will receive an incomplete in the course.

**Clinical Laboratory Evaluation**
Nursing faculty have developed a standardized clinical performance assessment tool. Students’ clinical performance is evaluated by faculty in each clinical nursing course. In courses where preceptors are utilized, feedback is given to the course coordinator. The results of these performance observations are used to help faculty in making decisions regarding clinical objectives, clinical sites selected, and specific clinical experiences.

**Course specific Assessments**
Program outcomes are assessed for RN-BSN students using specific assignments in required nursing courses.

**SUMMATIVE OUTCOMES**

**National NCLEX Predictor Examinations**
These tests serve as practice/predictor tests to indicate potential graduate success on the professional nurse licensing examination. Prelicensure students must pass at least one of these at a level predictive of NCLEX success or register for a review course prior to graduation. Aggregate data from each nursing class is compiled by Assessment and Evaluation Committee to make programmatic decisions regarding course offerings, evaluate content mastery by the current senior class, and to make related programmatic decisions regarding subsequent course offerings.

The benchmark used by the Lander Nursing program is a .95 probability of passing the NCLEX-RN examination on three predictor exams.
NCLEX-RN Program Success Rate
The State Board of Nursing for South Carolina reports the percentage of prelicensure graduates who have been successful on their initial attempt to take the professional nurse licensing examination (the NCLEX-RN). Graduates test by computer at individually scheduled times throughout the year; data are compiled quarterly by the Board. The School of Nursing uses Board reported data to analyze program success rates for each graduating class. The program’s goal is to maintain the success rate within 5% of the national mean. Program success results are compiled by Assessment and Evaluation Committee to analyze the effectiveness of programmatic decisions (e.g., admission and progression policies) in facilitating graduates’ successful entry into professional nursing practice.

Critical Thinking Assessment
This assesses students’ achievement of the critical thinking standard at each level. Results from the Critical Thinking Entrance and Exit ATI which will be gathered in the first and last semester of both the BSN and RN-BSN programs will be used for general critical thinking ability. Critical thinking from content specific ATI test will be used in both the BSN and RN-BSN programs to measure nursing specific critical thinking. BSN Nursing specific ATI test will include: Fundamentals for Nursing Practice, Mental Health Nursing, Nutrition, Maternal Newborn Nursing, Medical-Surgical Nursing, Nursing Care of Children, Pharmacology, Nursing Leadership, Community Health, and the RN Comprehensive Predictor average. RN-BSN nursing specific ATI test will include Nursing Leadership and Community Health. These results serve as a means of assessing achievement in critical thinking. Results are analyzed each semester by the Curriculum Committee and are used to make programmatic decisions regarding content emphasis in the BSN program.

AGGREGATE STUDENT OUTCOMES

School of Nursing Goal #1
Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.

- Outcome 1: Eighty percent (80%) of each cohort entering the nursing major will graduate with a BSN within 5 academic years. The Recruitment & Retention Committee compiles program data for review in NFO.
- Outcome 2: The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean. The Assessment and Evaluation Committee compiles this data for review in NFO.
- Outcome 3: One hundred percent (100%) of Lander prelicensure nursing graduates who seek employment in nursing will be employed as registered nurses within six months of graduation. The Assessment and Evaluation Committee compiles this data for review in NFO.
- Outcome 4: Students will demonstrate achievement in critical thinking ability at each level of the nursing major. The Curriculum Committee compiles the data for review in NFO.

STUDENT/ALUMNI FEEDBACK

Program Exit Survey by Graduating Seniors
The School of Nursing Exit Survey is administered electronically each semester to graduating seniors. This survey obtains data regarding program outcomes, strengths, weaknesses, and recommendations for the nursing program. Responses are compiled by the Nursing Recruitment & Retention Committee and reported to the nursing faculty for use in making programmatic decisions.

Alumni Survey
The School of Nursing Graduate Survey is administered electronically annually in the spring to classes that graduated one and five years previously. This survey obtains data regarding state of residence, current employment, preparation for professional practice, and recommendations for the nursing program. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.
COMMUNITY OF INTEREST FEEDBACK

Nursing Advisory Board
The Nursing Board of Advisors consists of representative agency heads from health care agencies throughout Greenwood and surrounding counties. The Board meets once each semester to discuss issues of shared concern regarding the educational preparation of professional nurses. Nursing Assessment and Evaluation Committee compiles feedback from representatives on the Board through meeting minutes and a survey administered online or on paper during meetings. Information is used to make programmatic decisions.

Employer Survey
The survey tool is administered annually in December to employers throughout the region to obtain feedback on the previous (Summer, Spring, and Fall) graduating classes of prelicensure and RN-BSN Lander Nursing students. The survey is administered electronically. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

Clinical Site Survey
The survey tool is administered by clinical course coordinators in the prelicensure option during final exam week each semester. The survey provides clinical sites with an opportunity to evaluate students and instructors in their facilities. Surveys are distributed by the Nursing Assessment and Evaluation Committee to course coordinators. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions. Effective Spring 2012

IV. FACULTY AGGREGATE OUTCOMES
Data to support faculty aggregate outcomes are collected by the Dean of the College of Science and Mathematics during annual faculty evaluations. Faculty are evaluated each semester by students using the Individual Development and Educational Assessment (IDEA) form and the Evaluation of Academic Advisor Form. Faculty are also peer evaluated by tenured faculty per Lander University policy. The Academic Concerns committee is responsible for reporting on these outcomes annually.

School of Nursing Goal #2
Maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development. See School of Nursing Faculty Handbook Section IV.
- Outcome 1: Ninety percent of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on overall teaching for the academic year. See SON Faculty Handbook Section IV Evaluation of Teaching.
- Outcome 2: Ninety percent of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on effectiveness as an academic advisor. See SON Faculty Handbook Section IV Evaluation of Advising.
- Outcome 3: Ninety percent of full-time faculty will role model professional development each academic year through attendance at professional conferences and seminars, completing graduate level courses, earning CEUs or demonstrating intellectual curiosity.

School of Nursing Goal #3
Maintain a nursing faculty complement that achieves the Lander University mission through scholarship, practice, and service to the institution, the community, and the profession. See School of Nursing Faculty Handbook Section IV.
• Outcome 1: Ninety percent of full-time faculty will meet the University requirement that “over a six year period… each faculty member (will) have at least one activity in each level and at least 10 total activities.”
• Outcome 2: Ninety percent of full-time faculty who are in at least the second year at Lander will demonstrate practice in accord with the School of Nursing definition.
• Outcome 3: Ninety percent of full-time faculty who are in at least the second year at Lander will demonstrate service in accord with the School of Nursing definition.

V. NEXT IE REPORT
This major reported in 2013-2014. The next report will be 2016-2017.

Approved by NFO May 2016
LANDER UNIVERSITY
SCHOOL OF NURSING
EVALUATION OF CLINICAL AGENCIES BY FACULTY

INSTRUCTIONS: This form is for use by faculty following clinical laboratory rotations with students in selected clinical agencies as a supplement to the course report when applicable. Form will be kept on file with agency contract. Please (1) complete each item in Section I; (2) respond to each item in Section II and III based on a scale of 4 = completely true to 1 = not true. Mark N/A (not applicable) when a faculty member has no information or no opinion (3) comment specifically on any item evaluated as 3 or lower, or on which additional input is needed.

SECTION I DEMOGRAPHIC INFORMATION

Agency ______________________________ Course________ Date _______
Faculty ______________________________
Head Nurse or Coordinator ____________________ Level of Preparation _______
Unit average census ____________________
Recommended Student Census ___________ Actual Student Census ___________
Nursing Care Delivery Mode Primary________ Functional _______ Other_________
Is Clinical Unit or Agency Accredited? _______ If so, by whom? ________________

SECTION II SUPPORT FOR STUDENT LEARNING

<table>
<thead>
<tr>
<th></th>
<th>Definitely False</th>
<th>Definitely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The unit environment is open and applicable supportive to student learning.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>2.</td>
<td>Adequate reference resources are available to students on the unit (eg.on medications, on unit policies, on specialty content).</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>3.</td>
<td>Client population is adequate to support student learning in terms of numbers and health stressors represented.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>4.</td>
<td>Staffing patterns are adequate to support student learning.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>5.</td>
<td>Unit staff responsibilities and functions are appropriate to educational levels.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6.</td>
<td>Staff initiate collaboration with students to enhance learning.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>
NURSING FACULTY EVALUATION OF CLINICAL AGENCIES

SECTION III  PROFESSIONAL BEHAVIOR

<table>
<thead>
<tr>
<th></th>
<th>Definitely False</th>
<th>Definitely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Nursing staff model professional behavior through language, dress in accordance with agency policy, practice, and expressed attitudes.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>2</td>
<td>Nursing staff maintain currency of expertise through organized and/or self-directed continuing education.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>3</td>
<td>Nursing staff function within the legal parameters of the profession.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>4</td>
<td>Nursing staff demonstrate awareness of nursing research through application of results and/or participation in projects.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>5</td>
<td>Nursing staff perform comprehensive client health assessment identifying biological, psychosocial, and spiritual stressors affecting health status.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>6</td>
<td>Nursing staff apply theory in analyzing clients’ health data and providing care (eg. Maslow, Neuman and others).</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>7</td>
<td>Nursing staff utilize nursing diagnoses as the basis for planning nursing care. (ie, based on NANDA or other conceptual approach).</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>8</td>
<td>Nursing staff state client care outcomes as specific and measurable behaviors.</td>
<td>1 2 3 4 5 NA</td>
</tr>
<tr>
<td>9</td>
<td>Nursing staff evaluate plan of care in relation to stated outcome.</td>
<td>1 2 3 4 5 NA</td>
</tr>
</tbody>
</table>

COMMENTS:

Approved by NFO 12/4/09; Reaffirmed 2010; Revised 5/2012; 5/2014
School of Nursing
Course Report
New Course Format

At the conclusion of each nursing course being offered for the first time, faculty will evaluate the course in writing, incorporating input from students enrolled in the course and from other faculty who taught in the course. The following areas should be included:

I. Instruction
   A. Course syllabus
   B. Forms used for clinical papers
   C. Description of faculty
   D. Names and descriptions of clinical facilities used
   E. Description of instructional processes
   F. Relationship of instructional processes to educational methodology stated in conceptual framework.

II. Students
   A. Number of students enrolled
   B. Final distribution of grades

III. Health Information Technology
   a. Simulation
      i. Number of students
      ii. Hours in use
   b. Informatics
   c. Telehealth
   d. Other
      i. Videos

IV. Outcomes
   A. Evaluation of success in meeting course objectives (didactic and clinical)
   B. Unexpected events or situations which impacted on course process or outcomes.
   C. Summary of course evaluation by students.
   D. Summary of clinical agency evaluations by students.
   E. Summary of service activities by student and faculty
   F. Summary of ATI performance and reports

V. Recommendations

Reviewed 1994; Revised 10/1998; Reaffirmed 2010; Revised 4/2013
Nursing courses that have been taught previously will be evaluated in writing by faculty. The following areas should be included:

II. Instruction
   A. Course description
   B. Course faculty
   C. Clinical facilities
   D. Significant revisions from prior offerings

III. Students
   A. Number of students enrolled
   B. Final distribution of grades

IV. Health Information Technology
   a. Simulation
      i. Number of students
      ii. Hours in use
   b. Informatics
   c. Telehealth
   d. Other
      i. Videos

V. Outcomes
   A. Summary of course evaluations by students.
   B. Summary of clinical agency evaluations by students
   C. Summary of service activities by student and faculty
   D. Summary of ATI performance and reports
   E. Unexpected events or situations which impacted on course process or outcomes

VI. Recommendations
COMPLETE THIS PAGE TWO OF COURSE REPORT IN APPLICABLE NURN COURSES

Program Outcome 1: Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families and communities.

Program Outcome 2: Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking.

Program Outcome 3: Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.

Program Outcome 4: Demonstrate leadership strategies to advance nursing practice and the nursing profession.

Program Outcome 5: Utilize nursing research findings to improve quality of nursing practice.

Program Outcome 6: Incorporate established standards of professional nursing as the foundation for own nursing practice.

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Instrument</th>
<th>NURN 340</th>
<th>NURN 412</th>
<th>NURN 417</th>
<th>n= % met</th>
<th>n= % partially met</th>
<th>n= % not met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,6</td>
<td>ATI Nursing Leadership</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>1,2,3,6</td>
<td>ATI Community Health</td>
<td></td>
<td>X</td>
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<tr>
<td>1-6</td>
<td>Student Clinical Evaluation by Preceptor</td>
<td>X</td>
<td>X</td>
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KEY: Met= A/B; Partially Met=C; Not met= <C

Course Evaluations

Each nursing course is evaluated at the end of the semester using the IDEA form (Individual Developmental Evaluation Assessment). This tool evaluates the instructional effectiveness of the faculty in relation to the course goals and objectives. The IDEA reports assist faculty in making course modifications based on course strengths and areas needing improvement.
School of Nursing
Graduate Employment Record

Class of ________  

<table>
<thead>
<tr>
<th>Graduate</th>
<th>Employment Following Graduation</th>
<th>Comments</th>
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Revised 4/2013
LANDER UNIVERSITY  
SCHOOL OF NURSING  
PRELICENSURE GRADUATE INFORMATION FORM

NAME ________________________________________________________________  
(Please print full name as it will appear on your diploma)

HOME TOWN ____________________________________________________________

PERMANENT ADDRESS ____________________________________________________

PHONE: ______________________________

HOME EMAIL ADDRESS: __________________________________________________

Year You Entered Lander: ____________________

Other degrees you currently hold? __________________________________________
(Major and conferring School)

Academic Minor you will graduate with _______________________________________

NCLEX-RN:  
In what state do you plan to take the NCLEX-RN? ____________________________
What month do you plan to take the NCLEX-RN? ____________________________

Confirmed Employment after graduation:
Facility: ____________________________
Clinical Area: _______________________
Title: ______________________________
Nursing director: _____________________
Address of Facility: ______________________________________________________

Volunteer service while at Lander which was NOT required for academic credit:
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What is your professional goal?
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

OVER
## Scholarships & Awards:

Nursing scholarships and awards received while at Lander:

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Other scholarships or awards received while at Lander?

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## Organizations:

Membership in organizations while at Lander?

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<th>Name</th>
<th>Year</th>
<th>Office</th>
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## Employment:

Employment in nursing since entering the nursing program at Lander?

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<th># of Months</th>
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LANDER UNIVERSITY
SCHOOL OF NURSING
RN-BSN GRADUATE INFORMATION FORM

NAME ________________________________
(Please print full name as it will appear on your diploma)

HOME TOWN ________________________________

PERMANENT ADDRESS ________________________________

PHONE: ________________________________

HOME EMAIL ADDRESS: ________________________________

Year You Entered Lander: ________________

Other degrees you currently hold? ________________________________
(Major and conferring School) ________________________________

Academic Minor you will graduate with ________________________________

Confirmed Employment after graduation:
Facility: ________________________________
Clinical Area: ________________________________
Title: ________________________________
Nursing director: ________________________________
Address of Facility: ________________________________

Volunteer service while at Lander which was NOT required for academic credit:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What is your professional goal?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

OVER
Scholarships & Awards:

Nursing scholarships and awards received while at Lander:

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Employment:

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</tbody>
</table>
The School of Nursing Program Outcomes identify the following goals for Lander graduates. Please rate how well you feel each of these outcomes were achieved using the following scale:

1 = Not Achieved
2 = Somewhat Achieved
3 = Unable to evaluate
4 = Mostly Achieved
5 = Fully Achieved

<table>
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<tr>
<th>#</th>
<th>Item</th>
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<th>2</th>
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<th>4</th>
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<td>1</td>
<td>Able to apply the nursing process to the Neuman Systems Model to promote an optimal level of wellness.</td>
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<td>2</td>
<td>Able to use primary, secondary and tertiary prevention/intervention strategies for:</td>
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<td>A. Individuals</td>
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<tr>
<td>3</td>
<td>Able to synthesize nursing theory with knowledge from selected other disciplines, such as biology, genetics, psychology, sociology, etc.</td>
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<tr>
<td>4</td>
<td>Able to use nursing theory and knowledge from selected other disciplines as a basis for:</td>
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<tr>
<td></td>
<td>A. Care giving</td>
<td></td>
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<td>C. Critical thinking</td>
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<td>5</td>
<td>Able to use appropriate problem solving approaches in varied settings with diverse client systems.</td>
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<tr>
<td>7</td>
<td>Able to advance nursing practice and the nursing profession as a baccalaureate level nurse.</td>
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<td>Able to incorporate established nursing standards of professional nursing as the foundation for my own nursing practice. (ANA Code of Ethics, ANA Standards of practice, etc.)</td>
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</tbody>
</table>
With regard to employment, are you:

_____ Full time                  _____ Not employed                  _____ Currently looking
_____ Part-time                  _____ Choice not to work

You would describe my current employment setting as:

_____ Hospital                  _____ Nursing Home                  _____ Public Health Agency
_____ Public School              _____ Physician’s Office            _____ Nursing School
_____ Community-based facility  _____ Hospice                     _____ Other (describe)

You would state your current employment role title as:

_____ Staff/General Duty/Office          _____ Case Manager
_____ Head Nurse/Assistant            _____ Nurse Consultant
_____ Nurse Supervisor/Assistant       _____ Nursing Faculty
_____ Nursing In-service Coordinator  _____ Nurse Administrator
_____ Nurse Practitioner              _____ Nurse Clinical Specialist
_____ Nurse Consultant

You would describe your current practice area as:

_____ Home Care                  _____ Emergency Care
_____ General Nursing Practice    _____ Geriatric Nursing
_____ Obstetrics/Gynecology       _____ Neonatology
_____ Pediatrics                  _____ Critical Care
_____ Oncology                    _____ Mental Health/Psychiatry
_____ Anesthesiology              _____ OR/Recovery
_____ Rehabilitation              _____ Dialysis
_____ Community/Public Health     _____ Nursing Administration
_____ Quality Assurance           _____ Critical Care
_____ Nurse Consultant

Since graduating from Lander you have participated in the following (check all that apply):

_____ Completed a masters program with major in__________________________________________________
     School________________________________ Date____________________
_____ Completed an advanced practice nursing program: Masters_______ Doctorate________
     Specify major area of study________________________
     School________________________________ Date____________________
_____ Taken graduate nursing courses       (Major area of study__________________________)
_____ Taken non-nursing graduate courses  (Major area of study__________________________)
_____ Obtained certification in________________________
_____ Given professional presentation (poster_____ oral_____)
_____ Received professional publication
_____ Participated in evidence-based practice
Would you recommend the Lander nursing program to a prospective student?
___yes   ___no

To what professional nursing organizations do you belong?
______________________________________________________________________________
______________________________________________________________________________

Describe any honors and/or awards you have received since graduating:
______________________________________________________________________________
______________________________________________________________________________

Please provide us with your current contact information:
Name   ______________________________
Name while student   ______________________________
Mailing Address   ______________________________
 boast blank
Email Address   ______________________________
Phone   ______________________________

YOU ARE INVITED TO MAKE CONSTRUCTIVE SUGGESTIONS TO IMPROVE THE QUALITY OF LEARNING IN THE LANDER UNIVERSITY SCHOOL OF NURSING.

Please identify opportunities for improving the program.

Please identify strengths of the program.

Thank you so much for your valuable feedback!
# Lander University
## School of Nursing
### Program Exit Survey by Graduating Seniors

**Graduation Date _______________________________

(Month) & (Year)**

The Lander Nursing Program Outcomes identify the following learning outcomes for nursing graduates. Please rate your accomplishments of each of these outcomes using the following scale:

- 1 = Do not feel at all competent
- 2 = Feel less than competent
- 3 = Unable to evaluate at this time
- 4 = Feel mostly competent
- 5 = Feel fully competent

<table>
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<tr>
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<tr>
<td>10</td>
<td>Please rate your perceived competence to enter nursing practice based on the preparation you received in the Lander University Nursing Program</td>
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If you have finalized plans for employment, please list site, location, area of nursing. If you have not, please indicate “NOT FINAL” and list your desired employment site, location and area of nursing.

______________________________________________________________________________  
______________________________________________________________________________  

YOU ARE INVITED TO MAKE CONSTRUCTIVE SUGGESTIONS TO IMPROVE THE QUALITY OF LEARNING IN THE LANDER UNIVERSITY SCHOOL OF NURSING.

Please identify opportunities for improving the program.

Please identify strengths of the program.
Lander University School of Nursing Employer Survey

We at Lander University School of Nursing want to better our graduates for YOU, their employers. Let us know how.

This survey is administered annually to employers throughout the region to obtain feedback on last year's graduating classes who have been working at your facility (December, 2014 & May and August, 2015) of the RN-BSN and pre-licensure options from Lander University Nursing graduates.

We are gathering information for program improvement of our students as a whole out in the community.

Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making program decisions.

This survey should take no more than 10 minutes to complete. Click on "Next" to continue to the survey and when you are finished click on "Done" at the bottom of the page.

Questions 1-14 are based on the following clickable responses and a open narrative comment section

- Excellent
- Above Average
- Satisfactory
- Below Average
- Unsatisfactory
- Not Applicable

Comments

1. Recent Lander nursing graduates demonstrate effective critical thinking skills*
2. Recent Lander nursing graduates perform well in teamwork situations.*
3. Recent Lander nursing graduates demonstrate strong problem solving skills*
4. Recent Lander nursing graduates demonstrate effective communication skills.*
5. Recent Lander nursing graduates demonstrate planning and organizational skills*
6. Recent Lander nursing graduates perform well in situations requiring adaptability/flexibility.*
7. Recent Lander nursing graduates perform well when required to understand and use technical information.*
8. Recent Lander nursing graduates perform well when required to lead or guide others*
9. Recent Lander nursing graduates have the knowledge base needed to apply their knowledge and skills in the workplace.*
10. Recent Lander nursing graduates demonstrate punctuality in carrying out assignments. *

11. Recent Lander nursing graduates show interest and enthusiasm when providing patient care.*

12. Recent Lander nursing graduates show interest/ability to ask questions when unfamiliar with an assignment/skill.*

13. Recent Lander nursing graduates show interest in improving patient satisfaction.*

14. Overall, I would rate recent Lander nursing graduates as excellent employees.*

15. Do you have any examples of Lander University School of Nursing graduates performing quality care or receiving recognitions in your facility?  
   Comments

16. Do you have any comments or suggestions for program development for Lander University School of Nursing graduates to be able to perform better at your facility?  
   Or any other comments.  
   Comments

Dear Lander University School of Nursing Alumni,

Thank you for taking the time to complete this survey. It has 14 required questions, but 20 in total. It should take 5-10 minutes to complete. The first questions are related to the School of Nursing Program Outcomes which are the goals for Lander graduates. Please rate each of these outcomes on the scale provided. We need this information for accreditation. We really look forward to any additional narrative comments you may have for program evaluation and improvement. Please give us suggestions or examples!!!

Thank you,

Landen Nursing Faculty

Please rate how well you feel each of these outcomes were achieved using the scales provided.

1. Please indicate your program option at Lander University Department of Nursing and year of graduation.*
   - Prelicensure BSN
   - RN to BSN
   - MSN
   - Graduation Year

*** When considering questions 2-10, note that the following scale was used to assess outcomes
   - Not Achieved
   - Somewhat Achieved
   - Unable to evaluate
   - Mostly Achieved
   - Fully Achieved
   - Other, please specify______________________________________________

2. Able to apply the nursing process to the Neuman Systems Model to promote an optimal level of wellness in your practice.*

3. Able to synthesize nursing theory with knowledge from selected other disciplines, such as biology, genetics, psychology, sociology, etc.*

4. Able to use nursing theory and knowledge from selected other disciplines as a basis for:* 

5. Able to use appropriate problem solving approaches in varied settings with diverse client systems.*

6. Able to use primary, secondary and tertiary prevention/intervention strategies for:*

7. Able to demonstrate entry-level leadership strategies.*

8. Able to advance nursing practice and the nursing profession as a baccalaureate level nurse.*
9. Able to utilize nursing research findings to promote the quality of my nursing practice.*

10. Able to incorporate established nursing standards of professional nursing as the foundation for my own nursing practice. (Such as ANA Code of Ethics, ANA Standards of practice, etc.)*

11. Would you recommend the Lander nursing program to a prospective student?*
   ○ Yes
   ○ No

12. With regard to employment, are you:*  
   ○ Full time
   ○ Part time
   ○ Choice not to work
   ○ Not employed
   ○ Currently looking
   ○ Other, please specify

13. You would describe your current employment setting as:*  
   ○ Hospital
   ○ Long term care facility
   ○ Practitioner office
   ○ Hospice
   ○ Public school
   ○ Community-based facility
   ○ Public health agency
   ○ Nursing education
   ○ Other, please specify

14. What is your current employment role/title?*
   ○ Comment Box

15. What would you state as your current practice area/specialty?*
   Such as (but not limited to): General nursing practice (specify area), home care, pediatrics, oncology, rehabilitation, public health, quality assurance, emergency care, critical care, OR/Recovery, dialysis, and nursing administration.
   ○ Comment Box

16. Since graduating from Lander you have participated in the following (please fill in all that apply):
   ○ Completed a master’s program with major in: (Please note school and date)
   ○ Completed an advanced practice nursing program: (Please note: Masters or Doctorate/ Major area of study/ school and date)
   ○ Taken graduate nursing courses (Please note: Major area of study)
   ○ Taken non-nursing graduate courses (Please note: Major area of study)
   ○ Received a promotion or leadership position (title)
   ○ Obtained certification in:
17. To what professional nursing organizations do you belong? Open Comment Box

18. Describe any honors, awards, or recognitions that you have received since graduating:
   - Open Comment Box

19. You are invited to make constructive suggestions to improve the quality of learning in THE LANDER UNIVERSITY SCHOOL OF NURSING. Please identify below areas needing improvement (suggestions):
   - Open Comment Box

20. You are invited to make note of areas of strength demonstrating the quality of learning in THE LANDER UNIVERSITY SCHOOL OF NURSING. Please identify below areas of strength:
   - Open Comment Box

21. Please provide us with current contact information if you would like to update the Office of Alumni Affairs with your contact info (or contact the Office if Alumni Affairs at 864-388-8351 or ddill@lander.edu with this information if you do not want to be identified in this survey and your information provided can be anonymous).
   Name, Name as a student if changed, Address, Preferred Email, Phone number
   - Open Comment Box
Lander University School of Nursing Advisory Board Survey

Dear Advisory Board Member,

This survey is administered bi-annually to agencies throughout the region to obtain feedback on the Lander University Nursing Program and our students. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making program decisions.

All responses are completely anonymous. This survey should take 5-10 minutes to complete. Please complete the entire survey. We do value your feedback and would love for you to make narrative comments: positive, negative, or an example that you would like to share.

Please rate the performance of the Lander University Nursing Program by checking one box. In addition, you are encouraged to offer comments in the box provided.

*** Questions 1 – 10 use the following scale to assess feedback

- Strongly Agree
- Agree
- Somewhat Agree
- Disagree
- Strongly Disagree
- Not Applicable

Please include an example or for disagreeing statements

1. The Lander nursing program follows professional trends in the preparation of nurses.*

2. The Lander nursing program makes a strong effort to be part of the solution to community issues.*

3. The Lander nursing program gives consideration to costs and procuring materials and supplies.*

4. The Lander nursing program maintains a high degree of professional participation in the community.*

5. The Lander nursing program can be trusted to provide support to my organization/setting.*

6. Lander Nursing students have the knowledge base needed to apply their knowledge and skills in my organization/setting.*

7. Lander nursing students show interest and enthusiasm when providing patient care.*

8. Lander nursing students demonstrate evidenced-based nursing care.*

9. Overall, I would rate the Lander nursing program as excellent in their preparation of nurses.*
10. Can you please provide specific narrative examples to any clinical situations that you have referred in your previous answers (praise or complaint).

   OR

Please enter reflections or suggestions for Lander's Nursing Program. You can provide information on student professionalism, preparation, faculty interactions, or any topic that you would like to express.

Your feedback is valuable to us for program improvement.
Lander University School of Nursing Clinical Site Survey

Dear Evaluator,

This survey is administered each semester to clinical sites utilized by Lander School of Nursing throughout the region to obtain feedback on experiences with Lander University nursing students. Lander nursing students are on clinical sites on Tuesdays and Thursdays.

Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making program decisions.

This survey should take no more than 10 minutes to complete. Click on "Next" to continue to the survey and when you are finished click on "Done" at the bottom of the page.

1. Please type the name of your facility and department.

   Please rate the performance of recent Lander University Nursing nursing students by checking one box. In addition, you are encouraged to offer comments in the box provided.

   *** Questions 2 – 11 use the following scale to assess feedback
   o Excellent
   o Above Average
   o Satisfactory
   o Below Average
   o Unsatisfactory
   o Not Applicable
   o Comments

2. Recent Lander nursing students perform well in teamwork situations.*

3. Recent Lander nursing students demonstrate effective communication skills.*

4. Recent Lander nursing students demonstrate planning and organizational skills.*

5. Recent Lander nursing students show professionalism in the clinical area.*

6. Recent Lander nursing students demonstrate punctuality in carrying out assignments.*

7. Recent Lander nursing students show interest and enthusiasm when providing patient care.*

8. Recent Lander nursing students show interest/ability to ask questions when unfamiliar with an assignment/skill.*

9. Recent Lander nursing students show interest in improving patient satisfaction.*

10. Recent Lander nursing students demonstrate effective critical thinking skills.*

11. Overall, I would rate recent Lander nursing students as:*