



Judge-McRae School of Nursing

PRE-LICENSURE BSN STUDENT HANDBOOK
2016-2017

Revised: October 2015 CFG
Revised: November 2015 MG
Revised May 2016 CT
Revised: August 2016 JMSON

Judge-McRae School of Nursing
Pre-licensure BSN Student Handbook Outline

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Section 1: Welcome and Introduction

Welcome Letter from the Dean

Welcome to the Mars Hill University Judge-McRae School of Nursing! We are gratified that you have chosen our school of nursing for your educational journey. Your journey and success will be the results of collaborations among students (you), faculty, administrators, community agencies, health care providers, clients, families, and communities.

Nursing is the most trusted profession in the United States of America. Nurses have earned and maintain that designation through education, critical thinking, visionary leadership, advocacy for the vulnerable, adaptability, clear vision, acumen, and compassion. The Judge-McRae School of Nursing values reflect those of Mars Hill University (MHU) and focus upon health promotion, community engagement, cultural sensitivity and competence, courageous advocacy, and ethical leadership.

Mars Hill University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For the past 2-3 years, an in-depth feasibility study on nursing programs was conducted by MHU leadership which resulted in a decision by the Trustees and the faculty to begin the program(s) at Mars Hill. In late March/April 2015, Mars Hill University was approved by SACSCOC to award the BSN degree to two types of BSN programs: RN to BSN (post-licensure) and Traditional BSN (pre-licensure).

The RN to BSN Program begins on May 28, 2015. The BSN Program(s) have Initial Applicant status with Commission on Collegiate Nursing Education. A n on-site survey review is scheduled for September 19-21, 2016. At this time, the RN to BSN Program is offered one evening a week at the Adult & Graduate Studies Center in Arden (303B Airport Road).

The Pre-licensure BSN Program received Initial Approval by the North Carolina Board of Nursing (NCBON) in February 2016. The first cohort of junior level pre-licensure BSN students will begin classes in August 2016 at the new Ferguson Health Sciences Center.

Please read this handbook carefully, clarify any questions, then sign and date the respective page for the program in which you are enrolled.

Congratulations on taking this step in your career! We look forward to learning with you as you enrich your life, your profession, and your community.

Sincerely,

Dr. Cathy Franklin-Griffin

Dr. Cathy Franklin-Griffin, PhD, MSN, RN, CHPN
Professor & Dean, Judge-McRae School of Nursing

History

Mars Hill University

Mars Hill University was founded as the French Broad Baptist Institute in Madison County in 1856, in the days leading up to the Civil War. Shortly thereafter, the name was changed to Mars Hill College, inspired by Acts 17:22, which said, "Then Paul stood in the midst of Mars' hill and said, 'Ye men of Athens, I perceive that in all things ye are too superstitious.'" The college was chartered by the State of North Carolina in 1859 following its founding by some dedicated but struggling local families who wanted their children educated and instructed in the Baptist faith.

The devastation of the Civil War in the mountains of North Carolina continued long after the end of fighting, because families were split over whether to fight for the Northern army or the Confederate army. Ill will among families and neighbors had a negative impact on Mars Hill College until almost the 20th Century. A succession of short-termed college presidents struggled to keep the college going.

A turning point was reached in 1897 when Dr. Robert L. Moore became president and launched a period of stability. His personal faith and integrity became widely known and attracted students whose parents wanted them to come under the influence of such an inspirational leader.

Dr. Hoyt Blackwell was elected in 1938 to replace Dr. Moore, and led a period of building and progress leading to the conversion of Mars Hill to four-year status in 1962. Mars Hill had become one of the premiere two-year private colleges in the nation, and the next challenge became attaining that recognition for the four-year institution.

The Blackwell era was followed by the election of Dr. Fred Bentley in 1966. At the time, Bentley was perhaps the youngest president of a senior college in the nation. Bentley presided over a period of dramatic change, paralleling in some ways the changes that were taking place in the nation. Mars Hill College expanded its outreach programs and identified itself more closely with the Appalachian region. After 30 years in office, Bentley retired in 1996 and was followed by Dr. Max Lennon, an alumnus (class of 1960) and former president of Clemson University. Lennon resigned in January 2002 to head a program in technology and technology transfer to bring the communities of Western North Carolina the advantages of high speed computing and Internet access.

Dan G. Lunsford, an alumnus (class of 1969) and Dean of the School of Education at Mars Hill College, was named interim president in January 2002 and elected to the presidency in May 2003. His presidency has been marked by improved morale on the campus, progress in building enrollments, success in fund-raising, and creating a vision for a brighter future. In 2011 the college added a master's degree program in education, which saw its first graduates in 2013.

In August 2013, the institution changed its name to Mars Hill University, to reflect the institution's expansion, both in terms of enrollment and variety of offerings. "We believe that changing the designation from college to university is one that positions the institution to be recognized for what we really are," Lunsford said. "The name 'university' denotes a greater variety of offerings, and it indicates the

opportunity to obtain undergraduate and graduate education in selected fields as part of the Mars Hill experience.”

-from "Mars Hill College History in Brief" by MHU Trustee Ken Sanford (class of 1952) - with updated information added

Judge-McRae School of Nursing

The Judge-McRae School began in 2014 with the hiring of Dr. Cathy Franklin-Griffin. Franklin-Griffin came to Mars Hill University with experiences such as: professor, regional coordinator, developing and implementing nursing and health sciences program. Franklin-Griffin has served as a consultant for both academic and non-profit organizations, written successful grant proposals and served on the North Carolina Board of Nursing.

"To be the dean for the Judge-McRae School of Nursing at Mars Hill University is particularly special to me due to the university's Christian roots, its reputation and its location, as well as the caliber of professionalism and expertise found here. This is much more than a job or position to me – it is a mission and a calling to apply education, experience, and passion to benefit the region," she said.

The Ferguson Health Sciences Center, named for Jack and Carolyn Ferguson of Candler, NC, will be a three-story, 28,731 square foot facility, which is expected to be completed by the fall of 2016. The initial cohort of junior level nursing students will enter in August 2016.

The Judge-McRae School of Nursing is named for MHU alumni Norman '84 and Linda Judge McRae '86 of Knoxville, TN. The McRaes are the owners of Caris Healthcare, a provider of private hospice healthcare based in Knoxville.

The inaugural RN to BSN class of the Judge-McRae School of Nursing began May 2015. The second cohort entered in May 2016.

Mission Statements

Mars Hill University

Mars Hill University, an academic community rooted in the Christian faith, challenges and equips students to pursue intellectual, spiritual, and personal growth through an education that is:

- grounded in a rigorous study of the Liberal Arts
- connected with the world of work
- committed to character development, to service, and to responsible citizenship in the community, the region, and the world.

This mission statement was adopted in 1997 as part of the university's strategic planning process. To accompany its Mission Statement, Mars Hill University has further defined itself with a Religious Identity Statement.

Religious Life Statement

Mars Hill's religious identity will never be fully answered through a simple written statement, but will continually emerge through an ongoing dialogue among members of the Mars Hill family. Based on our mission statement (above), this document (below) was developed by the Religious Life Committee in consultation with the Church Relations Council. In addition, faculty, staff, students and the Board of Advisors offered feedback at various stages of its drafting. On November 7, 2003, the Board of Trustees of Mars Hill University voted to approve the use of this document to publicly communicate the religious identity of the university. It represents our best understanding of who we are relative to our Christian roots, and it is an invitation to all members of the Mars Hill community—alumni, trustees, faculty, staff, students, and prospective students—to join us in this rich conversation as we seek to fulfill our mission.

School of Nursing

Consistent with the Mars Hill University mission statement, the Judge-McRae School of Nursing is grounded in a rigorous study of the liberal arts, prepares professionals for the world of work, and is committed to character development, health care service, and responsible citizenship. The Judge-McRae School of Nursing embraces its rural, western North Carolina mountain identity and its collaborations with the communities, educational colleagues, and health care partners.

Mission of the MHU BSN Program(s)

The BSN Program(s) at Mars Hill University equip students with the knowledge, skills, and professional dispositions to provide innovative health care across the lifespan through the roles of provider of care, designer of care, member of the profession, and member of the interdisciplinary team. Students will experience an education that:

- Sharpens critical thinking and clinical judgment
- Enhances health promotion and cultural sensitivity perspectives
- Insists upon effective, interactive, and interdisciplinary communication
- Engages with the community.

Vision

The vision of the Judge-McRae School of Nursing is to educate future nursing leaders to be informed, courageous advocates, providing for a diverse population in western North Carolina and beyond; to positively influence the dynamic healthcare system through community engagement, service, collaboration; to demonstrate holistic care with cultural competence; to be informed, reflective, critical thinkers with adaptability and applicability of clinical judgment; to teach health promotion with dignity across the lifespan; and to hone self-awareness for utilization of best self in ethical servant leader roles.

Program Objectives

The Judge-McRae School of Nursing BSN Program Student Learning Outcomes extend the mission statement and reflect current expectations in Bachelor of Science in Nursing program. The BSN Program Student Learning Outcomes (SLOs) are in alignment with the MHU Student Learning Outcomes (Knowledge, Effective Communication, Informed/Critical/Creative Thinking, Aesthetic Awareness, Personal Growth/Social Responsibility).

Section 2: General Information

Chart 1A: Organizational Chart:
Senior Administration

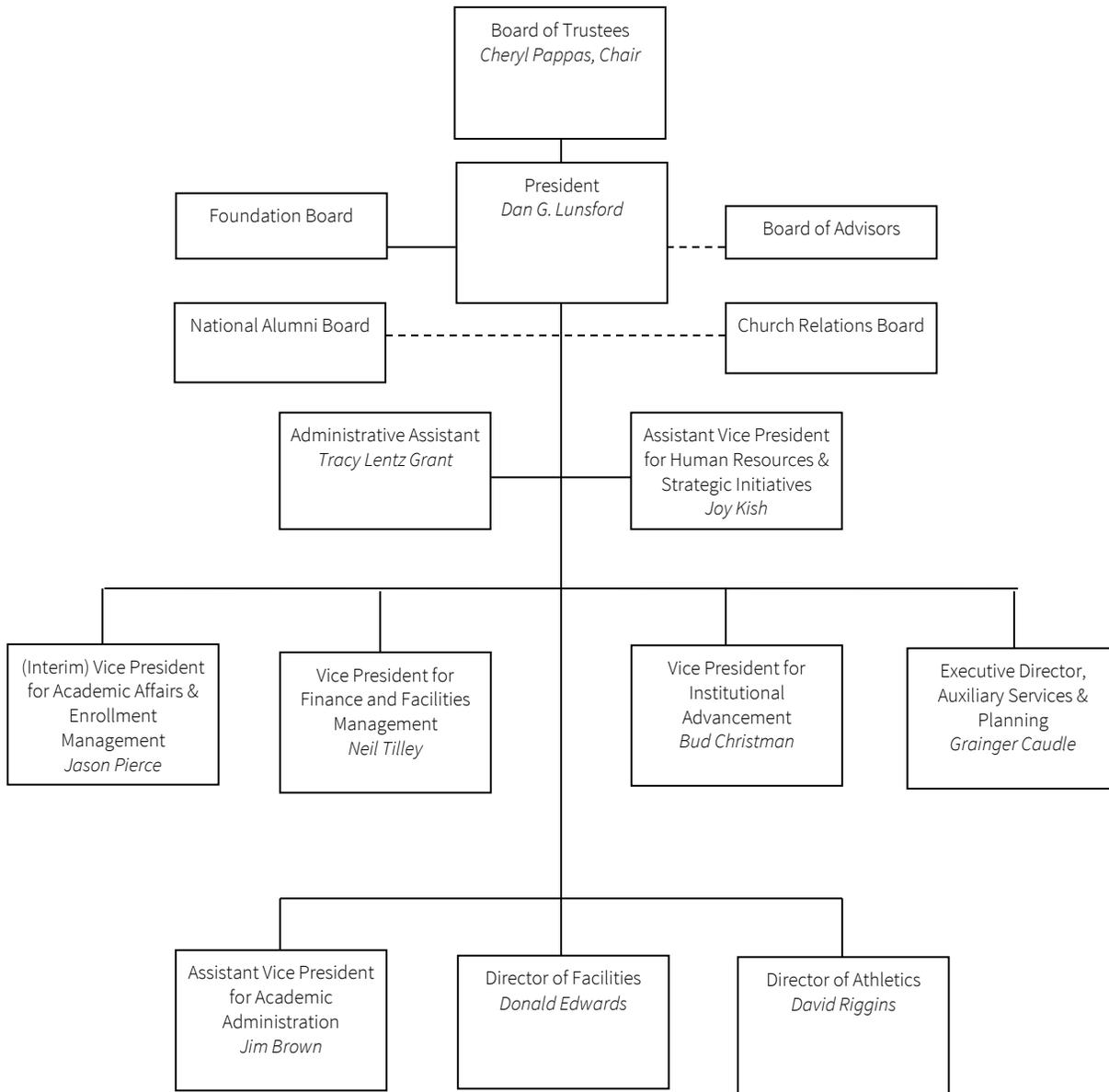


CHART 1B: ORGANIZATIONAL CHART:

Office of the Executive Vice President

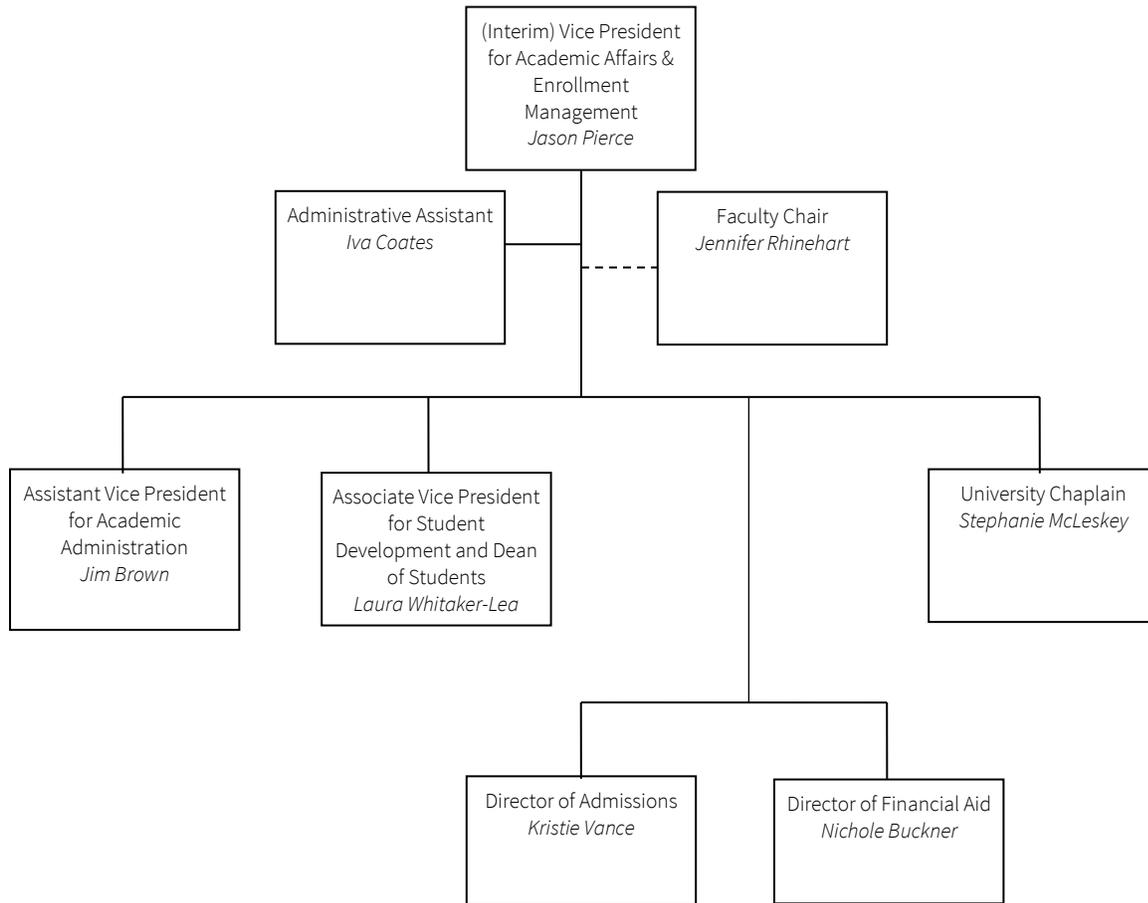


Chart 1C: Organizational Chart
Academic Affairs

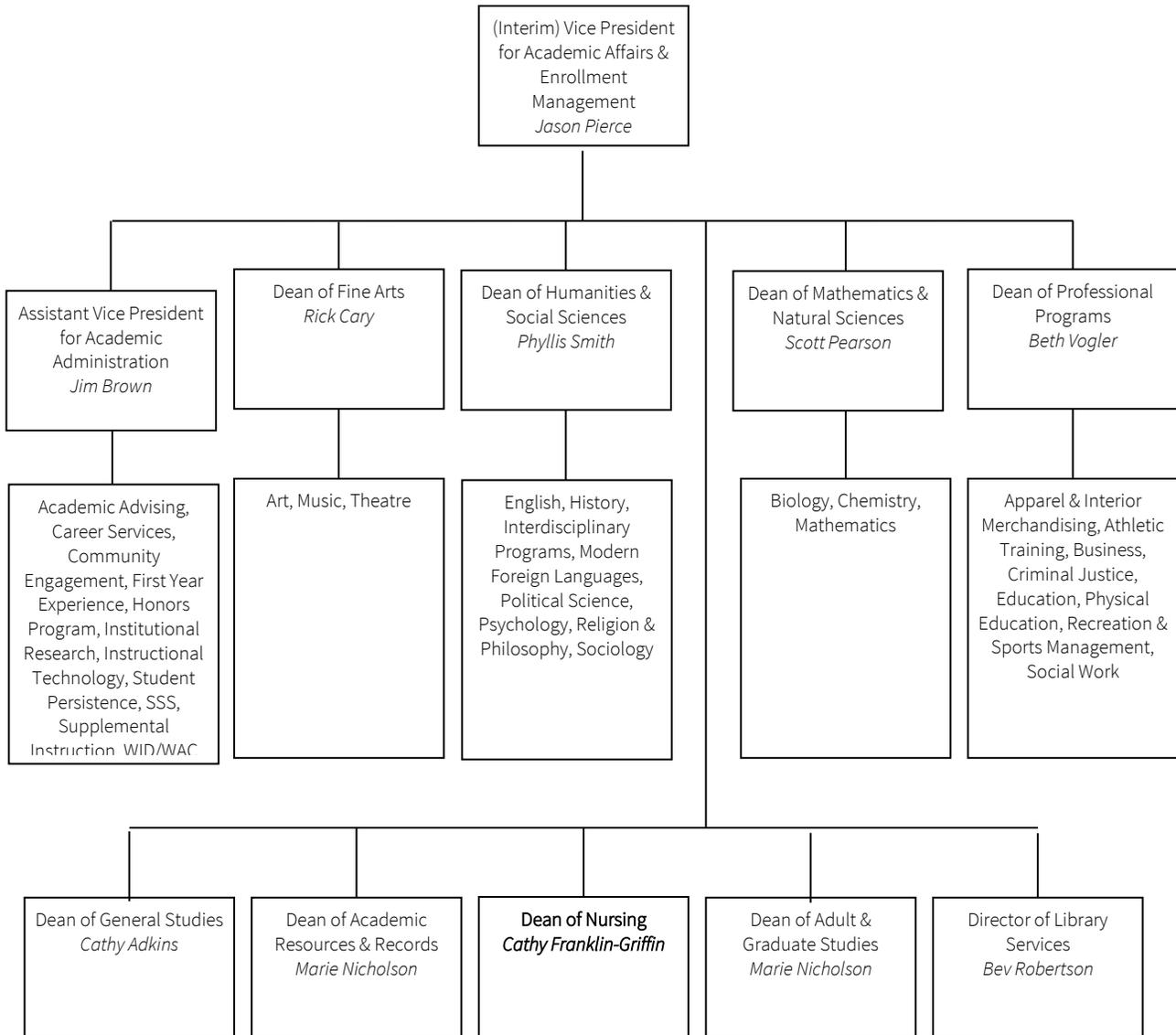
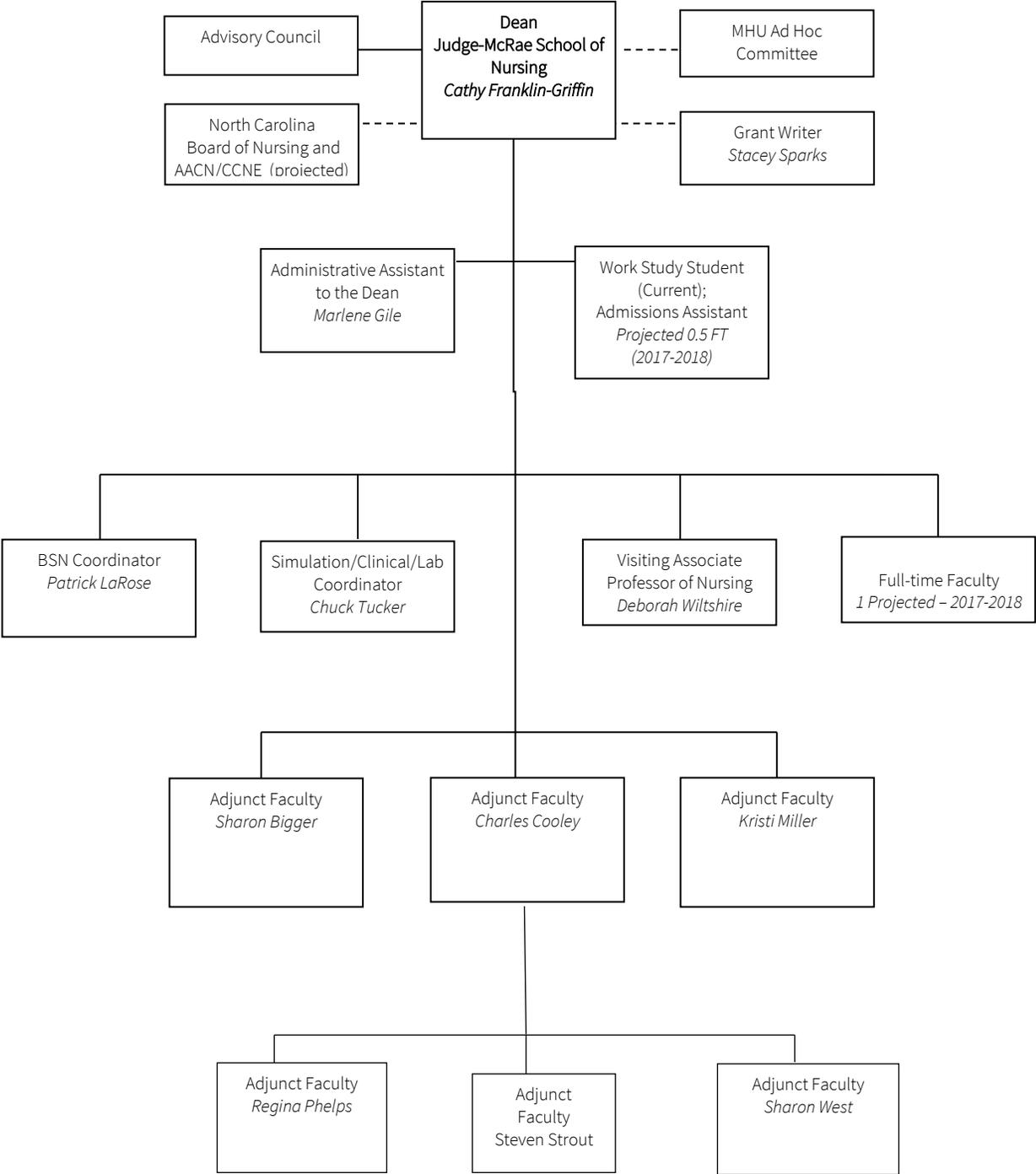


Chart 1D: Organizational Chart:
Judge-McRae School of Nursing



School of Nursing Contact Information

Full-time

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Adjunct

Dr. Charles Cooley, DNP, RN

Mrs. Kristi S. Miller, MSN, RN

Mr. Steven Strout, MSN, RN

Mrs. Sharon West, MSN, RN

Dr. Regina Phelps

Mrs. Sharon Bigger – NUR 420R Course Practicum Coordinator

Consultant

Mrs. Nancy Porter

Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

Mars Hill University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). MHU has received approval from SACSCOC to award the BSN degree.

Commission on Collegiate Nursing Education (CCNE)

The Commission on Colleges of Nursing Education has awarded Applicant Status to BSN program(s) at Mars Hill University. An on-site visit is scheduled for September 19 - 21, 2016.

North Carolina Board of Nursing (NCBON)

The Traditional, Pre-licensure BSN Program was awarded Initial Approval by the North Carolina Board of Nursing in February 2016.

North Carolina General Statute

(37) "Program Type" means a course of study that prepares an individual to function as an entry-level practitioner of nursing. The three program types are:

(a) BSN - Curriculum components for Bachelor of Science in Nursing provides for the attainment of knowledge and skill sets in the current practice in nursing, nursing theory, nursing research, community and public health, health care policy, health care delivery and finance, communications, therapeutic interventions and current trends in health care. For this program type, the client is the individual, family, group, and community.

(b) Associate Degree in Nursing (ADN)/Diploma in Registered Nursing - Curriculum components for the ADN/Diploma in Registered Nursing provides for the attainment of knowledge and skill sets in the current practice in nursing, community concepts, health care delivery, communications, therapeutic interventions and current trends in health care. For this program type, client is the individual, group of individuals, and family.

(c) Practical Nurse Diploma - Curriculum prepares for functioning in a dependent role in providing direct nursing care under the direction of a registered nurse or other health care provider as defined by the Nursing Practice Act. Curriculum components provide for the attainment of knowledge and skill sets in the current practice of practical nursing, communications, therapeutic interventions, including pharmacology, growth and development and current trends in health care. For this program type client is the individual, or group of individuals.

American Association of Colleges of Nursing's Essentials of Baccalaureate Nursing Education

The nine Essentials are:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

Professional nursing practice is grounded in the translation of current evidence into practice.

Essential IV: Information Management and Application of Patient Care Technology

Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health

Outcomes

Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients (AACN, 2008).

American Association of Colleges of Nursing, www.aacn.nche.edu February 19, 2009

American Nurses Association Nursing Code of Ethics

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2001

National Student Nurses Association, Inc. Code of Academia and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substance in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001.

Section 3: General Requirements

Criminal Background Check

All students must have a clean criminal background check for all states of residence for the past 10 years.

Substance Abuse

Drugs

The use and/or possession and/or distribution for the use of illegal/controlled drugs are governed by local, state and federal laws and are strictly prohibited. All cases or evidence of paraphernalia, use, possession, cultivation, distribution, or sale of drugs will be referred to the appropriate law enforcement agencies as well as be subjected to university and housing disciplinary action.

Alcohol

MHU is committed to maintaining an academic and social environment conducive to the intellectual and personal development, safety, and welfare of all members of the university community. The paraphernalia, possession, consumption, and selling of alcohol on campus is strictly prohibited. This includes being in possession by consumption as the body is a container for the alcohol. The possession of empty alcohol containers and shot glasses are also prohibited. Offenders will be subjected to the campus judicial policy, legal prosecution or both. The University adheres to and enforces all federal and state legislation governing alcohol/drugs.

Liability Insurance

All School of Nursing students must obtain liability insurance through Mars Hill University prior to their first clinical contact with the community. For pre-licensure (Traditional) students this is fall of the junior year. The liability insurance is purchased during the month of July preceding the first clinical semester. The liability insurance is effective for one year and is purchased again in the July of upcoming senior year.

Immunizations

Students of the School of Nursing, must provide documentation of current immunizations prior to their first clinical contact with the community. Immunizations must include the following:

- Measles, Mumps, Rubella (MMR) – two vaccine doses required or positive antibody titer for each.
- Tetanus-Diphtheria-Pertussis (Td or Tdap) – If last dose of Td (tetanus/diphtheria) is greater than two years prior to the date you enter clinicals, Tdap is recommended.
- Varicella (Chicken Pox) – two vaccine doses or positive titer showing immunity. Report of having had the disease is no longer acceptable documentation.
- Hepatitis B – documented series of three shots.
- Influenza – required annually.
- Meningitis

- Tuberculosis screening –Student must either have documentation of yearly screenings or complete the initial two-step PPD series, i.e., two tests administered one to three weeks apart. Thereafter yearly screenings are required. If the student has a positive result, a chest x-ray no more than 3-months prior to first clinical experience is required.
- Note that clinical agencies may have additional requirements.

Medical Forms

A four-page medical form will be provided to each student and must be completed by a licensed physician and turned into the Judge-McRae School of Nursing on or before the first day of classes. The statement verifying physical, emotional, and mental capacity/capability for safe client care and success in the program must be signed by a medical doctor, a nurse practitioner, or a physician's assistant.

CPR Card

Each student must have a current CPR Card for the entirety of their time in the MHU Nursing Program. American Heart Association is the required certification as some clinical sites will not accept alternative agencies. Copies must be turned into the Judge-McRae School of Nursing on or before the first day of class and cards must not be allowed to expire.

Nursing Fees

Student Fees - \$500/semester for each prelicensure BSN student during the junior and senior year. These fees cover student costs including but not limited to: supplies, liability insurance, and ATI testing.

Expectations

The MHU Judge-McRae School of Nursing's goal is to equip students with the knowledge, skills and professional dispositions to provide innovative health care across the lifespan. In order to accomplish this goal, all Judge-McRae School of Nursing students are expected to uphold the following standards:

Dress Code for Clinical, Simulation, and Laboratory Settings

Uniforms are worn by students providing nursing care in clinical, simulation and laboratory settings. Uniforms must be clean and smoothly pressed and in good repair. The uniform is to be worn only in clinical, simulation, and laboratory settings. Students may wear the uniform to class on those days when both class and clinical, simulation, or lab experiences occur.

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

Hair must be neat at all times. Long hair must be pulled back or neatly restrained so that it does not touch the shoulders and will not interfere with nursing activities. Final determination of appropriate appearance of hair for any given clinical experience will be made by the faculty member responsible for each course, consistent with clinical agency policies, consistent with Infection Control Practices, and consistent with Quality and Safety Standards.

Beards and mustaches should be kept trim and neat.

Nails should be kept clean and short enough to avoid scratching the patient. They should be even with the end of the fingers. No artificial nails, acrylic nails, or gel nails are allowed.

Any/all tattoos are to be covered.

One pair of pierced small stud style earrings - silver, gold or white – may be worn. Only one earring per ear should be worn and size should not exceed 8mm. No dangle or loop earrings with stones may be worn. No other visible piercings are permitted.

Only wedding bands without stones are worn in labs and clinicals.

Electronic devices are not to be used or turned on in class, lab, or clinical unless directed by faculty.

Dress Code for Classroom (other than Clinical, Simulation, and Laboratory Settings)

Nursing students are expected to project a professional image whether in uniform for clinical, simulation, and laboratory settings, or in the classroom. The image projected reflects upon the Judge-McRae School of Nursing and upon the profession of nursing. For clarity, review the above dress code and ask if questioning appropriateness of attire. On dress-down Fridays, neat jeans and shirts without logos may be worn.

Service Learning, Community Engagement and Classroom Behavior

Nursing students should always be aware that they are representing not only the Judge-McRae School of Nursing but also they are representing Judge-McRae School of Nursing Faculty, Staff and fellow students; as well as Mars Hill University Administration, Faculty, Staff and students.

Nursing students are expected to arrive on time and prepared for any class, service learning, community engagement or practicum they attend. “Prepared” refers to not only studying, projects or papers that may apply but also student’s appearance must comply with the guidelines outlined in the “Dress Code” portion of this handbook.

Nursing students are expected to carry themselves with respect, decorum and professionalism while representing the School of Nursing and should expect to be treated the same in any service learning, community engagement or practicum situation. Foul language, inappropriate or distracting behavior will not be tolerated.

Nursing students should never discuss patients or proceedings of nursing activities outside the classroom unless instructed to by faculty or staff; or if the nursing student believes harm could come to themselves, their patient or others. At that time issues should be reported to supervising faculty or community partner in charge.

Computer Requirements

Examinations and interactive learning experiences will be provided electronically. This requires all students own and bring a laptop to class for use when instructed by faculty. While desktop computers may be used at home, a laptop will be required for use in the classroom.

Laptop minimum requirements:

PC Recommendations: Lowest Standards

CPU	2.0GHz dual core + higher
RAM	2 GB
Hard Drive	80 GB
OS	Windows 7, Windows 8, Windows 8.1, Testing Windows 10 **Windows Vista will work but has known connectivity issues**
Ethernet Adapter	100/1000 Base T

Macintosh Recommendations: Lowest Standards

CPU	2.4 GHz + higher
RAM	2 GB
Hard Drive	200 GB + higher
OS	MacOS X
Ethernet Adapter	100 Base T

- An approved anti-virus application and an anti-spyware application, installed, updated and constantly running is required for connection to the wireless network at MHU.
- Microsoft Office Required
 - Many computers come with Microsoft Works. This software is not the same as MS Office and is not used anywhere on campus.

Additional information is available at <http://its.mhu.edu/hardware/index.html>

Other Requirements

Nursing Uniform with Chevrons on Top

Lab Coat with MHU JMSON Patch

White Leather or Leather-type Shoes (closed heels and toes)- No Shoe Strings or Clogs.

Watch with Second Hand

Nursing Kit/Bag from MHU with Supplies and Equipment

Student Name Tag

Section 4: Ethics and Standards

Academic Integrity and Exam Policies

University Honor Code and Policy on Plagiarism

HONOR CODE

We, the students of Mars Hill University,
pledge ourselves to uphold integrity, honesty, and academic
responsibility in and out of the classroom.

HONOR PLEDGE

On my honor, I have neither given nor received
any academic aid or information
that would violate the Honor Code
of Mars Hill University.

Types of Honor Code Violations

- Cheating - plagiarism, cheat sheets, handing in someone else's work as one's own—for example: material from the Internet, helping someone in class in a manner that is considered cheating, giving or receiving any information that is prohibited.
- Lying - lying about any offense under the Honor Code and Honor Pledge.
- Stealing - only in those violations that are not covered by the Student Code of Conduct.

Plagiarism

Mars Hill students are expected to know how to recognize and avoid plagiarism. Plagiarism is presenting other people's work as your own. Using another person's idea, words, or work is theft, just as surely as is the theft of a car, CD player, or other tangible property. As members of the academic community, students must be mindful of other people's property. Failure to respect such property rights is considered a serious and punishable violation of the Mars Hill University Honor Code.

Plagiarism is:

- Presenting someone else's idea but not giving credit for it (implying the idea is yours).
- Presenting someone else's words without giving credit.
- Submitting any work which was done by someone else (including another student) and claiming it is your own work. Examples: lab reports and computer assignments.
- A student who plagiarizes an assignment is violating the Honor Code. Penalties for violations are determined by the instructor of the course in which the incident occurred and range from a zero on the assignment up to and including suspension from the college.

Academic Appeals Procedure

Only academic matters come under these guidelines. Personnel matters are handled by administrators; social issues in student life go through Student Government Association judicial procedures. The rights and responsibilities of the faculty and students in the academic areas of campus life are included in the

Student Handbook. The statement of a grievance and the appeal of a decision should follow procedures that encourage fairness, civility, and responsible citizenship and should not infringe upon the rights of either students or instructors. For details, consult the Mars Hill University Student Handbook, Section 4.6 Academic Appeals Procedure.

Health Insurance Portability and Accountability Act (HIPAA)

In compliance with HIPAA regulations and privacy of health information, students' health information submitted to the School of Nursing as a requirement for enrollment and participation in clinical learning experiences will be secured in the individual student's records in locked cabinets.

The Health Insurance Portability and Accountability Act (HIPAA) Privacy Rule provides a Federal law to protect privacy and confidentiality by preventing a release of an individual's (client's) individually identifiable health information (i.e., information in a medical record).

Individually identifiable health information may be stored in a variety of formats including paper, electronic (computers), video, audio, and photographs. Regardless of the format, all individually identifiable health information must be protected. Under no circumstances should any of this information be copied and/or removed from the clinical agency.

Section 5: Pre-licensure (Traditional) Academic Program

Admission, Progression and Dismissal

Admission Criteria:

- Academics: 3.0 overall GPA (on a 4.0 scale) in post-secondary work and 3.0 overall GPA (on a 4.0 scale) in natural sciences courses (Chemistry, Biology, Anatomy & Physiology, etc). For second-degree student or student with earned AA or AS from a North Carolina Community, minimal overall GPA required is 2.5; however, average natural sciences GPA remains at 3.0.
- Interview and Essay – at University if/when eligible with GPA and sophomore (or higher) status
- Certified and Listed in NC as Nursing Assistant I (CNA I) prior to the first clinical course
- Clean Criminal Background Check for all states of residence for past 10 years
- Current Immunizations required by CDC, NC, and clinical agencies
- Current CPR card by AHA Healthcare Provider
- Liability Insurance for MHU Nursing Students (through MHU prior to first clinical course)

Additional consideration for:

- Extracurricular activities (especially in health related areas)
- Athletic activities
- Community service (especially in health related or volunteer areas)
- Experience as a CNA I
- Mars Hill University student during pre-nursing
- Residents of Western North Carolina

Grades

For Interview/Essay Eligibility and for Admission into the Nursing Program

Candidates for the nursing program must have a minimum of 3.0 overall GPA in post secondary work and a minimum of 3.0 average in natural sciences. If the candidate is a second-degree student or holds an earned AA or AS degree from an North Carolina community college, the overall minimum GPA requirement is 2.5; however, the 3.0 average in natural science courses remains the same.

Invited nursing student candidates must maintain a minimum GPA of 2.5 overall and 3.0 overall GPA in natural sciences course (and meet other admission criteria – see above) for admission into the nursing program.

Progression in the Nursing Program

The minimum grade to pass an NUR course is a “C” or 80%. Students must make at least a “C” on a course and pass with a Satisfactory any and all related laboratory and/or clinical demonstrations.

A “C” in one NUR course is acceptable, a “C” in two NUR courses results in a warning with required remediation and mentoring, a “C” in a third NUR course results in failure to progress in the nursing program. The minimal GPA for graduation from the nursing program is 2.5 overall.

ATI Proctored Exams

ATI Content Mastery Series Proctored Exams will be required for selected content areas in the Prelicensure BSN program. These exams will be **10%** of your **FINAL EXAM GRADE**. Students are expected to approach these assessments with seriousness to ensure the highest grade. All students scoring a Level 1 or below, are required to complete the ATI Focused Review and retake the proctored assessment for a higher score as noted below. Students scoring a Level 2 are allowed to retake the proctored assessment after completing the ATI Focused Review to achieve a higher score.

ATI Proctored Assessment Results			
Level 3 10 pts.	Level 2 5 pts.	Level 1 0 pt.	Below Level 1 0 pts.
Proctored Assessment Retake available for Level 2, Level 1, and Below Level 1			
1 hour Focused Review Active learning template for each topic to review	2 hour Focused Review Active learning template for each topic to review	3 hour Focused Review Active learning template for each topic to review	4 hour Focused Review Active learning template for each topic to review
<p><i>The Active Learning Templates provided are to be manually completed, i.e. hand written to facilitate learning, for each topic provided in the ATI Focused Review. The completed Active Learning Templates are due on the day of the Proctored Assessment Retake. (The lower Level achieved on the initial assessment equals more topics to review which means more completed active learning templates must be presented).</i></p>			
<p>Completed Focused Reviews are required in order to retake the Proctored Assessment. The Focused Reviews are to be presented on scheduled Proctored Assessment Retake day. The final credit provided will be the highest level completed, either initial or retake, for the Proctored Assessment.*</p>			

**Note: 10 points (equivalent of 10%) is the maximum score available for the Proctored Assessment.*

Graduation

Nursing students must have a minimum GPA of 2.5 overall to graduate from the nursing program.

Readmission to the Nursing Program

A nursing student who has been unsuccessful in the nursing program may apply for readmission to the program. If space is available on the next rotation of the respective course(s), the student has an opportunity to remediate with the instructor of record and demonstrate readiness to re-enter and to be successful. The nursing committee will meet to make a recommendation to the Dean. The student will be advised within 7-10 business days of the committee's decision. In the event that the committee and Dean are in agreement to readmit the student, remediation must be completed in the failed course and all NUR courses in which a "C" was earned. Further, the courses in which a "C" was earned must also be retaken and passed according to the School of Nursing grading scale. Only one readmission is allowed.

Advanced Placement

At this time, there is no policy for advanced placement in the Judge-McRae School of Nursing programs. Transferred academic credit will be reviewed on a case-by-case basis.

Student Learning Outcomes (SLO)

- Program SLO 1: Students will apply components of health promotion theory and pertinent nursing theories across the lifespan, cultures, and communities.
- Program SLO 2: Students will demonstrate the importance of scientific inquiry and its role in grounding nursing in evidence-based practice.
- Program SLO 3: Students will participate in interdisciplinary care for enhancement of patient outcomes.
- Program SLO 4: Students will model the importance of ethics, moral character, altruism, and social justice in the nursing profession.
- Program SLO 5: Students will comprehend the role of gender, race/ethnicity, genomics/genetics, and environment on health promotion and disease prevention.
- Program SLO 6: Students will synthesize best practices in research, leadership, quality improvement, and patient safety into own professional practice.
- Program SLO 7: Students will communicate effectively through a variety of methods, technologies, and informatics platforms.
- Program SLO 8: Students will cultivate relationships with communities across various healthcare environments.
- Program SLO 9: Students will relate policy, finance, and regulatory environments to healthcare delivery.
- Program SLO 10: Students will integrate advanced knowledge, self-discovery, team dynamics, and experience acquired through the BSN program to success on the NCLEX-RN and further into the workplace.

Traditional Bachelors of Science-Nursing (BSN) Curriculum - 128 shc

Sample Freshmen Year

Fall Semester (15 credit hours)

FYS I First Year Seminar 1
Quantitative Reasoning 1 (MTH 107)
Elective – Recommend Appalachia Studies
PSY 111 Social Science
ENG 111 College Composition I

Spring Semester (16 credit hours)

FYS II First Year Seminar 2
NS 115 Introduction to Health Sciences
Health, Wellness, Fitness
Humanities – Literature or History
ENG 112 College Composition II

Sample Sophomore Year

Fall Semester (17 credit hours)

Religion or Ethics
BIO 134 Human Anatomy & Physiology I
Humanities – Literature or History (other)
Aesthetics (Art, Drama, Theatre, etc.)
CHM 113 (or approved sub)

Spring Semester (16 credit hours)

PSY 212 Lifespan Psychology
BIO 135 Human Anatomy & Physiology II
Global Perspectives/FL-Spanish
NUR 257-Transcult/Global Health
NUR 211-Success Strategies

Sample Junior Year

Fall Semester (16 credit hours)

Ideas & Innovations (US)
NUR 308 Health Assessment
NUR 310 Traditional & Innovative Therapies
NUR 312 Promoting Adult Health

Spring Semester (16 credit hours)

NUR 322 Nursing Statistics
NUR 323 Nursing Research & EBP
NUR 314 Promoting Family Health
NUR 317 Promoting Mental Health

Sample Senior Year

Fall Semester (17 credit hours)

Ideas & Innovations (World)
NUR 407 Interdiscip. Adult Health Promotion
NUR 410 Informatics, Communications, Telehealth
NUR 420 Promoting Healthy Aging/QOL

Spring Semester (15 credit hours)

NUR 423 Bioethics & Law
NUR 421 Promoting Community Health
NUR 430 Nursing Synthesis
NUR 440 Focused Practicum

General Education Course Requirements

Foundations:

FYS 111 First Year Seminar 1
FYS 112 First Year Seminar 2
ENG 111 College Composition I
ENG 112 College Composition II
HEA 111 Health and Wellness

Perspectives:

Natural Science (NS 111 or approved substitute)
Social Science (PSY 111)
Ideas & Innovations US - 1
Ideas & Innovations World - 1
Humanities – Discipline 1 (History or Literature)
Humanities – Discipline 2 (History of Literature – other from Discipline 1)

Perspectives – Major Defined:

Aesthetics - 1
Global 1 (Spanish)
Quantitative Reasoning 1 (Math 107)

Major Course Requirements

Pre-requisites for admission to Nursing:

BIO 134 (Human Anatomy & Physiology 1)
BIO 135 (Human Anatomy & Physiology 2)
PSY 212 or Additional Natural Science (Chemistry, Microbiology, Immunology)
NUR 211 Nursing Student Success Strategies
NUR 257 Transcultural/Global Cultural Health
NUR 308 Health Assessment & Health Promotion

NUR 310 Traditional & Innovative Therapies
NUR 312 Promoting Adult Health
NUR 314 Promoting Family Health
NUR 317 Promoting Mental Health
NUR 322 Nursing Statistics
NUR 323 Nursing Research and EBP
NUR 407 Interdisciplinary Adult Health Promotion
NUR 410 Informatics, Communications, Telehealth
NUR 420 Promoting Healthy Aging
NUR 421 Promoting Community Health
NUR 422 Leadership, Finance & Policy
NUR 423 Bioethics and Law in Nursing Practice
NUR 430 Synthesis
NUR 440 Focused Capstone Practicum

National Council Licensure Examination (NCLEX-RN)

All graduates of nursing programs leading to eligibility to apply to take the national exam to be licensed as Registered Nurses (RNs) are required to pass the National Council of State Boards of Nursing Licensure Exam (NCLEX-RN) in order to obtain a license to practice nursing and to use the title "RN". The examination is the same in each state and is offered on computer through various testing facilities in the state.

Application materials are available online for each state board of nursing. Seniors should submit the required materials, which vary by state, to the office of the Dean of Nursing for authorization to test. Students seeking licensure outside North Carolina need to include the mailer with sufficient postage. Each Board of Nursing determines the applicant's eligibility to take NCLEX-RN. All graduate nurses are personally notified of their performance on the National Council of State Boards of Nursing Licensure Exam by the State Board of Nursing in the state where they took the examination. This information is reported as either "pass" or "fail." No individual scores are given to anyone. Successful candidates are listed as registered nurses on the state board website.

Section 6: Pre-licensure (Traditional) BSN Program Academic Procedures and Policies

Academic Advisement

Academic advisors will be assigned to each nursing student during the freshman year at MHU.

Academic advising is central to the education of every student here at Mars Hill. The relationship between advisor and student is at the core of the advising process, which encompasses most aspects of the university experience, from assisting students in making decisions about majors that will lead to fulfilling careers, to which classes to take and when, and how all of this fits into the life plans of our students. Advisors and students accomplish this in a helpful, professional, and mutually respectful atmosphere in which students are taught how to:

1. define their personal educational and life goals;
2. plan programs to achieve those goals;
3. learn MHU policies and procedures, curricula options, and academic program requirements; and
4. make full use of the resources available to them at Mars Hill.

Simulation and Laboratory Policies

Students are required to attend all simulation and lab sessions. Students are required to attend and actively participate in all nursing laboratories. If the student is absent on a simulation or lab day, she/he will be required to make up the lab experience at the discretion of the instructor (e.g. different lab day, individual lab experience with coordinator).

*The MHU JMSON utilizes the NCBON Just Culture and SPEET sheet.

- All faculty and students will adhere to the Clinical Simulation Center (CSC) guidelines (reviewed first lab day)
- Students will report to the CSC prepared for active participation in all learning experiences. Professional conduct and communication expected at all times.
- Students are never to discuss events or scenarios occurring in the simulation lab except in debriefing sessions. This is considered a clinical environment and confidentiality regarding all aspects of scenarios is required and expected. There is zero tolerance for academic dishonesty.
- Students are to dress for simulation and skill lab as if attending clinical. Uniforms, name badges, and uniform policies are enforced.
- Faculty members are responsible for supervising all students brought to the lab for training.

- Universal Precautions are to be followed at all times as are all safety guidelines used in the clinical setting. Sharps and syringes are to be disposed of in appropriate containers. Anyone sustaining an injury must notify their instructor immediately and report to the Wellness Center.
- All manikins and equipment are treated with proper care and respect as if they were real, human clients.
- Manikins are to remain on the beds at all times unless otherwise directed by faculty. No equipment is to leave the labs unless permission and approval obtained from the Simulation/ Lab/ Clinical Coordinator. The skill and simulation labs only used for practicing clinical skills when supervised by faculty or staff.
- Students and faculty will maintain a respectful and safe learning environment for colleagues while participating and observing in simulated learning experiences.
- Students may be digitally recorded during scenarios. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing department and students may not possess simulation lab videos or recordings.
- Coats, backpacks, and other personal belongings are not permitted in the skill or simulation lab and should be secured before entering the lab area in the provided lockers.
- Electronic devices (iPad, laptop, etc.) are permitted only when utilized within the scenario for access or charting when approved by the faculty.
- Cell phones must be off or on silent and are not used in the skill or simulation lab.
- The camera/video function on any personal electronic device is never used in the skill or simulation lab.
- After a simulation lab experience, take your personal belongings with you (i.e. papers, pencils, stethoscopes, pen lights, etc.).
- Food, drink, and ink pens/markers are prohibited in the labs. Only pencils allowed in the skill and simulation lab.
- If you have a latex allergy, inform your instructor before beginning skill and simulation lab.

Adapted from Anderson University's School of Nursing Student Handbook

Laboratory Performance Policy

Laboratory opportunities allow the student to apply the didactic knowledge from the classroom component of a course. Laboratory involves skills, clinical judgement, and critical thinking. There will be competencies within each laboratory component that must be met to pass the course and progress in the program. Students will come to competency assessments prepared to be successful on the first attempt. Competencies are graded as Satisfactory or Unsatisfactory.

Each skill has a specific number of steps that must be performed correctly in order for the student to pass the skill. The number of steps that can be missed is listed on each individual skill. If the student misses more than this specified number or any step that is listed in **bold**, they will automatically fail that skill.

A grade of "S" means the student:

- Demonstrates a complete return demonstration and/ or competency validation for all required steps (**bolded**).
- Demonstrate all steps correctly within the specified number of missed steps allowed for that skill/ competency validation.

A grade of “U” means the student:

- Demonstrates inability to complete a return demonstration and/ or competency validation for all require steps (**bolded**)
- Demonstrates a complete return demonstration and/ or competency validation with more than specified number of steps allowed for that skill/ competency validation.

Reattempts:

Immediate reattempt opportunity during return demonstration:

- If the student recognizes that they have missed a step or incorrectly performed some part of a skill, they can correct themselves by stopping, verbally stating what they need to correct, performing correctly that portion/step they feel was done incorrectly, and proceed to complete the skill. If the student corrects more than two steps, they will not pass that skill.

Additional Retake Opportunities beyond Initial Return Demonstration:

ALL REMEDIATION AND RETAKES OCCUR OUTSIDE OF REGULARLY SCHEDULED CLASS TIME.

- First Unsuccessful Attempt Retake of laboratory return demonstration:
 - The student must meet with the laboratory instructor outside of regular class time to create a remediation plan and schedule additional practice.
 - Retake of the return demonstration and/ or competency validation must be scheduled with the laboratory instructor. All retake return demonstrations will be provided on Friday.
 - Completion of all remediation and additional practice must be completed within 1 week of receiving unsatisfactory skill grade.
- Second Unsuccessful Attempt Retake of Laboratory return demonstration:
 - The student must meet with the laboratory instructor outside of regular class time to create a more in-depth remediation plan and schedule additional practice.
 - Retake of the return demonstration and/ or competency validation must be scheduled with the laboratory instructor. All retake return demonstrations will be provided on Friday.
 - Completion of all remediation and additional practice must be completed within 1 week of receiving the second unsatisfactory skill grade.

IF the student still received an unsatisfactory grade after three attempts, no further attempts will be given and a grade of unsatisfactory for the laboratory will be given, which also results in a grade of “F” for the course resulting in failure to progress in the program.

Clinical Policies

Students are required to attend and actively participate in all clinical experiences. If the student is absent on a clinical day, she/he will be required to make up the clinical experience at the discretion of the instructor (e.g. volunteer hours, paper).

*The MHU JMSON utilizes the NCBON Just Culture and SPEET sheet.

- Students are never to discuss events or activities occurring in the clinical environment except in post-conference sessions. This would be a HIPPA violation and would constitute a clinical failure. There is zero tolerance for academic dishonesty.

- Students are to dress for clinical experiences as directed in the uniform dress policy above..
- No jewelry is permitted in the clinical area except wedding band without a stone.
- Faculty members are responsible for supervising all students during clinical experiences.
- Personal items not required for the clinical experience are not to be brought to the clinical site.
Any items brought are the responsibility of the student and not the university or clinical agency.
- Cell phones must be off or on silent and are not used in the clinical environment.
- The camera/video function on a personal electronic device is never used in the clinical environment.
- After a clinical experience, take your personal belongings with you (i.e. papers, pencils, stethoscopes, pen lights, etc.).
- Food, and drink are not permitted in the clinical environment. Appropriate areas for meals and breaks will be provided by the faculty and clinical agency.
- If you have a latex allergy, inform your instructor before beginning your clinical experience.
- **A clinical failure will be assigned if the student is responsible for a sentinel event or a violation of HIPAA.**

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) defines “A sentinel event is an unexpected occurrence involving death or serious physical or psychological injury, or the risk thereof. Serious injury specifically includes loss of limb or function. The phrase, "or the risk thereof" includes any process variation for which a recurrence would carry a significant chance of a serious adverse outcome. Such events are called "sentinel" because they signal the need for immediate investigation and response.”

Adapted from Anderson University’s School of Nursing Student Handbook

Section 7: Credentials

Faculty and Staff Credentials

Dr. Cathy Franklin-Griffin, Professor & Founding Dean
Judge-McRae School of Nursing
AAS in Nursing , Western Piedmont Community College
BSN, East Carolina University
MA in Adult & Community Education, Appalachian State University
MSN, East Carolina University
PhD in Curriculum & Education in Higher Education, UNC-Greensboro
Registered Nurse and Certified in Hospice & Palliative Care

Marlene Gile, Administrative Assistant to the Dean of Nursing
BA English Literature, Denison University, Granville, OH

Dr. Chuck Tucker, Associate Professor & Simulation/ Lab/ Clinical Coordinator
BSN, Western Carolina University
MSN, Gardner-Webb University
DNP, Gardner-Webb University
Registered Nurse and Certified Nurse Educator.

Dr. Patrick LaRose, Pre-licensure BSN Coordinator
ADN, Manatee Community College
MSN/Ed, Walden University
DNP, Capella University
Registered Nurse

Dr. Deborah Wiltshire, Visiting Associate Professor of Nursing
BSN, UNC-Greensboro
MSN, UNC-Greensboro
EdD, NC State University
Registered Nurse

Adjunct Faculty

Dr. Chuck Cooley, DNP, RN
Dr. Regina Phelps, PhD, MSN, RN
Mr. Steven Strout, MSN, RN
Mrs. Kristi Miller, PhD(c), MSN, RN, CNE
Mrs. Sharon West, MA, RN

Ms. Sharon Bigger, MA, BSN, RN, CHPN
NUR 420R Practicum Coordinator

Advisory Council to the Dean of Nursing

Dr. Pamela Binns-Turner, Dean of Nursing, Anderson University
Jodi Brazil, Coordinator, Madison County Health Consortium
Dr. Charles Cooley, Chief Learning Officer, Charles George VA Medical Center
Dr. Nancy Duffy, Director of Department of Nursing, Campbell University
John Graeter, Interim Director, Madison County Health Department
Dr. Glenn & Dr. Irma Harris, East Carolina University School of Medicine
Fran Mauney, Associate Dean of Development and Alumni Affairs, Duke University
Linda Judge-McRae, Director of Education, CARIS Healthcare, MHU Trustee
Lynde Mickey, South College (previously, Mission Health)
Mary Palmer, Clinical Supervisor, Hot Springs Health Program
Dr. Regina Phelps, Executive Director: Education and Research, Mission Health Hospital
Dr. Phoebe Pollitt, Associate Professor, Appalachian State University
Nancy Porter, Consultant, Mars Hill University
Jamie Potter, Education Coordinator, Blue Ridge Regional Hospital
Diana Rogers, Director of Nursing, Madison County Health Department
Blake Rogers, Education Specialist, Haywood Regional Medical Center
Mrs. Stephanie Shelton, Director of Medical Services, Mars Hill University
Jan Shepard, Health Director, Buncombe County Health Department
Dr. Robbie South, Director, Landers University School of Nursing
Dr. Sharon Starr, Dean of Nursing, Gardner-Webb University
Steven Strout, Clinical Education Coordinator, Haywood Regional Medical Center

Mars Hill University AdHoc Advisory Committee

Mrs. Gillian Bosonetto, Director of Career Development Center
Dr. Tom Destino, Professor of Education and Academic Liaison to AGS
Dr. Joy Kish, Special Assistant to the President Strategic Initiatives
Dr. Jonna Kwiatkowski, Assistant Professor of Psychology
Deb Myers, Director of Community Engagement
Mrs. Marie Nicholson, Dean of Adult and Graduate Studies
Dr. Scott Pearson, Dean of Natural Sciences and Mathematics Division
Dr. Jennifer Rhinehart, Assistant Professor of Mathematics
Mrs. Stephanie Shelton, Director of Medical Services
Dr. Barbara Sims, Professor of Criminal Justice & Program Coordinator
Dr. Beth Vogler, Dean of Fine Arts and Professional Studies Division
Edith Whitt, Dean of Academic Resources and Records

Pre-Licensure Nursing Student Acknowledgement of Policies and Expectations

- I understand I must follow all guidelines outline in this handbook
- I understand I must pass all general education and nursing courses with a minimum grade of “C” or better for progression to the next level.
- I understand I must provide proof of a clean criminal background check for the past ten years prior to entry to the School of Nursing through MHU.
- I understand I must keep all immunizations up to date and a current copy filed in the Administrative Office.
- I understand Medical Forms must be kept up to date and a current copy filed in the Administrative Office.
- I understand as a nursing student I am held to a higher standard and agree to live up to that standard to the best of my ability.
- I understand the MHU Judge-McRae School of Nursing handbook may be updated at any time; I will receive a copy of the updated handbook or the addendum with the changes, and I will be expected to follow those guidelines.

I have read and understand this School of Nursing Handbook and I agree to abide by the terms therein.

Student's Full Name (Please Print) _____

Student's Signature _____

MHU ID Number _____

Date _____