# POLICY & PROCEDURE MANUAL

## School of Nursing

## 2025- 2026

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# Section I: Philosophy and Curriculum

## Part A: Philosophy

### History

The Neuman Systems Model (NSM) was used as the conceptual framework for the baccalaureate nursing curriculum design. NSM is wellness-oriented and holistic and addresses the four concepts that are basic to the nursing profession and the philosophical foundation of the Lander nursing curriculum: Person, Environment, Health, and Nursing (Neuman & Fawcett, 2011).

### Accreditation

The Bachelor of Science in Nursing (BSN) program is fully approved by the South Carolina Board of Nursing (https://llr.sc.gov/nurse/nurprograms.aspx). The baccalaureate degree program in nursing and master's degree program in nursing at Lander University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

### Mission Statement

Lander University's School of Nursing is committed to providing holistic healthcare education to advance optimal evidence-based care for all. Our graduates will use clinical reasoning and critical thinking skills to be competent, flexible, and transformative professionals who meet the complex healthcare needs of the 21st century.

### Vision

The Lander University School of Nursing will be recognized for programs of excellence that value diversity, integrate technology, and provide a welcoming, supportive community in health care education.

### Philosophy and Values

The nursing faculty values teach and role models the attributes of critical thinking, effective written and oral communication, innovative clinical and technological skills, professionalism, and cultural competence. The faculty believes that students are responsible for their learning; however, the faculty share a strong commitment to teaching, personalized faculty advisement, mentoring, and shared governance. 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. To respond to issues generated by a changing healthcare environment, the School of Nursing remains competitive by partnering 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 the transition of students into the nursing profession.

The values of the School of Nursing are:

- Excellence
- Integrity
- Competency
- Compassion
- Diversity
- Critical Thinking
- Innovation
- Advocacy

### Standards of Practice

The Lander University nursing curriculum incorporates three sets of professional nursing standards and guidelines: *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) the American Nurses' Association (ANA) *Nursing: Scope and Standards of Practice*, 4th edition (ANA, 2021), and the *Code of Ethics for Nurses* (ANA, 2025). Copies of these nursing standards are available in the Jackson Library.

## Program Goals and Outcomes

Goal # 1: Provide excellent undergraduate and graduate nursing education.

Outcome 1: 80% of each undergraduate cohort will graduate within 8 semesters of beginning the upper-level 2 semester or NURN 307.
Outcome 2: The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.
Outcome 3: 80% of each cohort will graduate with an MSN within 5 years of beginning the program.
Outcome 4: 100% of faculty will meet or exceed expectations on the annual dean evaluation.

Goal # 2: Prepare nurse leaders who practice, to the fullest extent, their education to transform the future of healthcare.

Outcome 1: 100% of Lander prelicensure graduates who seek employment in nursing will be employed as registered nurses within 6 months of graduation.
Outcome 2: 80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation.
Outcome 3: 75% of MSN graduates seeking certification will obtain the relevant credential within one year.

Goal # 3: Promote interprofessional collaboration to serve regional, state, and/or national communities.

Outcome 1: The School of Nursing will provide multiple opportunities for faculty and students to collaborate and participate in interprofessional activities.
Outcome 2: The School of Nursing will provide multiple service-learning opportunities for faculty and students within and beyond the campus community.

Goal # 4: Foster an educational environment that embraces diversity and inclusivity.

Outcome 1: The School of Nursing will embrace diversity and inclusivity by recruiting and retaining faculty and students from diverse population groups.

## Student Outcomes

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

KNOWLEDGE FOR NURSING PRACTICE

Apply and integrate knowledge from nursing, the sciences, and liberal arts as the foundation for clinical judgment and innovation for professional practice.

PERSON-CENTERED CARE

Provide holistic, individualized, coordinated care based on best evidence and clinical judgment in the planning and delivery of care across time, spheres of care, and developmental levels.

POPULATION HEALTH

Participate in advocacy, development, and implementation of policies that support the improvement of equitable population health outcomes.

SCHOLARSHIP FOR THE NURSING DISCIPLINE

Contribute to evidence-based nursing practice by participating in the advancement of nursing scholarships and promoting ethical conduct to guide practice decisions.

QUALITY AND SAFETY

Employ principles of safety and improvement science to enhance quality and minimize the risk of harm to individuals, populations, and providers.

INTERPROFESSIONAL PARTNERSHIPS

Foster intentional collaboration across professions and with care team members to optimize healthcare delivery and outcomes.

SYSTEMS-BASED PRACTICE

Support innovative solutions to optimize system effectiveness, promote an ethical practice environment, and advocate for the needs of diverse populations.

INFORMATICS AND HEALTHCARE TECHNOLOGIES

Utilize information and communication technologies to manage and improve the delivery of healthcare services.

PROFESSIONALISM

Incorporate ethical principles and standards of professional nursing to guide decision-making and actions.

PERSONAL, PROFESSIONAL, AND LEADERSHIP DEVELOPMENT

Engage in activities that promote personal health and well-being, lifelong learning, and professional growth.

## Congruence of SON Mission and Vision with Lander University Mission and Vision

### Mission

#### Lander University

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).

#### William Preston Turner School of Nursing

Lander University's School of Nursing is committed to providing holistic healthcare education to advance optimal evidence-based care for all. Our graduates will use clinical reasoning and critical thinking skills to be competent, flexible, and transformative professionals who meet the complex healthcare needs of the 21st century (Nursing Faculty Organization, 2023).

### Vision

#### Lander University

All Lander University graduates are broadly educated, well-informed, equipped for responsible participation in the civic lives of their communities, and prepared to continue their education or launch their careers (Lander University, 2021).

#### William Preston Turner School of Nursing

The Lander University School of Nursing will be recognized for programs of excellence that value diversity, integrate technology, and provide a welcoming, supportive community in health care education (Nursing Faculty Organization, 2023).

## Congruence of SON Program Goals with Lander University Pillars

| Lander University Pillars (2024) | School of Nursing Goals |
|---|---|
| Academic Excellence in Teaching, Scholarship, and Service | Goal #1<br>Provide excellent undergraduate and graduate nursing education. |
| Student Success | Goal #2<br>Prepare nurse leaders who practice to the fullest extent of their education to transform the future of healthcare. |
| Share The Lander Story | Goal #3<br>Promote interprofessional collaboration to serve regional, state, and/or national communities. |
| Create a University Culture and Environment of Continuous Improvement | Goal #1<br>Provide excellent undergraduate and graduate nursing education. |
| Data Readiness Framework | Goal #3<br>Promote interprofessional collaboration to serve regional, state, and/or national communities. |

## Congruence of SON Mission and Goals

| SON Mission | SON Goals |
|---|---|
| Lander University's School of Nursing is committed to providing holistic health care education to advance optimal evidence-based care for all… | Goal # 1<br>Provide excellent undergraduate and graduate nursing education |
| … use clinical reasoning and critical thinking skills to be competent, flexible, transformative professionals who meet the complex healthcare needs of the 21st century. | Goal #2<br>Prepare nurse leaders who practice, to the fullest extent, their education to transform the future of healthcare. |
| … use clinical reasoning and critical thinking skills to be competent, flexible, transformative professionals who meet the complex healthcare needs of the 21st century. | Goal#3<br>Promote interprofessional collaboration to serve regional, state, and/or national communities. |
| Lander University's School of Nursing is committed to providing holistic health care education to advance optimal evidence-based care for all… | Goal # 4<br>Foster an educational environment that embraces integrity, diversity, and inclusivity. |

## Part B: Curriculum

### Curriculum Change Process

The process for curriculum decision making for nursing includes the following steps: Proposed nursing course curriculum changes may originate with faculty, with the Nursing Faculty Organization (NFO), the Curriculum Committee, or from other sources such as legislative or legal requirements, agency, or institutional requirements.

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

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.

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

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

### Experience Your Education (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. Certain NURS courses award EYE credit upon successful completion of the course. Students who earn at least 120 EYE credits during the degree program will receive an EYE award at graduation.
*Refer to the University undergraduate catalog for more information about the EYE program.

## Library

### Acquisition of Learning Resources

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.

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

Requests for additional library acquisitions from students shall be channeled through the student representatives to the committee.
All requests for library resource additions shall be directed through the Curriculum Committee. Standing orders for annual library purchases will be reviewed at least every two years.
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.

### 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 contribute to current nursing practice, or that is older than 10 years, will be removed from the shelves. Materials that the faculty

agree to have enduring/historical merit will be retained. The Nursing Curriculum Committee will coordinate the deletion processes.

## Library Collection Development Policy

The purposes of the library collection are to support nursing education at the baccalaureate degree level, including the transition from a student to a new professional role, and to 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 levels. 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 that 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 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 in medicine are also acquired on a selective basis, with specific needs.

### 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 at each level. 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 an interlibrary loan.

**4-Year Major Guides**

| | |
|---|---|
| **Major/Program** | Nursing (Prelicensure) 2-2 C |
| **College** | Nursing, Human Performance, & Health Sciences |
| **Department** | William Preston School of Nursing |
| **Contact** | Dr. Holisa Wharton, Dean |

**2025-2026**

# *Lander University*
## *4-Year Major Guide*

**TOTALS**

## First Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| CHEM 105 or CHEM 111 | *Scientific and Mathematical Reasoning (General Education)* | 4 |
| Elective | | 3 |
| ENGL 101 | *Core Academic Skills (General Education)* | 3 |
| General Education | *Behavioral and Social Perspectives (General Education)* | 3 |
| Mathematics | *Core Academic Skills (General Education)* | 3 |
| LINK 101 | *General Education* | 1 |
| | **Subtotal** | **17** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 202 | | 4 |
| Elective | | 3 |
| ENGL 102 | *Core Academic Skills (General Education)* | 3 |
| HIST 111R, HIST 112R, or POLS 101R | *Founding Documents (General Education)* | 3 |
| MATH 211 | *Scientific and Mathematical Reasoning (General Education)* | 3 |
| | **Subtotal** | **16** |

**Yearly Totals** → **33**

## Second Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 203 | | 4 |
| General Education | *Humanities and Fine Arts (General Education)* | 3 |
| General Education | *Humanities and Fine Arts (General Education)* | 3 |
| General Education | *World Cultures* | 3 |
| NURS 165 | | 2 |
| | **Subtotal** | **15** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 204 | | 4 |
| CHEM 106 or CHEM 112 | *Major Program Elective* | 4 |
| General Education | *Behavioral and Social Perspectives (General Education)* | 3 |
| NURS 235 | | 3 |
| NURS 304 | | 3 |
| | **Subtotal** | **17** |

**Yearly Totals** → **32**

## Third Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 232 | | 2 |
| NURS 233 | | 3 |
| NURS 240 | | 3 |
| NURS 242 | | 5 |
| | **Subtotal** | **13** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 347 | | 4 |
| NURS 348 | | 6 |
| NURS 393 | | 4 |
| | **Subtotal** | **14** |

**Yearly Totals** → **27**

## Fourth Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 303 | | 3 |
| NURS 392 | | 4 |
| NURS 408 | | 4 |
| NURS 409 | | 4 |
| | **Subtotal** | **15** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 412 | | 4 |
| NURS 417 | | 4 |
| NURS 460 | | 3 |
| NURS 499 | | 2 |
| | **Subtotal** | **13** |

**Yearly Totals** → **28**

**Total Hours Required: 120**

| | |
|---|---|
| **Major/Program** | Nursing (Prelicensure) 2-2 B |
| **College** | Nursing, Human Performance, & Health Sciences |
| **Department** | William Preston School of Nursing |
| **Contact** | Dr. Holisa Wharton, Dean |

**2025-2026**

# *Lander University*
## *4-Year Major Guide*

## First Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 202 | | 4 |
| Elective | | 3 |
| ENGL 101 | *Core Academic Skills (General Education)* | 3 |
| General Education | *Behavioral and Social Perspectives (General Education)* | 3 |
| Mathematics | *Core Academic Skills (General Education)* | 3 |
| LINK 101 | *General Education* | 1 |
| | **Subtotal** | **17** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 203 | | 4 |
| Elective | | 3 |
| ENGL 102 | *Core Academic Skills (General Education)* | 3 |
| HIST 111R, HIST 112R, or POLS 101R | *Founding Documents (General Education)* | 3 |
| MATH 211 | *Scientific and Mathematical Reasoning (General Education)* | 3 |
| | **Subtotal** | **16** |

**TOTALS**

**Yearly Totals** → **33**

## Second Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| BIOL 204 | | 4 |
| CHEM 105 or CHEM 111 | *Scientific and Mathematical Reasoning (General Education)* | 4 |
| General Education | *Humanities and Fine Arts (General Education)* | 3 |
| NURS 165 | | 2 |
| NURS 304 | | 3 |
| | **Subtotal** | **16** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| CHEM 106 or CHEM 112 | | 4 |
| General Education | *Behavioral and Social Perspectives (General Education)* | 3 |
| General Education | *Humanities and Fine Arts (General Education)* | 3 |
| General Education | *World Cultures* | 3 |
| NURS 235 | | 3 |
| | **Subtotal** | **16** |

**Yearly Totals** → **32**

## Third Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 232 | | 2 |
| NURS 233 | | 3 |
| NURS 242 | | 5 |
| NURS 240 | | 3 |
| | **Subtotal** | **13** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 347 | | 4 |
| NURS 348 | | 6 |
| NURS 393 | | 4 |
| | **Subtotal** | **14** |

**Yearly Totals** → **27**

## Fourth Year

### First Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 303 | | 3 |
| NURS 392 | | 4 |
| NURS 408 | | 4 |
| NURS 409 | | 4 |
| | **Subtotal** | **15** |

### Second Semester

| Course | *Notes* | Hours |
|---|---|---|
| NURS 412 | | 4 |
| NURS 417 | | 4 |
| NURS 460 | | 3 |
| NURS 499 | | 2 |
| | **Subtotal** | **13** |

**Yearly Totals** → **28**

**Total Hours Required: 120**

## Curriculum Guide for RN-BSN Option

GENERAL EDUCATION REQUIREMENTS

| Courses | Hrs | Term | Grade |
|---|---|---|---|
| ENGL 101 Writing and Inquiry I | 3 | | |
| ENGL 102 Writing and Inquiry II | 3 | | |
| Accepted Mathematics | 3 | | |
| Humanities/Fine Arts | 3 | | |
| Humanities/Fine Arts | 3 | | |
| Behavioral/Social Perspectives | 3 | | |
| Behavioral/Social Perspectives | 3 | | |
| MATH 211 Statistical Methods I | 3 | | |
| *CHEM 105 or CHEM 111 or CHEM 140 General Chemistry | 4 | | |
| Founding Documents of US | 3 | | |
| World Cultures | 3 | | |
| TOTAL | 34 | | |

**May substitute with 4 credit hours for an earned grade of "C" or higher in BIOL 101, BIOL 102, BIOL 103, BIOL 111, or BIOL 112*

MAJOR PROGRAM CORE REQUIREMENTS

| Courses | Hrs | Term | Grade | Courses | Hrs | Term | Grade |
|---|---|---|---|---|---|---|---|
| †BIOL 202 Human Anatomy | 4 | | | ‡NURS 347 Medical Surgical Clinical | 4 | | |
| †BIOL 203 Human Physiology | 4 | | | ‡NURS 348 Medical Surgical Nursing | 6 | | |
| †BIOL 204 Microbiology | 4 | | | ‡NURS 392 Childbearing Family | 4 | | |
| ‡ NURS 232 Pharmacology Basics | 2 | | | ‡NURS 393 Mental Health Nursing | 4 | | |
| ‡NURS 233 Pharmacology | 3 | | | ‡NURS 408 Critical Care Nursing | 4 | | |
| ‡NURS 235 Lifespan Wellness | 3 | | | ‡NURS 409 Pediatric Nursing | 4 | | |
| ‡NURS 242 Strategies and Techniques for Nursing Care | 5 | | | | | | |

*† Prerequisite courses for the RN-BSN option*

*‡ Advanced placement credit of 39 hours earned after completion of NURN 307 with at least a "C".*

MAJOR PROGRAM ADDITIONAL REQUIREMENTS

| Courses | Hrs | Term | Grade |
|---|---|---|---|
| NURN 303 Nursing Research | 3 | | |
| NURN 304 Pathophysiology for RNs | 3 | | |
| NURN 307 Professional Transition for RNs | 4 | | |
| NURN 340 Health Assessment for RNs | 3 | | |
| NURN 412 Nursing Leadership and Management | 4 | | |
| NURN 417 Community Nursing | 4 | | |
| NURN 499 Professional Development in Nursing | 2 | | |
| Total Major Program Requirements | 74 | | |
| Additional Electives | 12 | | |
| TOTAL FOR BS DEGREE | 120 | | |

# 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, dismissal from the School of Nursing, 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:

Lander University recognizes its responsibility for creating an institutional climate where all students can thrive. If you have a disability and may need accommodations to support your success, please reach out to the Office of Student Accessibility and Testing Services, located in the Student Success Center, at 864-388-8915 or accessibilityservices@lander.edu. After you complete the intake form, provide the necessary documentation, and meet with the Office of Student Accessibility and Testing Services, your instructors will be notified of any approved accommodation.

### Prelicensure Nursing Major Admission and Progression

Students enrolled as nursing majors must meet specific requirements to progress through the nursing education program. Progression through the nursing education program occurs in two stages: Lower Level and Upper Level. Lower Level includes all prerequisite courses, all general education courses, NURS 165, NURS 235, and NURS 304. It is recommended that students complete minor courses prior to progressing to the Upper Level. Progression is explained below. Transfer and second-degree students, please note special sections.

### Progression Requirements

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.

- Meet the university requirements for admission.
- To progress to Upper Level, students must meet the following requirements: "C" or better in the nine required prerequisites and the three lower-level NURS courses:

  - ENGL 101
  - ENGL 102
  - 1 General Education Math
  - MATH 211
  - CHEM 105 or CHEM 111
  - CHEM 106 or CHEM 112
  - BIOL 202 (Human Anatomy)
  - BIOL 203 (Human Physiology)
  - BIOL 204 (Microbiology)
  - NURS 165
  - NURS 235
  - NURS 304

- Students must also complete all General Education requirements and electives.
- Students must have a Lander Institutional GPA of at least 2.8 and must earn at least 2.8 on the nine required prerequisites to progress to the Upper Level.

To meet the standards of the Lander University School of Nursing, the South Carolina Board of Nursing, and clinical agency requirements, Lander University nursing students must present the following to progress to the Upper Level:

- Current clear criminal background check and drug screening
- Health screening
- Current immunization status
- Current student nurse liability and health/accident insurance
- CPR certification for adult, child, infant, and obstructed airway (The only course accepted is American Heart Association Healthcare Provider BLS)

Evidence of the requirements listed above must be submitted, and the approved vendor profile must be compliant by the first day of class each semester. The documentation must be valid throughout the academic year and not subject to expire during clinical rotations. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. Students denied access to clinical sites will be ineligible to continue in the nursing major. The student is responsible for submitting completed documentation and keeping a copy of the documentation for personal use.

- Students must earn a grade of "C" or better in all major program nursing courses (NURS) to progress in the major.

- Students may have only one unsuccessful (grade of less than "C") major program nursing course (NURS). This does not include elective or General Education nursing courses. Upon the second grade of less than "C" in a major program nursing course (NURS), the student will be dismissed from the nursing major.

- Withdrawal from Nursing Courses: nursing majors may withdraw from a major program nursing course (NURS) twice but must be successful when enrolling in the individual nursing course the third time. Students may NOT enroll in an individual major program nursing course more than three times. Students may not exceed four withdrawals from major program nursing courses (NURS), including total withdrawals from the University. Withdrawals from the University will count as multiple individual course withdrawals. Required NURS courses that are dropped prior to the Drop/Add date will not be counted as individual course withdrawals. Students who exceed these limitations on major program nursing courses (NURS) withdrawals will be dismissed from the nursing major.

- Following successful completion of NURS 232 and upon progression to the second semester of the Upper Level, each student 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 Upper Level II, III, and IV. The student has a maximum of three attempts to pass the competency exams. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in major program nursing courses (NURS) for that semester, with the exception of NURS 303 and NURS 499. The student must drop the nursing course(s) by the University Drop/Add date. It is the student's responsibility to determine if they need to add other classes.

- Upper-Level students must achieve competency (level II or III) on proctored ATI tests or successfully complete the ATI remediation plan to progress in the major.

**Transfer Students**

Follow the progression requirements listed above with these exceptions:

- Successful completion of at least 30 hours of college-level coursework, including 12 credit hours at Lander.
- Must have a GPA of at least 2.8 in the nine required prerequisites:
  To progress to Upper Level, students must meet the following requirements: "C" or better in the nine required prerequisites and the three lower-level NURS courses:

  - ENGL 101
  - ENGL 102
  - 1 General Education Math
  - MATH 211
  - CHEM 105 or CHEM 111
  - CHEM 106 or CHEM 112
  - BIOL 202 (Human Anatomy)
  - BIOL 203 (Human Physiology)
  - BIOL 204 (Microbiology)
  - NURS 165
  - NURS 235
  - NURS 304

- Students must also complete all General Education requirements. THIS INCLUDES COURSES TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
- Students must have completed their required prerequisite science and math courses (listed above) within 7 years prior to progressing to Upper-Level nursing courses (NURS).

Students wishing to pursue a nursing degree from Lander University with any nursing courses from other nursing programs will be considered on a case-by-case basis, with the following considerations:

- Students with any unsuccessful nursing courses (grade less than "C") from any other institution will be required to complete ALL the nursing curriculum at Lander.
- 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.
- Students may be asked to participate in an interview with the Lander nursing faculty.

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

**Students Who Already Possess a Baccalaureate Degree**

Follow the progression requirements listed above with these exceptions:

- Must have at least a cumulative GPA of 2.8 (not rounded) on previous baccalaureate degree coursework.

- Must have a GPA of at least 2.8 in the nine required prerequisites: To progress to Upper Level, students must meet the following requirements: "C" or better in the nine required prerequisites and the three lower-level NURS courses:

  - ENGL 101
  - ENGL 102
  - 1 General Education Math
  - MATH 211
  - CHEM 105 or CHEM 111
  - CHEM 106 or CHEM 112
  - BIOL 202 (Human Anatomy)
  - BIOL 203 (Human Physiology)
  - BIOL 204 (Microbiology)
  - NURS 165
  - NURS 235
  - NURS 304

- THIS INCLUDES COURSES TAKEN AT ANY INSTITUTION OF HIGHER EDUCATION.
- Students must have completed their required prerequisite science and math courses (listed above) within 7 years prior to progressing to Upper-Level nursing courses (NURS).

Students wishing to pursue a nursing degree from Lander University with any nursing courses from other nursing programs will be considered on a case-by-case basis, with the following considerations:

- Students with any unsuccessful nursing courses (grade of less than "C") from any other institution will be required to complete ALL the nursing curriculum at Lander.
- 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.
- Students may be asked to participate in an interview with the Lander nursing faculty.

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

## Additional Guidelines for Admission & Progression (Prelicensure)

The following policies will be used to clarify and supplement the above admission and progression guidelines.

### Out-of-Sequence Students

Students seeking readmission to a major program nursing course(s) will be classified internally as "out-of-sequence". Students who are out of sequence will need to submit an Application for Readmission to Nursing Classes Form. Students will not be allowed to repeat a course without submitting the Application for Readmission to Nursing Classes Form. Completion of the form does not guarantee a seat in the class. Applications will be reviewed by the Dean after final grades are posted and seats granted based on availability. Students will be notified by email if their application is approved or denied. In the case of a greater number of applications than seats, students will be ranked by institutional GPA.

Students admitted to the nursing major are required to take all nursing courses at Lander University.

A progression decision record will be maintained in the School of Nursing.

## Requirements for Graduating with a BSN Degree (Prelicensure)

Completion of LANDER UNIVERSITY requirements for graduation.

Must complete major program nursing courses (NURS), mathematics requirements (a general education math 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) with a minimum grade of "C". This minimum grade requirement includes courses taken at any institution of higher learning.

Must complete upper-level major program nursing courses (NURS) within five years of starting them.

Students may only have one unsuccessful (grade of less than "C") major program nursing course (NURS). General Education and elective nursing courses do not count.

Nursing program graduation requirements exceed those of the university as indicators that the student has developed a current and comprehensive nursing knowledge base supported by an adequate foundation in science and mathematics.

Eligibility requirements to become licensed as a registered nurse in South Carolina may be found at: https://llr.sc.gov/

## Endorsement for NCLEX-RN Examination (Prelicensure)

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

- Complete all University and program requirements.
- Complete NURS 460 NCLEX Endorsement Requirements.
- Receive a recommendation from the Dean.
- Meet the state requirements for endorsement to take the professional nurse licensure examination.

## NURS 460 NCLEX Endorsement Requirements

- Students in NURS 460 are required to complete the ATI Capstone Modules and enroll in Virtual ATI (VATI).
- Students are required to attend a 3-day ATI NCLEX Live Review.
- After graduation, students must continue to complete VATI until ATI "green light" is obtained. Once the green light is obtained, the endorsement (form or notification) to take the NCLEX-RN will be provided by the Dean of the School of Nursing to the State Board of Nursing.
- Students will not be endorsed to take the NCLEX-RN without obtaining green light in VATI.

## RN-BSN Completion Option for Registered Nurses

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 is accredited by the Commission on Collegiate Nursing Education, https://www.aacnnursing.org/ccne-accreditation/find-accredited-programs .

## RN-BSN Admission and Progression Policies

Articulation Agreements: Contact the School of Nursing to inquire about current agreements with SC technical schools.

## Requirements for Admission as RN-BSN Student

- Meet university requirements for admission.
- Maintain a current nursing license as an RN in a state where the student will attend clinical.
- 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).

To meet the standards of the Lander University School of Nursing, the South Carolina Board of Nursing, and clinical agency requirements, Lander University nursing students must present the following to progress to the Upper Level:

- Current clear criminal background check and drug screening
- health screening
- current immunization status
- Current student nurse liability and health/accident insurance
- CPR certification for adult, child, infant, and obstructed airway (The only course accepted is American Heart Association Healthcare Provider BLS)

Evidence of the requirements listed above must be submitted, and the approved vendor profile must be compliant by the first day of class each semester. The documentation must be valid throughout the academic year and not subject to expire during clinical rotations. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. Students denied access to clinical sites will be ineligible to continue in the nursing major. The student is responsible for submitting completed documentation and keeping a copy of the documentation for personal use.

## Additional Information About the RN-BSN Option

- Students may begin online nursing courses in the fall or spring semester and are taught in 7-week increments.
- Students earn advanced standing credit that satisfies 39 hours of required nursing courses upon the successful completion of NURN 307: Professional Transition for Registered Nurses with a grade of "C" or higher.
- Transfer credit from previous schools will be evaluated during the university admission process.
- Partial academic exemption may be earned for documented experiential learning. For example, Registered Nurses may be exempt from 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.

## Requirements for Graduation for the RN-BSN Option

- Complete required math (general education math) and science (CHEM 105 or CHEM 111 or CHEM 140 or previously earned* BIOL 101, BIOL 102, BIOL 103, BIOL 111, BIOL 112) with a minimum grade of "C".
- Registered Nurses may meet the Lander University general education requirement by completing a minimum of 16 hours of laboratory science courses that include 4 hours of chemistry.
- RN-BSN students must earn a grade of "C" or better in all program nursing courses (NURN).
- Must earn at least 30 hours of total semester hour credit through instruction by Lander University.
- Coursework must include at least 30 hours earned in 300 or above-level courses, of which 12 hours must be in the major.
- Must earn a minimum of 12 credit hours in required nursing courses through instruction by Lander University.
- Must complete all degree requirements within 5 years of admission to the RN- BSN option (entry into NURN 307).

## Core Performance Standards and Requirements for Nursing Students

### Disability Statement

The Lander University School of Nursing does not discriminate based on disability. 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 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 must be able 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 accommodation or modifications are necessary. Candidates for provisional status in the nursing major must be able to meet the minimum standards for clinical practice, with or without reasonable accommodations. All reasonable accommodation is implemented according to ADA regulations. The Office of Student Accessibility and Testing Services, located in the Student Success Center, is 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 Office of Student Accessibility and Testing Services. 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 advancing to provisional status in the nursing major and annually by submitting a signed Core Performance Requirements for Nursing Students Acknowledgement Form. Forms may be found on the Lander School of Nursing website at www.lander.edu/nursing.

The Office of Disabilities provides accommodation for qualified students with disabilities. Reasonable accommodation is provided on a case-by-case basis and must pertain to the functional limitations of the disability upon the individual. To establish a case, students must complete an intake form. The Office of Student Accessibility and Testing Services will review requests and set up the initial intake appointment. Students with disabilities must contact the Office of Student Accessibility and Testing Services at 388-8915 or email alawrence@lander.edu to establish a case.

### Core Performance Standards and Requirements:

These requirements must be met to be eligible for 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 maneuvering in small spaces.
Examples: Ability to move around in client's room, workspaces, 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, care plans, printouts, 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; 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 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/)

## Attendance Regulations

Per Lander University Student Handbook, a student should limit absences to those that 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 coursework. 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 before 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 before the event.

## Student Nurse Code of Conduct

Students will support the fair treatment of themselves and others by facilitating a safe, respectful, and caring learning environment.

Students will accept responsibility and accountability for their own behavior when interacting with other students, faculty, and staff.

Students will respect and protect the rights and property of others.

Students will speak or behave in a manner that does not disrupt or interfere with the learning or work of others.

Students will practice personal and academic integrity and expect it from others.

Students will demonstrate respect for others by actively discouraging prejudice, bias, bigotry, violence, coercion, or intimidation against any member of the academic community.

Students will demonstrate a willingness to listen and be open to hearing the perspectives of others.

Students will explore controversial issues through open dialogue and respectful deliberation.

Students will respect others' freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.

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.

Students will abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.

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.

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 and the National Student Nurses' Association Code of Academic and Clinical Conduct)

## Copying of Student Records

The School of Nursing does not maintain a system for retaining and retrieving student 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 this data for their personal use. If necessary, students may obtain copies of data on files in the School of Nursing by accessing their records from the assigned vendor.

## 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 NCLEX-style testing to assess knowledge, application, and synthesis:

- NURS 233
- NURS 240
- NURS 242
- NURS 348
- NURS 392
- NURS 393
- NURS 408
- NURS 409
- NURS 417

The above courses will include at least two tests and a final. Each course will test with a total of at least 100 NCLEX-style test items relevant to content in the NCLEX-RN test blueprint. The final exam will have a minimum of 50 questions AND at least 50% new test questions not previously used with the current semester class of students. The student must demonstrate a 76% average level of competence on the tests and the final examination before any form of extra credit is added, including extra credit test questions. Other course requirements will not be calculated into the final course grade if a 76% average has not been obtained on the 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 courses 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 of routinely scheduled clinical settings. The student is 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.

## 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, Bearcat Creed, 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 Policy and Procedure Manual. In keeping with the 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 the faculty member and/or the student and the Dean.

## Student Rights

Students have the right to follow the Grievance Procedures as defined in the Lander University 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 this manual 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, provided, 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 Contract

Formal action for Disciplinary Code violations, Professional Conduct Policy violations, and Unsafe Clinical Practice may include placing conditions upon the student's continued attendance within the School of Nursing. The SON will specify, in writing, the period of the contract and the conditions. The use of contracts may be for a specific term or for an indefinite period, which may extend to graduation. Students on disciplinary contracts will be ineligible for roles and activities such as leadership roles, special events, LUSNA leadership positions, nursing mission trips, student marshals, etc. A written account of the violation must be included. The student will be provided with a copy, and a copy will be forwarded to the student's advisor. Failure to meet the conditions of the contract may lead to 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.

### 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 policy and procedure manual, as well as standards expressed in the American Nurses Association Code for Nurses. 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
- Use of Alcohol 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

## Dismissal from the Program

Recognizing the significant ethical and legal responsibilities inherent in the profession of nursing, there are instances where the conduct of the student may be so egregious as to warrant bypassing the School Disciplinary Contract. The faculty reserves the right to dismiss any student whose conduct violates the standards of the most recent Code of Ethics for Nurses as adopted by the American Nurses' Association.

### Code of Ethics for Nursing:

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

The nurse establishes a trusting relationship and advocates for the rights, health, and safety of the recipient(s) of nursing care.

Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.
(ANA, 2025).

Reasons for dismissal include, but are not limited to:

- Violations of the Academic Honor Code
- Falsification of documents, records, and reports
- Dismissal from a clinical agency for any reason
- Violations of accepted practices in maintaining patient confidentiality (HIPAA).
- Any grossly unsafe or negligent clinical event or unethical practice.

If a violation occurs, the student will meet with the Dean and the Assistant Dean of Nursing to discuss the dismissal. The Dean and the Assistant Dean of Nursing will determine if a dismissal is warranted.

## 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). No grades will be rounded. Scale applies to prelicensure and RN-BSN options.

| LUSON Scale | Letter Grade | Quality Points |
|---|---|---|
| 90-100 | A | 4.0 |
| 85-89.99 | B+ | 3.5 |
| 80-84.99 | B | 3.0 |
| 78-79.99 | C+ | 2.5 |
| 76-77.99 | C | 2.0 |
| 70-75.99 | D+ | 1.5 |
| 65-69.99 | D | 1.0 |
| 64.99 and below 0-64.99 | F | 0.0 |

### Clinical/Laboratory

Combined Clinical/Laboratory Nursing Courses: Students are evaluated as satisfactory or unsatisfactory in the clinical or laboratory component of combined nursing courses.

Students who are evaluated as unsatisfactory in clinical/laboratory will earn a grade no higher than a "D+" in the course.

Standalone Clinical Courses: In standalone clinical courses, students are evaluated as satisfactory or unsatisfactory and receive a final grade of pass/fail.

### Final Course Grades

Final course grades in nursing courses will be determined without rounding, so that 76 and above will be passing, but 75.99 and below will not.

### Senior Research Synthesis

To encourage the pursuit of research from all nursing students, students who are interested in a final research project must take NURS 410 during the Senior 1 Upper Level 3 semester. NURS 410 will prepare the student for NURS 480 in the Senior 2 Upper Level 4 semester. Students completing the Senior 1 Upper Level 3 course are not obligated to take NURS 480 in the Senior 2 Upper Level 4 semester.

The application process for NURS 480

- Successful completion of NURS 410 with a minimum grade of B.
- Recommendation of NURS 410 from faculty.
- Identification of a nursing faculty mentor and proposal of a nursing research synthesis project that exemplifies scholarship within the discipline of nursing through discovery (research), practice (application), teaching, or integration.

## Medication Calculation Competency Policy

Following the successful completion of NURS 232 and upon progression to the second semester of the Upper Level, each prelicensure student 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 Upper Level II, III, and IV. 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 major program nursing courses (NURS) for that semester with the exception of NURS 303 and NURS 499. The student must drop the 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 and/or Medication Calculation Blackboard page for test dates, times, locations, computer requirements, and other information.
2. Students are responsible for reviewing information and practicing questions on their own before 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.
5. The Medication Calculation Tests will be administered between the first day of classes and the Drop/Add date.
6. Students will be allowed one (1) hour for each test. Students requiring accommodation must notify their advisor by the designated date and time before having to take the MCT. If the advisor is not notified, accommodation will not be provided.
7. Students must take the MCTs at the scheduled time. The only exceptions are class conflict or documented illness. The student must provide proof of conflict or a doctor's excuse. The student with an excused absence from an MCT must still demonstrate competency or complete all three tests before the drop/add date.
8. No help or suggestions will be given to any student during the test.
9. If a student fails to take a scheduled MCT without prior notification of class conflict or a doctor's excuse, a grade of zero will be assigned for that test. No make-up test will be offered for unexcused absences.
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. Final grades will be posted by the time specified on the day of the respective test.
11. There will be no individual review of MCT tests.
12. Students are permitted to use simple calculators to check the accuracy of math calculations. No scientific calculators, cellular/Smartphones, smart watches, or other smart devices will be allowed.
13. Students must include the correct answer with correct rounding and the 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 measurement 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 PDAs, high-functioning calculators that store formulas, or cell phones)
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. When calculating infusion time, round hours to hundredths before converting to minutes.
9. When converting lbs. to kg, you may round to kilograms tenth place before starting the problem.
11. When rounding milligrams, micrograms, and grams, round to the tenth place, unless otherwise specified.

## MCT Blueprint

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

- Conversion between systems of measurements (metric and 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, 3 mL syringe vs 1 mL tuberculin syringe, insulin syringe, etc.)
- Rounding of dosages
- Calculation of insulin dosages; heparin dosages
- Calculation of dosages expressed as a ratio or a percent
- Calculate IV flow rate for manually regulated IVs
- Calculation of primary and secondary IV flow rates when an electric infusion pump is used
- Adjusting IV drip rates or electronic flow rates
- Dosages based on body weight
- Calculating Safe Dose Ranges
- Adding medications to IV infusions
- Calculating infusion times
- Calculating IV infusions based on weight and time

## Physical and/or Mental Health Concerns

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."

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:

- Notify the Dean of the School of Nursing (or designee) of their concern.
- Complete a Student Concerns Form.
- 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.
- 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.
- For any health concern or behavior that may be considered an emergency, call 911.
- Students who suspect a fellow nursing student is experiencing a physical and/or emotional/psychological health crisis should notify the Wellness Center regarding their concerns and/or follow the guidelines outlined above for emergent situations, and/or submit an online Student Concern Form.

### Surgeries and Other Physical Health Concerns

Maintaining clinical requirements, including issues regarding health, is an integral part of being in the Lander nursing program. Students who have an 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 that requires the student to miss a clinical/laboratory experience, the student must adhere to the following:

- 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.
- Notify the Dean of the School of Nursing.
- Bring a health release note from 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.
- Students should refer to the Lander School of Nursing Core Performance Standards for specific guidelines on clinical expectations.
- 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 the School of Nursing and Lander University policies).

- If a student does not inform faculty of a 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.
- All surgeries require documentation of a health release, even if the surgeries are performed during the summer, holidays, or other breaks. Documentation must be submitted to the Dean of the School of Nursing and placed in the student's record.

## Registration Policies

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. Students who have difficulty registering for NURS/NURN courses should contact the School of Nursing. Continuing nursing majors may register for the next semester of NURS courses according to Lander University and the School of Nursing procedures.

## Multiple Exam Policy

If a student has three final exams scheduled on the same day, the student may opt to have an exam moved to another day. The student must initiate the request and follow the university's Multiple Exam Policy. The request must be submitted on the correct form and within the timeframe required in the policy. Refer to the university policy.

## Test/Final Exam Review Policy

There will be no student review of test questions. The topic review will take place as needed at the discretion of the instructor.

### Use of School of Nursing Property

Students will be allowed to sign out teaching materials/equipment from the School of Nursing holdings only for the purpose of learning, provided the following criteria are met:

- The student is identified as a nursing major.
- The requested material is not currently being utilized in any of the nursing courses currently offered.
- The materials are clearly identified as the property of Lander University School of Nursing.
- The student will be responsible for the replacement/repair cost of equipment lost or damaged while signed out in his/her care.
- 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 are made for the replacement of the materials.
- Students will only be allowed to utilize classrooms and laboratories for learning. Use of these spaces for activities not sponsored by the School of Nursing is prohibited.

## Withdrawal from University

Prelicensure nursing majors who find it necessary to withdraw from all classes must process an Application for Official Withdrawal through the Academic Success Center. RN-BSN nursing majors should contact the academic advisor. Withdrawal after the drop deadline will result in grades of W for all registered coursework. 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.

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

# Part B: Clinical Policies and Procedures

## Requirements for Entering Clinical Nursing Courses

To meet the standards of the Lander University School of Nursing, the South Carolina Board of Nursing, and clinical agency requirements, RN-BSN and Upper Level nursing students must present evidence annually:

- Current, clear criminal background check and drug screening
- health screening
- Current immunization status
- Current student nurse liability and health/accident insurance
- annual CPR certification for adult, child, infant, and obstructed airway (The only course accepted is American Heart Association Healthcare Provider BLS).

Evidence of the requirements listed above must be submitted, and the approved vendor profile must be compliant by the first day of class each semester. The documentation must be valid throughout the academic year and not subject to expiration during clinical rotations. Failure to comply with this requirement will result in forfeiture of space in clinical nursing classes. Students denied access to clinical sites will be ineligible to continue in the nursing major. The student is responsible for submitting completed documentation and keeping a copy of the documentation for personal use. The instructions for submitting the Annual Health, Insurance, and Education Requirements are available to students on the Nursing Majors and RN-BSN communication sites in Blackboard. The forms may be accessed through the vendor's website.

## Professional Student Nursing Liability Insurance

Students enrolled in 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 a result of illness or injury incurred during clinical laboratory learning experiences.

## CPR Certification

All students enrolled in required nursing courses must show evidence of current 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 student's signed CPR card must be submitted when received.

## Required Health Screening of Nursing Students

Upon enrollment in RN-BSN clinical courses and progression to upper-level nursing courses, students must submit evidence of health screening to the approved vendor. Students must also submit annual evidence of health screening, which should be effective throughout the academic year.

The health screening includes:

Baseline tuberculosis (TB) testing: students must submit the results of a 2-step PPD test recorded on the LUSON Baseline Tuberculosis Testing Form or submit a TB blood test (ex: T-spot) result to the LUSON. This must be completed prior to the first day of classes. Students with positive TB testing results will be referred to SC DHEC for further evaluation.

A tuberculosis blood test, BAMT (ex: T-spot), instead of the PPD skin test is recommended for foreign-born students who have received the BCG vaccine and persons with a previous positive PPD test.

Annual TB screening AFTER baseline testing: A TB risk assessment and TB symptom screen (see form) must be completed annually to meet this requirement. Positive TB risk or symptom results will necessitate a PPD screening test and medical release for a healthcare provider.

MMR Series (2 doses) or positive titer (greater than 1:8): Students having titer results that are not positive (immune) must complete the immunization process. The School of Nursing only accepts two reasons for declination of MMR vaccination: 1) Documented Medical, 2) Documented Religion. The declination form is available in the School of Nursing administrative office. Clinical facilities will determine the credibility of medical and religious documentation. If a student is granted the MMR waiver and there is an outbreak at a clinical facility, the student may not be able to attend clinical for an extended period of time.

Tetanus/Pertussis-(Tdap) immunization (within the last 10 years): The School of Nursing only accepts two reasons for declination of Tdap vaccination: 1) Documented Medical, 2) Documented Religion. The declination form is available in the School of Nursing administrative office.

Hepatitis B: positive titer strongly recommended. Dates of shot series, positive titer, or declination must be submitted. Students having titer results that are not positive (immune) are strongly recommended to complete the immunization series. 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 the 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 strongly recommended when engaging 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 declination form is available in the School of Nursing administrative office.

Varicella immunization or positive titer: Students having titer results that are not positive (immune) must complete the immunization process. The School of Nursing only accepts two reasons for declination of varicella: 1) Documented Medical, 2) Documented Religion. The declination form is available in the School of Nursing administrative office.

Influenza immunization: documentation of a flu shot administered between September 1st and October 31st, OR a declination waiver. The School of Nursing only accepts two reasons for declination of flu vaccination: 1) Documented Medical, 2) Documented Religion. The declination form is available in the School of Nursing administrative office. Clinical facilities will determine the credibility of medical and religious documentation. If a student is granted the flu shot waiver, they must wear a face mask when in patient care areas during flu season. Clinical agencies may require a unique identification of individuals who have declined the flu vaccine. The renewal date will be set for 1 year from the administered date of the vaccine.

*Students may be subject to any vaccination requirements by a clinical agency.

## Vendor(s) Used for 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.

## Education/Training Requirement for Clinical Agencies

Students enrolled in clinical nursing courses are required to meet clinical agency requirements for education/training regarding safety and protection (including but not limited to occupational exposure to bloodborne pathogens and other infectious agents, hazardous waste disposal, and fire safety). These requirements may exceed those for other Lander University students due to the nature of risks encountered in healthcare delivery. Students must be aware of policies and procedures to reduce the risk of infection to self and others.

Students with unique health concerns that may place them at risk during clinical experiences should discuss their situations with the course coordinator prior to beginning the clinical experience. These students may be required to submit medical clearance with specific guidelines for their clinical experiences. Students who are unable to provide clinical care without undue risk may be required to delay taking clinical courses until they are safely able to do so.

## Confidentiality Statement

Lander University School of Nursing complies with federal regulations addressing patient/healthcare confidentiality, Health Insurance Portability and Accountability Act (HIPAA). Violations of confidentiality include sharing protected health information verbally, in writing, or via images. This includes sharing through social media and text messaging. Protected Health Information includes patient name, demographics, and any other personal information the person has provided. In addition, protected health information includes why a person is sick or in the hospital, what treatments or medications he/she may receive, and other observations about his/her condition or past health concerns.

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 OSHA and HIPAA requirements by the first day of class. Records of student health requirements for the nursing program are retained on file and released according to the School of Nursing policy.

All nursing students are required to sign a confidentiality statement. The student is expected to comply with the terms of the statement throughout the nursing program. Failure to do so is grounds for dismissal from the nursing program. Violations of confidentiality can also result in civil or criminal penalties. A copy of the confidentiality form is available in the School of Nursing office.

## Electronic Devices in the Clinical Area

Electronic devices 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 is grounds for failing the nursing course in which the incident occurs and may constitute dismissal from the nursing program.

## 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.

## 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 the absence. In the event of absence from a laboratory/clinical, the student is required to notify the School of Nursing per the course syllabus and/or clinical guidelines prior to the scheduled laboratory/clinical. The student must notify the clinical agency that he/she will be absent as required by the course syllabus and/or clinical guidelines. 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 the 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 course coordinator and the contact for the clinical experience (clinical instructor, charge nurse, preceptor, etc.) prior to leaving the clinical area. The need to make up the clinical experience will be at the discretion of the course coordinator.

## RN-BSN Clinical Laboratory Experiences

Clinical experiences for RN-BSN students will be arranged collaboratively with the student, course faculty, and healthcare 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.

Clinical/Laboratory evaluation will be at the discretion of the course coordinator.

## Prelicensure Clinical/Laboratory Evaluation

Students are evaluated as satisfactory or unsatisfactory in the laboratory/clinical component of nursing courses, based on the results of the CLINICAL PERFORMANCE EVALUATION 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, students are expected to meet all required clinical/laboratory components in order to earn a grade of satisfactory and pass the course. Course Coordinators will complete summative clinical evaluations with each student by the last day of classes.

## 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 is 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.
- 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 the situation can be reproduced.
- Consistent and comparable experiences can occur for all students.
- Promotes experiential learning.
- Promotes student self-evaluation.
- Promotes effective clinical decision-making and critical thinking.

Prior to the simulation session, the student is expected to:

- Complete assigned readings
- Complete or review the assigned case study (if applicable)
- Complete assigned clinical documents
- Sign the Clinical Syllabus Statement of Understanding to include the Confidentiality and Recording Permission Agreement.
- Prepare to arrive for the simulation session in uniform (if indicated by the professor) and bring a pencil (no pens in the simulation center)
- Review simulation learning objectives.
- Identify areas of learning and/or evaluation
- Prepare for evaluation and review the evaluation rubric if indicated.

During the simulation session, the student is expected to:

- Introduce yourself to the 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 coursework.
- Effectively communicate with patients, families, peers, and other members
- Use the six rights of medication.
- Demonstrate professional behavior.

After the 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 Lasater Rubric is used to facilitate instruction, evaluate performance in simulation, and provide feedback.

## Clinical Nursing Skills Competency

Each prelicensure clinical course requires the nursing student to accurately record the dates of any completed clinical/laboratory skills on a form provided by the course coordinator. It is the responsibility of each student to take the form with them to the clinical/laboratory and to present it for signature to the clinical/laboratory instructor or preceptor. The documentation of skills competency will be included as part of the clinical evaluation for the course. The student should submit the form to the course coordinator and keep a copy for their own records.

## Medication Administration Policy

Upper-level 1st and 2nd-semester nursing students must administer medication with the direct supervision of a clinical instructor/preceptor. Upper-level 3rd and 4th semester nursing students must administer medication with the direct supervision of a clinical instructor/preceptor unless permission is granted by the course coordinator. If this instructor/preceptor is not available to provide supervision, the student MUST NOT administer any medications. Students must (1) wait for the instructor/preceptor to provide supervision or (2) have the client's primary nurse administer the medication, whichever serves the client's care most appropriately. Senior 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.

## 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.

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

Recognizes Need for Assistance and seeks Faculty Supervision in Clinical Activities, including but not limited to:

- Administration of mediation
- Intravenous therapy
- Initial performance of technical skills
- Selected clinical practice and strategies.
- Practices within the parameters of role and title
- Demonstrates knowledge of role expectations and limitations
- Functions at the anticipated level for the current student level status
- Maintains client safety
- Maintains a safe client environment. Including but not limited to side rails in appropriate positions related to the client's condition, age, and situation.
- Practices and teaches aseptic techniques.
- Refrain from attendance in the clinical setting when own health level is detrimental to the client or colleagues.
- Practice health safety by maintaining your own level of health
- Maintains adequate rest and sleep practices to function safely in the clinical setting.
- Seeks medical/health care when needed for self.
- Utilizes over-the-counter drugs or other health maintenance strategies judiciously to protect own health state.
- Functions without the influence of drugs and/or alcohol (see policy regarding substance abuse)
- Takes drugs prescribed for their own health problems in the way they are prescribed.
- Demonstrates knowledge of the effects prescribed drugs may have on clinical judgment and performance.
- Does not attend clinical laboratory when prescribed medications may negatively affect judgment, nursing practice, and compromise client safety.
- Refrain from the use of alcohol prior to or during clinical laboratory experience
- Identifies the effect of attitudes and behaviors on client care
- Utilizes therapeutic communication techniques.
- Does not demonstrate behaviors reflecting distaste for the performance of unpleasant tasks or procedures necessary for therapeutic care.
- Interacts with staff in a manner reflective of client-centered goals and mutual respect.
- Interact with faculty in a manner reflective of mutual respect.

- Shares accurate information regarding nursing activities
- Truthfully reports nursing activities related to the care of the client.
- Documents actual events surrounding client assessment and nursing care.
- Performs no activities detrimental to the health and safety of the client
- Provides nursing care according to principles and established protocols.
- Questions about unusual directions of nursing practice
- Validates appropriateness of planned nursing care.
- Assumes responsibility for completion of nursing activities
- Performs assigned and required nursing activities.
- Completes nursing activities within a reasonable time.
- Communicates nursing activities required but not completed to the appropriate clinical faculty and agency staff.
- Demonstrates increasing competence in skill performance.
- Performs technical skills safely and efficiently.
- Utilizes the nursing process and Tanner's Clinical Judgment Model
- Utilizes the Neuman Systems Model to assess clients.
- Organizes client care to conserve resources and time.
- Manage 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:

- Failure to be prepared for clinical practice.
- Failure to recognize the need for assistance when unfamiliar with nursing actions.
- 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 a clinical laboratory with an active infectious disease process or when the health state does not allow for minimum safe practice.
- Failure to recognize the influence of own attitudes and behaviors on the care of the client.
- Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.
- Performing nursing activities that are detrimental to the health and safety of the client.
- Failure to assume responsibility for completing nursing actions.
- 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 counseling or warning. (Please refer to Dismissal from the Nursing Program).

Students may receive unsatisfactory clinical performance at the discretion of each course coordinator.

## Drug and Alcohol Policies

The use of substances that interfere with the judgment and/or motor coordination of nursing students poses 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/laboratory courses. Upon progression to clinical/laboratory nursing courses, such testing will be completed before the first clinical/laboratory course and annually thereafter for all students in clinical courses. Additionally, upon reasonable suspicion of drug and/or alcohol use in clinical, classroom, or laboratory settings, the Lander School of Nursing has the right to require a student to submit 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 for at least 15 business days but no more than 90 days prior to the first day of the academic semester and annually thereafter for all students in clinical/laboratory courses. All costs associated with testing are the responsibility of the student. The student may be screened for amphetamines, cocaine metabolites, marijuana metabolites, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methaqualone, and other chemicals as required by clinical agencies. A drug test will be presumed positive if any of the drugs tested are found.

## 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, the 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 the 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 approved vendor site for the results of any completed drug testing. In the event that a drug screen results in a diluted specimen, the student must have a second urine drug screen. The student will be required to contact the approved vendor site within 24 hours to obtain instructions 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 it 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. 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. As this policy refers to positive drug/alcohol screen procedures, the following definitions of positive results will be used:

- Screen results indicate the use of an illegal drug.
- Screen results indicating non-therapeutic drug levels of prescribed or nonprescribed drugs.
- Screen results indicating the presence of alcohol in the 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:

- Observable lack of motor coordination without a 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.
- Incoherent speech without a reasonable explanation.
- Inappropriate decision-making behavior without a reasonable explanation. This behavior must be described objectively by people 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 the harm of self, visitors, staff, or patients while under the influence of drugs.
- The odor of alcohol was detected on the breath of the student detected.
- A report on drug use by credible sources or direct observation of drug use. (Reporting source may be identified in accordance with clinical agency policy)

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

Students who are out of sequence due to a positive substance abuse screen must:
Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
Prior to resuming nursing courses, submit to an unannounced substance abuse screening at the student's expense. A positive screen will result in ineligibility to continue in the nursing program.
Submit to random drug tests as requested by the School of Nursing. 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

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 that suspicious behavior occurs under the clinical guidance of a Clinical Preceptor, the Clinical Preceptor is to contact the Course Coordinator for further instruction. If a 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.

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.

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

## Class/Clinical/Laboratory Incident Report

Any student involved in an incident during the School of Nursing class/clinical/laboratory time will report the incident to the clinical instructor and clinical coordinator. The clinical coordinator and/or instructor 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 that occurs during a class/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. Lander University students, faculty, instructors, or staff should adhere to the following procedures:

Exposure to a bloodborne pathogen requires immediate care. Any injury/exposure requiring immediate emergency care should be treated at the nearest emergency facility. 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 department for immediate treatment guidelines.

Report the injury/exposure immediately after treatment to the clinical coordinator. The clinical coordinator is required to notify the Dean of the SON, the University Safety Director (8009), the Human Resources Office (8310), and the Campus Nurse (8885).

If a student is injured, it must be reported to the Office of Financial Affairs (8305) as students are covered under tort insurance.

If an incident occurs after normal working hours, call University Police (8222) and follow their procedures for an after-hours incident during clinical/laboratory. Additionally, if the incident occurs after working hours, the clinical coordinator must notify the individuals listed in #2 on the next business day.

Follow-up care is encouraged as recommended by the initial treating health care providers.

## 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 the 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.

## Clinical Dress Policy

Purpose: The purpose of outlining clinical dress parameters is to assist the 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 always the responsibility of each student. Specific questions or concerns about professional dress should be addressed to the current course coordinator.

Uniforms are to be worn by students when providing nursing care or when involved in clinical/ laboratory settings. Uniforms must be clean, smoothly pressed, and in good repair.

The uniform is to be worn only in clinical/lab 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/lab area. Students are not to wear any Lander student nurse identification (including the Lander student uniform, Lander scrub jacket, 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 at bars, clubs, and other non-nursing social events.

Students are not to wear any Lander student nurse identification to meals outside of the clinical setting or to any other social engagements.

Students are not to sit on the floor or other contaminated surfaces while wearing the Lander student uniform (either the blue scrubs uniform or the blue Lander nursing polo shirt and scrub 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.

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

Information regarding the purchase of scrub jackets and uniforms is available on the Blackboard Nursing Majors communication site. NOTE: It is recommended that students purchase two uniforms.

Uniform requirements for Upper Level 1 lab courses (NURS 232, NURS 240, NURS 242):

- Blue Lander nursing polo shirt, available from the Bearcat Shop
- Specified white scrub jacket with Lander Nursing embroidery.
- Khaki-colored scrub pants or khaki chino pants
- Shoes: Closed-toe/closed-heeled; clean sneakers in good repair are acceptable
- Socks: Solid color white, tan, or blue
- Lander Nursing ID badge (provided by LUSON)
- Khaki denim pants, capris, leggings, tight pants, and ill-fitting pants (too tight, 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 as to allow unrestricted movement and full coverage of the chest and abdomen. The 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. Students may also elect to wear the Lander Nursing scrub jacket with the above-described attire unless instructed otherwise by a course coordinator.

Scrub Uniform requirements for Upper Levels 2, 3, and 4 (NURS 347 and above):

- Specified blue scrub top with Lander embroidery.
- Specified blue scrub pants.
- Nonporous, closed-toe, closed heel solid white shoes (no color may be visible on the top or sides of the shoe)
- Plain white hose/stockings or socks
- Picture Identification Badge per agency policy and course instructor
- Scrub jackets: With appropriate Lander embroidery.
- Fitted long-sleeved white or Galaxy blue tops may be worn under the uniform. The sleeve cuff must not

extend past the student's wrist. Scrub jackets 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 Scrub jacket. Sweaters are not to be worn with Scrub jackets. Scrub jackets are to be clean and wrinkle-free.

**Undergarments**

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

**Caps**

Surgical caps in solid white or solid Galaxy blue may be worn during clinical. Students wearing a surgical cap must meet the criteria of the Clinical Dress Policy if the cap is to be removed in the clinical setting.

**Accessories**

Uniform accessories are a part of each uniform and include the following:
Watch with a sweeping second hand or digital second counter.
Identification Badge: Worn on the left upper portion of the uniform/lab coat.
Bandage scissors.
Stethoscope
Blood pressure cuff (optional)
Penlight
Nursing equipment is required for the specific course.

**Jewelry**

Only the following jewelry may be worn:
One smooth wedding band with no stones.
Only one earring per ear may be worn, and the size should not exceed 8mm. All other earrings must be removed. Jewelry may be replaced with a clear or flesh-toned plug. Plugs must rest flush with the pierced area.
Medic Alert necklace or bracelet.

**Body Tattoos**

All tattoos must be concealed unless approved by the course coordinator.

**Facial Jewelry**

All facial and oral jewelry must be removed. Jewelry may be replaced with a clear or flesh-toned plug. Plugs must rest flush with the pierced area.

**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. ALL CLINICAL DRESS IS SUBJECT TO THE CLINICAL FACILITY POLICY.

**Scrubs**

When the clinical experience requires the student to wear hospital scrubs, the student will wear the scrub uniform to the clinical area and change into hospital scrubs in the clinical area.

**Personal Hygiene**

Personal cleanliness is a prerequisite for client care. Regular bathing, hair washing, and use of deodorant are part

of personal cleanliness.

**Hair**
Hair must always be neat. 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. No decorative items such as beads, bows, colorful pieces, etc. Hair color is to be that typically occurs naturally in humans, i.e., black, brown, blonde, natural shades of red, and gray.

Beards and mustaches should be kept trim and neat.

**Cosmetics**
Cosmetics may be worn, but not so much as to attract attention. Artificial eyelashes are prohibited.

**Fingernails**
Nails should be kept with attention to hygiene and patient safety.
No artificial fingernails or extensions in the clinical or lab.
Natural nail tips should be less than ¼ inch long (CDC, 2021).
No nail polishes.

**Gum Chewing**
Gum chewing will NOT be permitted in the clinical facility.

**Smoking/Vaping**
Smoking/Vaping/Juuling is not permitted while in student uniform/professional dress, before, or during any clinical/laboratory activity.

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

**Badge Reel**
Standard from the bookstore

# Section III: Student Policies and Procedures

## Prelicensure Students

### Advisement

All nursing majors are advised by a faculty or staff member in the School of Nursing or by the Student Success advisor, whose office is located in Barratt Hall within the School of Nursing. Students are expected to meet with their advisors throughout the academic year and inform advisors of situations that may adversely affect performance in nursing. Advising appointments may be held via email, phone, virtual meetings, or in person. It is the student's responsibility to check their Lander email for notifications and updates from their advisor.

Students should communicate with their academic advisor:

- Prior to registration, help plan the student's class schedule
- Before adding or dropping a course
- For significant academic concerns

Suggested topics for faculty coaching are:

- Time management
- Upcoming assignments (based on syllabi)
- Study skills, especially emphasizing the need to develop study skills prior to entering Upper Level
- Grade checks
- Stress management
- Available resources
- Factors impacting performance

When a student meets with their academic advisor, information may be recorded in advising notes.
It is the responsibility of the student to follow the curriculum plan 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.

### 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.

### Bill of Rights and Responsibilities for Students of Nursing

The National Student Nurses' Association (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). Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX. Adopted in April 2020 by the 2019-20 NSNA Board of Directors. Further amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 8, 2022, in Salt Lake City, Utah

For the most recent information on the Student Bill of Rights and Responsibilities, go to https://www.nsna.org/nsna-code-of-ethics.html.

## Class Advisors

Each level in the nursing major 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:

i. Function as a communication link between the nursing faculty and the assigned class.
ii. Conduct class meetings at the beginning of each semester and, thereafter, as needed.
iii. Facilitate election of class representatives and committee members, as needed.
iv. Serve as a liaison between the class and faculty.

## Class Representatives

Representatives are elected from each Level every semester to serve on nursing committees. The nursing committees are as follows:

Academic Concerns Committee: The purpose of this committee is to promote the academic well-being of the nursing program in matters relating to faculty and students. This includes developing, recommending, and/or reviewing SON policies related to students and examining criteria for admission and progression.

Assessment and Evaluation Committee: The purpose of this committee is to evaluate the nursing program's effectiveness in relation to internal and external assessment criteria.

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.

Recruitment and Retention Committee: The purpose of this committee is to recommend and initiate strategies to recruit students into the nursing program, to promote retention of qualified students, and to foster the students' professional development**.**

**Simulation Advisory Committee:** The purpose of this committee is to provide directions and recommendations for experiential learning in the Lander University School of Nursing (SON) Simulation Center.

Dean's Advisory Council: The purpose of this council is to provide a direct line of communication between the student body and the Dean to discuss matters of direct concern to students.

## Communication

Students admitted to Upper Level will be allowed access to the Nursing Majors Communication Board. This Communication Board is in 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 Administrative Assistant for the Dean of the School of Nursing so that access can be allowed.

- Lander student email is to be used for all email communication. Students are responsible for checking their Lander email at least daily.
- Students in the Lower Level will have access to the Policy and Procedure Manual through the nursing page of the Lander website and the Lower-Level Nursing Majors Communication Board in Blackboard.

## Financial Assistance

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.

## 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.

## Future Use of Student Work

Faculty will include a statement in their syllabi regarding the use of submitted student work for future reference, examples, or academic/research purposes and include that any work used will be de-identified by the faculty. If the student does not want his/her work used for these purposes, the student will notify the faculty in writing.

## Professional Boundaries Policy

It is essential that faculty members maintain professional boundaries with students. All communication between faculty and students must remain professional. 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 personal 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. The faculty must ensure 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 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, 2018; revised 2024).

Professional boundaries are the space 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, 2018, revised 2024):

- 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.

## Nursing Policy and Procedure Manual Attestation Statement

As part of professional accountability in nursing, any student enrolled in major program nursing courses (NURS or NURN) are expected to read the School of Nursing Policy and Procedure Manual each fall and spring semester. Students are responsible for the content in the manual and for adherence to policies of the School of Nursing. Any questions regarding policies should be referred to the student's assigned academic advisor.

## Recognition Ceremony

The 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.

### Dress

Faculty will wear academic regalia. The class will wear the approved white clinical uniform. Students must adhere to the approved clinical dress policy. RN-BSN students will wear academic regalia.

### Pins

Graduating seniors will order the Lander School of Nursing pins from the approved University's vendor, University Bookstore, following Dean's authorization for purchase. Faculty pinning the graduating seniors will be the Dean and Assistant Dean of the School of Nursing.

### Marshals

Members of the Upper Level 3 class having the highest scholastic achievement will be invited to serve as marshals for the Recognition Ceremony. Marshals will wear clinical nursing student uniforms.

### Graduates

Students who complete graduation requirements have the option to participate in the Recognition Ceremony at the end of each semester.

**Required Expenses**

| Item | Approximate Costs (Costs subject to change) | Comments |
|---|---|---|
| Tort and Professional Nursing Liability Insurance | Approx. $40-50/year | Limits: $1,000,000 per incident/$3,000,000 annual aggregate required |
| Criminal Background Check and Drug Screening | Approx. $100/year | To be completed annually; cost increased for out-of-state |
| Health Insurance | Variable: cost depends upon whether you are already under a health insurance program or if you must purchase it. | Required per clinical agency contracts |
| Hepatitis B Vaccine | $115-$180 per series | Required per clinical agency contracts |
| Health Physical | Variable: dependent upon health insurance status and chosen provider | Required for progression |
| PPD | Approx. $40-65 for two-step | Two-step required for progression to upper level and annual screening thereafter |
| Supplies | Supplies required for Upper Level 1 classes NURS 232, NURS 240, and NURS 242 are listed below* | |
| Uniforms | Information about the uniforms for Upper Level 1 and overall costs are listed below** | |
| Transportation | Variable | Required for transportation to and from clinical/laboratory sites |
| CPR | Average- $100-150 | Must be maintained throughout the program.<br>BLS For Health Care Providers (Adult, Child, Infant) |
| Exam Soft | $50 | Required in select nursing courses |
| Professional Workshop Fees or Student Nurse Association Activities | Variable | Example: SNA Convention |

*Supplies required for Upper Level 1 Lab Courses: NURS 232, NURS 240, and NURS 242

Reminder: Health screening requirements must remain effective throughout the academic year.

These supplies will continue to be used each semester.

| REQUIRED SUPPLIES FOR LAB | Approximate cost in Bearcat Shop |
|---|---|
| NURS 242 Lab Duffle Bag w/ supplies | $250.00 and continues to rise |
| Stethoscope: brand/type does not matter | $14.99 starting |
| Manual blood pressure cuff (sphygmomanometer) | $31.99 starting |
| Retractable tape measure | $2.99 |
| Simple calculator (no scientific calculators) | $3.69 |
| Watch that counts seconds: may be digital or have a second hand, but NO smart watches in lab! | Digital $16.99<br>Analog $16.99 |
| Penlight | $4.50 |
| Injection simulator (optional) | $12.00 Silicone Sponge Injection Pad |
| Box of gallon zip-loc bags | N/A—find at grocery store |
| Black Sharpie marker | $1.39 |
| Badge Holder | $3.50-5.00 |

All textbooks for Upper Level 1 courses are required and will be used in class/lab.
Paper copies of textbooks and lab manuals are ***preferred.***

** Required Uniform for Upper Level 1 Lab Courses

| REQUIRED UNIFORM FOR LAB | Approximate cost |
|---|---|
| Blue polo shirt (unisex) with Lander Nursing embroidery from Bearcat Shop | $25 |
| White scrub jacket with Lander Nursing embroidery* | Women: $26-30 Men: $24-$28 |
| Khaki chino pants or khaki scrub pants | $20 |

*Sizes 2XL and up have an extra surcharge

The uniform for the first semester of Upper Level Nursing consists of the following:

- Blue polo shirt (unisex) with Lander Nursing embroidery from Bearcat Shop
- Khaki chino pants or khaki scrub pants
- White lab jacket with Lander Nursing embroidery from allheart.com website (ordering information will be provided)
- Non-porous closed-toe/closed-heel shoes (Sneakers are acceptable) Shoes: Closed-toe/closed-heel; clean sneakers in good repair are acceptable.
- See the nursing policy & procedure manual (section ii part b) for a full clinical dress policy

## Uniform Cost Overview

UL 1 uniform: Scrub jacket, blue polo, and khakis: approx. $75
UL 2-4 uniform: Scrubs $45 per set, white nursing shoes $40 and up

| Item | Required/Optional | Cost |
|---|---|---|
| Nursing Pin | Optional | Purchased through LU Bookstore<br>** If a LUSON pin is not purchased through LU Bookstore, a $10 deposit is required to use a SON pin. The deposit will be refunded when the pin is returned. |
| Graduation Fee | Required | $ 100.00* |
| Graduation Announcements | Optional | Price varies |
| Recognition Ceremony Invitations | Optional | Price varies |
| Nursing Class Picture | Optional | $ 40.00* required at time of sitting for picture (Additional may be purchased) |
| State Board Licensing Fee | Required | $ 100.00 (may vary from state to state) |
| NCLEX Test Fee | Required | $ 200.00* |
| Criminal Background Check for licensure | Required | $51.00* |

Note: Nursing scrub uniforms and white nursing shoes are not required until Upper Level 2 semester.

## Resolution of Student Problems and Complaints

Professional nurses are required to follow the Chain of Command when resolving problems. The Chain of Command in the School of Nursing is a system that assures that a student starts with the first person who has authority in helping to solve the problem. This can simplify how problems are reported and resolved.

A student who has a problem or complaint about the nursing program should follow the order recommended below for a resolution:

i. Faculty member or clinical instructor involved
ii. Course coordinator (if different from "1")
iii. Academic advisor (optional)
iv. Assistant Dean of the School of Nursing
v. Dean of the School of Nursing

A student who is unable to resolve the complaint through the channels of communication listed above should consult with their academic advisor to initiate the grievance procedure currently in effect for the university.

## Smoking and Tobacco Use

Smoking, or the use of any other tobacco products (including electronic cigarettes), is not permitted in any clinical setting, whether in uniform or 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.

## Student Laptop Policy

Students enrolled in required nursing courses must have access to laptop computers with a webcam and a microphone. Students should adhere to the minimum requirements for network connectivity on Lander University's wireless network that are recommended by Information Technology Services (ITS).

Students should refer to the list of Student Laptop Recommendations found here: https://www.lander.edu/its/student-resources/StudentLaptopRecs_Rev_3_23_2022.pdf

It is the student's responsibility to ensure the computer functions are compatible with the course requirements.

## 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:**

- To assume responsibility for contributing to nursing education to provide the highest quality health care.
- To provide programs representative of fundamental and current professional interests and concerns.
- To aid in the development of the whole person, the professional role, and the responsibility for the health care of people of all walks of life.
- To foster the development of professional responsibilities.

Lander University Student Nurses' Association (LUSNA) 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' benefit. Membership is for the calendar year and includes membership on the local level. Membership in the National/State organization is required for UL students. (Membership in the National/State organization for LL students is encouraged but not required.) National/State dues should be paid to the National organization and proof of payment uploaded to the LUSNA Blackboard page. Payment of LUSNA dues is paid directly to the LUSNA chapter.

More information may be accessed at https://www.nsna.org/

## 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 that have led to the request with supporting documentation. Students who submit a petition are strongly advised to work closely with their academic advisors in the petitioning process.

## Transportation

Students are required to provide their own reliable transportation to clinical agencies. Students are reminded that if they transport other classmates, they are assuming personal liability in the event of an accident.

# SECTION IV: PROGRAM EVALUATION

The Assessment and Evaluation Committee is responsible for coordinating program assessment and evaluation. The committee is composed of at least two faculty members, the Dean, and one student from each cohort. The purpose is to evaluate program effectiveness utilizing internal and external assessment criteria.

The faculty-approved assessment plan includes student and program outcomes and is reviewed annually during NFO meetings. Quantitative and qualitative data are collected utilizing course reports, standardized test results, student/alumni surveys, advisory board surveys, program completion rates, graduation rates, employment rates, course evaluations, and evaluation of students and faculty.

Course design maps provide an outline of learning objectives, instructional methods, assessment materials, and assessments. These are updated and reviewed annually. Course reports are completed every semester for each course. The form is revised as indicated by the Assessment and Evaluation Committee and is available in the School of Nursing office. Course reports are reviewed by NFO annually and are analyzed to inform programmatic decisions.

Curriculum Review is an annual process in which each required course in the nursing curriculum is reviewed for content, relevancy, placement in curriculum, and appropriate clinical placements.

Beliefs:

- Program evaluation is an organized, ongoing process.
- 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.
- Program evaluation data is used for programmatic decision making.

## PROGRAM GOALS AND OUTCOMES

**Goal # 1:** Provide excellent undergraduate and graduate nursing education.

**Outcome 1**: 80% of each undergraduate cohort will graduate within 8 semesters of beginning the upper-level 2 semester or NURN 307.

**Outcome 2**: The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.

**Outcome 3**: 80% of each cohort will graduate with an MSN within 5 years of beginning the program.

**Outcome 4**: 100% of faculty will meet or exceed expectations on the annual dean evaluation.

**Goal # 2**: Prepare nurse leaders who practice to the fullest extent of their education to transform the future of healthcare.

**Outcome 1**: 100% of Lander prelicensure graduates who seek employment in nursing will be employed as registered nurses within 6 months of graduation.

**Outcome 2**: 80% of MSN graduates who seek employment in an expanded role will be employed in an expanded role within 1 year of graduation.

**Outcome 3**: 75% of MSN graduates seeking certification will obtain the relevant credential.

**Goal # 3:** Promote interprofessional collaboration to serve regional, state, and/or national communities.

**Outcome 1:** The School of Nursing will provide multiple opportunities for faculty and students to collaborate and participate in interprofessional activities.

**Outcome 2**: The School of Nursing will provide multiple service-learning opportunities for faculty and students within and beyond the campus community.

**Goal # 4:** Foster an educational environment that embraces diversity and inclusivity.

**Outcome 1**: The School of Nursing will embrace diversity and inclusivity by recruiting and retaining faculty and students from diverse population groups.

## BSN Nursing Assessment Plan

### STUDENT OUTCOMES

| Students graduating from Lander University with a baccalaureate degree in nursing should be prepared to: | Assessment Method |
|---|---|
| 1. Apply and integrate knowledge from nursing, the sciences, and liberal arts as the foundation for clinical judgement and innovation for professional practice. | ○ ATI: AACN Essentials-Knowledge for Nursing Practice<br>○ ATI: NLN Competency- Nursing Judgment<br>○ ATI: Thinking Skills-Foundational Thinking, Clinical Application, and Clinical Judgment<br>○ ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation<br>○ The group score will be greater than 50% for each item |
| 2. Provide holistic, individualized, coordinated care based on best evidence and clinical judgement in the planning and delivery of care across time, spheres of care, and developmental levels. | ○ ATI: AACN Essentials-Knowledge for Nursing Practice<br>○ ATI: AACN Essentials-Person-Centered Care<br>○ ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation<br>○ ATI: Priority Setting<br>• ATI: NCLEX RN Health Promotion and Maintenance, Psychosocial Integrity, Basic Care and Comfort, RN Physiological Adaptation<br>○ The group score will be greater than 50% |
| 3. Participate in advocacy, development, and implementation of policies that support the improvement of equitable population health outcomes. | ○ ATI: AACN Essentials-Population Health<br>○ The group score will be greater than 50% |
| 4. Contribute to evidence-based nursing practice by participating in the advancement of nursing scholarship and promoting ethical conduct to guide practice decisions. | ○ ATI: QSEN- Evidence Based Practice<br>○ ATI: AACN Essentials-Scholarship for the Nursing Discipline<br>○ ATI: NLN Competency-Spirit of Inquiry<br>○ The group score will be greater than 50% for each item |
| 5. Employ principles of safety and improvement science to enhance quality and minimize risk of harm to individuals, populations, and providers. | ○ ATI: AACN Essentials-Quality and Safety<br>○ ATI: QSEN-Safety<br>○ ATI: QSEN-Quality Improvement<br>○ ATI: RN Safety and Infection Control<br>○ The group score will be greater than 50% for each item |

| | |
|---|---|
| 6. Foster intentional collaboration across professions and with care team members to optimize healthcare delivery and outcomes. | ○ ATI: AACN Essentials-Interprofessional Partnerships<br>○ ATI: QSEN Teamwork and Collaboration<br>○ ATI: NCLEX-RN Management of Care<br>○ The group score will be greater than 50% for each item |
| 7. Support innovative solutions to optimize system effectiveness, promote an ethical practice environment, and advocate for the needs of diverse populations. | ○ ATI: AACN Essentials-Quality and Safety<br>○ ATI: Nursing Process-RN Assessment, RN Analysis, RN Planning, RN Implementation, and RN Evaluation<br>○ ATI: QSEN-Patient-Centered Care<br>○ ATI: AACN Essentials-Informatics and Healthcare Technologies<br>○ The group score will be greater than 50% for each item |
| 8. Utilize information and communication technologies to manage and improve the delivery of healthcare services. | ○ ATI: AACN Essentials-Informatics and Healthcare Technology<br>○ ATI: QSEN-Informatics<br>○ The group score will be greater than 50% for each item |
| 9. Incorporate ethical principles and standards of professional nursing to guide decision-making and actions. | ○ ATI: AACN Essentials-Professionalism<br>○ ATI: NLN Competency-Professional Identity<br>○ The group score will be greater than 50% for each item |
| 10. Engage in activities that promote personal health and well-being, lifelong learning, and professional growth. | ○ ATI: AACN Essentials-Personal, Professional, and Leadership Development<br>○ ATI: NLN Competency Professional Identity<br>○ The group score will be greater than 50% for each item |

**PROGRAM OUTCOMES**

| | |
|---|---|
| Graduation/Attrition Rates | 80% of each undergraduate cohort will graduate within 8 semesters of beginning upper-level 2 semester or NURN 307. |
| NCLEX-RN Program Pass Rate | The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean. |
| Employment Rates | 100% of prelicensure students who seek employment in nursing will be employed within 6 months of graduation. |
| Faculty Evaluations | 100% of faculty will meet or exceed expectations on the annual dean evaluation. |
| Interprofessional Activities | The School of Nursing will provide multiple opportunities for faculty and students to collaborate and participate in interprofessional activities. |
| Service-Learning Opportunities | The School of Nursing will provide multiple service-learning opportunities for faculty and students within and beyond the campus community. |
| Diversity and Inclusivity | The School of Nursing will embrace diversity and inclusivity by recruiting and retaining faculty and students from diverse populations. |

## Graduation/Attrition Rates

The Recruitment and Retention Committee compiles results of graduation and attrition rates and reports to NFO annually (in the spring semester) to inform programmatic decisions.

## NCLEX-RN Program Pass Rate

The South Carolina Board of Nursing (SC BON) reports the percentage of prelicensure graduates who have been successful on the initial attempt of the professional nurse licensing examination (NCLEX-RN). Each semester, the Assessment and Evaluation Committee complies with NCLEX pass rates for each cohort. This data is reported to NFO each semester to inform programmatic decisions.

## Employment Rates and Faculty Evaluations

The Assessment and Evaluation Committee compiles data regarding employment rates and results of faculty evaluations. Each nursing course and faculty are evaluated at the end of the semester utilizing a university-approved tool. The data obtained assists faculty in course modifications based on course strengths and areas needing improvement. The results of the course evaluations are provided to the Dean to assist in the annual evaluation of faculty. This data is reported to the NFO annually to inform programmatic decisions.

## Interprofessional Activities

Interprofessional activities are intentional and seek to promote collaboration among students, team members, patients, communities, and stakeholders to optimize patient care and enhance student learning. Each semester during the end-of-semester NFO meeting, faculty will report interprofessional collaborative efforts.

## Service-Learning Opportunities

Service-learning is an innovative method of learning that combines community service with classroom study and reflection. Each semester during the end-of-semester NFO meeting, faculty will report service-learning opportunities offered.

## Diversity and Inclusivity

The School of Nursing embraces diversity and inclusion by recruiting faculty and students who represent various identities, ethnicities, backgrounds, and cultures. The School of Nursing recognizes the talents and skills of students and employees from all backgrounds. The Assessment and Evaluation Committee will collect data on percentages of faculty and students from diverse populations. This data will be presented during the end-of-semester NFO meeting.

## ATI Proctored Assessments

Complete Assessment Technologies Institute (ATI) Package is utilized to facilitate teaching, learning, and evaluation of student outcomes. Proctored ATI assessments are administered in the prelicensure and RN-BSN Options to evaluate student learning. These tests yield individual and group percentages normed against a national population for comparison. Group percentile scores and competencies are used by faculty to evaluate instruction and student learning. Individual student performance is evaluated by the number of students that meet the level two benchmark within 2 attempts. The goal is: that 80% of students will achieve level 2 or higher by 2nd attempt of proctored exam. This data is analyzed each semester by NFO to foster continuous improvement in course design and instruction.

## ATI Preparation

Students will complete mandatory practice assessment(s) prior to taking proctored ATI assessments. Completion of practice assessment(s) will be verified by the instructor.

## Administration of ATI Proctored Assessments

- NURS 348: RN Fundamentals
- NURS 392: RN Maternal Newborn
- NURS 393: RN Mental Health
- NURS 408: RN Adult Medical Surgical
- NURS 409: RN Nursing Care of Children
- NURS 412 and NURN 412: RN Leadership
- NURS 417 and NURN 417: RN Community Health
- NURS 460: RN Nutrition
- NURS 460: RN Comprehensive Predictor Exams
- NURS 499: RN Pharmacology
-

## Progression During Program

Completing the ATI proctored assessments and remediation is a requirement for progression in both the prelicensure and RN-BSN Option.

## ATI Grading and Remediation

Proctored ATI assessments will be graded as follows:

| ATI Level | Level 3 | Level 2 | Level 1 | Below Level 1 |
|---|---|---|---|---|
| Test Grade | 100 | 88 | 76 | 65 |

## Proctored ATI Assessment

The first attempt of the proctored ATI will count as a test grade and will be weighted at 5%-10% and included in the 76% test average required to pass the course.

## Phase One Remediation

If a Level 2 is not reached on the first attempt of the proctored ATI, the student will be required to complete remediation at the discretion of the course coordinator and retake the proctored assessment. The remediation must be submitted prior to the start of the retake.

## Phase Two Remediation

If a Level 2 is not reached on the first attempt of the proctored ATI, the student will be required to complete remediation at the discretion of the course coordinator. Remediation materials must be submitted by the date specified by the course coordinator. Any student who does not complete any phase of this remediation will receive an incomplete in the course.

Students are encouraged to visit the Academic Success Center for support on test-taking issues.

## ATI Comprehensive Predictor Exams

The proctored predictor assessments are administered to graduating students and indicate potential graduate success on the NCLEX RN Exam. The goal is to achieve 95% predictability of passing NCLEX on the first attempt. Data from each cohort is compiled by the Assessment and Evaluation Committee to evaluate student readiness for the exam and to make programmatic decisions.

## Student/Alumni/Community of Interest Feedback

### Program Exit Survey by Graduating Seniors

The School of Nursing Exit Survey is administered electronically each semester to graduating students. 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 are analyzed by NFO each semester to inform programmatic decisions.

### Alumni Survey

The School of Nursing Alumni Survey is administered electronically each 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 is analyzed by NFO annually to inform programmatic decisions.

### Community of Interest Survey

This survey is administered during the annual Nursing Advisory Board, which consists of representative agency heads from health care agencies throughout Greenwood and surrounding counties. The board meets once each academic year in the spring semester to discuss issues of shared concern regarding the educational preparation of professional nurses. The employer survey is deployed during the advisory board meeting. The purpose of this survey is to receive feedback on our graduate nurses. The Assessment and Evaluation Committee compiles survey results and is analyzed by NFO annually to inform programmatic decisions.

### Clinical Site Surveys

The Clinical Site Survey is administered electronically every semester. This survey allows students to provide feedback regarding the clinical sites, and the students evaluate the agency clinical sites every semester. The surveys are evaluated each semester.

# SECTION V: FACULTY/ADMINISTRATIVE POLICIES AND PROCEDURES

## Nursing Faculty Organization Constitution and Rules of Order

### Article I: Name and Purpose

The organization will be known as the Nursing Faculty Organization (NFO) of the William Preston Turner School of Nursing (SON) at Lander University. This organization will provide the formal mechanism for conducting the business of the SON.

### Article II: Membership

Membership will consist of all full-time faculty. Voting membership will consist of all full-time faculty. A written or electronic proxy vote will be permitted when a ballot vote is cast. Faculty on official leave of absence or sabbatical leave will be permitted to comment without voting privileges at SON meetings during the absence period. Adjunct faculty may attend meetings without voting privileges.

### Article III: Administrative Functions

The Dean will constitute the administrative officer of the SON. The Dean will serve as Chairperson of the NFO and be an ex-officio member of NFO committees. The Dean of the SON will have overall administrative responsibility and accountability for the academic program, policies, procedures, planning and budgeting, personnel, student admission screening, and evaluation of the program.

The Assistant Dean will serve as the Vice-Chairperson of the NFO. The Vice-Chairperson will assume the Dean's duties as delegated by the Dean of the School. In the event of extended incapacitation of the Dean of the School, the Assistant Dean will assume the duties of the Dean until a new Dean of the School is appointed as approved by the Vice President for Academic Affairs.

Section 1

The Assistant Dean will be an ex-officio member of committees as appropriate. The Assistant Dean will present the proposed revisions of the constitution and Rules of Order at the NFO meeting preceding the annual meeting. The Assistant Dean will serve as the Parliamentarian for the NFO. The parliamentarian may determine the appropriate interpretation of parliamentary procedure.

Section 2

The Secretary will be elected at the annual business meeting in May and will serve a term of one calendar year (August to August) and may be re-elected for additional terms. The secretary will review and sign all transcribed NFO minutes, ensure that copies of minutes are distributed and recorded and will present an annual report detailing any actionable items or votes.

### Article IV: Meetings of the Organization

The NFO meeting times will be scheduled as the semester schedule is developed. Regular meetings of the organization will be held a minimum of once monthly during the academic year. Special meetings of the NFO will be called by the Dean or Assistant Dean. End-of-the-year meetings of the NFO will be held during the week preceding and/or following graduation in the spring semester. A quorum for conducting business will consist of 70 percent of the voting membership. Action taken by the organization will be determined by a majority vote.

### Article V: Standing Committees

There will be six standing committees of the NFO. Faculty members will be appointed by the Assistant Dean based on faculty expressed area of interest and on the needs of the SON. Appointments will be made in May of each academic year and will be for one academic year. Committee minutes will be recorded and accessible to all faculty. Each committee will prepare an annual report at the end of each academic year that will be filed in the office of the SON. Committee chairs will be selected internally and assume responsibility for maintaining records of committee activities and decisions. Committees will meet at least once a semester and thereafter as needed.

Membership and responsibilities of the standing committees will be as follows:

### Section 1: Academic Concerns Committee

Purpose:

- The purpose of this committee is to promote the academic well-being of the total nursing program, including matters relating to faculty and students.

Membership:

- Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN).
- The NFO Chairperson will serve as an ex-officio member of the committee.

Function:

- Develop, recommend, and/or review SON policies relating to students, including criteria for admission and progression.
- Organize the process of faculty honors/awards and elections, as needed.
- Plan and facilitate programs for faculty development.
- Review academic policies and recommend changes at the end-of-the-year meetings of NFO.
- Review Section II of the Policies and Procedures Manual annually and recommend changes to NFO at the annual meeting in May.

### Section 2: Assessment and Evaluation

Purpose:

- The purpose of this committee is to evaluate the nursing program's effectiveness with internal and external assessment criteria.

Membership:

- Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN). The NFO Chairperson will serve as an ex-officio member of the committee.

Function:

- Assist the Dean in ensuring compliance with requirements for assessment and evaluation following criteria from Lander University, State Board of Nursing, external accrediting agencies, Southern Association of Colleges, and Schools Commission on Colleges (responsibility of Dean as ex-officio member).
- Review Section IV of the Policy and Procedure Manual annually and make recommendations to NFO at the end-of-year meetings.

### Section 3: Curriculum Committee

Purpose:

- The purpose of this Committee is to explore and recommend ways to strengthen the curriculum based on current standards of professional nursing practice.

Membership:

- Membership will consist of at least two faculty members and one student from each academic class (nursing majors and RN-BSN).
- The NFO Chairperson will serve as an ex-officio member.

Function:

- Monitor curriculum with state approval and national accreditation standards.
- Monitor the internal consistency of the curriculum components.
- Review and recommend changes in the nursing curriculum as indicated.
- Monitor, develop, maintain, and evaluate current learning resources supportive of the curriculum.
- Monitor the increasing use of technology to support the educational process.
- Review Section I of the Policy and Procedure Manual annually and make recommendations at the end of the year NFO meetings.

Section 4: Recruitment and Retention Committee

Purpose:

- The purpose of this committee is to 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:

- Membership will consist of at least two faculty members and one student
- from each academic class (nursing majors and RN-BSN).
- The NFO Chairperson will serve as an ex-officio member.

Function:

- Develop, promote, and coordinate efforts to recruit and retain qualified students for the prelicensure and RN/BSN options.
- Coordinate selection process of student honors/awards, as needed.
- Assist in establishing and marketing the desired image of the Lander University nursing student.
- Review Section III of the Policy and Procedure Manual annually and make recommendations to NFO in the May meetings.

Section 5: Simulation Advisory Committee

Purpose:

- The purpose of this committee is to provide directions and recommendations for experiential learning in the Lander University School of Nursing (SON) Simulation Center. The committee will function under the guiding principles of simulation standards of best practice education in congruence with the SON mission and goals.

Membership:

- Membership will consist of the Simulation Coordinator, who will serve as the Chair, the lead instructor for each simulation area (Med-Surg, Critical Care, Pediatrics, Women's Health, and Mental Health), and a student representative from Upper Level 2-4. Other SON faculty may be invited to attend the Simulation Advisory Committee meetings. Members are appointed each academic year.

Function:

- Develop, recommend, and/or review SON policies and procedures relating to simulation-based education.
- Assess and evaluate simulation-based educational strategies and processes.
- Evaluate relevant technologies and equipment.
- Examine performance improvement processes for simulation-based learning.
- Identify, monitor, and make recommendations for simulation faculty development needs.
- Identify, monitor, and make recommendations for student educational needs related to simulation-based education.
- Serve in an advisory capacity to the Dean of the School of Nursing.

## Article VII: Ad Hoc Committees and Task Forces

Ad hoc committees and task forces will be formed to address specific projects and/or concerns of the SON. Faculty will be appointed by the NFO Chairperson. A report will be submitted to the NFO upon completion of the work of each ad hoc committee and task force.

## Article VIII: Dean's Advisory Council

Purpose:

- 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:

- Membership will consist of one student from each academic class of nursing majors (including an RN-BSN representative) and the president of LUSNA. To ensure representation for male and second-degree students, if these constituencies are not among selected representatives, one from each will be appointed by the Dean.

Function:

- The committee will meet once each semester and as requested by student representatives, faculty, or the

Dean to discuss matters of direct concern to students.

- The Council will select two faculty from those eligible to be considered for University Distinguished Professor to be voted on by the NFO members. Class representatives will conduct elections within their respective classes, and results will be combined to determine the two faculty.

**Article IX: Rules of Order**

i. Each standing committee will recommend policy to the NFO for action. It will be the responsibility of the Dean to implement such a policy as determined by the faculty.

ii. Recommendations concerning School policies are to be circulated on or before the fourth Lander business day prior to the meeting of the NFO vote.

iii. Recommendations for policy decisions that are distributed with less than four days of prior notice will be voted upon at the next scheduled NFO meeting or will require a three-fourths (3/4) vote of those present and voting.

iv. An annual report of each standing committee will be made available to all faculty members at or before the end-of-the-year meeting of the NFO.

v. The Constitution and Rules of Order may be amended in May of each year.

vi. Questions regarding parliamentary procedure are not covered in these rules and will be consistent with the University system.

## LANDER UNIVERSITY WILLIAM PRESTON TURNER SCHOOL OF NURSING BOARD OF ADVISORS

The Lander Nursing Board of Advisors was formed in 1993. It is composed of leaders in nursing and health care from Greenwood and the surrounding area.

**Purposes**

The purposes of the Board of Advisors are to:

- Facilitate ongoing exchange of information between the SON and the community of interest regarding issues of shared concern.
- Advise the SON regarding the program of study offered to prepare graduates for professional nursing.
- Provide evaluative feedback to Nursing Faculty from the community of interest regarding the competence of Lander nursing graduates.
- Increase community awareness and understanding of the program's mission, goals, and outcomes.

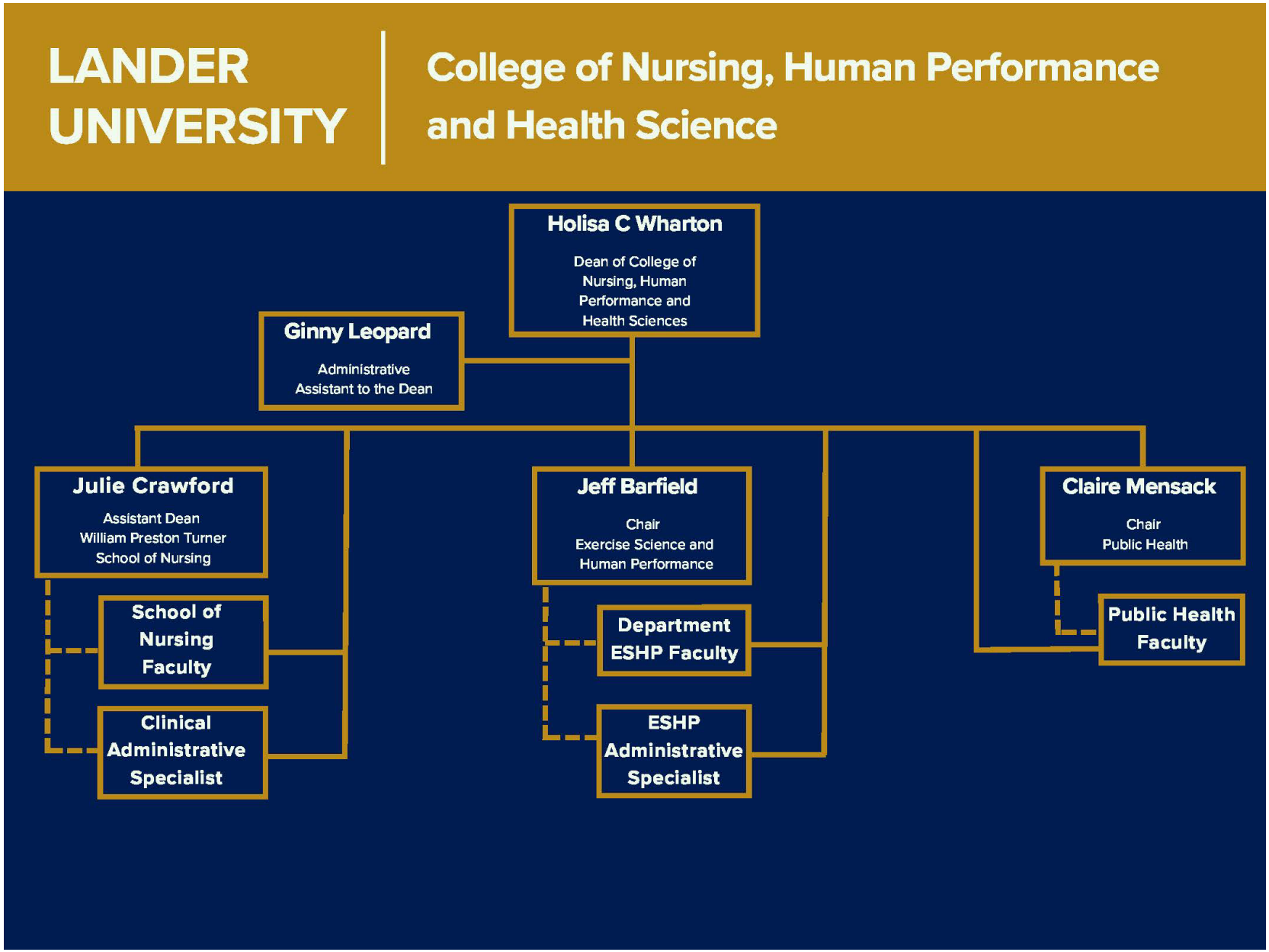
**Meetings**

The Board meets annually, once in the spring semester. Meetings are convened by the Dean of the SON. The agenda for each meeting will be developed by the Nursing Dean; at each meeting, agenda items will be solicited from the members.

**Membership**

The Board is composed of members who represent their institutions on an ongoing basis and non-permanent members who are selected from the relevant categories to serve for two years. A membership list by category is on file in the SON.

**Lander University William Preston Turner School of Nursing Organizational Chart**



# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Dean

ROLE: The Dean is the primary academic leader of the School of Nursing with administrative responsibility and accountability for the academic program, policy, procedure, planning and budgeting, personnel, student admission screening, and program evaluation.

REPORTS TO: Provost and Vice President for Academic Affairs

QUALIFICATIONS/CREDENTIALS:

- Doctorate degree in nursing or an MSN and a doctorate in a related field.
- Unencumbered South Carolina license as a registered nurse or advanced practice nurse required.
- Minimum rank of associate professor.
- Leadership role experiences, including administrative responsibilities, in a baccalaureate nursing and graduate nursing education program.
- Minimum of 5 years clinical practice as a professional registered nurse.
- Minimum of six years combined effective teaching experience in baccalaureate and graduate nursing education.
- Demonstrates evidence of strong commitment to baccalaureate and graduate level nursing, effective leadership skills, successful working relationships with college/university administration and with administrators of academic schools and colleges, effective collaboration with official nursing education systems, program of scholarly accomplishment, successful experience in a collaborative teaching-practice faculty role, and success in obtaining internal or external funds to support scholarship.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Teaches one course per semester or 6 credit hours for the contract period.
2. Develops, implements, and evaluates innovative instructional designs.
3. Provides leadership in academic advisement activities.
4. Provides academic advisement based on University/School policy.

B. Administrative

1. Recruits, screens, and recommends personnel for appointment.
2. Develop school structures to accomplish program purposes.
3. Collaborates with School faculty to develop short- and long-term operational program objectives for the school congruent with the University Strategic Plan.
4. In consultation with the faculty in the school, formulates and manages the school budget following university policy and keeps SON faculty members informed on budgetary status.
5. Seeks external funding for special projects and programs.
6. Plans School activities, e.g., meetings, lecturers, and related programs.
7. Participates in University curriculum committees, general education, Academic Council, and Deans meeting as required by VPAA.
8. Maintains effective informational flow regarding School affairs between administration and faculty.
9. Maintains effective public relations with community agencies and groups.
10. Initiates and maintains relationships with official nursing education systems and regularly attends Deans and Directors of South Carolina Nursing Education meetings.
11. Delegates administrative responsibility within School parameters.
12. Maintains program quality to meet standards as set by agencies that approve or accredit the program.
13. Ensures compliance with regulations set by the SC Board of Nursing, SC DHEC, SLED, OSHA, HIPPA, and external accrediting agencies etc.
14. Assures compliance with accreditation standards and serves as the liaison to accrediting bodies.
15. Serves as an ex officio member of all committees of NFO.
16. Establishes standing committee charges each year to address specific current School needs and issues.
17. Establish ad hoc committees and task forces each year as needed.

18. Submits required reports to the SC Board of Nursing, accrediting bodies, and other external membership agencies.

### C. Faculty and Staff

1. Maintains School milieu conducive to scholarly achievement in teaching-practice- research.
2. Assign teaching responsibilities among faculty.
3. Leads the faculty in academic decision-making within a democratic faculty governance system.
4. Evaluate faculty and staff members within the SON.
5. Recommends faculty for promotion, tenure, and reappointment to the VPAA.
6. Assists faculty and staff in the development and implementation of professional development programs.
7. Informs faculty and staff of School and University policy and procedures and monitors for compliance.
8. Monitors faculty for compliance related to clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
9. Supervises the School staff members according to university guidelines.
10. Maintains accessibility to faculty and staff.

### D. Students

1. Assists the Admissions Office in the recruitment of qualified applicants.
2. Approves admission decisions.
3. Fosters the development of students as emerging professionals.
4. Ensures student compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. Endorses graduates to take the professional nurse licensing examination.
6. Seeks external resources to supplement student financial aid.
7. Maintains accessibility to students.

### E. Curriculum

1. Monitors the quality of the curriculum with established nursing education standards.
2. Implements curriculum design as determined by the faculty.
3. Provides teaching-learning resources within university constraints.
4. Leads faculty in curriculum development, review, and evaluation.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Assistant Dean

ROLE: Assistant Dean serves as an assistant academic leader of the School of Nursing with specific administrative duties in the nursing program; also assists the Dean with planning and budgeting, personnel evaluations, student admission screening, and program evaluation.

REPORTS TO: Dean, School of Nursing

QUALIFICATIONS/CREDENTIALS:

- A doctoral degree in nursing or a related field is required.
- Baccalaureate and master's degrees in nursing are required.
- An unencumbered South Carolina license as a registered nurse or advanced practice nurse is required.
- Minimum rank of assistant professor.
- Leadership role experiences, including administrative responsibilities, in a nursing education program.
- Minimum of three years of clinical practice as a professional registered nurse.
- Minimum of six years of effective teaching experience in baccalaureate nursing education.
- Demonstrated evidence of strong commitment to baccalaureate and graduate level nursing, effective leadership skills, successful working relationships with college/university administration and with administrators of academic schools and colleges, effective collaboration with official nursing education systems, a program of scholarly accomplishment, successful experience in a collaborative teaching-practice faculty role, and success in obtaining internal or external funds to support scholarship.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Teaches 15 credit hours for the contract period.
2. Develops, implements, and evaluates innovative instructional designs.
3. Provides leadership in academic advisement activities.
4. Provides academic advisement based on University/School policy.

B. Administrative

1. Receives nine hours of release time for administrative duties for the calendar year.
2. Assists with the recruiting and screening of personnel for appointments.
3. Assists with planning School activities, e.g., meetings, lectures, and related programs.
4. Maintains effective informational flow regarding School affairs between administration and faculty.
5. Maintains effective public relations with community agencies and groups.
6. Assists with maintaining program quality to meet standards as set by agencies that approve or accredit the program.
7. Compile the Institutional Effectiveness Report and submit it to the Dean for approval.
8. Serves as Vice-Chair of NFO.
9. Assists with submitting required reports to the SC Board of Nursing, accrediting bodies, and other external membership agencies.
10. Serves in the Dean's absence at meetings and administrative functions as needed.
11. Coordinates and schedules Nursing Advisory Board meetings each semester.

C. Faculty and Staff

1. Develop a curricular schedule each semester in the School of Nursing.
2. Evaluate faculty. (In communication with the Dean)
3. In consultation with the course coordinator, complete course evaluation of adjunct clinical instructor.
4. Assist the Dean in monitoring for compliance with policy and procedures.
5. Assist the Dean with screening faculty to ensure compliance with clinical agency requirements regarding licensure, health screening, liability insurance, CPR, criminal background checks, etc.
6. Maintains accessibility to faculty.

D. Students

1. Assists the Admissions Office in the recruitment of qualified applicants.
2. Assists the Dean in screening applicants and making admission decisions.
3. Fosters the development of students as emerging professionals.
4. Assists the Dean in screening students to ensure compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. Maintains accessibility to students.

E. Curriculum

1. Assists the Dean in monitoring the quality of the curriculum with established nursing education standards.
2. Assists the Dean in implementing curriculum design as determined by the faculty.
3. Consult with the Dean regarding needed teaching-learning resources within the School of Nursing.
4. Assists the Dean in leading faculty in curriculum development and evaluation.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Professor

ROLE: The nursing professor position encompasses multifaceted teaching-practice-research roles involving students, peers, and/or professional colleagues. She/he is responsible for leading curriculum development, implementation, and evaluation within the baccalaureate program philosophy.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctorate in nursing or related field or its equivalent required.
- Master's degree in nursing required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional registered nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.
- Evidence of outstanding accomplishment in nursing, e.g., recognized professional merit and contributions to the development and dissemination of new knowledge.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period. **
2. Provides leadership in planning, implementing, and evaluating the curriculum.
3. Develops, implements, and evaluates innovative instructional designs.
4. Serves as a liaison between graduate nursing programs and undergraduate programs.
5. Maintains currency of nursing knowledge and skills in the area of preparation.
6. Utilizes sound academic principles of instructional theory.
7. Provides academic advisement based on University/School policy.
8. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Scholarship

1. Promotes nursing through scholarly production and dissemination of advanced knowledge and skills in teaching, practice, and research.
2. Demonstrates outstanding accomplishments of recognized professional merit in teaching, practice, or research.
3. Serves as a mentor to students, peers, and professional colleagues.
4. Acts as a consultant at regional or national levels.

C. Professional Development

1. Enhances professional development through an appropriate variety of mechanisms while maintaining and updating plans for scholarly growth.

D. School/University Activities/Community Service

1. Provides leadership within committee structures in accomplishing School goals.
2. Takes responsibility for contributing to the life and governance of the University community.
3. Seeks opportunities to improve the health status of groups at the local, regional, national, and/or international levels.
4. Maintains competency in teaching, advising, scholarly/professional development, and service that is documented through annual evaluations.

**The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignment of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Associate Professor

ROLE: The associate professor position encompasses teaching, practice, and research in collaboration with students, peers, and/or professional colleagues. She/he functions to expand and implement the baccalaureate program's philosophy and progress.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctoral degree in nursing or related field (preferred).
- Master's degree in nursing required, with evidence of scholarly academic activities beyond the master's required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional registered nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTION/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period. **
2. Plans, implements, and evaluates assigned courses within the curriculum in collaboration with other faculty.
3. Maintains currency of nursing knowledge and skills in preparation.
4. Utilizes sound academic principles of instructional theory.
5. Provides academic advisement based on University/School policy.
6. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Scholarship

1. Promotes nursing through publishing, reporting, and sharing advanced knowledge affecting teaching, practice, and/or research.
2. Develop special knowledge and skills in focused areas within teaching, practice, or research and share this experience with students, peers, and professional colleagues.
3. Offers consultation in areas of expertise to peers, colleagues, and local or regional organizations.

C. Professional Development

1. Defines and implements a specific plan for expanding professional knowledge and skills in selected areas of expertise.
2. Enhances professional growth through formal structures appropriate to the teaching-practice-research focus.

D. School/University Activities/Community Service

1. Provides faculty leadership through the committee structures in carrying out the affairs of the school.
2. Assumes elected or appointed roles within the University governance structure.
3. Consult with appropriate groups for the benefit of health care services.
4. Engages in direct service to appropriate individuals/groups to enhance professional practice.
5. Maintains competency in teaching, advising, scholarly/professional development, and service that is documented through annual evaluations.

**** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignments of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paperwork.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Assistant Professor

ROLE: The assistant professor position supports and carries out many program functions throughout the curriculum. She/he will concentrate activities on teaching and additionally emphasize scholarship in practice or research, seeking collaboration as indicated with skilled practitioners and/or colleagues in nursing or related fields.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctoral degree in nursing or related field (preferred).
- Master's degree in nursing with evidence of scholarly academic activities beyond the master's required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24 contact hours or the equivalent for the contract period. **
2. Implements assigned courses within the curriculum in collaboration with other faculty.
3. Assists in the planning and evaluation of specific courses and the curriculum.
4. Maintains currency of nursing knowledge and skill in preparation.
5. Utilizes sound principles of instructional theory.
6. Provides academic advisement based on University/School policy.
7. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Scholarship

8. Maximizes opportunities to make scholarly contributions.
9. Assists in identifying research problems relevant to nursing practice.
10. Initiates clinical practice with recurrent contracts supportive of assigned teaching focus.
11. Participates in nursing research or specialty practice.

C. Professional Development

12. Identifies a specific plan to develop knowledge/skills appropriate to assuming expanding teaching-practice-research roles.
13. Enhance professional growth through formal study.

D. School/University Activities/Community Service

14. Serves as a School committee member in carrying out the affairs of the faculty.
15. Assumes elected/appointed roles within the university governance structure.
16. Participates as a resource person to appropriate health-related groups.
17. Seeks opportunities to share expertise with others at the local and state level.
18. Competency is maintained and evaluated through teaching, advising, scholarly/professional development, and service and is documented through annual evaluations.

**** The following teaching assignments that are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching entailing constant student consultation or heavy burdens of paperwork.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Lecturer

ROLE: The nursing instructor position focuses on the instructional activities required to implement the curriculum. Senior faculty member(s) will act as mentor(s) in the instructor's professional development in faculty roles.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine months academic year

MINIMAL QUALIFICATION/CREDENTIALS:

- Master's degree in nursing required.
- South Carolina license as a registered nurse.
- Minimum of three years' clinical practice as a professional registered nurse.
- Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurse groups.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 24-30 contact hours or the equivalent for the contract period. **
2. Implements teaching activities within designated courses in collaboration with other faculty.
3. Assists in planning and evaluating specific courses within the curriculum.
4. Maintains currency of nursing knowledge and skills in preparation.
5. Utilizes sound academic principles of instructional theory.
6. Carries out instructional designs developed in collaboration with other faculty.
7. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Scholarship

8. Identifies opportunities to make scholarly contributions.
9. Explores appropriate base for clinical practice and research activities related to teaching focus.
10. Enhances clinical knowledge and skills in teaching focus.
11. Collaborates as an assistant to senior faculty in established clinical practice/research activities.

C. Professional Development

12. Identifies a specific plan for the initiation of independent clinical practice or research activities.
13. Enhances professional growth through formal study.
14. Pursues advanced nursing knowledge and skills in preparation.

D. School/University Activities/Community Service

15. Serves as a school committee member in carrying out the affairs of the faculty.
16. Supports faculty affairs throughout the university as appropriately assigned.
17. Participate as a resource person to appropriate health-related groups.
18. Seeks opportunities to share expertise with others at the local and state level.
19. Competency is maintained and evaluated through teaching, advising, scholarly/professional development, and service and is documented through annual evaluations.

** The following teaching assignments which are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching assignments of several courses each calling for different course preparation; or course entailing constant student consultation or heavy burdens of paperwork.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Full-Time Laboratory/ Clinical Instructor

ROLE: The laboratory instructor position focuses on the instructional activities required to implement the laboratory (campus or clinical) component of nursing courses under the supervision of course coordinator (s).

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: 9 months

QUALIFICATIONS/CREDENTIALS:

- Bachelor's degree in nursing; master's degree in nursing preferred.
- South Carolina license as a registered nurse.
- Minimum of two years of clinical practice as a professional registered nurse.
- Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or licensed nurses' groups.
- If you do not hold a graduate degree, you must be enrolled in a graduate program or are otherwise qualified (e.g., have completed relevant graduate-level courses or continuing education units, hold relevant national certification) for the clinical area (s) in which teaching.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 37.5 contact hours per week.
2. Assists in teaching activities within designated courses under the leadership of course coordinator (s).
3. Maintains records of student clinical performance and provides timely feedback to course faculty.
4. Assists in lab management to include lab set up, ordering supplies, and coordinating administration of laboratory teaching and learning.
5. Develop a clinical schedule and ensure coverage for assigned cohorts.
6. Ensure students meet clinical agency or course requirements (i.e. EHR training, health record compliance, clinical or laboratory orientations, open/skills lab, and clinical competency assessments).
7. Provide and document routine maintenance for simulators.
8. Assist in planning and evaluating specific courses within the curriculum.
9. Maintains currency of nursing knowledge and skills in preparation.
10. Carries out instructional designs developed by the course coordinator (s).
11. Collaborates with the clinical course coordinator who maintains overall course responsibility.
12. Assist with orientation of new adjunct or full-time laboratory/clinical instructors.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Clinical Professor

ROLE: The clinical professor position encompasses multifaceted teaching-practice-service roles involving students, peers, and/or professional colleagues. She/he is responsible for leading curriculum development, implementation, and evaluation within the baccalaureate program philosophy.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctorate in nursing or related field or its equivalent required.
- Master's degree in nursing required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional registered nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.
- Evidence of outstanding accomplishment in nursing, e.g., recognized professional merit and contributions to the development and dissemination of new knowledge.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 30 contact hours or the equivalent for the contract period. **
2. Provides leadership in planning, implementing, and evaluating the curriculum.
3. Develops, implements, and evaluates innovative instructional designs.
4. Serves as a liaison between graduate nursing programs and undergraduate programs.
5. Provides leadership in academic advisement activities.
6. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Professional Development

1. Enhances professional development through an appropriate variety of mechanisms while maintaining and updating plans for professional growth.

C. School/University Activities/Community Service

1. Provides leadership within committee structures in accomplishing School goals.
2. Takes responsibility for contributing to the life and governance of the University community.
3. Seeks opportunities to improve the health status of groups at the local, regional, national, and/or international levels.
4. Maintains competency in teaching, advising, professional development, and service that is documented through annual evaluations.

**The following teaching assignments which are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning laboratory; teaching assignment of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paperwork

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Associate Clinical Professor

ROLE: The associate clinical professor position encompasses teaching, practice, and service in collaboration with students, peers, and/or professional colleagues. She/he functions to expand and implement the baccalaureate program's philosophy and progress.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctoral degree in nursing or related field required.
- Master's degree in nursing required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional registered nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTION/RESPONSIBILITIES:

A. Teaching

1. Assumes 30 contact hours or the equivalent for the contract period. **
2. Plans, implements, and evaluates assigned courses within the curriculum in collaboration with other faculty.
3. Maintains currency of nursing knowledge and skills in preparation.
4. Utilizes sound academic principles of instructional theory.
5. Provides academic advisement based on University/School policy.
6. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Professional Development

1. Defines and implements a specific plan for expanding professional knowledge and skills in selected areas of expertise.
2. Enhances professional growth through formal structures appropriate to the teaching-practice-service focus.

C. School/University Activities/Community Service

1. Provides faculty leadership through the committee structures in carrying out the affairs of the school.
2. Assumes elected or appointed roles within the University governance structure.
3. Consult with appropriate groups for the benefit of health care services.
4. Engages in direct service to appropriate individuals/groups to enhance professional practice.
5. Maintains competency in teaching, advising, professional development, and service that is documented through annual evaluations.

**** The following teaching assignments that are considered more difficult should have special adjustments in contact hours: developing a new course; preparing course material new to the faculty member; substantially revising course materials; course preparation requiring planning.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Assistant Clinical Professor

ROLE: The assistant clinical professor position supports and carries out many program functions throughout the curriculum. She/he will concentrate activities in teaching and additionally emphasize service in practice, seeking collaboration as indicated with skilled practitioners and/or colleagues in nursing or related fields.

REPORTS TO: Dean of the School of Nursing

APPOINTMENT PERIOD: Nine-month academic year

QUALIFICATIONS/CREDENTIALS:

- Earned doctoral degree in nursing or related field required.
- Master's degree in nursing with evidence of scholarly academic activities beyond the master's required.
- A South Carolina license as a registered nurse is required.
- Minimum of three years of clinical practice as a professional nurse.
- Meets the criteria specified by the Lander University Faculty Handbook.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes 30 contact hours or the equivalent for the contract period. **
2. Implements assigned courses within the curriculum in collaboration with other faculty.
3. Assists in the planning and evaluation of specific courses and the curriculum.
4. Maintains currency of nursing knowledge and skill in preparation.
5. Utilizes sound principles of instructional theory.
6. Provides academic advisement based on University/School policy.
7. Assumes responsibility for coordinating assigned clinical or laboratory courses. See the description of the role in this document.

B. Professional Development

1. Identifies a specific plan to develop knowledge/skills appropriate to assuming expanding teaching-practice-service roles.
2. Enhances professional growth through formal study.

C. School/University Activities/Community Service

1. Serves as a School committee member in carrying out the affairs of the faculty.
2. Assumes elected/appointed roles within the university governance structure.
3. Participates as a resource person to appropriate health-related groups.
4. Seeks opportunities to share expertise with others at the local and state level.
5. Competency is maintained and evaluated through teaching, advising, professional development, and service and is documented through annual evaluations.

****** The following teaching assignments that are considered more difficult should have special adjustments in contact hours: Developing a new course; preparing course material new to the faculty member; course material being substantially revised; course preparation requiring planning laboratory; teaching entailing constant student consultation or heavy burdens of paperwork.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Laboratory/ Clinical Instructor (Adjunct)

ROLE: The laboratory instructor position focuses on the instructional activities required to implement the laboratory (campus or clinical) component of nursing courses under the supervision of course coordinator (s).

REPORTS TO: Dean of the School of the School of Nursing

APPOINTMENT PERIOD: Determined by course needs.

QUALIFICATIONS/CREDENTIALS:

- Bachelor's degree in nursing; master's degree in nursing preferred.
- South Carolina license as a registered nurse.
- Minimum of two years clinical practice as a professional registered nurse.
- Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurses' groups.
- If you do not hold a graduate degree, you must be enrolled in a graduate program or are otherwise qualified (e.g., have completed relevant graduate-level courses or continuing education units, hold relevant national certification) for the clinical area (s) in which teaching.

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

1. Assumes campus/clinical laboratory supervision role.
2. Assists in teaching activities within designated courses under the leadership of course coordinator (s).
3. Assist in planning and evaluating specific courses within the curriculum.
4. Maintains currency of nursing knowledge and skills in area of preparation.
5. Carries out instructional designs developed by course coordinator (s).
6. Functions under the supervision of a course coordinator who maintains overall course responsibility.

B. Scholarship/Professional Development

1. Enhances clinical knowledge and skills in the area of teaching focus.
2. Expands nursing knowledge and skills in the area of preparation.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Clinical Preceptor

FUNCTION: Collaborates with the course coordinator to provide an approved clinical experience for a student (s). Course faculty maintains responsibility for the course.

QUALIFICATIONS:

- Valid RN/APRN license in the state in which preceptor experience occurs.
- Bachelor's degree acceptable*; master's degree preferred. *
- Employed by the clinical agency in which the preceptor experience occurs.
- Two years of clinical nursing experience.
- Demonstrated competency in the assigned teaching area, validated by one year's clinical nursing experience in the area or other documented expertise.

RESPONSIBILITIES/LANDER UNIVERSITY:

1. There will be a formal contract between the clinical agency and the School of Nursing.
2. The preceptor appointment will be determined collaboratively by the course faculty member and the Nurse Administrator of the clinical agency.
3. The policies governing the role and responsibilities of the clinical preceptor are consistent with those of Lander University School of Nursing and the clinical agency.
4. The preceptor will be provided with a description of the preceptor's responsibilities.
5. The preceptor will be oriented to the preceptor role and course objectives by the course faculty.
6. The clinical preceptor will be assigned to no more than two students for any preceptor experience.
7. The course faculty member, who retains overall responsibility for the course, will be available to the preceptor/or the student for consultation in person or by telecommunications.

RESPONSIBILITIES OF THE CLINICAL PRECEPTOR:

1. The clinical preceptor will function in collaboration with the course coordinator.
2. The clinical preceptor will function according to the guidelines/criteria developed by the course coordinator.
3. The clinical preceptor will complete an orientation to the preceptor role and course objectives.
4. The clinical preceptor will always be physically present* in the agency and available to the student(s) during the clinical assignment. In the event the clinical preceptor cannot be with the student, an appropriately oriented and credentialed substitute may be appointed, and the course faculty and the students are notified.
5. The clinical preceptor, or a substitute in the absence of the preceptor, will provide supervision for the student(s) while performing clinical activities*.
6. The clinical preceptor will provide feedback to the course coordinator regarding the student's clinical performance and an evaluation of the preceptor's clinical as a learning experience for students.

*RN with an associate degree will be accepted in practice areas with limited BSN-prepared staff.
**RN to BSN students work in collaboration with the course faculty and clinical preceptor and do not require direct supervision.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Clinical Administrative Specialist

ROLE: The Clinical Administrative Specialist performs administrative duties to support student clinical learning through administrative support to nursing students and faculty.

REPORTS TO: Dean of the School of Nursing

HOURS: As determined by the Dean

MINIMUM REQUIREMENTS:

- Associate degree in administration or related field.
- Must have strong skills in providing excellent customer service and demonstrate strong ethics.
- A valid driver's license and safe driving history are required.
- This position requires travel to regional clinical sites.

SKILLS AND ABILITIES:

1. Excellent interpersonal skills, initiative, teamwork, problem-solving, independent judgment, technology, communication (verbal and written), and time management skills.
2. Strong computer skills, particularly with Microsoft Office applications
3. Excellent attention to detail and strong organizational and follow-up skills
4. Strong customer service and telephone etiquette
5. Prioritize and respond appropriately to time-sensitive issues.
6. Must be able to connect with a diverse range of students and clients.
7. Work both independently and collaboratively.
8. Solve problems independently.
9. Maintain confidentiality.
10. Work with complex systems in a fast-paced and dynamic environment.
11. Develop and maintain effective collaborations with faculty, university support staff, local healthcare providers, and community agencies.
12. Ability to be an effective representative of Lander University to clinical agencies.

FUNCTIONS/RESPONSIBILITIES:

1. Assumes 37.5 contact hours per week.
2. Managing student clinical records includes communicating with and guiding students to complete health requirements to include immunizations, annual background checks, drug screenings, and certifications. Ensures student compliance with clinical and health requirements and is the point of contact for clinical-related issues.
3. Provide administrative support to clinical nursing faculty, as necessary.
4. Serve as point of contact for Nursing Skills Simulation Center (NSSC) facilities.
5. Serve as point of contact for Castle Branch.
6. Prepares clinical instructor contracts in collaboration with Clinical Education Coordinator.
7. Collaborate with Clinical Education Coordinator to manage clinical agency contracts.
8. Assists with inventory and management of supplies needed for the laboratory NSSC to include organizing, maintaining, and restocking the skills labs.
9. Under the direction of the Simulation Coordinator, provide organizational, technical, and mechanical support for the NSSC.

Responsibilities:

1. Obtains/maintains knowledge of simulation/lab equipment operations.
2. Ensures all equipment is working and systems are running efficiently.
3. Provides support for facility, equipment, manikin, and task trainer operations to include assisting faculty with set up and take down. This may involve rapid turnover of UL1 lab setup.
4. Provides minor repairs and provides technical support for all UL1 simulation equipment, including:

5. Patient simulators, computers, monitors, and a variety of medical equipment (I.e., vital sign monitors, IV pumps, etc.).
6. Troubleshoots equipment malfunctions, notifies Simulation Coordinator, and contacts vendors as needed.
7. Provides theatrical production (costuming and moulage) for simulation scenarios as requested (may include mixing fake body fluids and creating wounds).
8. Provides technical assistance, support, and training to faculty, instructors, and staff in use of lab simulation equipment.
9. Provides recommendations on equipment, supplies, and materials.
10. Collect data as requested.
11. Maintains simulation activities and learner confidentiality.
12. Assists the Simulation Coordinator with projects in the School of Nursing Simulation Learning Center as requested.
13. Performs other job-related duties as required.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

Faculty assigned to certain courses may be responsible for coordinating assigned clinical or laboratory courses. Role descriptions for lab and clinical course coordinators are described below.

## POSITION TITLE: Lab Course Coordinator

ROLE: Lab Course Coordinator

ROLE DESCRIPTION: The lab course coordinator position is a faculty member who assumes primary responsibility for coordination and educational leadership of an assigned clinical nursing course. This includes but is not limited to coordination of all laboratory functions, including lab lectures, design, and organization of laboratory activities and student practice activities.

FUNCTIONS/RESPONSIBILITIES:

1. Develop lab objectives, daily plans, and grading policies.
2. Maintains communication with lab instructors, assistant dean, and dean regarding student concerns, issues, and student progress as appropriate.
3. Maintains grade reports and rosters.
4. Provides course access and course materials for lab instructors and adjunct faculty (includes Blackboard, ATI, Course Point, EHR tutor).
5. Orients students and instructors to course materials and University policies (syllabus, lab policies, class and lab calendars, Blackboard, ATI, Course Point, EHR tutor).
6. Updates all lab documents with new textbook editions and software updates as needed.
7. Develops personalized contingency plans based on student needs.
8. Mentors' lab instructors as needed.
9. Communicate with lab instructors on a regular basis regarding student progress.
10. Collaborates with full-time lab instructors and part-time lab instructors assigned to course.
11. Completes adjunct lab instructor evaluations and submits it to the Dean. Lab Courses: NURS 232, 240, and 242.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## POSITION TITLE: Clinical Course Coordinator

ROLE: Clinical Course Coordinator

ROLE DESCRIPTION: The clinical course coordinator position is a faculty member who assumes primary responsibility for coordination and educational leadership of an assigned clinical nursing course.

FUNCTIONS/RESPONSIBILITIES:

1. Develop and lead clinical orientation for the course.
2. Clinical paperwork: develop, distribute, and collect from students.
3. Prepare clinical instructional guidelines and student evaluation forms for adjunct clinical instructors.
4. Provide course access and course materials for clinical instructors.
5. Contingency Plans: Develop/evaluate.
6. Evaluate clinical assignments (journals, teaching plans, etc.)
7. Oversee student observational and precepted experiences.
8. Orient new clinical instructors to the course (specialty courses)
9. Communicate with clinical instructors on a regular basis regarding student progress.
10. Collaborate with full-time clinical instructors and part-time clinical instructors assigned to the course.
11. Evaluate adjunct clinical instructors.
12. Proctor course ATI/ schedule remediation
13. Manage student behavior/ performance concerns in clinical.
14. Complete summative clinical evaluation
15. Complete adjunct clinical instructor evaluations and submit to Dean.

Courses which have a clinical course coordinator: NURS 345, 346, 392, 393, 408, 409, 412, 417.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## ROLE: Faculty CARE Program Coordinator

ROLE DESCRIPTION: The Faculty CARE Program Coordinator position is a faculty member who assumes primary responsibility for the coordination and educational leadership of CARE students' clinical education and evaluation.

REPORTS TO: Dean of School of Nursing and Clinical Education, Manager of Self Regional Healthcare

APPOINTMENT PERIOD: 12-month contract

QUALIFICATIONS/CREDENTIALS:

- Master's degree in nursing preferred.
- South Carolina license as a registered nurse.
- Minimum of two years clinical practice as a professional registered nurse.
- Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurses' groups.

FUNCTIONS/RESPONSIBILITIES:

1. Collaborate with Self Regional Healthcare to develop and coordinate clinical orientation for CARE students.
2. Prepare clinical instructional guidelines and student evaluation forms (updates) for preceptors for use in preceptor training.
3. Collaborate with Course Coordinators to ensure preceptor evaluations meet course requirements.
4. Collaborate with SRH point of contact to develop clinical/work schedule and communicate changes to schedule.
5. Maintain records of clinical schedule
6. Maintain records of clinical hours to ensure students meet course requirements.
7. Collaborate with Clinical Coordinator to maintain records related to preceptor qualifications and student health records and clinical compliance records.
8. Evaluated precepted experiences via routine unit visits.
9. Review survey results to promote continuous improvement of precepted learning and overall CARE program.
10. Provide SRH with relevant SON policy updates that affect the CARE program.
11. Provide LU with relevant SRH policy updates that affect the CARE program.
12. Report significant concerns (i.e., CARE student termination, risk for termination to Dean, recurring concerns)
13. Collaborate with LU Clinical Coordinator, Course Coordinator, and other relevant staff or faculty to offer student orientation during holiday breaks.
14. Serve as a resource for preceptors to report students' related concerns or recommendations.
15. Develop and present a summative CARE program report during end-of-semester Nursing Faculty Organization meetings.

# LANDER UNIVERSITY SCHOOL OF NURSING JOB DESCRIPTIONS

## ROLE: Clinical Education Coordinator

ROLE DESCRIPTION: The Clinical Education Coordinator serves as a key liaison between the School of Nursing, healthcare agencies, and clinical faculty to ensure high-quality clinical learning experiences for nursing students. This individual is responsible for the planning, coordination, and evaluation of clinical placements, ensuring alignment with course objectives, accreditation standards, and program goals. The coordinator also supports faculty development and preceptor engagement in clinical education.

REPORTS TO: Dean of School of Nursing

QUALIFICATIONS/CREDENTIALS:

- Master's degree required, Doctoral degree in nursing or related field preferred.
- South Carolina license as a registered nurse.
- Minimum of two years clinical practice as a professional registered nurse.
- Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or student groups, and/or of licensed nurses' groups.

FUNCTIONS/RESPONSIBILITIES:

1. Distributes and collects surveys for clinical education program evaluation.
2. Clinical/Observation Site Evaluations (to determine if course objectives are met)
3. Clinical Instructor Evaluations (physical observation once per semester)
4. Preceptor Evaluations
5. Clinical Instructor Supervision
6. Develop and administer bi-annual clinical instructor orientation
7. Attend and contribute to agency preceptor training
8. Maintain records of clinical faculty credentials
9. Promote professional development opportunities for clinical instructors
10. Coordinate hiring of clinical instructors (work with clinical admin specialist to initiate and complete contracts
11. Collaborate with administrative specialist to ensure clinical instructors receive University Announcements
12. Collaborate with Clinical Course Coordinators to ensure coverage and necessary training and development

# Faculty Evaluation

## Belief Statements

- We believe evaluation is a means of professional growth.
- We believe planned evaluation has greater relevancy than unplanned and uncoordinated efforts at evaluation.
- We believe the faculty evaluation process should document faculty effectiveness in their role by criteria.
- We believe a standardized method of evaluation should be used for determining reappointment, tenure, and promotion.
- We believe evaluation of faculty effectiveness should include evaluation of teaching, scholarship, and services to the School, the University, and the Community.
- We believe faculty and administration must have a relationship of mutual trust if faculty evaluation is to be effective.
- We believe faculty evaluation should be based on information from a variety of sources.

## Evaluation Process

Nursing faculty are evaluated by peer evaluators and the Assistant Dean of the School of Nursing. Peer evaluators are appointed each year by the Assistant Dean in the fall semester. Each peer evaluator is to complete an evaluation of the assigned faculty according to the appropriate faculty role description.
One copy of the evaluation is submitted to the Dean of the School of Nursing and one copy to the Office of the Vice President for Academic Affairs, where it is placed in the faculty's Evaluation Portfolio. It is customary for the peer evaluator to share the evaluation with the assigned faculty.

The Assistant Dean uses the following documents to evaluate faculty members: Initial Faculty Development Plan; Faculty Performance Report; and the results of student evaluations, peer evaluations, and the Annual Evaluation.

Watermark is utilized to document the evaluation process.
See the current University Faculty Handbook for deadline dates.

### Evaluation of Faculty by Students

Students evaluate faculty according to the University policy.

### Evaluation of Part-time Faculty and Clinical/Laboratory Instructors

The Assistant Dean of the School of Nursing will evaluate each part-time faculty member with input from the assigned peer evaluator. In collaboration with the Dean, the course coordinators will evaluate their clinical/laboratory instructors at the conclusion of each semester of employment using the appropriate forms. Input may be obtained from students, peers, clinical agencies, faculty, and course coordinators. Evaluations of part-time faculty and clinical instructors must be completed by December 1, for fall semester, and by May 1, for spring semester.

The evaluation will be shared with the part-time faculty member or clinical/laboratory instructor. The part-time faculty member or clinical/laboratory instructor may provide a response or comment on this evaluation. The response will be attached to the evaluation and retained in the individual's employment file in the School of Nursing.

## Faculty Policies

### Academic Freedom

The School of Nursing operates within the parameters defined in the Lander Faculty Handbook.

### Advising Records

Nursing faculty are advised to maintain a record of all substantive contacts (face-to-face, phone, email, written) with their advisees.

### Alcohol/Drug Use at Nursing Sponsored Events

All nursing faculty and staff 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.

### Purchase Requests

Any purchases requiring SON funds are to be submitted to the Administrative Assistant or the Dean for approval.

### Academic Level Advisor

Each academic level within the nursing major will have an identified faculty member who will facilitate class decision-making processes, elections, and communications.

### Academic Level Advisors' Responsibilities

1. Function as a communication link between the nursing faculty and the assigned class, including updating the nursing students' communication boards.
2. Conduct class meetings at the beginning of each semester and, thereafter, as needed.
3. Facilitate election of class representatives and committee members, as needed.
4. Serve as a liaison between the class and faculty.

### Copying

Copying 1 to 10 copies per page may be made on the SON copiers. Eleven (11) pages and more should be made in the print shop by completing a Copy Service Request Form or by electronic copy submission at copyservices@lander.edu. All copies should be picked up when completed in the Print Shop, allowing a 24-hour turnaround time.

### Clinical Attire

Faculty/clinical instructors should adhere to the Clinical Dress policy for students except for uniforms and shoes (see Section II-B). Attire for clinical/lab settings will consist of a lab coat with street clothes, scrub uniforms, or appropriate attire for a particular clinical unit.

## Clinical/Laboratory Employment Requirements

### CPR Certification

All faculty must show evidence of current certification in CPR for healthcare providers (adult, child, and infant) to conform to requirements established by clinical agencies for staff. This certificate must be renewed as required and in effect throughout the academic year or period of employment for part-time faculty. Evidence of certification must be submitted by the first clinical/laboratory day by a copy of CPR certification card or copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider BLS).

## Criminal Background Check

Criminal background checks will be done prior to the first day of laboratory/clinical for all new instructors hired to teach in the laboratory setting. Any positive result will be addressed by the Dean and may result in termination of the Lander University contract to teach. Further background checks may be required following a lapse in employment from the university.

## Drug Screening

Drug screening will be done prior to the first day of laboratory/clinical for all new instructors hired to teach in the laboratory setting. Any positive result will be addressed by the Dean and may result in termination of the Lander University contract to teach. Further drug testing may be required following a lapse in employment from the university. All laboratory instructors may be subject to random drug screening.

## Education/Training Requirements for Clinical Agencies

Faculty who teaches clinical nursing courses are required to meet clinical agency requirements for education/training regarding safety and protection (including but not limited to occupational exposure to bloodborne pathogens and other infectious agents, hazardous waste disposal, and fire safety). These requirements may exceed those for other Lander University faculty due to the nature of risks encountered in healthcare delivery. Faculty must be aware of policies and procedures to reduce the risk of infection to self and others.

## Health Screening

Faculty are expected to monitor their health status to conform to health screening requirements established by clinical agencies for staff. A record to cover the academic year/period of employment will be submitted to the School of Nursing prior to the first clinical/laboratory day of the fall semester (spring semester for spring-only contracts).

The requirements include:

1. Initial two-step PPD, then annual PPD or documentation of appropriate clinical screening for previous positive PPD results or documentation of appropriate clinical screening for risk. If faculty have secondary employment, documentation of TB status can be that of the employing agency.
2. Documentation of MMR vaccine or titers
3. Documentation of current tetanus/pertussis (Tdap) vaccination
4. Documentation of Hepatitis B vaccinations, titer, or a waiver of declination.
5. Documentation of varicella vaccination or proof of positive titer
6. 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 the administered date of vaccine. Declination waiver will not be accepted for faculty/students assigned to clinical settings that do not allow declinations. Documented medical contraindications will be considered on a case-by-case basis per clinical agency protocol.

## Professional Nursing Liability Insurance

All faculty and clinical/laboratory instructors are expected to carry professional liability insurance. The coverage is to be appropriate to clinical assignments.

## RN Licensure

Nursing faculty and clinical/laboratory instructors are required to maintain current unencumbered registered nurse/advanced practice registered nurse licensure to practice in SC.

## Worker's Compensation

Workers' Compensation benefits are provided for injuries or illnesses sustained or contracted while performing official duties for Lander University. Any on-the-job injury or illness must be reported immediately to the employee's supervisor. The supervisor will call, first, the University Safety Director (8009); or the Human Resources Office (8310); or the Campus Nurse (8885) during normal working hours. After normal working hours, call University Police (8222). If a supervisor is unavailable, the employee or another co-worker should report the incident using the reporting order above. This report includes student workers.

## Distinguished Professor Award

The criteria established by the Lander Professional Advancement Committee will be the criteria upon which candidates will be evaluated for the Distinguished Professor Award. These criteria are outlined in the Lander University Faculty Handbook under Promotion and Tenure. One nominee will be selected to represent the SON as described in the functions of the Dean's Advisory Council Article VIII.

Process for Selection:

### Step 1: Excellence in Teaching

Class representatives to the Dean's Advisory Council will be provided with the names of SON faculty members who meet the criteria to be nominated as Distinguished Professor.

Representatives will conduct an election within their respective classes, combine the election results and present the names of their top two candidates to the Nursing Faculty Organization. RN-BSN students will be given an opportunity to vote in an online nomination process.

### Step 2: Excellence in Scholarship and Community/Professional Activity

Members of the Nursing Faculty Organization will vote by secret ballot on the two faculty members nominated by the students.

The winner of the faculty election will be the nominee for Distinguished Professor from the SON. The nominee must be submitted to Academic Affairs by March 01. The following materials must be submitted with the nomination:

- Nomination form.
- A current vita
- Summaries of student evaluations for the four most recent semesters.
- No more than five extra pages of material in support of the nomination.

## Office Hours

The Dean of the SON requires that faculty be available to students for at least six (6) hours each week. Office hours should include a variety of days/times to meet student needs. Office hours should be posted by the first day of classes. Faculty should notify the Administrative Assistant or contact the Dean of the SON if unable to be in the office during office hours.

A copy of office hours should be submitted to the SON office at least one day before classes begin.

## Research of Human Subjects

Proposals for research on human subjects must be reviewed and approved by the appropriate person(s) and/or committee(s), to include the Dean of the School, the NFO, and Human Subjects Subcommittee. A copy of the Research on Human Subjects form may be obtained from the webpage of University Committees.

## Textbook Selection

Input from faculty in all courses affected by textbook changes should be solicited before a change is implemented.

## Travel Request

All travel requests are to be submitted on the appropriate form to the Dean of the SON. Rationale for the request plus the relation to faculty professional objectives must accompany the travel request. (Travel Authorization and Travel Reimbursement forms are found on the Lander University Administrative Business Office webpage http://www.lander.edu/sites/business-office/business-office-forms )

## Work-study Student

All work for the student worker in the SON should be given first to the Administrative Assistant. A work-study student cannot process any work containing confidential information such as tests, class ranks, faculty evaluations, and grades.

## References

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

American Nurses Association. (2021). Nursing: Scope and standards of practice (4th ed.). American Nurses Association.

American Nurses Association. (2025). Code of ethics for nurses. https://codeofethics.ana.org/home

Neuman, B., & Fawcett, J. (Eds.). (2011). The Neuman systems model (5th ed.). Pearson.

## New Nursing Faculty Orientation

During the first week of employment, new nursing faculty members will begin orientation to the SON. Each item/area will be dated and initialed upon completion by the responsible person and the employee. Some items, such as advising, may require a longer orientation period for a faculty member to gain competence and comfort. The faculty mentor should assist with this process during the first year. Once the initial orientation to all items/areas is complete, the form should be returned to the Assistant Dean to be filed in his/her personnel file in the SON.

Name: _____ Position: _____ Date of Hire: _____

| I. Faculty Responsibility/General Information | Responsible Person | Date and Initials of Responsible | Initials of New Hire |
|---|---|---|---|
| Overall responsibilities | Asst. Dean | | |
| Organizational Structure | Asst. Dean | | |
| Faculty Development Plan | Asst. Dean | | |
| Evaluations<br>Initial Faculty Performance Report<br>Annual Faculty Performance Report<br>Dean's Evaluation | Asst. Dean | | |
| Planning for Tenure/Promotion | Asst. Dean | | |
| Contracts/Reappoint Process | Dean | | |
| Summer teaching | Dean | | |
| Work Hours/Absence from Campus Form | Dean | | |
| Office hours/posting schedule | Dean | | |
| Reporting Leave | Dean/HR | | |
| HR Procedures | HR | | |
| Pay Dates/Methods | HR | | |
| Parking | LUPD | | |
| Faculty Development Grants | Mentor | | |
| Faculty Senate | Mentor | | |
| Communication within SON | Dean | | |
| Academic Advising | Dean & Mentor | | |
| Faculty laptop/IT procedures | Dean | | |
| Outside Employment | Dean | | |

| II. School of Nursing Specifics | Responsible Person | Date and Initials of Responsible | Initials of New Hire |
|---|---|---|---|
| Policy and Procedure Manual | Dean | | |
| Professional Appearance | Dean | | |
| Role of Administrative Assistant | Dean & Admin Asst. | | |
| Committees Academic Concerns Curriculum Recruitment/ Retention Assessment/Evaluation Interprofessional Education MSN Committee | Chairs of each Committee and Mentor | | |
| University Committees | Asst. Dean | | |
| LUSNA | LUSNA advisor | | |
| Advisory Board meetings | Asst. Dean | | |
| NFO Structure/procedures/officers | Dean | | |
| Nursing Recognition Ceremony | Senior class advisor | | |
| Regulatory Issues/ Program Evaluation State Board of Nursing CCNE Accreditation Program Evaluation Plan Assessment Data Clinical Regulations | Dean<br><br>Asst. Dean | | |
| End-of-semester reporting Course reports ATI reports Badges Gen Ed Reporting | Asst. Dean<br><br>Nsg. Gen Ed Rep. | | |
| Student Activities/Relations | Chair of R & R Committee | | |
| RN-BSN Option | Dean | | |
| MSN program | Dean | | |
| Majors Communication Board | Admin. Assistant | | |
| Items to report to the Dean (including all failures) | Dean | | |

| III. Curriculum/Courses | Responsible Person | Date and Initials of Responsible | Initials of New Hire |
|---|---|---|---|
| Textbook & clinical kit orders | Mentor | | |
| Syllabus requirements | Mentor | | |
| Blackboard | Mentor | | |
| Curriculum Design | Asst. Dean | | |
| Course Design Map | Asst. Dean | | |
| Course Scheduling | Asst. Dean | | |
| Medication Calculation Testing | Asst. Dean | | |
| Grading Policies: Posting grades in Blackboard Midterm Grades Final Grades | Asst. Dean | | |
| Clinical Components Education/training requirements Faculty screening requirements Student screening requirements Use of clinical instructors Clinical Scheduling Contingency Plans Lateral Violence | Clinical Education Coordinator | | |
| Assessments Methods- paper/electronic Formative testing- ATI | Asst. Dean | | |
| EYE Program | Mentor | | |
| Simulation Lab orientation | Simulation Coordinator | | |
| Policies related to classroom, projector use, locking doors, use of facilities | Dean | | |
| Senior Peer Observation (New faculty will observe mentor (classroom) + three additional faculty (classroom, clinical, simulation) within the first semester of employment | Asst. Dean | | |
| Attend at least 1 Faculty Senate Meeting and attend all faculty meetings during first year of employment | | | |

| IV. Miscellaneous | Responsible Person | Date and Initials of Responsible | Initials of New Hire |
|---|---|---|---|
| Keys | Admin. Assistant | | |
| Use of the Building after 5:00 PM | Admin. Assistant | | |
| Management of HVAC, phone, voicemail, scheduling rooms, etc. | Admin. Assistant | | |
| Forms | Admin. Assistant | | |
| Copying/printing | Admin. Assistant | | |
| Office supplies | Admin. Assistant | | |

LANDER UNIVERSITY
WILLIAM PRESTON TURNER SCHOOL OF NURSING

# Lander University Testing Agreement

All Lander University School of Nursing students must adhere to the principles of academic honesty and integrity.

Cheating or attempting to cheat on exams is a violation of these principles and is grounds for failure of the course this occurs in as well as being dismissed from the nursing program.

As a student in the School of Nursing at Lander University, I will adhere to the exam requirements and maintain the highest level of ethical principles during the exam.

In addition, I agree with the following statements:

- I will have Lockdown Browser downloaded on my computer.
- I will arrive on time at the specified time to take the assigned exam.
- I will not communicate with others while taking an exam, including giving or receiving assistance from other examinees or individuals. This includes before, during, or after an examination.
- If scratch is permitted, it will be provided by the testing staff. I will not remove scratch paper from the testing environment. I understand scratch paper will be provided to the student and will be collected at the end of the examination.
- I will not circulate, reproduce, or otherwise obtain advanced access to exam materials prior to, during, and after an exam.
- I will not use nor possess books, notes/papers of any kind, calculators, smart watches, earbuds, armband technology, hats, headsets, listening or music devices (including Bluetooth), paging devices (beepers), cellular and smartphones, tablets, recording or photographic devices, and other aids, unless previously authorized.
- If a calculator is allowed, this will be provided by the testing center or enabled on the testing software.
- I will not bring water, food items, briefcases, purses, handbags, backpacks, or bags of any kind.
- Once I have entered the testing environment (classroom or testing center), I will not access any internet/websites before or during the examinations.

_____
Student Name

_____
Student Signature

_____
Date