

LANDER UNIVERSITY

SCHOOL OF NURSING

POLICY AND PROCEDURE
MANUAL

2020-2021

(Revised SPRING 2020)

Nursing Policy and Procedure Manual Attestation Statement

As part of professional accountability in nursing, all students (prelicensure and RN-BSN) are expected to read the Nursing Policy and Procedure Manual each fall and spring semesters. Students are expected to read the entire manual upon admission to provisional status. 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.

My signature indicates my understanding and agreement with the above statement.

Sign _____

Print _____

Date _____

Upon receipt of this manual, tear out this form and turn in to the Dean of the School of Nursing.

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SECTION I: PHILOSOPHY AND CURRICULUM

Part A: Philosophy

History

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

Accreditation

The Bachelor of Science in Nursing program is approved by the South Carolina Board of Nursing for South Carolina (110 Centerview Dr. Suite 202, Columbia, SC 29210; phone: 803-896-4550) and is accredited by the Commission on Collegiate Nursing Education, (655 K Street, NW, Suite 750, Washington, DC 20001; phone: 202-887-6791).

Mission Statement

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

Philosophy and Core Values

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

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

The nursing faculty value, teach, and role model the attributes of critical thinking, effective written and oral communication, innovative clinical and technological skills, professionalism,

and cultural competence. The faculty believes that students are responsible for their own 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. In an effort 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 transition of students into the nursing profession.

Vision

Lander University's William Preston Turner School of Nursing will be known globally for educating well-rounded, professional nurses who provide holistic care and are committed to life-long learning.

Standards of Practice

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

Nursing Conceptual Framework

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

Person

The client or client system may refer to an individual person, family, group, or community. As such, it is a dynamic composite of inter-relationships among five variables: (a) physiological, (b) psychological, (c) sociocultural, (d) developmental and (e) spiritual.

Environment

The client/client system is constantly exposed to environmental stressors that may alter the system's stability. These are three types of stressors: (a) intrapersonal stressors – forces

occurring within the client; (b) interpersonal stressors – forces occurring between one or more clients’ and (c) extrapersonal stressors – forces occurring outside the client. If stressors are perceived by the client as strengthening factors, they are being viewed as positive and may result in a beneficial outcome. If, however, stressors are perceived as detrimental to the well-being of the client’s system, they may disrupt the system’s equilibrium, and result in negative outcomes.

Health

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

Nursing

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

Program Outcomes

1. Eighty percent (80%) of each cohort entering the traditional BSN option will graduate with a BSN within 10 semesters.
2. The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.
3. One hundred (100%) of Lander nursing graduates who seek employment in nursing will be employed as registered nurses within six months of graduation.
4. Students will demonstrate achievement in critical thinking ability at each level of the nursing curriculum.

Student Outcomes

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

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

Congruence of SON Goals and Outcomes with Lander Vision and Mission

LU Strategic Plan Goals Vision and Mission	SON Goals	SON Outcomes
<p>Lander University Vision: All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers. (Lander University, 2016).</p> <p>Lander University Mission: Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. (Lander University, 2016)</p>	<p>Goal #1 Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally</p>	<p>Program Outcomes</p> <p>Eighty percent (80%) of each cohort entering the traditional BSN option will graduate with a BSN within 10 semesters.</p> <p>2. The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean.</p> <p>3. One hundred (100%) of Lander nursing graduates who seek employment in nursing will be employed as registered nurses within six months of graduation.</p> <p>4. Students will demonstrate achievement in critical thinking ability at each level of the nursing curriculum.</p> <p>Student Outcomes</p> <p>The graduates are prepared to:</p> <p>Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/ interventions for individuals, families, and groups.</p> <p>Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking.</p>

		<p>Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.</p> <p>Demonstrate leadership strategies to advance nursing practice and the nursing profession.</p> <p>Utilize nursing research findings to improve the quality of nursing practice.</p> <p>Incorporate established standards of professional nursing as the foundation for own nursing practice.</p>
<p>Lander University Vision: All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers. (Lander University, 2016)</p> <p>Lander University Mission: Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. (Lander University, 2016)</p>	<p>Goal #2 Maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.</p>	<p>Faculty Outcomes for Goal #2</p> <p>Ninety percent (90%) of full time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on overall teaching for the academic year.</p> <p>Ninety percent (90%) of full time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on effectiveness as an academic advisor.</p> <p>Ninety percent (90%) of full time faculty will role model professional development each academic year through attendance at professional conferences and</p>

		seminars, completing graduate level courses, earning CEU's, or demonstrating intellectual curiosity.
<p>Lander University Vision: All Lander graduates are educated, well rounded and prepared to continue their education or launch their careers. (Lander University, 2016)</p> <p>Lander University Mission: Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates. (Lander University, 2016)</p>	<p>Goal #3 Maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.</p>	<p>Faculty Outcomes for Goal #3</p> <p>Ninety percent (90%) of full time faculty will meet the University requirement that “over a six year period each faculty member (will) have at least one activity in each level and at least 10 total activities.”</p> <p>Ninety percent (90%) of full time faculty who are in at least the second year at Lander will demonstrate practice in accord with the School of Nursing definition.</p> <p>Ninety percent (90%) of full time faculty who are in at least the second year at Lander will demonstrate service in accord with the School of Nursing definition.</p>

Congruence of SON Goals with Lander University Pillars

Lander University Pillars	School of Nursing Goal
High-Demand, Market Driven Programs	Goal #1 The SON will educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.
Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students	Goal #2 The SON will maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.
Robust Student Experience	Goal #2 The SON will maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.
Graduates Who are Gainfully Employed or Admitted to Graduate School	Goal #1 The SON will educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.
Advancement Activities Leveraged to Further the University's Mission.	Goal #3 The SON will maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.
Engaged and Supportive Alumni	Goal #1 The SON will educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.
Financially Stable and Operationally Efficient	Goal #3 The SON will maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.
Facilities Positioned for Growth and Efficient Utilization	Goal #3 The SON will maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.

Employer of Choice	<p>Goal #2 The SON will maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.</p> <p>Goal #3 The SON will maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.</p>
Highly-Valued Community Partner	<p>Goal #2 The SON will maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development.</p> <p>Goal #3 The SON will maintain a nursing faculty complement that achieves the Lander University mission through scholarship; practice; and service to the institution, the community, and the profession.</p>

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

SON Mission	SON Goal	SON Student Outcomes	Nursing Standards and Guidelines
<p>Lander University's William Preston Turner School of Nursing is committed to preparing individuals to provide holistic nursing care in a variety of settings to diverse clients across the lifespan. The purpose of the baccalaureate program is to prepare graduates within a liberal arts environment for the professional nursing roles of care provider, leader, consumer of research, candidate for advanced studies, and contributing member of the nursing profession. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning.</p>	<p>Goal #1 Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.</p>	<p>1. Apply the nursing process within the Neuman Systems Model to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/interventions for individuals, families, and groups.</p>	<p>AACN Essential VI ANA Standard 1 ANA Standard 2 ANA Standard 3 ANA Standard 4 ANA Standard 5 ANA Standard 6 CoE Provision 4</p>
		<p>2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking.</p>	<p>AACN Essential II AACN Essential V ANA Standard 8</p>
		<p>3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems.</p>	<p>AACN Essential II AACN Essential VI AACN Essential VII AACN Essential VIII ANA Standard 4 ANA Standard 5 ANA Standard 14 CoE Provision 6</p>

		CoE Provision 8
	4. Demonstrate leadership strategies to advance nursing practice and the nursing profession.	AACN Essential II AACN Essential V AACN Essential VIII ANA Standard 7 ANA Standard 10 ANA Standard 11 ANA Standard 15 CoE Provision 5 CoE Provision 6 CoE Provision 7 CoE Provision 9
	5. Utilize nursing research findings to improve the quality of nursing practice.	AACN Essential III ANA Standard 7 ANA Standard 13 CoE Provision 3.3

		6. Incorporate established standards of professional nursing as the foundation for own nursing practice.	AACN Essential II AACN Essential VIII ANA Standard 9 ANA Standard 12 CoE Provision 1 CoE Provision 2 CoE Provision 3 CoE Provision 4 CoE Provision 5 CoE Provision 6 CoE Provision 7 CoE Provision 9
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<http://www.aacnnursing.org/portals/42/publications/baccessentials08.pdf>

American Nurses Association (2015). *Code of ethics for nurses with interpretive statements*.
<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

American Nurses Association (2015). *Scope and standards of nursing practice* (3rd ed.).
Author.

SECTION I

PHILOSOPHY AND CURRICULUM

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, 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 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

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

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.

(Refer to Library Collection Development Policy for Nursing)

Deletion of Library Holdings

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

Library Collection Development Policy

The purposes of the library collection are to:

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

Provide resources for the professional development of nursing faculty members.

Collection Guidelines

Language

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

Chronological Guidelines

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

Geographical Guidelines

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

Treatment of Subjects

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

Types of Materials

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

Date of Publication

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

Content Boundaries

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

Student Development

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

Faculty Development

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

Course Support

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

Other Resources

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

Major/Program	Nursing (Prelicensure) 1-3
College	School of Nursing
Department	Nursing (Prelicensure)
Contact	Holisa Wharton, Dean
	2018- 2019

Lander University
4-Year Major Guide

	First Semester			Second Semester			TOTALS
	Course	Notes	Hours	Course	Notes	Hours	
First Year	BIOL 202		4	BIOL 203		4	
	CHEM 105 or CHEM 111	<i>Scientific and Mathematical Reasoning (General Education)</i>	4	CHEM 106 or CHEM 112	<i>General Education Elective (General Education)</i>	4	
	ENGL 101	<i>Core Academic Skills (General Education)</i>	3	ENGL 102	<i>Core Academic Skills (General Education)</i>	3	
	MATH 121 or MATH 123 or MATH 141	<i>Core Academic Skills (General Education)</i>	3	General Education	<i>Behavioral and Social Perspectives (General Education)</i>	3	
	LINK 101	<i>Core Academic Skills (General Education)</i>	1	General Education	<i>Humanities and Fine Arts (General Education)</i>	3	
		Subtotal	15		Subtotal	17	→ Yearly Totals 32
Second Year							
		Subtotal	17		Subtotal	14	→ Yearly Totals 31

Third Year	First Semester			Second Semester			
	Course	Notes	Hours	Course	Notes	Hours	
	NURS 303		3	NURS 346		5	
	NURS 345		5	NURS 392		4	
	NURS 393		4	General Education	<i>Humanities and Fine Arts (General Education)</i>	3	
	General Education	<i>Behavioral and Social Perspectives (General Education)</i>	3	General Education Elective	<i>General Education</i>	3	
		Subtotal	15		Subtotal	15	→
Fourth Year	First Semester			Second Semester			
	Course	Notes	Hours	Course	Notes	Hours	
	NURS 408		4	NURS 412		4	
	NURS 409		4	NURS 460		2	
	NURS 499		2	NURS 417		5	
	General Education Elective	<i>General Education</i>	3				
	Elective		3	FALS 101	<i>Core Academic Skills (General Education)</i>	0	
		Subtotal	16		Subtotal	11	→
Total Hours Required:						120	

Major/Program	Nursing (Prelicensure) 2-2 B
College	School of Nursing
Department	Nursing (Prelicensure)
Contact	Holisa Wharton, Dean
2019-2020	

Lander University 4-Year Major Guide

	First Semester			Second Semester			TOTALS
	Course	Notes	Hours	Course	Notes	Hours	
First Year	ENGL 101	<i>Core Academic Skills (General Education)</i>	3	ENGL 102	<i>Core Academic Skills (General Education)</i>	3	
	BIOL 202		4	BIOL 203		4	
	MATH 121, MATH 123 or MATH 141	<i>Core Academic Skills (General Education)</i>	3	MATH 211	<i>Scientific and Mathematical Reasoning (General Education)</i>	3	
	LINK 101	<i>Core Academic Skills (General Education)</i>	1	Foreign Language	<i>Core Academic Skills (General Education)</i>	3	
	General Education	<i>Behavioral and Social Perspectives (General Education)</i>	3	General Education	<i>General Education Elective (General Education)</i>	3	
	Elective		3				
		Subtotal		17	Subtotal		16
Second Year	CHEM 105 or CHEM 111	<i>Scientific and Mathematical Reasoning (General Education)</i>	4	CHEM 106 or CHEM 112	<i>General Education Elective (General Education)</i>	4	
	NURS 165		2	NURS 235		3	
	General Education	<i>Humanities and Fine Arts (General Education)</i>	3	General Education	<i>Behavioral and Social Perspectives (General Education)</i>	3	
	BIOL 204		4	General Education	<i>Humanities and Fine Arts (General Education)</i>	3	
	NURS 304		3	General Education	<i>Global Issues & Cultures (General Education)</i>	3	
		Subtotal		16	Subtotal		16

Major/Program	Nursing (Prelicensure) 2-2 C
College	School of Nursing
Department	Nursing (Prelicensure)
Contact	Holisa Wharton, Dean
	2019-2020

Lander University
4-Year Major Guide

	First Semester			Second Semester			TOTALS
	Course	Notes	Hours	Course	Notes	Hours	
First Year	ENGL 101		3	ENGL 102		3	
	CHEM 105 or 111		4	BIOL 202		4	
	MATH 121, 123 or 141		3	MATH 211		3	
	LINK 101		1	Foreign Language		3	
	Behav/Social		3	Gen Ed Elec		3	
	Additional Elective		3				
		Subtotal	17			Subtotal	16
						Yearly Totals	33
Second Year	BIOL 203		4	CHEM 106 or 112		4	
	NURS 165		2	NURS 235		3	
	Humanities/Fine Arts		3	Behav/Social		3	
	Humanities/Fine Arts		3	BIOL 204		4	
	Gen Ed Elec (Global)		3	NURS 304		3	
		Subtotal	15			Subtotal	17
						Yearly Totals	32

	First Semester			Second Semester			
	Course	Notes	Hours	Course	Notes	Hours	
Third Year	NURS 242		5	NURS 345		5	
	NURS 240		3	NURS 346		5	
	NURS 232		2	NURS 393		4	
	NURS 233		3				
							Yearly Totals
			Subtotal 13			Subtotal 14	→ 27
Fourth Year							
			Subtotal 13			Subtotal 15	→ 28
Total Hours Required:							120

SECTION I

PHILOSOPHY AND CURRICULUM

Part C: Neuman Systems Model Concepts and Definitions

Directly quoted from Freese & Lawson (2006, pp. 320 – 323)

Major Concepts and Definitions

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

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

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

Wholistic Approach

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

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

Open System

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

Function or Process

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

Input and Output

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

Feedback

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

Negentropy

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

Stability

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

Environment

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

Created Environment

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

Client System

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

Basic Client Structure

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

Lines of Resistance

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

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

Normal Line of Defense

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

Flexible Line of Defense

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

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Health

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

Wellness

Wellness exists when the parts of the client system interact in harmony with the whole system. System needs are being met (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995).

Illness

Illness exists at the opposite end of the continuum from wellness. It occurs when needs are not satisfied, resulting in a state of instability and energy depletion (Neuman, 2002c, p. 324; see also Neuman, 1982, 1989, 1995).

Stressors

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

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

Degree of Reaction

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

Prevention as Intervention

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

Primary Prevention

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

Secondary Prevention

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

Tertiary Prevention

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

Reconstitution

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

Reference

Freese, B., & Lawson, T. G. (2006). Betty Neuman: Systems model. In A. Marriner-Tomey & M. R. Alligood (Eds.), *Nursing theorists and their work* (6th ed., pp. 320-323). Elsevier.

The Neuman Systems Model

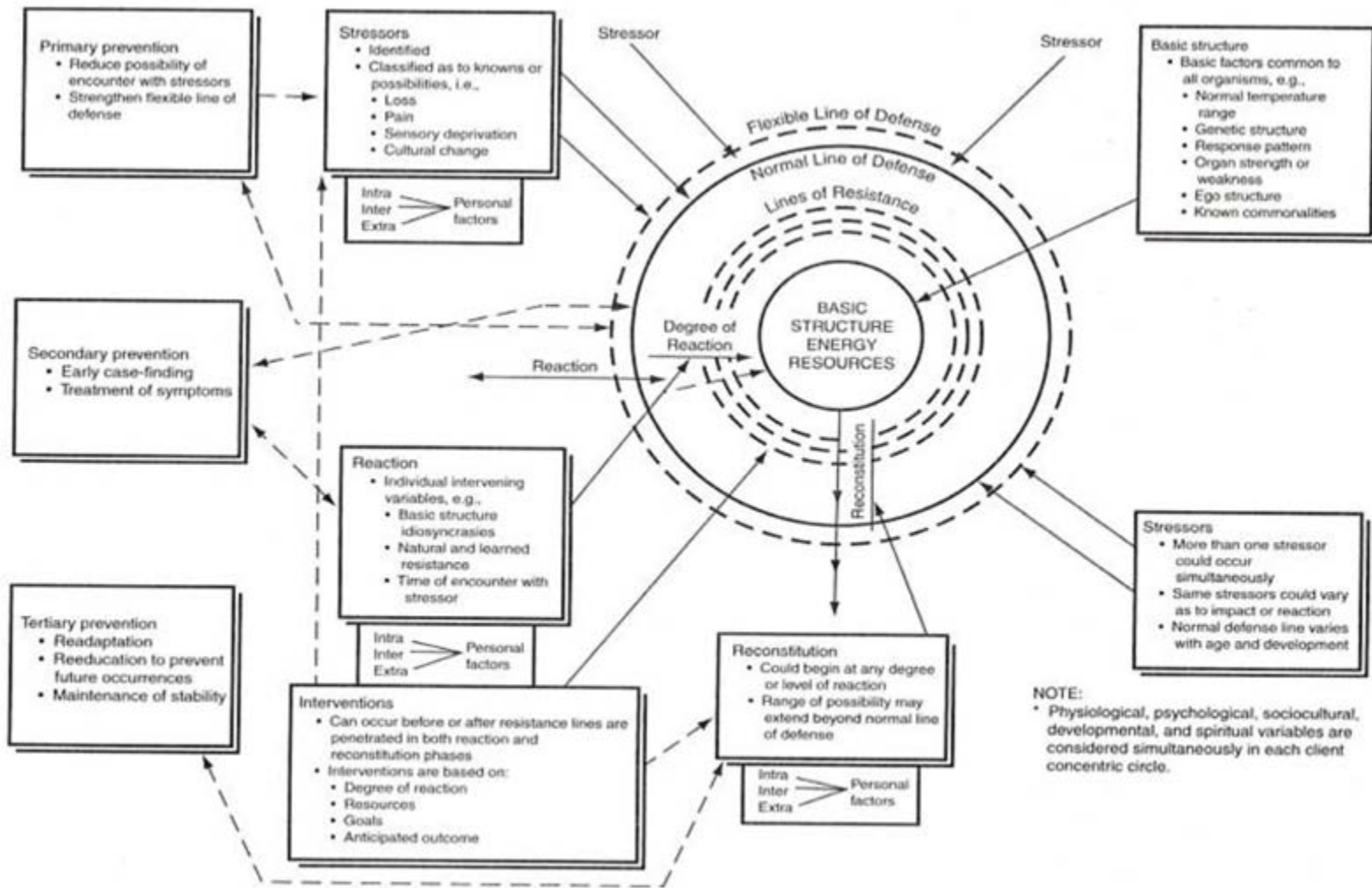


FIGURE 1-3. The Neuman Systems Model. (Original diagram copyright © 1970 by Betty Neuman.)

SECTION I

Part D: Glossary

Attrition	Attrition from the nursing major is defined as students who permanently leave the nursing major prior to graduation.
Cohort	<p>A prelicensure cohort have been admitted to the undergraduate nursing major at Lander University.</p> <p>An RN- BSN cohort is defined as those students who are admitted to the RN- BSN option and enroll during one academic year in the first required nursing major course, NURN 307: Professional Transitions for Registered Nurses. RN to BSN cohorts are analyzed by academic year (fall/spring/summer). Students who withdraw from the first semester in the nursing major will be excluded from the cohort.</p>
Communication	The exchange, transfer, and processing of cognitive and affective information between and among individuals, families, groups, and communities; information transfer and exchange may be written, oral, electronic and nonverbal expression.
Community of Interest	<p>The Community of Interest for the Lander School of Nursing is defined as those persons and agencies that have an interest in the nursing program mission, goals, and accomplishment of outcomes.</p> <p>Stakeholders are both internal and external to the university. Internal stakeholders include students, nursing faculty, faculty who teach required support courses, university administrators, other Lander academic Schools, and academic support services.</p>

External stakeholders include parents and families of students, employers of Lander nursing graduates, prospective students, clinical agency sites, scholarship donors, Lander nursing alumni, government and regulatory agencies, the Chamber of Commerce, political/legislative decision-makers, the community/public as prospective clients, and the nursing profession. The School of Nursing maintains linkages to share information with each of these constituencies.

Critical Thinking

“Critical thinking is the term given to the thinking skills used when analyzing client issues and problems. These thinking skills include interpretation, analysis, evaluation, inference and explanation. They are used to facilitate a critical analysis of the client problem or issue and subsequently determine the most appropriate action to take.” Retrieved from https://www.atitesting.com/ati_next_gen/ProductOffering/Critical-Thinking-Guide/Critical-Thinking-Guide.html#

Faculty Practice

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

Faculty service

Faculty service is defined as activities performed beyond requirements for teaching

and advising that support the School, the university, the profession, or the community.

Formal Complaint

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

Full Time Equivalent (FTE)

A full-time equivalent (FTE) for a faculty position is someone who teaches 12-15 contact hours per week, advises a caseload of students, participates in assigned committee work, maintains at least 6 office hours per week and participates in service and scholarship as defined by the university.

A full-time equivalent (FTE) for a lab manager or clinical instructor is defined as an employee who works 37.5 hours per week as required by policy governing state employees in SC. FTEs of part-time clinical instructors are determined by the following formula: Total hours worked by all part-time clinical instructors per week /37.5 hours.

Graduation Rate

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

Observational Experience

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

Preceptored Experience	The preceptored experience allows the student to work in the clinical area with a Registered Nurse who has been identified as a preceptor. The student is allowed to perform nursing care under the direct supervision of and at the discretion of the preceptor. Preceptors are expected to provide input to the course coordinator to facilitate the evaluation of student performance.
Scholarship	Nursing scholarship is the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform health care (AACN, 2018).
Simulation	An event or situation constructed to reflect clinical practice as closely as possible to teach nursing procedures and reinforce critical thinking (Jeffries, 2005).
Therapeutic Nursing	Interventions Theory-based nursing activities that reflect the nursing process provided to individuals, families, groups and communities to retain, attain, and/or maintain an optimal level of wellness or assist the client in progressing comfortably through the end of life.

References

- Assessment Technologies Institute. *Critical thinking guide*. (n.d.). https://www.atitestng.com/ati_next_gen/ProductOffering/Critical-Thinking-Guide/Critical-Thinking-Guide.html#
- American Association of Colleges of Nursing. (2018). *Defining scholarship for academic nursing*. <https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>
- Jeffries, P. (2005). A framework for designing, implementing, and evaluating: Simulations used as teaching strategies in nursing. *Nursing Education Perspective*, 26(2), 96–103.

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:

If you have now or develop during the semester a physical or a learning disability and you want your instructors to make reasonable accommodations, you must contact Student Wellness Center (388-8885 or studentwellness@lander.edu) and provide appropriate documentation. Once your documentation has been reviewed and a decision made, your instructors will be informed each semester you attend Lander University unless requested in writing that the instructors not be notified.

Prelicensure Nursing Major Admission and Progression

Students enrolled as a nursing major 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.

- I. Meet the university requirements for admission.
- II. In order 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 and ENGL 102; MATH 121 or MATH 123 or MATH 141; 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, and NURS 304. Students must also complete all General Education requirements and electives.
- III. 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 Upper Level.
- IV. 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 Upper Level: Current clear criminal background check and drug screening, health screening, current immunization status, current student nurse liability and health/accident insurance, and 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.
- V. Students must earn a grade of “C” or better in all major program nursing courses (NURS) to progress in the major.
- VI. Students may have only one unsuccessful (grade of “D” or “F”) 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.
- VII. 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 course (NURS) withdrawals will be dismissed from the nursing major.

- VIII. 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 the Medication Calculation Tests with 95% accuracy at the beginning of each semester in which the student will be enrolled in a nursing course with a clinical laboratory component. The student has a maximum of three attempts to pass the competency exams. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in a clinical course for that semester. The student must drop the clinical nursing course(s) by the University Drop/Add date. It is the student's responsibility to determine if they need to add other classes.
- IX. 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:

- I. Successful completion of at least 30 hours of college-level coursework including 12 credit hours at Lander.
- II. Must have a GPA of at least a 2.8 in the nine required prerequisites: In order 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 and ENGL 102; MATH 121 or MATH 123 or MATH 141; 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, and 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).
- V. 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:

1. Students with any unsuccessful nursing courses (“D” or “F”) from any other institution will be required to complete ALL of the nursing curriculum at Lander.
2. 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.
3. Students may be asked to participate in an interview with Lander nursing faculty. Providing requested documents or participating in an interview does not guarantee admission into Lander University School of Nursing.

Students who already possess a baccalaureate degree:

Follow the progression requirements listed above with these exceptions:

- I. Must have at least a cumulative GPA of 2.8 (not rounded) on previous baccalaureate degree course work.
- II. Must have a GPA of at least a 2.8 in the nine required prerequisites: In order 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 and ENGL 102; MATH 121 or MATH 123 or MATH 141; 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, and 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).
- IV. 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:
 1. Students with any unsuccessful nursing courses (“D” or “F”) from any other institution will be required to complete ALL of the nursing curriculum at Lander.
 2. 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.
 3. Students may be asked to participate in an interview with Lander nursing faculty. Providing requested documents or participating in an interview does not guarantee admission into Lander University 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.

- I. Out-of-Sequence Students
 - A. Students who earn a D or below in a major program nursing course will be classified internally as “out- of- sequence.” Such students may rejoin the sequence when progression criteria have been successfully met.
 - B. Students rejoining the sequence after having been out as a result of withdrawal or repeats of courses, or Lander Institutional GPA less than 2.8, must complete the (pink) Out-of-Sequence Form, available from the nursing office. Students must be advised by their nursing faculty advisor before registering for any nursing courses.
- II. A progression decision record will be maintained in the School of Nursing.

Requirements for Graduating with a BSN Degree (Prelicensure)

- I. Completion of LANDER UNIVERSITY requirements for graduation.
- II. Must complete major program nursing courses (NURS), mathematics requirements (MATH 121 or 123 or 141 AND MATH 211), writing requirements (ENGL 101 AND 102), and science requirements (CHEM 105 or 111 AND CHEM 106 or 112 AND BIOL 202, 203, & 204) with a minimum grade of “C”. This minimum grade requirement includes courses taken at any institution of higher learning.
- III. Must complete major program nursing courses (NURS) within five years of starting them.
- IV. Students may only have one unsuccessful (grade of D or F) major program nursing courses (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://lir.sc.gov/nurse/bonexam.aspx#Exam%20Requirements>

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.

1. Complete all University and program requirements.
2. Complete NURS 460 NCLEX Endorsement Requirements.
3. Be recommended by the nursing faculty.
4. 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). After final exams, 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 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, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.”

Educational Philosophy for the Registered Nurse

In accordance with the philosophy of Lander University, the School of Nursing recognizes the educational preparation and experience of practicing nurses which is documented by licensure as a registered nurse.

The nursing faculty believes:

- The registered nurse student brings a variety of professional and personal experiences to the learning environment.

- Graduates of approved nursing education programs have a fundamental body of nursing knowledge and competence.
- Progression toward a higher degree in the same field should be available without undue repetition of content or experience.
- Professional nursing practice is founded on an evolving body of nursing knowledge supported by a strong liberal arts emphasis in behavioral, physical, and analytical sciences as well as the humanities.
- The registered nurse student is a motivated, self-directed adult learner.
- The complexity of nursing care currently needed by society requires that nurses continue to expand their areas of competence.
- Professional nursing practice requires a minimum of a baccalaureate degree in nursing.
- The adult learner should have available multiple instructional modalities, including online courses with self-directed and collaborative learning, to enhance and make accessible the educational process.

RN-BSN Admission and Progression Policies

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

Requirements for admission as RN-BSN student

1. Meet university requirements for admission.
2. Maintain a current nursing license as an RN in state where student will attend clinicals.
3. 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).
4. 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 enroll in clinical courses: Current clear criminal background check and drug screening, health screening, current immunization status, current student nurse liability and health/accident insurance, and 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

1. Students may begin online nursing courses in the fall or spring semester and are taught in 7-week increments.
2. 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.
3. Transfer credit from previous schools will be evaluated during the university admission process.
4. Partial academic exemption may be earned for documented experiential learning. For example, Registered Nurses may exempt components of a course for documented professional certification and work (employment) experience. Partial exemption will be determined by the nursing faculty on an individual basis.

Requirements for Graduation

1. Complete required mathematics (MATH 121, 123, or 141) and science (CHEM 105 or CHEM 111 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 take CHEM 105 or 111 unless the student has previously earned a “C” or higher in one of the following 4.0 credit hour biology courses: BIOL 101, BIOL 102, BIOL 103, BIOL 111, BIOL 112*
2. RN-BSN students must earn a grade of “C” or better in all program nursing courses (NURN).
3. Must earn at least 30 hours of total semester hour credit through instruction by Lander University.
4. Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.
5. Must earn a minimum of 12 credit hours in required nursing courses through instruction by Lander University.
6. 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

I. Disability Statement

The Lander University School of Nursing does not discriminate on the basis of 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 accommodations 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 accommodations are implemented according to ADA regulations. The Student Wellness Center of Lander University serves as the advisor for students with disabilities. They are the point of initial contact for all students with disabilities and it is the student's responsibility to self-identify and request reasonable accommodations. The student must provide appropriate documentation of disabilities to the Student Wellness Center. An accommodation is considered reasonable when it 1) will not alter the nature or integrity of the nursing program, 2) will not cause undue hardship on the program or university, and 3) will not endanger the health and safety of others. Lander University SON ultimately determines if the student possesses the core, essential non-academic skills to be eligible for the nursing program and clinical practice. Students are required to acknowledge these core performance standards when 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.

Students with disabilities must contact:

Kim Shannon, Disabilities Coordinator

Phone: 864-388-8885

E-mail: kshannon@lander.edu

II. Core Performance Standards and Requirements: these requirements must be met to be eligible for 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, work spaces, and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 35 pounds; ability to stoop, kneel, bend; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.

- **Skill: Motor Skills**

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

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

- **Skill: Sensory**

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

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

Standard (Visual): Visual ability sufficient for observation and assessment necessary to implement nursing care. Examples: Observe client responses; view syringe calibration; read charts, care plans, print-outs, or monitors; read labels.

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

Standard (Olfactory): Sense of smell sufficient for accurate client assessment and maintaining client safety. Examples: Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor; smell smoke/fire).

- **Skill: Self-Care**

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

Examples: Ability to read and understand directions, assignments, and client documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem; 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/>)

III. Form

Core Performance Requirements for Nursing Students Acknowledgement Form

Skill/Issue	Standard	Examples (not all-inclusive)
Critical-thinking	Critical-thinking ability sufficient for clinical judgment	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.
Interpersonal	Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional,	Establish rapport with clients, clients' families, colleagues, and other healthcare providers; ability

	cultural and intellectual backgrounds	to work well on group projects or as part of healthcare team.
Communication	Communication abilities sufficient for verbal and written interaction with others	Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client' status
Mobility	Physical abilities sufficient for movement from room to room and maneuvering in small spaces	Ability to move around in client's room, work spaces and treatment areas; administer cardiopulmonary procedures; ability to safely lift, position, push, or transfer patients; push/pull/lift equipment or supplies up to 35 pounds; ability to stoop, kneel, bend; ability to stand or walk for prolonged periods; ability to assist with activities of daily living.
Motor skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	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.
Sensory: Hearing	Auditory ability sufficient for monitoring and assessing health needs	Hearing monitor alarms and emergency signals; auscultation during client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help

Sensory: Visual	Visual ability sufficient for observation and assessment necessary to implement nursing care	Observe client responses; view syringe calibration; read charts, care plans, print-outs, or monitors; read labels.
Sensory: Tactile	Tactile ability sufficient for physical assessment	Perform palpation (eg. pulse, temperature of skin, tactile fremitus); functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)
Sensory: Olfactory	Sense of smell sufficient for accurate client assessment and maintaining client safety	Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor; smell smoke/fire).
Self-Care	Ability to identify and maintain personal physical, cognitive, and emotional health.	Ability to read and understand directions, assignments, and client' documents; ability to present a professional appearance; ability to maintain own physical health to work with vulnerable clients; energy and stamina to complete clinical requirements; ability to implement Universal Precautions; self-esteem and ability to maintain good personal hygiene; emotional ability to maintain calm in crisis and emergency situations; ability to make ethical decisions; ability to accept constructive feedback; self-discipline to meet rigorous deadlines; maintenance of professional codes of nursing including avoidance of chemical substances that affect clinical judgment.

Adaptability to Environment	Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.	Ability to work in temperature changes (eg. cold of operating room or heat of outdoor clinic); ability to drive or otherwise obtain transportation to and from clinical settings; ability to work in setting with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.
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(Adapted from SREB Council on Collegiate Education for Nursing available at <http://www.sreb.org/>)

ATI Proctored Assessments

These tests yield individual and group percentages normed against a national population for comparison. Group percentile scores are used by faculty to evaluate the effectiveness of instruction and to make programmatic decisions regarding course offerings in the curriculum. Benchmarks for student progression within the program were set by program policy for implementation fall 2008. The Curriculum Committee coordinates reports by pertinent nursing faculty for review in NFO.

ATI Preparation

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

Prelicensure ATI Progression

Progression policy is in effect for the following ATI proctored assessments: Fundamentals for Nursing Practice (NURS 345), Maternal Newborn Nursing (NURS 392), Mental Health Nursing (NURS 393), Medical-Surgical Nursing (NURS 408), Pharmacology (NURS 499), Nutrition (NURS 346), Nursing Leadership (NURS 412), Community Health (NURS 417), and Pediatric Nursing (NURS 409).

RN-BSN Students

RN-BSN students are required to take ATI assessments during NURN 307, NURN 412, NURN 417, and the final NURN course. Students are required to take the exams utilizing an external proctoring service which may require a fee for each exam. Faculty may use various methods to prepare for ATI. The amount and type of preparation shall be

determined by the individual instructor and course needs. RN-BSN students are held to the grading and remediation policies as outlined below.

ATI Grading During Program

Proctored ATI assessments will be graded as follows:

- **Proctored ATI Assessment**

The first attempt of the proctored ATI will count as a test grade and will be weighted into the test grades at the discretion of the course coordinator. The ATI proctored exam will be weighted a minimum of 10% and added into the 76% test average required to pass the course.

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

- **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. If the student reaches a level 2 or 3 on the retake, points will be added to the 1st attempt grade as follows:

ATI Level	Level 3 or Level 2	Level 1	Below Level 1
Points	5	0	0

- **Phase Two Remediation**

If a Level 2 is not reached on the retake 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.

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

Attendance Regulations

Per Lander University Student Handbook, a student should limit absences to those which are unavoidable; students are not relieved of their responsibility for the assignments and work in the course during the period of absence. The effect of absences upon course grades is determined by the individual instructors, who retain the right to limit unexcused absences. All students are expected to attend class as regularly scheduled and are responsible for consulting instructors' syllabi regarding attendance requirements. Students missing a class are expected to consult with their instructor(s) to obtain permission to make up missed course work. Those students wishing to seek relief from attendance requirements, due to an impending absence, are required to contact the course

instructor(s) at least one week prior to the date of absence. University student representatives (approved by the president) who must attend university sponsored events will be given relief from an instructor's attendance requirements if they notify the instructor(s) at least one week prior to the event.

The Bearcat Creed

Embracing Civility, Community, and Citizenship.

As a member of the Lander University community, I pledge to uphold the following ideals. I will:

Strive to maintain the standards of academic integrity and personal character.

Exemplify respect for all persons and discourage prejudice.

Value diverse opinions and encourage collaboration.

Be mindful of how words and actions can impact others.

Express genuine concern for individuals through acts of kindness and compassion.

These values are the basis of good citizenship and will serve as the foundation of my college experience and beyond.

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 these data for their personal use. If necessary, students may obtain copies of data on file in the School of Nursing by accessing their records from the assigned vendor.

Course Grade Percentage Accruing from Testing

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

NURS 409	NURS 242	NURS 392
NURS 233	NURS 345	NURS 393
NURS 240	NURS 346	NURS 408

The above courses will include at least two tests and a final. Each course will test with a total of at least 100 multiple choice test questions relevant to content in the NCLEX-RN test blueprint. The final exam will have :1) a minimum of 50 questions and 2) at least 50% new test questions not previously used with the current semester class of students. The student must demonstrate a 76% average level of competence on the tests and the final examination. Other course requirements will not be calculated into the final course grade if a 76% 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 course(s) taken at another institution must secure permission via completion of a Lander University Coursework Approval form prior to enrolling in the course(s). The School of Nursing

will consider courses to meet a nursing major requirement from other institutions only if Lander University accepts the course(s) for transfer credit.

School Sponsored Trips

Students are expected to sign a release for travel and participation in school sponsored trips outside routinely scheduled clinical settings. The student is further expected to abide by University guidelines related to behavior and activities associated with the trip. A copy will be placed in the student's individual file.

Disciplinary Code

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

Student Rights

Students have the right to follow the Grievance Procedures as defined in the Lander University 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 providing, however, that academic credit need not be given for work which is the product of cheating, plagiarism, or other academic misconduct.

Definitions

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

School Disciplinary Warning

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

School Disciplinary Contract

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

School Disciplinary Records

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

Lander University School of Nursing Professional Conduct Policy

The Lander University School of Nursing (SON) recognizes professionalism as an essential characteristic for students preparing to enter the nursing profession. Nursing students are required to adhere to standards of conduct set forth by the SON as stated in the policy and procedure manual, as well as standards expressed in the American Nurses' Association Code for Nurses. Infractions are formally documented and retained in the student's permanent file on a NOTICE OF PROFESSIONAL MISCONDUCT form. A third infraction or a repeat occurrence of the same infraction is grounds for disciplinary probation. Students on disciplinary probation will be ineligible for roles and activities such as: leadership roles, special events, LUSNA leadership positions, recommendation

for Sigma Theta Tau, nursing mission trips, nursing scholarship/awards, student marshal, etc. A fourth infraction is grounds for permanent dismissal from the SON. Written faculty and student accounts of the infraction must be attached to this document prior to placement in the student's permanent file. The student will be provided with a copy and a copy will be forwarded to the student's advisor. Professional misconduct includes, but is not limited to, the following:

- Insubordination
- Violation of the Academic Honor Code
- Misrepresenting yourself or Lander University
- Smoking, use of electronic cigarettes, and/or use of other tobacco products while in the student uniform
- Disrespectful behavior toward faculty, classmates, patients, or clinical facilities/staff, including disparaging social media use
- Unexcused absence from mandatory SON events

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.

A	=	90 - 100
B	=	80 – 89.99
C	=	76 – 79.99
D	=	65 – 75.99
F	=	0 – 64.99

Clinical/Laboratory

Students are evaluated as satisfactory or unsatisfactory in the laboratory component of laboratory/clinical nursing courses. Students who are evaluated as unsatisfactory in laboratory/clinical will earn a grade no higher than a “D” in the course.

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

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

Application process for NURS 480:

1. Successful completion of NURS 410 with a minimum grade of B.
2. Recommendation of NURS 410 faculty.
3. 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 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 each clinical semester in which the student will be enrolled in a nursing course with a clinical laboratory component. The student has a maximum of three attempts to pass the competency exam. A student who is unable to meet the 95% competency by the third exam will not be allowed to remain in a clinical course for that semester. The student must drop the clinical nursing course(s) by the University Drop/Add date. It is the student's responsibility to determine if they need to add other classes. The student will be designated as out-of-sequence and must apply for readmission to the program/class on a space-available basis.

The following rules and guidelines apply to the MCTs:

1. Students should refer to the Nursing Majors Communication and/or Medication Calculation Blackboard page for test dates, time, location, computer requirements, and other information.
2. Students are responsible for reviewing information and practicing questions on their own prior to taking the tests.
3. The MCTs will be computer based; scratch paper will be provided by the School of Nursing and must be returned at the end of the test.
4. An optional online review in the Nursing Majors Communication site will be posted.
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 accommodations must notify their advisor by the designated date and time prior to having to take the MCT. If the advisor is not notified, accommodations will not be provided.
7. Students must take the MCTs at the scheduled time. The only exceptions are a class conflict or documented illness. The student must provide proof of conflict or a doctor's excuse. The student with an excused absence from a MCT must still demonstrate competency or complete all three tests prior to the drop/add date.
8. No help or suggestions will be given to any student during the testing.
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 accuracy of math calculations. No scientific calculators, cellular/Smart phones, smart watches, or other smart devices will be allowed.
13. Students must include the correct answer with correct rounding and correct unit of measure for the answer for it to be counted as correct. Students are expected to follow the instructions provided for recording answers to computer-based calculation questions.
14. Licensed registered nurses in the RN-BSN completion option are exempted from taking the Medication Calculation Tests.

Medication Calculation Rules (STUDENTS TO REVIEW)

1. All answers **MUST** have the proper unit of administration with the amount of the dosage or the answer is wrong.
2. Use the correct and approved abbreviations
3. You may only have a **SIMPLE** calculator. (No PDA's, high functioning calculators that store formulas, or cellphones)
4. Rounding Rule: > 1 ml round to tenths
5. Rounding Rule: < 1 ml round to hundredths
6. Dosages for drops (gtts), gel caps, enteric coated or extended release caps must be recorded as a **WHOLE** number
7. Unless otherwise specified in the test question, all infusion rates should be recorded in whole numbers.
8. When calculating infusion time, round hours to hundredths before converting to minutes.
9. When converting lbs. to kg, you may round to tenths place before starting the problem.

10. After converting pounds to kilograms, do not round again until the final answer of the problem.
11. When rounding milligrams, micrograms, and grams, round to the tenths place, unless otherwise specified.

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

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

1. Notify the Dean of the School of Nursing (or designee) of their concerns.
2. Complete a Student Concerns Form (copies may be found in the Faculty Mailroom and online).
3. Submit the completed paper form to the Lander Wellness Center for physical issues, or the Lander Counseling Services for emotional/psychological issues or submit the online form as directed.
4. If the faculty member is concerned that the student may be a danger to themselves or others, the student may be escorted over to Counseling Services, or the faculty member is to call Counseling Services at 388-8288 (before 5:00 PM on business days). If the incident occurs on campus and is after business hours (or the weekend), the Lander University Police should be notified at 388-8911. For an emotional/psychological crisis occurring off-campus, call 911 or the Mental Health Crisis Line at 1-800-868-2642 or 229-9412.
5. For any health concern or behavior that may be considered an emergency, call 911.
6. Students who suspect a fellow nursing student is experiencing a physical and/or emotional/psychological health crisis should notify the Wellness Center regarding their concerns and/or follow the guidelines outlined above for emergency situations, and/or submit an online Student Concern Form.

Surgeries and Other Physical Health Concerns

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

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

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

3. Bring a health release by their Healthcare Provider stating that the student can resume all clinical requirements and activities without limits or the use of an assistive device, unless allowed by the clinical agency.
4. Students should refer to the Lander School of Nursing Core Performance Standards for specific guidelines on clinical expectations.
5. If the student is not able to resume the full student role in the clinical/laboratory setting, the student may be required to withdraw from the associated courses (follow School of Nursing and Lander University policies).
6. If a student does not inform faculty of the significant health concern or present a release, the student may be found guilty of Unprofessional Conduct and/or Unsafe Clinical Practice and may receive a clinical failure in all associated clinical courses.
7. All surgeries require documentation of a health release even if the surgeries are performed during the summer, holiday, or other break. Documentation must be submitted to the Dean of the School of Nursing and placed in the student's record.

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 in Bearcat Web. 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 using the Bearcat Web system according to Lander University and 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 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. ~~below.~~

Test/Final Exam Review Policy

Students may not review all exams at the end of the semester in preparation for the final exam. No tests will be reviewed after the last day of classes. There will be no student review of final exams.

Use of School of Nursing Equipment

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

1. The student is identified as a nursing major.
2. The requested material is not currently being utilized in any of the nursing courses currently offered.

3. The materials are clearly identified as property of Lander University School of Nursing.
4. The student will be responsible for the replacement/repair cost of equipment lost or damaged while signed out in his/her care.
5. A specified time limit is set for the return of the borrowed materials. Course grades may be delayed until the materials are returned or arrangements made for the replacement of the materials.

Withdrawal from 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 course work. Students may not withdraw following the last day of classes. A nursing major who officially withdraws from the University during a semester must submit a new application for admission to the University in order to be readmitted to the University, unless the student is granted a Leave of Absence. In addition, he or she will be reclassified by the School of Nursing as out of sequence.

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

Professional Student Nursing Liability Insurance

Students enrolled in the clinical nursing courses must carry tort and professional student nursing liability insurance (purchased annually). Evidence of insurance for the full academic year must be submitted by submitting a copy of the face sheet of the

Professional Student Nursing Liability Insurance policy showing coverage dates and amounts. The Professional Student Nursing Liability Insurance must provide coverage of at least \$1 million per incident/\$3 million aggregate. Suggested Professional Student Nursing Liability Insurance carriers can be found on the School of Nursing website.

Health and Accident Insurance

Students are required to carry either Student Accident and Sickness Insurance or comparable health insurance throughout their course of study. All students enrolled in required nursing courses must show evidence of health and accident insurance. Students must submit either a copy of the face sheet of the health and accident insurance policy or a copy of the front and back of their insurance card issued by the insurance company. Students are responsible for the cost of health/follow up required as the result of illness or injury incurred in the course of clinical laboratory learning experiences.

CPR Certification

All students enrolled in required nursing courses must show evidence of ~~annual~~ certification in CPR for healthcare providers, effective throughout the academic year. Evidence of certification may be either a copy of their CPR certification card or a copy of a letter from the CPR instructor verifying successful completion of the course (American Heart Association Healthcare Provider). A copy of the front and back of the students signed CPR card must be submitted when received.

Required Health Screening of Nursing Students

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:

1. 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. These 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 PPD skin test is recommended for *foreign-born* students who have received the BCG vaccine and persons with a previous positive PPD test.
2. 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.
3. 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 amount of time.

4. 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.
5. 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 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.
6. 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.
7. Influenza immunization: documentation of a flu shot administered between September 1st-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 unique identification of individuals who have declined the flu vaccine. The renewal date will be set for 1 year from administered date of vaccine.

Submission of Requirements for Entering Clinical Nursing Courses

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 website.

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). Students and faculty receive HIPAA training as part of their annual updates, and as specified by the agencies in which they practice. Students must demonstrate annual completion of statewide screening Passport for OSHA and HIPAA requirements by the first day of class. Records of student health requirements for the nursing program are retained on file and released according to School of Nursing policy.

All nursing students are required to sign a confidentiality statement. The student is expected to comply with the terms of the statement throughout the nursing program. (Failure to do so is grounds for failing the nursing course in which the incident occurs and may constitute dismissal from the nursing program.) A copy of the confidentiality form is available in the School of Nursing office.

Electronic Devices in the Clinical Area

Electronic devices, including phones, iPods, and iPads, are not allowed in the clinical setting for personal use unless prior permission is given by your course instructor. Failure

to adhere to this policy 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 absence. In the event of absence from a laboratory/clinical, the student is required to notify the instructor prior to the scheduled laboratory/clinical, and in accordance with the course syllabus. The student must notify the clinical agency that he/she will be absent as required by the course coordinator. The implications for an unexcused absence from laboratory/clinical will be determined by the individual course coordinator and may result in failure of the course.

Make-up Laboratory/Clinical Experience

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

Illness during Laboratory/Clinical

In the event the student becomes ill after receiving his/her clinical assignment, the student is responsible for notifying both the 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 health care agencies. Students are expected to adhere to any arranged schedule unless other arrangements are made prior to a scheduled experience. Unavoidable absences will be made up based on the availability of clinical facilities. 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 component of laboratory/clinical 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. Instructors of record will complete summative clinical evaluations with each student by the last day of classes.

Clinical Evaluation Standards

In order to earn a clinical grade of “satisfactory”, students must meet the standards set forth by the course coordinator as indicated on the CLINICAL PERFORMANCE EVALUATION tool.

Lander University School of Nursing Simulation Learning Center **Guidelines**

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

Purpose of Simulation:

Simulation provides a safe environment in which students can apply and integrate knowledge, skills, and critical thinking.

Advantages of simulation-based instruction include:

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

Prior to simulation session the student is expected to:

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

During simulation session the student is expected to:

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

After 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. In select courses, the Lander University School of Nursing QSEN/ATI based Simulation Evaluation 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 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.

Clinical Nursing Skills During Observation Experiences Policy

Observation experiences are clinical rotations where no Lander clinical instructor is present in the care area. Skills performance at such experiences is at the discretion of the faculty course coordinator.

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.

1. Prepares for Clinical Practice
 - A. Follows clinical preparation guidelines given by course/clinical unit faculty.
 - B. Demonstrates knowledge of medication client(s) is/are receiving.
 - C. Demonstrates knowledge of the physiology and pathophysiology related to client condition.
 - D. Documents clinical laboratory preparation as directed by course/clinical faculty, e.g., nursing care plan.
 - E. Brings necessary supplies and equipment to perform effective nursing care for the client.
 - F. Reviews unfamiliar procedures, drugs, and treatment strategies.
2. Recognizes Need for Assistance and seeks Faculty Supervision in Clinical Activities including but not limited to:
 - A. Administration of medication
 - B. Intravenous therapy
 - C. Initial performance of technical skills
 - D. Selected clinical practice and strategies
3. Practices Within the Parameters of Role and Title
 - A. Demonstrates knowledge of role expectations and limitations.
 - B. Functions at anticipated level for current student level status.
4. Maintains Client Safety
 - A. Maintains safe client environment. Including but not limited to side rails in appropriate position related to client condition, age, and situation.
 - B. Practices and teaches aseptic technique.
 - C. Refrains from attendance in the clinical setting when own health level is detrimental to client or colleagues.
5. Practices Health Safety by Maintaining Own Level of Health
 - A. Maintains adequate rest and sleep practices to function safely in the clinical setting.
 - B. Seeks medical/health care when needed for self.
 - C. Utilizes over-the-counter drugs or other health maintenance strategies judiciously to protect own health state.
6. Functions Without Influence of Drugs and/or Alcohol (see policy regarding substance abuse)
 - A. Takes drugs prescribed for own health problems in the manner in which they are prescribed.
 - B. Demonstrates knowledge of effects prescribed drugs may have on clinical judgment and performance

- C. Absents self from clinical laboratory when prescribed medications may negatively affect judgment, nursing practice, compromise client safety.
- D. Refrains from use of alcohol prior to or during clinical laboratory experience.
- 7. Identifies Effect of Attitudes and Behaviors on Client Care
 - A. Utilizes therapeutic communication techniques.
 - B. Does not demonstrate behaviors reflecting distaste for performance of unpleasant tasks or procedures necessary for therapeutic care.
 - C. Interacts with staff in a manner reflective of client centered goals and mutual respect.
 - D. Interacts with faculty in a manner reflective of mutual respect.
- 8. Shares Accurate Information Regarding Nursing Activities
 - A. Truthfully reports nursing activities related to care of client.
 - B. Documents actual events surrounding client assessment and nursing care.
- 9. Performs No Activities Detrimental to the Health and Safety of Client
 - A. Provides nursing care according to principles and established protocols.
 - B. Questions unusual directions of nursing practice.
 - C. Validates appropriateness of planned nursing care.
- 10. Assumes Responsibility for Completion of Nursing Activities
 - A. Performs assigned and required nursing activities.
 - B. Completes nursing activities within a reasonable time.
 - C. Communicates nursing activities required but not completed to appropriate clinical faculty and agency staff.
- 11. Demonstrates increasing competence in skill performance
 - A. Performs technical skills safely and efficiently
 - B. Utilizes the nursing process to provide client care
 - C. Utilizes the Neuman Systems Model to assess clients
 - D. Organizes client care to conserve resources and time
 - E. Manages human and physical resources effectively

Unsafe Clinical Practice

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

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

7. Dishonesty in giving information regarding nursing care, e.g., lying or deliberately giving inaccurate information.
8. Performing nursing activities which are detrimental to the health and safety of the client.
9. Failure to assume responsibility for completing nursing action.

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

Drug and Alcohol Policies

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

Procedure for Drug Testing

Prior to participation in clinical experiences, students will be required to follow the drug testing procedures established by the Lander School of Nursing. Tests will be conducted by a qualified laboratory using established methods and procedures selected by the School of Nursing through a selected outside vendor. The testing must be completed 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 metabolite, opiates, phencyclidine (PCP), propoxyphene, barbiturates, benzodiazepines, methadone, methaqualone, and other chemicals as required by clinical agencies. A drug test will be presumed positive if any of the drugs tested are found.

Positive Results

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

Dilute Specimen Results

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

Reasonable Suspicion of Drug/Alcohol Use

In addition to the pre-clinical screening process for substance abuse, for the protection of clients, faculty, staff, and students, the Lander School of Nursing has the right to require a student to submit to testing for substance abuse at the student's expense when a faculty member has reasonable cause to believe that a student is under the influence of alcohol and/or other drugs during a clinical or laboratory experience. 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:

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

Evidence of Alcohol/Drug Use

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

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

1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
2. 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.
3. 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

1. If a faculty member observes suspicious behavior that is suggestive of alcohol and/or drug use, and if such behavior is observed or validated by another faculty member or clinical agency staff member, the faculty member must excuse or remove the student from the educational or patient setting immediately. The faculty member also must contact the Dean of the Lander School of Nursing, or a Designee, in order to review the situation and make arrangements for immediate

confirmatory testing. In the event the suspicious behavior occurs under the clinical guidance of a Clinical Preceptor, the Clinical Preceptor is to contact the Course Coordinator for further instruction. If the reasonable suspicion incident occurs while at a clinical facility, the student will be responsible for obtaining transportation to the designated reference laboratory. The student will not be allowed to drive from the clinical facility. The student must present to the designated reference laboratory for confirmatory testing within one (1) hour of being excused from the clinical facility. Information regarding the alleged incident should be recorded on the Reasonable Suspicion of Drugs and/or Alcohol Use Form.

2. The student's failure to cooperate or comply with any portion of the Reasonable Suspicion of Alcohol/Drug Use policy shall result in immediate dismissal from the Lander School of Nursing.
3. All costs associated with testing following reasonable suspicion are the responsibility of the student.

Class/Clinical/Laboratory Incident Report

Any student involved in an incident during School of Nursing class/clinical/laboratory time will report the incident to the clinical instructor and course coordinator. The course 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 which 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:

1. 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.
2. Report the injury/exposure immediately after treatment to the course coordinator. The course coordinator is required to notify the Dean of the SON, University Safety Director (8009), Human Resources Office (8310), and the Campus Nurse (8885).
3. If a student is injured, it must be reported to the Office of Finance (8305) as students are covered under tort insurance.
4. 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 course coordinator must notify the individuals listed in #2 on the next business day.

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

Workman's Compensation

Nursing students are covered by Workman's Compensation while engaged in clinical laboratory activities (From SC Code of Laws 42-7-60). Any nursing student who is injured in clinical laboratory should report the incident to the clinical faculty and should contact the Lander Office of Human Resources to file a report of injury form.

Clinical Dress Policy

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

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

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

Students are not to wear any Lander student nurse identification (including the Lander student uniform, Lander lab jacket or lab coat, School of Nursing identification cards or hospital identification cards) in social settings where the student may cause the student nurse uniform to be disrespected. This includes wearing student nurse identification when drinking alcohol and/or buying alcohol and at bars, clubs, and other non-nursing social events. Students are not to 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 white uniform or the blue Lander nursing student shirt and lab coat/lab jacket). Sitting on the floor violates the clinical requirement for professional appearance and behavior and the practice of standard and transmission-based precautions and may be considered a violation of Safe Clinical Practice. Students who violate this policy will be subject to disciplinary action.

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

Student Uniforms: Specified top with Lander embroidery
Blue pants
Nonporous white shoes (closed toe/closed heel)
Plain white hose or socks
Picture Identification Badge per agency policy and course instructor

Lab Coats: With appropriate Lander embroidery

Fitted long sleeve white tops may be worn under the uniform. The sleeve cuff must not extend past the student's wrist. Lab coats may be worn for warmth when giving direct patient care. Picture Identification Badge is to be worn on the left upper portion of the uniform or lab coat. Sweaters are not to be worn with lab coats. Lab coats are to be clean and pressed.

Information regarding the purchase of lab coats and uniforms is available on the Blackboard nursing majors communication site.

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

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

Accessories: Uniform accessories are a part of each uniform and include the following:

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

<u>Jewelry:</u>	Only the following jewelry may be worn: <ul style="list-style-type: none"> a. One smooth wedding bands with no stones. b. Only one earring per ear may be worn and size should not exceed 8mm. All other earrings must be removed. Jewelry may be replaced with a clear or flesh-toned plug. c. Medic Alert necklace or bracelet.
<u>Body Tattoos:</u>	All tattoos must be concealed unless approved by the course coordinator.
<u>Facial Jewelry:</u>	All facial jewelry must be removed. Jewelry may be replaced with a clear or flesh-toned plug.
<u>Other Apparel:</u>	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.
<u>Clinical Agencies:</u>	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.
<u>Scrubs:</u>	When the clinical experience requires the student to wear hospital scrubs, the student will wear the regulation uniform to the clinical area and change into scrubs in the clinical area.
<u>Personal Hygiene:</u>	Personal cleanliness is prerequisite for client care. Regular bathing, hair washing, and use of deodorant are part of personal cleanliness.
<u>Hair:</u>	Hair must be neat at all times. It cannot touch the neckline of the uniform or lab coat. Long hair must be neatly pinned up to keep it off the uniform collar. It must be restrained so that it will not interfere with nursing activities. Devices used to restrain the hair are to be unobtrusive and of a color consistent with the hair color. Hair color is to be that typically occurring naturally in humans, i.e. black, brown, blonde, natural shades of red, and gray. Beards and mustaches should be kept trim and neat.
<u>Makeup:</u>	Makeup may be worn. It should be adequate to look attractive, but not so much as to attract attention.
<u>Fingernails:</u>	Nails should be kept clean and short enough to avoid scratching the patient. They should be even with the end of the fingers. No nail polish allowed. No coverings over natural nails, to include but not limited to, polish, overlays, artificial nails, or tips.

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

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

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

Section III: Student Policies and Procedures

Part A: Prelicensure Students

Advisement

All nursing majors are advised by a faculty or staff member in the School of Nursing or Academic Success Center. Students are expected to meet with their advisors throughout the academic year, and inform advisors of situations that may adversely affect performance in nursing.

Students should see their academic advisor:

1. Prior to registration to help plan the student's class schedule.
2. Before adding or dropping a course.
3. For significant academic concerns.

Suggested topics for faculty coaching are:

1. Time management
2. Upcoming assignments (based on syllabi)
3. Study skills
4. Grade checks
5. Stress Management
6. Available resources
7. Factors impacting performance

When a student meets with their academic advisor, information may be recorded in Bearcat 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).

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 class in the upper level 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.

Class Representatives

Representatives are elected from each cohort every semester to serve on nursing committees.

Communication

1. Students admitted to upper level will be allowed access to the Nursing Majors Communication Board. This Communication Board is located 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.
2. Lander student email is to be used for all email communication. Students are responsible for checking their Lander email at least daily.

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.

Nursing Caps Policy

The nursing cap has long been a revered symbol of the nursing profession. However, as healthcare has changed, so has the wearing of the nursing cap. The faculty of the Lander School of Nursing (SON) recognize that some students may wish to own the Lander nursing cap as a memento of their nursing school experience; others may choose to opt out of this. Because of this, the faculty has decided to consider the nursing cap for

purchase by those who hold the nursing cap in high regard and wish to own this symbol of nursing excellence. The following guidelines apply:

1. The cap is an option offered to graduating senior nursing students who wish to purchase it. Purchase is not mandatory.
2. The School of Nursing will provide the nursing cap to be used by those who wish to have their senior photograph taken in the nursing cap.
3. Only caps supplied by the SON can be used for photos.
4. Students who wish to buy the cap must purchase it through the SON.
5. Information on purchase will be provided in senior class meetings.
6. Students who desire to buy a cap will be required to sign a waiver that states the student will not knowingly, purposefully disrespect the cap. This document would be placed in their permanent folder in the SON office.
7. Any profits from the sale of the caps will go into a scholarship account or supporting a student event.
8. The cap will not be worn in the SON pinning ceremony.

Permission to Copy Written Assignments

Students will be asked to give written consent for faculty to make photocopies of written assignments submitted to faculty. Copies are made when deemed necessary to maintain permanent records of papers upon which course grades and/or clinical evaluations are based and/or papers which demonstrate a high level of originality and preparation. The student's consent will be placed in the student's permanent file.

Professional Boundaries Policy

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

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

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

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

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

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

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

Nursing Policy and Procedure Manual Attestation Statement

As part of professional accountability in nursing, all upper level prelicensure students and RN-BSN students are expected to read the Nursing Policy and Procedure Manual each fall and spring semesters. 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 Policy

Recognition Ceremony is an event fully supported by the resources of the School of Nursing and Lander University.

Purpose

To honor the achievements of nursing students, with particular emphasis on the graduating class.

Time

Held twice yearly.

Dress

Faculty will wear academic regalia. The graduating class may decide by majority vote to wear either academic regalia (only nursing related stoles, pins, or cords) or the approved clinical uniform. If the class opts to wear the clinical uniform, students must adhere to the approved clinical dress policy.

Speaker

The speaker is chosen by members of the NFO. An honorarium is customary to be offered/given.

Pins

Graduating seniors will order the Lander School of Nursing pins from the University Bookstore following the Dean's authorization for purchase.

Selection of Faculty to Pin

Faculty selected to pin the graduating seniors will be selected by a majority vote of the senior class. The senior 2 class representative should notify the senior 2 Class Advisors of their selection by October 31 for Fall Recognition ceremonies, and by March 31 for Spring Recognition ceremonies.

Marshals

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

August Graduates

Students who complete graduation requirements in August have the option to participate in the Recognition Ceremony in December.

Required Program Expenses

Item	Approximate Costs (Costs subject to change)	Comments
Tort and Professional Nursing Liability Insurance	Approx. \$40/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	Required per clinical agency contracts
Hepatitis B Vaccine	\$115-\$180 per series	Required per clinical agency contracts
Health Physical	Variable	Required for progression
PPD	Variable	Two-step required for progression to upper level and annual screening thereafter
Uniforms	\$200*	
Transportation	Variable	Required for transportation to and from clinical/laboratory sites
CPR	\$50 per class	Must be maintained throughout program BLS For Health Care Providers (Adult, Child, Infant)
Exam Soft	\$45-50	Required in select nursing courses
Professional Workshop Fees or Student Nurse Association Activities	Variable	Example: SNA Convention

Additional expenses for graduating seniors are outlined below.

Item	Required/Optional	Cost
Nursing Pin	Optional	\$ 50.00 - 655.00 (Purchased through LU Bookstore)
Graduation Fee	Required	\$ 75.00*
Graduation Announcements	Optional	Price varies
Recognition Ceremony Invitations	Optional	Price varies
Nursing Class Picture	Optional	\$ 35.00* required for sitting fee (additional may be purchased)
State Board Licensing Fee	Required	\$ 40.00-100.00 (may vary state to state)
NCLEX Test Fee	Required	\$ 200.00*
Criminal Background Check for licensure	Required	\$51.00*
Nursing Cap	Optional	\$40.00 (refer to Nursing Cap Policy)

*Prices subject to change

Resolution of Student Problems and Complaints

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

1. Faculty member or clinical instructor involved
2. Course coordinator (if different from “1”)
3. Academic advisor (optional)
4. Assistant Dean of the School of Nursing
5. 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 at any clinical setting whether in uniform or in street clothes. An odor of smoke or use of tobacco products or electronic cigarettes during clinical or while in uniform may result in being dismissed from a clinical site and being subject to an unsatisfactory clinical day.

Student Laptop Policy

Students enrolled in required nursing courses must have access to laptop computers with web cam and 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 at https://www.lander.edu/sites/lander/files/Documents/Academics/Resources/ITS/IT_Policies/Student_Laptop_Recs.pdf . It is the student's responsibility to ensure computer function compatible with the course requirements.

Student Lounge

The student lounge is located in Barratt Hall, room 109. It offers an informal meeting place and study area for students between classes. Students are responsible for the up-keep of this room.

Student Nurse Organizations

Student Nurses' Association

The name of this organization shall be the Lander University Student Nurses' Association (LUSNA), a constituent of the Student Nurses' Association of South Carolina and the National Student Nurses' Association, Inc.

Purpose:

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

Lander University Student Nurses' Association is a pre-professional student organization that supports Lander University's student nurses through activities, leadership, and service; provides opportunities for continued leadership development; promotes service within the community and encourages lifelong contributions to the global nursing

community. The state and national divisions of this association offer workshops, conventions, and seminars for the students' benefits. Membership is for the calendar year and includes membership on the local level. Dues should be paid to the treasurer of Lander University Student Nurses' Association. Students are encouraged to join the state, and national levels to be paid at that level. 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 which have led to the request with supporting documentation. Students who submit a petition are strongly advised to work closely with their academic advisor in the petitioning process.

Study Area

BH 123 has been designated as a study area for nursing students. Students are expected to leave the area clean after use and to maintain a quiet study environment.

Transportation

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

SECTION IV: PROGRAM EVALUATION

Introduction

The original evaluation plan for the nursing program was designed in 1984. Its intent was to implement comprehensive formative evaluation of the Bachelor of Science in Nursing program during its early years.

The plan was revised and streamlined in 1992 in response to changes in evaluation needs driven by nursing and general education curriculum revisions, changes in entry level practice requirements, outcome assessment expectations of the South Carolina Board of Nursing and the South Carolina Commission on Higher Education, and increased demands for faculty productivity. It has been revised and modified on an ongoing basis since that time.

The School of Nursing Assessment and Evaluation Committee assumes responsibility for coordinating program evaluation.

Beliefs

1. Program evaluation is an organized, ongoing process.
2. Program evaluation is the responsibility of nursing faculty, and should involve faculty, administration, support staff and services (such as academic support services), students, clinical agency personnel, and other members of the community of interest.
3. Program evaluation data are used for both formative and summative decision making.

BSN NURSING ASSESSMENT PLAN

I. STUDENT OUTCOMES

Students graduating from Lander University with a baccalaureate degree in nursing should be prepared to:

1. Apply the nursing process to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, groups, and communities across the lifespan;
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking;
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;
4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;
5. Utilize nursing research findings to improve the quality of evidence-based nursing practice;
6. Incorporate established standards of professional nursing as the foundation for one's own nursing practice

II. MEANS OF ASSESSMENT

Students graduating from Lander University with a baccalaureate degree in nursing should be prepared to:	Assessment Method
1. Apply the nursing process to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families, groups, and communities across the lifespan;	ATI report: Outcome- Nursing Process The group score will be greater than 50% for each part of the nursing process.
2. Synthesize nursing theory with knowledge from selected other disciplines as a basis for care giving, communication, therapeutic interventions, and critical thinking;	ATI report: Outcome- BSN Essentials The group score will be greater than 50% for each the BSN Essential categories assessed on the ATI test.
3. Use appropriate problem-solving approaches in varied settings to promote wellness for diverse client systems;	ATI report: Outcome-Priority Setting, Foundational Thinking in Nursing and Clinical Judgement/Critical Thinking in Nursing The group score will be greater than 50% in priority setting, foundational thinking in nursing and clinical judgement/critical thinking in nursing.

4. Demonstrate leadership strategies to advance nursing practice and the nursing profession;	ATI Report: NLN Competency-Professional Identity and BSN Essential- Basic Organization and Systems Leadership for Quality Care and Patient Safety The group score will be greater than 50% for Professional Identity and Basic Organization and Systems Leadership for Quality Care and Patient Safety
5. Utilize nursing research findings to improve the quality of evidence-based nursing practice;	ATI report: Outcome- QSEN The group score will be greater than 50% for each of the QSEN categories.
6. Incorporate established standards of professional nursing as the foundation for one's own nursing practice.	ATI report: Outcome- NLN Competency The group score will be greater than 50% for each of the NLN Competency categories.

Student Outcomes in the RN-BSN Option

ATI Critical Thinking Entrance		NURN 307
ATI Nursing Leadership	1,2,3,6	NURN 412
ATI Community Health	1,2,3,6	NURN 417
Clinical Evaluation of Student	1-6	NURN 340 AND 412
ATI Critical Thinking Exit		Final Course

Program Outcomes

National NCLEX Predictor Examinations	NURS 460
NLCEX-RN Program Pass Rate	Following graduation
Critical Thinking Assessment	ATI Assessments
Graduation/Attrition Rates	Each semester by Recruitment & Retention Committee
Employment Rates	Bi-Annually by Assessment & Evaluation Committee

Student/Alumni Feedback

Alumni Survey	First & fifth years after graduation
Program Exit Survey by Graduating Seniors	First & fifth years after graduation

Community of Interest Feedback

Nursing Advisory Board	Bi-Annually
Employer Survey	Annually in December
Clinical Site Survey	Each semester in clinical courses

EXPECTED STUDENT OUTCOMES

STUDENT OUTCOMES

ATI Proctored Assessments

These tests yield individual and group percentages normed against a national population for comparison. Group percentile scores are used by faculty to evaluate the effectiveness of instruction and to make programmatic decisions regarding course offerings in the curriculum. The Curriculum Committee coordinates reports by pertinent nursing faculty for review in NFO.

ATI Preparation

Students will take mandatory practice assessment(s) prior to taking proctored ATI assessments for formative outcomes 1-12. Completion of practice assessment(s) will be verified by instructor.

ATI Progression During Program

Progression policy is in effect for the following ATI proctored assessments: Fundamentals for Nursing Practice (NURS 345), Maternal Newborn Nursing (NURS 392), Mental Health Nursing (NURS 393), Medical-Surgical Nursing (NURS 408), Pharmacology (NURS 499), Nutrition (NURS 346), Pediatric Nursing (NURS 409), Leadership and Management (NURS412/NURN 412), and Community Health Nursing (NURS/NURN 417). Completing the ATI exam and required remediation is a requirement for progression.

Clinical Laboratory Evaluation

Nursing faculty have developed a standardized clinical performance assessment tool. Students' clinical performance is evaluated by faculty in each clinical nursing course. In courses where preceptors are utilized, feedback is given to the course coordinator. The results of these performance observations are used to help faculty in making decisions regarding clinical objectives, clinical sites selected, and specific clinical experiences.

PROGRAM OUTCOMES

National NCLEX Predictor Examinations

These tests serve as practice/predictor tests to indicate potential graduate success on the professional nurse licensing examination. Prelicensure students must pass at least one of these at a level predictive of NCLEX success or register for a review course prior to graduation. Aggregate data from each nursing class is compiled by Assessment and Evaluation Committee to make programmatic decisions regarding course offerings, evaluate content mastery by the current senior class, and to make related programmatic decisions regarding subsequent course offerings.

The benchmark used by the Lander Nursing program is a 95% probability of passing the NCLEX-RN examination on three predictor exams.

NCLEX-RN Program Pass Rate

The South Carolina Board of Nursing reports the percentage of prelicensure graduates who have been successful on their initial attempt to take the professional nurse licensing examination (the NCLEX-RN). Graduates test by computer at individually scheduled times throughout the year; data are compiled quarterly by the Board. The School of Nursing uses Board reported data to analyze program success rates for each graduating class. The program's goal is to maintain the success rate within 5% of the national mean. Program success results are compiled by Assessment and Evaluation Committee to analyze the effectiveness of programmatic decisions (e.g., admission and progression policies) in facilitating graduates' successful entry into professional nursing practice.

Critical Thinking Assessment

The critical thinking assessment using the ATI testing assesses students' achievement of the critical thinking standard at each level. The use of ATI testing allows the use a national standardized tool. Results from the Critical Thinking Entrance and Exit ATI which will be gathered in the first and last semester of both the BSN and RN-BSN programs will be used for general critical thinking ability. Critical thinking from content specific ATI test will be used in both the Prelicensure BSN and RN-BSN programs to measure nursing specific critical thinking. Prelicensure BSN Nursing specific ATI test will include Maternal Newborn Nursing (as a midpoint evaluation) and the RN Comprehensive Predictor average (as an end point for BSN Nursing specific). RN-BSN nursing specific ATI test will include Nursing Leadership and Community Health. These results serve as a means of assessing achievement in critical thinking. Results are analyzed each semester by the Curriculum Committee and are used to make programmatic decisions regarding content emphasis in the BSN program.

Program Goals and Outcomes

School of Nursing Goal #1

Educate professional nurses for current and future practice to meet healthcare needs, and to advance professionally.

Outcome 1: Eighty percent (80%) of each cohort entering the nursing major will graduate with a BSN within 5 academic years. The Recruitment & Retention Committee compiles program data for review in NFO.

Outcome 2: The School of Nursing will maintain a program success rate on the NCLEX-RN licensing exam within 5% of the national mean. The Assessment and Evaluation Committee compiles this data for review in NFO.

Outcome 3: One hundred percent (100%) of Lander prelicensure nursing graduates who seek employment in nursing will be employed as registered nurses within six months of graduation. The Assessment and Evaluation Committee compiles this data for review in NFO.

Outcome 4: Students will demonstrate achievement in critical thinking ability at each level of the nursing major. The Curriculum Committee compiles the data for review in NFO.

Student/Alumni Feedback

Program Exit Survey by Graduating Seniors

The School of Nursing Exit Survey is administered electronically each semester to graduating seniors. This survey obtains data regarding program outcomes, strengths, weaknesses, and recommendations for the nursing program. Responses are compiled by the Nursing Recruitment & Retention Committee and reported to the nursing faculty for use in making programmatic decisions.

Alumni Survey

The School of Nursing Alumni Survey is administered electronically each semester to classes that graduated one and five years previously. This survey obtains data regarding state of residence, current employment, preparation for professional practice, and recommendations for the nursing program. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

Community of Interest Feedback

Nursing Advisory Board

The Nursing Board of Advisors consists of representative agency heads from health care agencies throughout Greenwood and surrounding counties. The Board meets once each semester to discuss issues of shared concern regarding the educational preparation of professional nurses. Nursing Assessment and Evaluation Committee compiles feedback from representatives on the Board through meeting minutes and a survey administered online or on paper during meetings. Information is used to make programmatic decisions.

Employer Survey

The survey tool is administered annually in December to employers throughout the region to obtain feedback on the previous (Spring and Fall) graduating classes of prelicensure and RN-BSN Lander Nursing students. The survey is administered electronically. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

Clinical Site Survey

The survey tool is administered by clinical course coordinators in the prelicensure option during final exam week each semester. The survey provides clinical sites with an opportunity to evaluate students and instructors in their facilities. Surveys are distributed by the Nursing Assessment and Evaluation Committee to course coordinators. Responses are compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

Faculty Goals and Outcomes

Data to support faculty aggregate outcomes are collected by the Dean of Nursing during annual faculty evaluations. Faculty are evaluated each semester by students using the Individual Development and Educational Assessment (IDEA) form and the Evaluation of Academic Advisor Form. Faculty are also peer evaluated by tenured faculty per Lander University policy. The Academic Concerns committee is responsible for reporting on these outcomes annually.

School of Nursing Goal #2

Maintain a nursing faculty complement that achieves the School of Nursing mission through excellence in teaching, advising, and role modeling professional development. See School of Nursing Faculty Handbook Section IV.

Outcome 1: Ninety percent of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on overall teaching for the academic year. See SON Faculty Handbook Section IV Evaluation of Teaching.

Outcome 2: Ninety percent of full-time faculty who are in at least the second year at Lander will achieve an evaluation rating of “Satisfactory” on effectiveness as an academic advisor. See SON Faculty Handbook Section IV Evaluation of Advising.

Outcome 3: Ninety percent of full-time faculty will role model professional development each academic year through attendance at professional conferences and seminars, completing graduate level courses, earning CEUs or demonstrating intellectual curiosity.

School of Nursing Goal #3

Maintain a nursing faculty complement that achieves the Lander University mission through scholarship, practice, and service to the institution, the community, and the profession. See School of Nursing Faculty Handbook Section IV.

Outcome 1: Ninety percent of full-time faculty will meet the University requirement that “over a six year period... each faculty member (will) have at least one activity in each level and at least 10 total activities.”

Outcome 2: Ninety percent of full-time faculty who are in at least the second year at Lander will demonstrate practice in accord with the School of Nursing definition.

Outcome 3: Ninety percent of full-time faculty who are in at least the second year at Lander will demonstrate service in accord with the School of Nursing definition.

Institutional Report

Institutional Effectiveness report is presented on a regular cycle as deemed by Lander Institution.

Lander University
William Preston Turner School of Nursing
New Course Report-NURN/NURS
Semester

At the conclusion of each nursing course being offered for the first time, faculty will evaluate the course in writing, incorporating input from students enrolled in the course and from other faculty who taught in the course. The following areas should be included:

I. Instruction

- A. Course syllabus
- B. Forms used for clinical papers
- C. Description of faculty
- D. Names and descriptions of clinical facilities used
- E. Description of instructional processes
- F. Relationship of instructional processes to educational methodology stated in conceptual framework.

II. Students

Number of Students Enrolled	
Final Distribution of Grades	A- B- C- D- F- W-
Number of students Unsuccessful in Clinical	

III. Health Information Technology

- A. Simulation
 - i. Number of students
 - ii. Hours in use
- B. Informatics
- C. Telehealth
- D. Other
 - i. Videos

IV. Outcomes

- A. Evaluation of success in meeting course objectives (didactic and clinical)
- B. Unexpected events or situations which impacted course process or outcomes.
- C. Summary of course evaluation by students.
- D. Summary of clinical agency evaluations by students.
- E. Summary of service activities by student and faculty
- F. ATI performance and reports (attach copy of report)

Percentage of Students Met Level 2 Benchmark by 2nd Attempt	
-------------------------------------------------------------	--

V. Recommendations

Respectfully submitted,

Date

Lander University
William Preston Turner School of Nursing
Ongoing Format Course Report-NURN/NURS
Semester

Nursing courses that have been taught previously will be evaluated in writing by faculty.
The following areas should be included:

I. Instruction

- A. Course description
- B. Course faculty
- C. Clinical facilities
- D. Significant revisions from prior offerings

II. Students

Number of Students Enrolled	
Final Distribution of Grades	A- B- C- D- F- W-
Number of students Unsuccessful in Clinical	

III. Health Information Technology

- A. Simulation
 - i. Number of students
 - ii. Hours in use
- B. Informatics
- C. Telehealth
- D. Other
 - i. Videos

IV. Outcomes

- A. Summary of course evaluations by students.
- B. Summary of clinical agency evaluations by students
- C. Summary of service activities by student and faculty
- D. ATI performance and reports (attach copy of ATI report)

Percentage of Students Met Level 2 Benchmark by 2nd Attempt	
-------------------------------------------------------------	--

- E. Unexpected events or situations which impacted course process or outcomes

V. Recommendations

Respectfully submitted,

Date

Student Outcome 1: Apply the nursing process to promote an optimal level of wellness through the use of primary, secondary, and tertiary prevention/intervention strategies for individuals, families and communities.

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

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

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

Student Outcome 5: Utilize nursing research findings to improve quality of nursing practice.

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

Course Evaluations

Each nursing course is evaluated at the end of the semester using the IDEA form (Individual Developmental Evaluation Assessment). This tool evaluates the instructional effectiveness of the faculty in relation to the course goals and objectives. The IDEA reports assist faculty in making course modifications based on course strengths and areas needing improvement.

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 full-time faculty who hold the rank of lecturer or above in the SON. 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 comment without voting privileges at SON meetings during the absence period. Laboratory/clinical instructors employed full-time in the SON, part-time faculty and 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 such time as a new Dean of the School is appointed as approved by the Vice President for Academic Affairs.

Article IV: NFO Officers

The Assistant Dean will serve as Vice-Chairperson of the NFO. The Secretary and Treasurer will constitute the elected officers of the NFO. Officers of the NFO will be elected at the annual business meeting in May. They will serve a term of one calendar year (August to August) and may be re-elected for additional terms.

Section 1

The Vice-Chairperson will be an ex-officio member of committees as appropriate. In the absence of the NFO Chairperson, the Vice-Chairperson will assume the NFO Chairperson's duties. The Vice-Chairperson must have been a member of the NFO for three years and must be a full-time faculty member during the entire term of office. The Vice-Chairperson will present the proposed revisions of the constitution and Rules of Order at the NFO meeting preceding the annual meeting. The Vice-Chairperson will serve as the Parliamentarian for the NFO. The parliamentarian may determine appropriate interpretation of parliamentary procedure.

Section 2

The Secretary will be elected. The secretary will review and sign all transcribed NFO minutes, ensure that copies of minutes are distributed to individual faculty members and placed in the official NFO faculty minutes book, and will present an annual report detailing any actionable items or votes. The Treasurer will be elected. The treasurer will be responsible for collecting monies from the nursing faculty, disbursing funds as directed by NFO, and will present an annual report of receipts and expenditures as related to the faculty purchases.

Article V: Meetings of the Organization

The NFO meeting times will be scheduled as the semester schedule is developed. Meetings will be called by the Dean. 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 NFO Chairperson, Dean or Vice-Chairperson. 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 VI: Standing Committees

There will be six standing committees of the NFO. Faculty members will be appointed by the NFO Chairperson 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 a period of one academic year. Committee minutes will be made available to faculty as requested. 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. Meetings may be face-to-face or virtually.

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:

1. Develop, recommend and/or review SON policies relating to students, including criteria for admission and progression.
2. Organize the process of faculty honors/awards and elections, as needed.
3. Plan and facilitate programs for faculty development.
4. Review academic policies and recommend changes at the end of the year meetings of NFO.
5. 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 in relation to 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:

1. Coordinate program evaluation processes based on the SON Program Evaluation Plan.
2. Assist the Dean to assure compliance with requirements for assessment and evaluation in accord with 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).
3. Review Section IV of 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:

1. Monitor curriculum in relation to state approval and national accreditation standards.
2. Monitor the internal consistency of the curriculum components.
3. Review and recommend changes in the nursing curriculum as indicated.
4. Monitor, develop, maintain, and evaluate current learning resources supportive of the curriculum.
5. Monitor the increasing use of technology to support the educational process.
6. Review Section I of 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:

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

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, in the event that 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

1. Each standing committee will recommend policy to the NFO for action. It will be the responsibility of the Dean to implement such policy as determined by the faculty.
2. Recommendations concerning School policies are to be circulated on or before the fourth Lander business day prior to the meeting of the NFO vote.
3. 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.
4. An annual report of each standing committee will be made available to all faculty members on or before the end of the year meeting of the NFO.
5. The Constitution and Rules of Order may be amended in May of each year.
6. Questions regarding parliamentary procedure not covered in these Rules will be consistent with the University system.

LANDER UNIVERSITY
WILLIAM PRESTON TURNER SCHOOL OF NURSING
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:

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

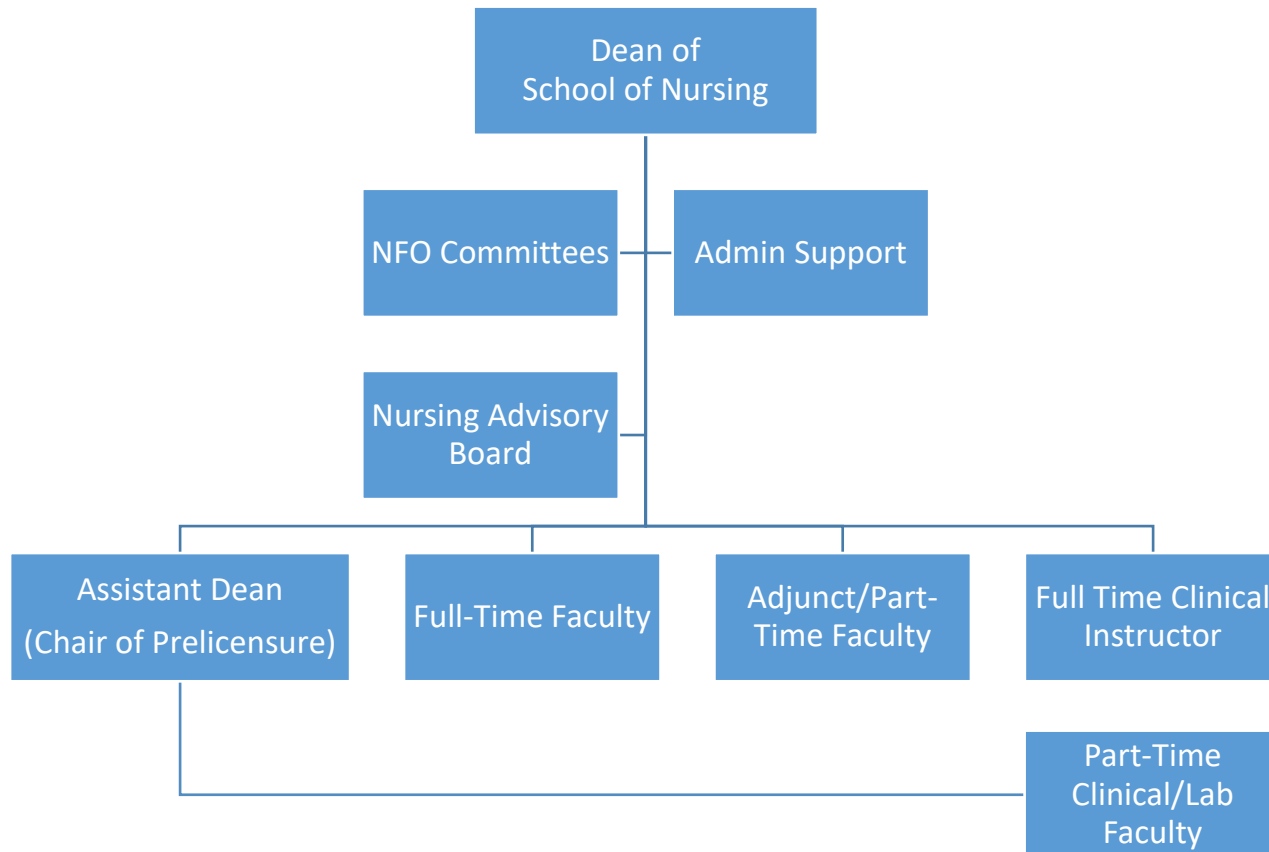
MEETINGS

The Board meets annually, once in 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 permanent member, 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

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:

1. Doctorate degree in nursing or a MSN and a doctorate in a related field
2. Unencumbered South Carolina license as a registered nurse or advanced practice nurse required.
3. Minimum rank of associate professor.
4. Leadership role experiences, including administrative responsibilities, in a baccalaureate nursing and graduate nursing education program.
5. Minimum of 5 years clinical practice as a professional registered nurse.
6. Minimum of six years combined effective teaching experience in baccalaureate and graduate nursing education
7. 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. Develops 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 in accordance with 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. Insures 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 Ex-officio member of all committees of NFO.
16. Establishes standing committee charges each year to address specific current School needs and issues.
17. Establishes ad hoc committees and task forces each year as needed.
18. Submits required reports to 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. Assigns teaching responsibilities among faculty.
3. Leads the faculty in academic decision-making within a democratic faculty governance system.
4. Evaluates faculty and staff members within the SON.
5. Recommends faculty for promotion, tenure, and reappointment to the VPAA
6. Provides assistance to 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 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 in relation to 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

POSITION TITLE: Assistant Dean

ROLE: The 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 of School of Nursing

QUALIFICATIONS/CREDENTIALS:

1. Doctoral degree in nursing or related field required.
2. Baccalaureate and master's degrees in nursing required.
3. Unencumbered South Carolina license as a registered nurse or advanced practice nurse required
4. Minimum rank of assistant professor.
5. Leadership role experiences, including administrative responsibilities, in a nursing education program.
6. Minimum of three years clinical practice as a professional registered nurse.
7. Minimum of six years effective teaching experience in baccalaureate nursing education.
8. 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, 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, screening, of personnel for appointment.
3. Assists with planning School activities, e.g., meetings, lecture, 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. Serves as Vice-Chair of NFO.
8. Assists with submitting required reports to SC Board of Nursing, accrediting bodies, and other external membership agencies.
9. Serves in the Dean's absence at meetings and administrative functions as needed.
10. Coordinates and schedules Nursing Advisory Board meetings each semester.

C. Faculty and Staff

1. Develops curricular schedule each semester in the School of Nursing.
2. In consultation with course coordinator complete course evaluation of adjunct clinical instructor.
3. Assist Dean in monitoring for compliance with policy and procedures.
4. Assist Dean with screening faculty to ensure compliance with clinical agency requirements re: licensure, health screening, liability insurance, CPR, criminal background checks, etc.
5. 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 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 in relation to established nursing education standards.
2. Assists the Dean in implementing curriculum design as determined by the faculty.
3. Consults with 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

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/CREDEENTIALS:

1. Earned doctorate in nursing or related field or its equivalent required.
2. Master's degree in nursing required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. Meets the criteria specified by the Lander University Faculty Handbook.
6. 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 the undergraduate programs.
5. Provides leadership in academic advisement activities.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Promotes nursing through scholarly production and dissemination of advanced knowledge and skills in teaching, in practice, and in 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 work.

LANDER UNIVERSITY
SCHOOL OF NURSING

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:

1. Earned doctoral degree in nursing or related field (preferred).
2. Master's degree in nursing required, with evidence of scholarly academic activities beyond the master's required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional registered nurse.
5. 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 area of preparation.
4. Utilizes sound academic principles of instructional theory
5. Provides academic advisement based on University/School policy.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Promotes nursing through publishing, reporting, and sharing advanced knowledge affecting teaching, practice, and/or research.
2. Develops special knowledge and skill in focused areas within teaching, practice or research and shares 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. Consults with appropriate groups for the benefit of health care service.
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 paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Assistant Professor

ROLE: The assistant professor position supports and carries out many program functions throughout the curriculum. She/he will concentrate activities in teaching and additionally emphasize scholarship in practice or in 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:

1. Earned doctoral degree in nursing or related field (preferred).
2. Master's degree in nursing with evidence of scholarly academic activities beyond the master's required.
3. South Carolina license as a registered nurse required.
4. Minimum of three years clinical practice as a professional nurse.
5. 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 area of preparation.
5. Utilizes sound principles of instructional theory.
6. Provides academic advisement base on University/School policy.
7. Provides clinical supervision of clinical instructors in assigned courses.
8. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Maximizes opportunities to make scholarly contributions.
2. Assists in identifying research problems relevant to nursing practice.
3. Initiates clinical practice with recurrent contracts supportive to assigned teaching focus.
4. Participates in nursing research or specialty practice.

C. Professional Development

1. Identifies a specific plan to develop knowledge/skills appropriate to assuming expanding teaching-practice-research roles.

2. Enhances professional growth through formal study.

D. 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, 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 entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

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:

1. Master's degree in nursing required.
2. South Carolina license as a registered nurse.
3. Minimum of three years' clinical practice as a professional registered nurse.
4. Evidence of effective clinical practice that includes experience with formal and informal teaching of patient groups or of 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 area of preparation.
5. Carries out instructional designs developed in collaboration with other faculty.
6. Develops skills of academic advisement under direction of assigned faculty mentor.
7. Provides clinical supervision of clinical instructors in assigned courses.
8. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

B. Scholarship

1. Identifies opportunities to make scholarly contribution.
2. Explores appropriate base for clinical practice and research activities related to teaching focus.
3. Enhances clinical knowledge and skills in the area of teaching focus.
4. Collaborates as an assistant to senior faculty in established clinical practice/research activities.

C. Professional Development

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

D. School/University Activities/Community Service

1. Serves as a school committee member in carrying out the affairs of the faculty.
2. Supports faculty affairs throughout University as appropriate assigned.
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, 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 paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

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 month contract

QUALIFICATIONS/CREDENTIALS:

1. Bachelor's degree in nursing; Master's degree in nursing preferred.
2. South Carolina license as a registered nurse.
3. Minimum of two years clinical practice as a professional registered nurse.
4. 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:

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 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 area of preparation.
10. Carries out instructional designs developed by course coordinator (s).
11. Functions under the supervision of a course coordinator who maintains overall course responsibility.

LANDER UNIVERSITY
SCHOOL OF NURSING

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/CREDEENTIALS:

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

FUNCTIONS/RESPONSIBILITIES:

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 the undergraduate programs.
5. Provides leadership in academic advisement activities.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

Professional Development

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

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 paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

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:

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

FUNCTION/RESPONSIBILITIES:

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 area of preparation.
4. Utilizes sound academic principles of instructional theory
5. Provides academic advisement based on University/School policy.
6. Provides clinical supervision of clinical instructors in assigned courses.
7. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

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.

E. 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. Consults with appropriate groups for the benefit of health care service.
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 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

LANDER UNIVERSITY
SCHOOL OF NURSING

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:

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

FUNCTIONS/RESPONSIBILITIES:

A. Teaching

9. Assumes 30 contact hours or the equivalent for the contract period.**
10. Implements assigned courses within the curriculum in collaboration with other faculty.
11. Assists in the planning and evaluation of specific courses and the curriculum.
12. Maintains currency of nursing knowledge and skill in area of preparation.
13. Utilizes sound principles of instructional theory.
14. Provides academic advisement base on University/School policy.
15. Provides clinical supervision of clinical instructors in assigned courses.
16. Evaluates clinical/lab instructors when in the role of clinical course coordinator.

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 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 entailing constant student consultation or heavy burdens of paper work.

laboratory; teaching assignments of several courses each calling for different course preparation; or teaching a course entailing constant student consultation or heavy burdens of paper work.

LANDER UNIVERSITY
SCHOOL OF NURSING

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:

1. Bachelor's degree in nursing; Master's degree in nursing preferred.
2. South Carolina license as a registered nurse.
3. Minimum of two years clinical practice as a professional registered nurse.
4. 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:

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 area of teaching focus.
2. Expands nursing knowledge and skills in area of preparation.

LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Clinical Preceptor

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

QUALIFICATIONS:

1. Valid RN/APRN license in the state in which preceptored experience occurs.
2. Bachelor's degree acceptable; Masters degree preferred.*
3. Employed by the clinical agency in which the preceptored experience occurs.
4. Two years clinical nursing experience.
5. Demonstrated competency in assigned teaching area, validated by one year's clinical nursing experience in 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 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 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 consultant 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 be physically present* in the agency and available to the student(s) at all times 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 student 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 preceptored 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.

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 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 assigned faculty.

The 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. The originals of these documents are kept in the Office of Academic Affairs and copies are also maintained in the Dean's office. Sedona is utilized to document the evaluation process. See the current University Faculty Handbook for deadline dates.

Evaluation of Faculty by Students

Nursing faculty members conduct student evaluations in accordance with the requirements stated in the Lander Faculty Handbook, section IV.

Evaluation of Part-time Faculty and Clinical/Laboratory Instructors

The 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 and based on the AAUP's 1940 Statement on Academic Freedom and Tenure.

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.

Class Advisor

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

Class Advisors Responsibilities

All levels

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.

Freshman Academic Advisor

1. Inform students of relevant policies and State Board of Nursing regulations, as indicated.
2. Remind students of deadlines and process for application to the nursing major
3. Remind students of screening requirements prior to entering the nursing major.

Sophomore Nursing Class Advisors

1. Sophomore Semester I Advisor: Assist in ensuring the first semester sophomores purchase lab coats and obtain nametags as required by School of Nursing policy.
2. Sophomore Semester II Advisor: Assist in ensuring the second semester sophomores purchase uniforms as required by School of Nursing policy

Junior Nursing Class Advisors

1. Junior I Coordinate extern recruitment visits to campus.
2. Junior II: Coordinate extern recruitment visits to campus
3. Inform students about the Honor's project opportunity.

Senior Nursing Class Advisors

1. Senior Semester I Advisor: None listed.
2. Senior Semester II Advisor: Coordinate planning and organization of senior pictures and application for graduation. Coordinate planning and organization of Nursing Recognition Ceremony and obtaining nursing pins. Coordinate recruitment visits to campus in collaboration with Senior 2 faculty.

RN-BSN Advisor

1. Coordinate communications with students to include information regarding graduation applications, Nursing Recognition Ceremony, scholarship applications; maintain RN-BSN Communication Board

Copying

Copying of 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 with the exception of uniforms and shoes (see Section II-B). Attire for clinical settings will be either navy or white lab coat with street clothes 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) in order 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 teach 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 own 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 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 reporting 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 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:

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

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 Dean to be filed in his/her personnel file in the SON.

Name: _____

Position: _____

Date of Hire: _____

I. Faculty Responsibilities/General Information	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Overall responsibilities	Dean		
Organizational Structure	Dean		
Faculty Development Plan	Dean		
Evaluations IDEA Initial Faculty Performance Plan (housed in Sedona) Annual Faculty Performance Plan (housed in Sedona) Dean's Evaluation	Dean		
Planning for Tenure/Promotion	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	Dean		
Faculty Development Grants	Mentor		
Faculty Senate	Mentor		
Communication within SON	Dean		
Academic Advising	Dean & Mentor		
Faculty laptop/IT procedures	Dean		
II. School of Nursing Specifics	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Nursing Faculty Manual	Dean		

Nursing Crisis Fund	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	Mentors		
LUSNA	LUSNA advisor		
Advisory Board meetings	Vice-Chair of NFO		
NFO Structure/procedures/officers	Vice-Chair of NFO		
Nursing Recognition Ceremony	Senior class advisor		
Regulatory Issues/ Program Evaluation State Board of Nursing CCNE Accreditation Program Evaluation Plan Assessment Data Clinical Regulations	Chair of Assessment and Evaluation Committee & Dean		
End-of-semester reporting Course reports ATI reports Badges Gen Ed Reporting	Dean		
Student Activities/Relations	Chair of R & R Committee		
RN-BSN Option	Assistant Dean		
MSN program	Dean		
Bulletin Board/posting schedule	Mentor		
Items to report to the Dean (including all failures)	Dean		
III. Curriculum/Courses	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Textbook & clinical kit orders	Mentor		
Syllabus requirements	Mentor		
Blackboard	Mentor		
Curriculum Design	Mentor		

Course Design Map	Mentor		
Course Scheduling	Mentor		
Medication Calculation Testing	Dean		
Grading Policies Posting grades in Blackboard Midterm Grades Final Grades	Dean		
Clinical Components Education/training requirements Faculty screening requirements Student screening requirements Use of clinical instructors Clinical Scheduling Contingency Plans Lateral Violence	Mentor & Dean		
Assessments Methods- paper/electronic Formative testing- ATI	Dean & Mentor		
EYE Program	EYE Program Director		
Simulation Lab orientation	Mentor & Dean		
Simulation Lab Manager	Dean		
Policies related to classroom, projector use, locking doors, use of facilities	Dean		
III. Miscellaneous	Responsible Person	Date and Initials of Responsible Person	Initials of Faculty Member
Keys	Admin. Assistant		
Use of 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		

Office Hours

The Dean of the SON requires that faculty be available to students 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.