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SECTION I: PHILOSOPHY AND CURRICULUM
Part A: Lander University School of Nursing

History
The William Preston Turner 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 1000 nurses. In 2012, the School of Nursing began initial plans for a graduate program in nursing. Final approval for a MSN-Clinical Nurse Leader track was received from the South Carolina Commission on Higher Education in June 2013 and from Southern Association of Colleges and Universities (SACS) in October 2013. The first class was admitted in January 2014. Lander’s program is the first MSN-CNL program in South Carolina.

Accreditation
The MSN-CNL program is approved by the State Board of Nursing for South Carolina (110 Centerview Dr. Suite 202, Columbia, SC 29210; telephone number: 803-896-4550) and is accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, DC 20036; 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 in professional nursing roles of care provider, leader, consumer of research, applicant for advanced study, and contributing member of the nursing profession. The purpose of the graduate program is to prepare clinical nurse leaders to address the healthcare needs of the 21st century by implementing outcome-based practice through management of care systems, quality improvement strategies, utilization of technology, and advanced clinical reasoning.

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

**Vision**

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

**Standards of Practice**

The Lander University MSN-CNL nursing curriculum incorporates three sets of professional nursing standards and guidelines: The Essentials of Master’s Education in Nursing (AACN, 2011), Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013), and the ANA Code of Ethics (ANA, 2015).

**Curriculum**

The Master of Science in Nursing: Clinical Nurse Leader curriculum is designed to be completed in five semesters with a fall semester start. The courses are delivered in an asynchronous format in order to meet the needs of the students. Each semester, prior to registration, students will review and update an Academic Plan of Study in consultation with the academic advisor. All work to be applied towards the Master’s degree must be completed within six years of initial enrollment.

The program of study for the Master of Science in Nursing - Clinical Nurse Leader includes the following courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>NUR 600</td>
<td>Theory and Conceptual Foundation</td>
<td>3</td>
</tr>
<tr>
<td>NUR 611</td>
<td>Advanced Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NUR 612</td>
<td>Advanced Pharmacology</td>
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<td>NUR 613</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 620</td>
<td>Health Care Structure and Finance</td>
<td>3</td>
</tr>
<tr>
<td>NUR 630</td>
<td>Health Promotion and Disease Prevention</td>
<td>3</td>
</tr>
<tr>
<td>NUR 635</td>
<td>CNL Practicum I</td>
<td>3 (2,1)*</td>
</tr>
<tr>
<td>NUR 640</td>
<td>Management of Clinical Outcomes</td>
<td>3</td>
</tr>
<tr>
<td>NUR 645</td>
<td>CNL Practicum II</td>
<td>3 (2,1)*</td>
</tr>
<tr>
<td>NUR 651</td>
<td>Research for Evidence-based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 660</td>
<td>Leadership in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUR 675</td>
<td>CNL Immersion Practicum III</td>
<td>6 (2,4)*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>*clinical hours included</td>
<td><strong>39</strong></td>
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</tbody>
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*1 clinical credit hour = 6 clock hours of clinical practice
A minimum of 400 hours of clinical practice are required in the Clinical Nurse Leader Program.
SECTION I: PHILOSOPHY AND CURRICULUM
Part B: American Association of Colleges of Nursing-Competencies & Expectations for the Clinical Nurse Leader

Introduction
The CNL was developed by the American Association of Colleges of Nursing (AACN) in response to complexities of health care environments, the need to ensure safety and high standards at the point of service, as well as to meet diverse client and health care environment needs. The CNL is prepared as a master's prepared generalist accountable for clinical and health care environment outcomes. The Clinical Nurse Leader (CNL) is a leader across all settings at the microsystem level (patient unit, community zip code area, school setting, nursing home specific area, etc). The CNL oversees care coordination of a distinct group of patients, is a resource for clinical decision making and serves as a lateral integrator of care. This clinical leader puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL collects and evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, therapists, clinical nurse specialists, and nurse practitioners. The CNL is a leader in the health care delivery system across all settings in which health care is delivered, not just the acute care setting. Implementation of this role will vary across settings.

Competencies and clinical learning experiences for CNL students are specified for each of the following CNL role components: client advocate, member of a profession, team manager, information manager, systems analyst/risk anticipator, clinician, outcomes manager, educator, and life long learner. The CNL designs and directs care within a microsystem ensuring best practices are brought to the point of service and patients/clients receive timely cost efficient care. Lateral integration of services is key. The CNL is accountable for clinical and care environment outcomes as well as influencing work environments so as to increase nurse retention. The framework for the curriculum for the CNL includes the domains of leadership, clinical outcomes management, and care environment management. The curriculum guide can be accessed at www.aacn.nche.edu/CNL/pdf/draftcurriculumframework4-06.pdf. The CNL role is fully described in the Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice (AACN, 2013).

Incorporating the CNL requires a transformation in practice. Specifics of the process of this transformation may be unique to each institution. Resistance is inherent in any major change so patience and perseverance are key leadership attributes in implementing this new role (AACN-CNL Toolkit).

CNL Practice
The CNL is a leader in the healthcare delivery system in all settings in which healthcare is delivered. CNL practice will vary across settings. The CNL is not one of administration or management. The CNL assumes accountability for patient-care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate patient-care processes and models of care delivery. The CNL is a provider and manager of care
at the point of care to individuals and cohorts of patients anywhere healthcare is delivered. Fundamental aspects of CNL practice include:

- Clinical leadership for patient-care practices and delivery, including the design, coordination, and evaluation of care for individuals, families, groups, and populations;
- Participation in identification and collection of care outcomes;
- Accountability for evaluation and improvement of point-of-care outcomes, including the synthesis of data and other evidence to evaluate and achieve optimal outcomes;
- Risk anticipation for individuals and cohorts of patients;
- Lateral integration of care for individuals and cohorts of patients;
- Design and implementation of evidence-based practice(s);
- Team leadership, management and collaboration with other health professional team members;
- Information management or the use of information systems and technologies to improve healthcare outcomes;
- Stewardship and leveraging of human, environmental, and material resources; and,
- Advocacy for patients, communities, and the health professional team (AACN, 2013).

**CNL Curriculum**

The three components comprising the master’s-level CNL curriculum include:

- Master’s Graduate Nursing Core: Foundational curriculum content deemed essential for all students who pursue a master’s degree in nursing regardless of focus. The outcomes are delineated in The Essentials of Master’s Education in Nursing.
- Direct Care Core: Essential content to provide direct patient services at an advanced level. Graduate level content/coursework include physiology/pathophysiology, health assessment, and pharmacology.
- Functional Area Content: Clinical and didactic learning experiences identified and defined in the CNL Role Competencies & Clinical Expectations.

These three components reflect the current knowledge base and scope of practice for entry-level CNLs. As scientific knowledge expands and the healthcare system and practice evolve in response to societal needs, CNL competencies and practice also will evolve. The periodic review and updating of these competencies will ensure their currency and reflect these changes.

The CNL master’s curriculum is designed to allow the graduate, if he/she chooses, eligible to matriculate to a practice- or research-focused doctoral program immediately or in the near future. The graduate-level didactic and clinical coursework is designed to reduce duplication and repetition between the master’s and doctoral-level coursework. This approach to curriculum design allows a more seamless transition to doctoral education and career progression (AACN, 2013).

**Assumptions Regarding CNL Curriculum/Education**

- The CNL education program culminates in a master’s degree in nursing.
- The CNL graduate will be prepared as a generalist.
- The CNL graduate will be competent to provide care at the point of care.
The CNL graduate will be prepared in clinical leadership for setting specific practice throughout the healthcare delivery system.

The CNL graduate is eligible to matriculate to a practice- or research-focused doctoral program (AACN, 2007).

The CNL graduate is prepared with advanced nursing knowledge and skills but does not meet the criteria for Advanced Practice Nursing (APN) scope of practice (AACN, 2006).

**Expectations of CNL Curriculum/Education**

- All programs build upon the competencies in the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998).
- All students graduating from a CNL program will have a strong liberal education background in the arts and sciences.
- CNL graduates will have content at the undergraduate or graduate level in the following areas: anatomy and physiology, microbiology, epidemiology, statistics, and health care policy.
- All CNL graduates will have additional graduate level content that builds upon an undergraduate foundation in: health assessment, pharmacology, and pathophysiology.
- All programs will demonstrate achievement of the five IOM health professions core competencies: quality improvement, interdisciplinary team care, patient-centered care, evidence-based practice and utilization of informatics.
- Required components of the CNL curriculum are: nursing leadership, clinical outcomes management, care environment management, critical thinking/clinical decision making, communication, ethics, human diversity/cultural competence, global healthcare, professional development in the CNL role, accountability, assessment, nursing technology and resource management, and professional values, including social justice (AACN, 2007).
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. Students suspected of cheating on outside class assignments, class exams, or quizzes will be approached by a faculty member. Validated incidences of cheating are grounds for failing a nursing course. Students should not loan class written assignments to classmates prior to submitting a paper for grading. Plagiarism is a form of cheating. Refer to “Academic Honor Code”, Lander University Student Handbook.

Academic Plan of Study
All CNL students must have a current Academic Plan of Study on file prior to registration for any class. The initial Academic Plan of Study will be completed during the mandatory on-campus orientation for new students. Each semester prior to registration the Academic Plan of Study will be reviewed and/or updated in consultation with the academic advisor.

<table>
<thead>
<tr>
<th>COURSES</th>
<th>HRS</th>
<th>TERM</th>
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<tbody>
<tr>
<td>NUR 600 Theory and Conceptual Foundation</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 611 Advanced Clinical Assessment</td>
<td>3</td>
<td>Fall</td>
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<tr>
<td>NUR 612 Advanced Pharmacology</td>
<td>3</td>
<td>Fall</td>
</tr>
<tr>
<td>NUR 613 Advanced Pathophysiology</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 620 Health Care Structure and Finance</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 651 Research for Evidence-based Practice</td>
<td>3</td>
<td>Spring</td>
</tr>
<tr>
<td>NUR 630 Health Promotion and Disease Prevention</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 635 CNL Practicum I *</td>
<td>3</td>
<td>Summer</td>
</tr>
<tr>
<td>NUR 640 Management of Clinical Outcomes</td>
<td>3</td>
<td>Fall</td>
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<td>NUR 645 CNL Practicum II *</td>
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<td>Fall</td>
</tr>
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<td>Fall</td>
</tr>
<tr>
<td>NUR 675 CNL Immersion Practicum III *</td>
<td>6</td>
<td>Spring</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>39</strong></td>
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*clinical component

Academic Probation
The master’s student whose semester or cumulative GPA falls below 3.0 will be placed on academic probation for one (1) semester. The student must improve the cumulative GPA to 3.0 or greater upon completion of the next semester in order to remain in the program.
**Grading Scale**

*Didactic*
Nursing course grading scales will appear in each course syllabus. The School of Nursing uses the following grading scale for all NUR courses except courses assigned a grade of pass/fail.

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **D** = 60-69
- **F** = 0-59

*Clinical*
Students are evaluated as satisfactory or unsatisfactory in the clinical component of courses. With input from clinical preceptors, the course faculty will evaluate students based on clinical course objectives. A satisfactory clinical grade is necessary to pass a course with a clinical component.

**ADA Requirement**
If you have a physical or learning disability you must contact the Lander University Wellness Center, 388-8885, studentwellness@lander.edu to receive reasonable accommodations. Once the Wellness Center has received appropriate documentation, your instructors will be informed of approved accommodations.

**Applications and Admissions**

*Admission*
Applicants for the CNL program are required to apply to Lander University and to the School of Nursing through the Office of Admissions.

Applicants must meet the following requirements to be considered for admission to the program:

- Graduate of baccalaureate nursing program accredited by Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission on Education in Nursing (ACEN), formally known as the National League of Nursing Accrediting Commission (NLNAC)
- Earned GPA of 3.0 on 4.0 scale on baccalaureate coursework
- Completed an undergraduate statistics course with a grade of “C” or better
- Current unencumbered Registered Nurse or Advanced Practice Registered Nurse license
- Proof of employment as a Registered Nurse or Advanced Practice Registered Nurse
- Submission of two letters of recommendation from Master’s or doctorally prepared nurses attesting to applicant’s potential for graduate work
- A written statement (300-500 words) discussing career goals and reasons for seeking admission to the CNL program
- Submission of resume or curriculum vitae
- An interview may be required at the discretion of the CNL Masters Committee
The CNL Masters Committee
The CNL Masters Committee will consist of faculty members from the School of Nursing with teaching duties in the CNL program. The Dean shall serve as the chair of the committee. The committee shall review applications to the CNL program and recommend full admission, conditional admission, or admission denial. In addition, the committee shall review requests for transfer credit and make recommendations regarding the suitability of previous Master’s level course work for transfer. Graduate students are encouraged to offer feedback to the chair of the CNL Masters committee.

Conditional Admission
Applicants not meeting GPA requirements may be considered for conditional admission. Students admitted conditionally are required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester, at which time they would be considered fully admitted and subject to the progression and graduation policies of the CNL program. Students not achieving a 3.0 GPA at the end of the first semester would be dismissed from the program.

Program Length
The program is designed to be delivered over five semesters and must be completed within six years of enrollment in the program.

Transfer Credits
Students with earned graduate credits in nursing or a related field may request a transcript evaluation for transfer or substitution credits, which will be considered by the CNL Masters Committee. No more than 15 transfer hours may be applied to the MSN degree in the CNL program.

Readmission to Clinical Nurse Leader Program
The CNL Masters Committee will act upon all requests for readmission. Readmission to the School of Nursing is not automatic and will be considered on a space-available basis. A student seeking readmission should reapply to Lander University and the CNL program. In addition, the student should submit a type-written letter stating the circumstances that resulted in the student’s absence from the program and reason(s) that readmission to the program is justified.

Clinical Nurse Leader Program Outcomes
Students enrolled in Lander University School of Nursing Graduate Program are assessed using the following program goals:

1. Effect change through advocacy for the profession, interdisciplinary health care team and the client.
2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
3. Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve.
4. Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.
5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.
6. Use information systems and technology at the point of care to improve health care outcomes.
7. Participate in systems review by evaluating client safety risks to improve quality of client care.
8. Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.
9. Utilize information to design, implement and evaluate client plans of care.
10. Synthesizes evidence to evaluate and achieve optimal client and care environment outcomes.
11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals.

In the final semester of the graduate program, students will be enrolled in NUR 675 CNL Immersion Practicum III. This course will be the culmination of the student’s learning in the program. This course will afford the student the opportunity to develop a Graduate Synthesis Project, which encompasses all of the key elements and knowledge gained in the previous courses.

**Graduate Synthesis Project**

This project will be initiated in NUR 635 and culminate in NUR 675. The goal of the project is to have the student retrospectively examine the knowledge he/she has gained over the course of the master’s program and develop a product/project that synthesizes that information into a global culmination of the program content. The CNL Masters Committee will collaboratively determine guidelines and requirements for individual projects/products.

**Progression and Program Completion**

For any master’s course, a grade of less than B is considered unsuccessful, and if the course is required for the program, it must be repeated with an earned grade of B or greater.

**Priority for Course Space**

When course spaces are limited, fully matriculated students are given priority over non-degree seeking students. First-time enrollees are given priority over students who are repeating a course or non-degree seeking students.

**Repeating a Course**

When a student is required to repeat a course, the computation of his/her overall grade point average is calculated on the grade earned with the second attempt. Students repeating courses may not displace first time enrollees. No more than one course may be repeated.

**Dismissal from the Program**

The CNL Masters Committee will recommend to the Dean that a student be dismissed from the program if the student:

1. Fails to register for consecutive semesters and has not requested a leave of absence.
2. Fails to return after the length of time an LOA expires.
3. Has a GPA that indicates the student will not be able to meet the 3.0 requirement for graduation or has failed two courses.
4. Does not complete requirements for the degree within a 6-year period after initial registration for the master’s program.

**Incomplete Grades(s)**
An “Incomplete” (I) is awarded when all requirements of a course have not been completed by the end of the semester. This designation is reserved for students where failure to complete the course are due to circumstances such as unanticipated illness, accident, work-related responsibility or family hardship which are beyond the student’s control. The option for an “Incomplete” is at the discretion of the course faculty. By arrangement with the course faculty, the student will have up to six months from the last day of examinations for the semester in which to complete the work and the faculty to submit the grade. After six months, an “Incomplete” which has not been made up is changed to a grade of “F”. For progression, the Incomplete must be addressed before the drop/add period deadline of a semester if the student plans to utilize that semester for course registration. Hence, master’s students may not register for courses until an “Incomplete” grade from the previous semester is removed. It is the responsibility of the student to ensure that all arrangements for removal of the Incomplete have been made and that all work for completing course assignments has been accomplished.

**Grade Appeals**
Lander University’s Student Handbook includes provisions for grade appeals. Neither grade changes nor appeals for grade changes can be made after one calendar year from the time the grade was given. After graduation no grade can be changed or appealed.

**Program Completion**
To complete the degree program, candidates must maintain a minimum GPA of 3.0 on a 4.0 scale on all graduate work, successfully complete the required clinical immersions, and demonstrate competence in the Clinical Nurse Leader role as evidenced by satisfactory completion of the Graduate Synthesis Project.

**Graduation**
Students graduate in the semester that all requirements are met and all documentation is received by the appropriate college/school by the designated deadline. Incomplete grades, late application for graduation, or late receipt of transfer credit or score reports may result in the degree being awarded in a later semester. Lander University reserves the right to deny or revoke a degree or other academic credential if it was obtained by misrepresentation, fraud, or by mistake or error. Graduate learners are required to file an Application for Degree with the Registrar’s Office during the semester prior to graduation. Refer to the current university catalog for deadline dates. Request for graduation forms are available in the Registrar's office and online. Additionally, the Degree Plan requirements that are developed with the student and his/her advisor are to be complete and turned in to the SON/the Registrar’s Office (with the graduation application).
Requirements for graduation and for the award of the Masters of Science in Nursing (MSN) degree as follows:

To receive a master’s from Lander University a learner must fulfill the following: 1) Complete the number of graduate hours and specific courses required in the learner’s approved program; 2) Achieve a 3.0 cumulative GPA on a 4.0 scale on all graduate courses; 3) Satisfactorily complete all other requirements of the program which include completing all clinical hours successfully prior to graduation; and 4) Successfully complete all required documentation pertaining to graduation (ie application, degree plan, etc).

Withdrawal from University
Clinical Nurse Leader students who find it necessary to withdraw from all classes must process an Application for Official Withdrawal through the Registrar’s Office. Withdrawal after the drop deadline will result in grades of W for all registered course work. Students may not withdraw following the last day of classes. A student 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 and will be off their Academic Plan of Study. Readmission to the Clinical Nurse Leader program will be considered on a space-available basis. Students who withdraw will be out-of-sequence for one year or until the next course offering. Students should refer to the Lander Student Handbook for more information about the University policies on course withdrawal, Official Withdrawal, and Temporary Leave.

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

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

II. Core Performance Standards and Requirements: these requirements must be met to be eligible for admission and progression in any 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 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’s status.

Skill: Mobility

Standard: Physical abilities sufficient for movement from room to room and to maneuver 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 25 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 like computer keypads; motor skills for activities like suctioning.

Skill: Sensory

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

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


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

Tactile: Tactile ability sufficient for physical assessment.

Examples: Perform palpation (e.g. pulse, temperature, tactile fremitus), functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter).

Olfactory: Sense of smell sufficient for accurate client assessment and maintaining client safety.

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

Skill: Self-Care

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

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

**Skill: 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 provide 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.

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

### Core Performance Requirements for Nursing Students Acknowledgement Form

<table>
<thead>
<tr>
<th>Skill/Issue</th>
<th>Standard</th>
<th>Examples (not all-inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical-thinking</td>
<td>Critical-thinking ability sufficient for clinical judgment</td>
<td>Identify cause &amp; effect relationships in clinical situations; develop nursing care plans; accurately calculate medication dosages; prioritize care; maintain aseptic technique; gather and assemble correct equipment; maintain safety for self and clients.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds</td>
<td>Establish rapport with clients, clients’ families, colleagues, and other healthcare providers; ability to work well on group projects or as part of healthcare team.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for verbal and written interaction with others</td>
<td>Explain treatment procedures; initiate health teaching; document and interpret nursing actions and client responses; provide clear, accurate report of client’s status.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient for movement from room to room and to maneuver in small spaces</td>
<td>Ability to move around in client’s room, work spaces and treatment areas; administer cardiopulmonary procedures; ability to safely lift,</td>
</tr>
<tr>
<td><strong>Motor skills</strong></td>
<td><strong>Gross and fine motor abilities sufficient for providing safe, effective nursing care</strong></td>
<td><strong>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 like computer keypads; motor skills for activities like suctioning.</strong></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Sensory: Hearing</strong></td>
<td><strong>Auditory ability sufficient for monitoring and assessing health needs</strong></td>
<td><strong>Hear monitor alarm, emergency signals, auscultation of client assessment to determine normal versus abnormal heart, lung, and bowel sounds; hear cries for help</strong></td>
</tr>
<tr>
<td><strong>Sensory: Visual</strong></td>
<td><strong>Visual ability sufficient for observation and assessment necessary to implement nursing care</strong></td>
<td><strong>Observe client responses; view syringe calibration; read charts, careplans, print-outs, or monitors; read labels.</strong></td>
</tr>
<tr>
<td><strong>Sensory: Tactile</strong></td>
<td><strong>Tactile ability sufficient for physical assessment</strong></td>
<td><strong>Perform palpation (eg. pulse, temperature, tactile fremitus), functions of physical examination and/or those related to therapeutic intervention (such as insertion of a catheter)</strong></td>
</tr>
<tr>
<td><strong>Sensory: Olfactory</strong></td>
<td><strong>Sense of smell sufficient for accurate client assessment and maintaining client safety</strong></td>
<td><strong>Distinguish smells that contribute to assessment and/or safety (such as wound or breath odor, smell smoke/fire).</strong></td>
</tr>
<tr>
<td><strong>Self-Care</strong></td>
<td><strong>Ability to identify and maintain personal physical, cognitive, and emotional health.</strong></td>
<td><strong>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</strong></td>
</tr>
<tr>
<td>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; maintain professional codes of nursing including avoidance of chemical substances that affect clinical judgment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment</td>
<td>Ability to work in a variety of healthcare settings with diverse client populations under variable conditions.</td>
<td>Ability to work in temperature changes (e.g., cold of operating room or heat of outdoor clinic); ability to drive or otherwise provide transportation to and from clinical settings; ability to work in setting with noises that may be a distraction; work in presence of noxious odors, contact with liquids, and potential hazards; accurately calculate medication dosages in presence of noise and other distractions.</td>
</tr>
</tbody>
</table>

(Adapted from SREB Council on Collegiate Education for Nursing available at [http://www.sreb.org/](http://www.sreb.org/))
Acknowledgment of Required Core Performance Skills

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

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

OR

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

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

- Critical Thinking:________________________________________________________
- Interpersonal:___________________________________________________________
- Communication:_________________________________________________________
- Mobility:________________________________________________________________
- Motor Skills:________________________________________________________________
- Hearing:_________________________________________________________________
- Visual:_________________________________________________________________
- Tactile:_________________________________________________________________
- Smell:_________________________________________________________________
- Self-Care:_________________________________________________________________
- Environment:_________________________________________________________________

_________________________  ____________________  __________________________
Student’s Signature        Date                Telephone Number


**Codes of Conduct**

**Student Nurse Code of Conduct**

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

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

**Coursework Approval**

Nursing students 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.
Endorsement for Certification as CNL
Graduates of the CNL program will be eligible to take the Clinical Nurse Leader (CNL) certification exam administered by the Commission on Nurse Certification (CNC). Application for the certification process includes the following steps:

- The School of Nursing submits the required documentation to the CNC office.
- Candidates submit a completed CNL Education Documentation Form, endorsed by the program director.
- Testing dates and proctors are established by the School of Nursing and CNC office if Lander serves as a testing site. An alternate testing site may be used.
- Candidates submit required documentation and fees to CNC.
- Exams are administered as scheduled. Candidates are notified of exam results electronically immediately following the exam.
- School of Nursing is notified of aggregate testing results within 30 days.
LANDER UNIVERSITY SCHOOL OF NURSING
NOTICE OF ACADEMIC OR CODE OF CONDUCT DIFFICULTY

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

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

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

COMMENTS:
Non-Degree Seeking Students
Non-degree seeking students may be considered for admission on a space available basis for selected courses. Students may not earn more than 12 credit hours as a non-degree seeking student. Non-degree seeking students should provide proof of an unencumbered South Carolina RN license and graduation from a CCNE or NLNAC approved baccalaureate nursing program. Students that have previously earned credits as a non-degree seeking student wishing to enter the MSN program as a degree seeking student should refer to the Admissions policy.
SECTION II: ACADEMIC AND CLINICAL POLICIES AND PROCEDURES
Part B: Clinical Policies and Procedures

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

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

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

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

1. Submit a letter from a treatment agency verifying completion of a substance abuse treatment program.
2. Prior to readmission, submit to an unannounced substance abuse screening at the student’s expense. A positive screen will result in ineligibility for readmission.
3. Submit to random drug tests as requested by the School of Nursing after readmission. A positive screen will result in permanent dismissal. Random drug testing will be at the expense of the student.

**Procedure Following Reasonable Suspicion of Alcohol/Drug Use**

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

**Random Drug/Alcohol Testing**

The Lander School of Nursing reserves the right to also randomly test any student admitted to the nursing program for drugs and/or alcohol.
**Reasonable Suspicion of Drugs and/or Alcohol Use Form**

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

Date of Alleged Event _________________________________________

Time of Alleged Event _________________________________________

Location of Alleged Event _______________________________________

Print Name of Student _________________________________________

Signature of Student ___________________________________________

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

Print Name of Faculty_______________________________________________

Signature of Faculty_________________________________________________

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

Print Witness Name _______________________________________________

Signature of Witness _______________________________________________

Behaviors suggestive of substance use:
____________________________________________________________________
____________________________________________________________________

Time of Dismissal from Clinical Agency ________________________________

Person Driving Student from Agency_____________________________________

Initials____________   Initials _____________    Initials ______________

*Faculty may document on back of form
Requirements for Entering MSN Clinical Nursing Courses

To meet the standards of the Lander University School of Nursing, the South Carolina State Board of Nursing, and clinical agency requirements, Lander University nursing students must present evidence of a health screening, current immunization status, current registered 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 health screening, immunization status, annual PPD test results, liability, health and accident insurance and CPR certification is due no later than the first day of clinicals in courses where there are clinical components and 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. The student is responsible for submitting completed documentation to the selected vendor selected by the School of Nursing and keeping a copy of the documentation for personal use. Students can find complete information regarding these requirements and the vendor in the CNL Communications site in Blackboard.

Professional Registered Nursing Liability Insurance

Students enrolled in MSN nursing courses must carry tort and professional registered 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 Registered Nursing Liability Insurance policy showing coverage dates and amounts. The Professional Registered Nursing Liability Insurance must provide coverage of at least 1 million per incident/ 3 million aggregate. Suggested Professional Registered Nursing Liability Insurance carriers can be found on the School of Nursing website.

Health and Accident Insurance

Students are required to carry health insurance throughout their course of study. All students enrolled in clinical 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 clinical 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 MSN Students

All students enrolled in clinical courses must show annual evidence of health screening which will be effective throughout the academic year. The health examination must document:

1. Annual PPD (date administered, results, and name of agency where it was completed). If you had a positive PPD, you will be required to have a chest x-ray and follow DHEC guidelines for
positive PPD results. Students may be required to complete a 2-Step PPD screening per clinical facility requirements. Employer approved Tb screening results can be submitted to document this requirement.

2. Rubella status or immune titer (greater than 1:8, or re-immunization). Students having titer results that are not positive (immune) must complete the immunization process.

3. Tetanus/Pertussis-(Tdap) immunization (within the last 10 years).

4. Hepatitis-B series. Dates of shot series, positive titer, or copy of waiver of declination attached. Students having titer results that are not positive (immune) must complete the immunization process.

5. Varicella immunization or positive titer. Students having titer results that are not positive (immune) must complete the immunization process.

6. Influenza immunization- Documentation of a flu shot administered between September 1st-November 1st OR a declination waiver. Declination waiver is available to download, print, sign and upload. The renewal date will be set for 1 year from administered date of vaccine.

**Hepatitis-B**

Hepatitis B immunization is required (unless a waiver of declination has been signed) in order to engage in client care activities in clinical nursing courses.

**Submission of Requirements for Entering MSN Option** (Beginning upon admission and continuing annually until graduation.)

Lander University School of Nursing currently uses CastleBranch for tracking screening requirements. Guidelines for completing the requirements are available on the CNL communication site. Requirements are to be submitted to CastleBranch by the deadline given by the School of Nursing. Approved by NFO 11/20/13; 3/5/14

**Confidentiality Statement**

- A MSN-CNL student will hold in confidence all personal client information entrusted to him/her.
- Confidential clinical information and research data (written or oral) given to a MSN-CNL student will be considered privileged within the content of the learning site.
- A MSN-CNL student will limit his/her discussion of client/family to structured learning situations (conferences and clinical).
- A MSN-CNL student should not include specific identifying client information on assignments submitted in written or electronic form.
- A MSN-CNL student will respect the rights of colleagues/classmates to keep personal information and papers confidential.

Failure to comply with the above Professional Confidentiality policy represents unethical conduct for a nursing student and may result in an unsatisfactory grade in the MSN-CNL course or dismissal from the MSN-CNL program.
LANDER UNIVERSITY
SCHOOL OF NURSING

POSITION TITLE: Graduate Clinical Preceptor

FUNCTION: Clinical preceptors are selected by course faculty in consultation with students based on the required clinical experiences. Course faculty collaborate with preceptors to provide an approved clinical experiences for students. 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; Master’s 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 OF LANDER UNIVERSITY:
1. Formalize a contract between the clinical agency and the School of Nursing.
2. Appoint clinical preceptor through collaboration with the course coordinator and the clinical agency.
3. Ensure that written policies governing the role and responsibilities of the clinical preceptor are consistent with those of the School of Nursing and the clinical agency.
4. Provide the preceptor with a written description of the preceptor responsibilities.
5. Orient the preceptor to the preceptor role and course objectives.
6. Through collaboration with the clinical preceptor and clinical agency, assign a reasonable number of students to available preceptors.
7. Ensure that the course faculty member who retains overall responsibility for the course, will be available to the preceptor and/or the student for consultation in person or by telecommunications.
8. Obtain evaluations of students and clinical agencies.

RESPONSIBILITIES OF THE CLINICAL PRECEPTOR:
1. Collaborate with the clinical course faculty regarding approved clinical experiences and expectations of the course.
2. Function according to the guidelines/criteria developed by the course faculty.
3. Complete an orientation to the preceptor role and course objectives.
4. 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. Provide supervision for the student while performing clinical activities** or designate a substitute in the absence of the preceptor.
6. Provide written feedback to the course faculty regarding the student’s clinical performance.
*Bachelor’s prepared RN may be accepted in practice areas with limited Master’s-prepared staff if their professional roles and experiences are appropriate for the preferred clinical experience.**MSN students work in collaboration with the course faculty and clinical preceptor and do not require direct supervision.
SECTION III: STUDENT POLICIES AND PROCEDURES
Part A: Graduate Students

Communication
Lander student email is the official vehicle for all electronic communication. CNL students are responsible for checking their Lander email account at least daily. Additionally, students admitted to the Clinical Nurse Leader program will be allowed access to the Clinical Nurse Leader Student Communication Site. This is located in Blackboard under the icon “cnlcommunications.” This site will provide information about deadlines, forms, organizational meetings, scholarships, and other information of interest to those in the program. If a student is unable to access the CNL site on the first day of classes, it is the student’s responsibility to inform the Administrative Assistant in the School of Nursing so that access can be allowed. Communication with individual course faculty should be undertaken in accordance with the guidelines delineated in the course syllabus.

Nursing Recognition Ceremony
The School of Nursing sponsors a recognition ceremony twice each academic year. The ceremony honors the achievements of graduates in both the undergraduate and graduate nursing programs. Awards and special recognitions will be given; prelicensure and RN-BSN graduates will receive the nursing pin; MSN graduates will wear academic regalia and receive the Master’s hood.

The CNL Masters Committee
The CNL Masters Committee will be comprised of the Dean of the School of Nursing and a minimum of two faculty teaching in the graduate program. The CNL Masters Committee will retain responsibility for graduate curriculum, recruitment and retention plans, management of the graduate assessment plan, plans for program improvement, and policy and procedures applicable to graduate students. The CNL Masters Committee will meet at least once each semester and as needed. When policy and procedure changes are being considered that would affect graduate students, a period of comment will be allowed to seek input from current graduate student cohorts as appropriate. Feedback may be solicited through virtual meetings, online polling, and postings on the CNL Communication Board.

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.

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.
**Procedure for a Formal Complaint**

If a formal complaint is received, the following steps will be used to attempt resolution. The written complaint and all related documentation will be maintained on file by the Office of the School of Nursing.

1. The Dean will acknowledge receipt of the complaint in writing to the person(s) who initiated the complaint within 5 Lander business days following receipt.
2. The Dean will notify in writing all persons at the University who are affected by the complaint within 5 Lander business days following receipt.
3. The Dean will notify in writing the University administrators (Vice-President) of areas affected by the complaint within 5 Lander business days following receipt.
4. The Dean will attempt to resolve the complaint within 10 Lander business days following receipt.
5. If unable to resolve the complaint, the Dean will arrange a face-to-face meeting of all involved persons to attempt resolution of the complaint through negotiation within 15 Lander business days following receipt.
6. If unable to resolve the complaint through negotiation, the Dean will refer the complaint to the appropriate Vice President for administrative action.

**Sigma Theta Tau International Honor Society**

Mu Zeta Chapter of Sigma Theta Tau International Honor Society of Nursing was installed at Lander University (then Lander College) on April 29, 1990. The purposes of the Society are to:

1. Recognize superior achievement.
2. Recognize and develop leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideals and purposes of the profession.

Criteria for membership consideration:

1. Is a licensed registered nurse.
2. Legally recognized to practice in the United States.
3. Have a minimum of baccalaureate degree or equivalent in any field
4. Evidence of professional leadership potential.
5. Membership is by invitation only.

Masters students may be invited to accept membership during their first year of enrollment. A membership fee is required. The Bylaws are on file in the School of Nursing.

**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.