



RN to BSN STUDENT HANDBOOK
2017-2018



Revised: October 2015 CFG

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Judge-McRae School of Nursing
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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 Baccalaureate Degree in Nursing at Mars Hill University (Judge-McRae School of Nursing) is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

The RN to BSN Program began on May 28, 2015. 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 Traditional BSN Program application was awarded Initial Approval by the North Carolina Board of Nursing in February 2016. The program will be offered on the Mars Hill University campus in the Ferguson Health Sciences Center beginning with the first cohort of junior level nursing students in Fall 2016.

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

Founding 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 experience as: professor, regional coordinator, dean, director, NCCCS Program Director, and leadership in state, national, and international arenas. She has developed and implemented nursing and health sciences programs across the state. 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, is a three-story, 28,731 square foot facility. It was in August 2016. The initial cohort of junior level nursing students entered and began their program in the new building. The Dedication Ceremony was held in September 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 with some students graduating in December 2016. The second cohort entered in May 2016, and part of that cohort graduated May 2017. The third cohort began May 2017.

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.

Judge-McRae 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.

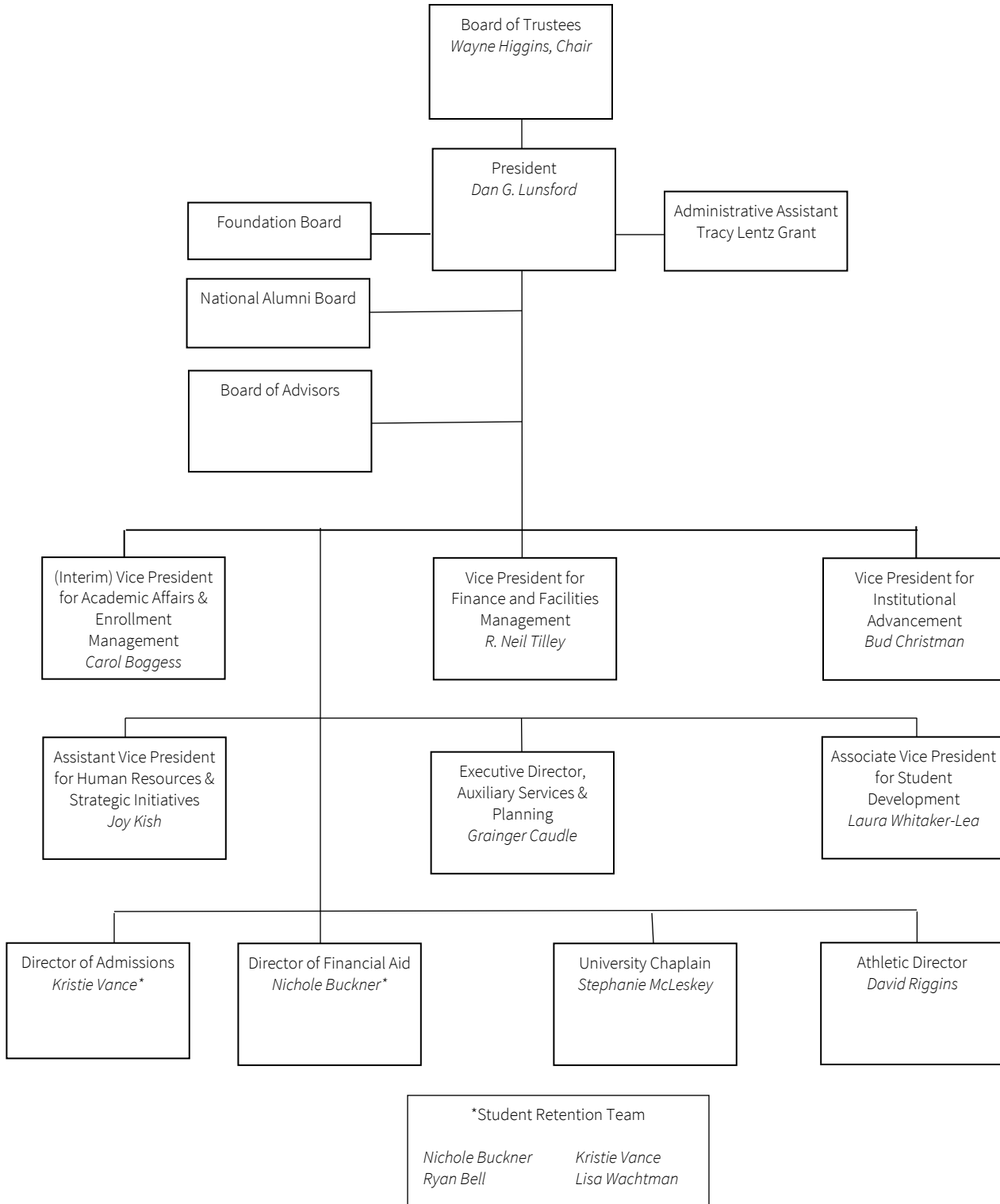
Program Objectives

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).

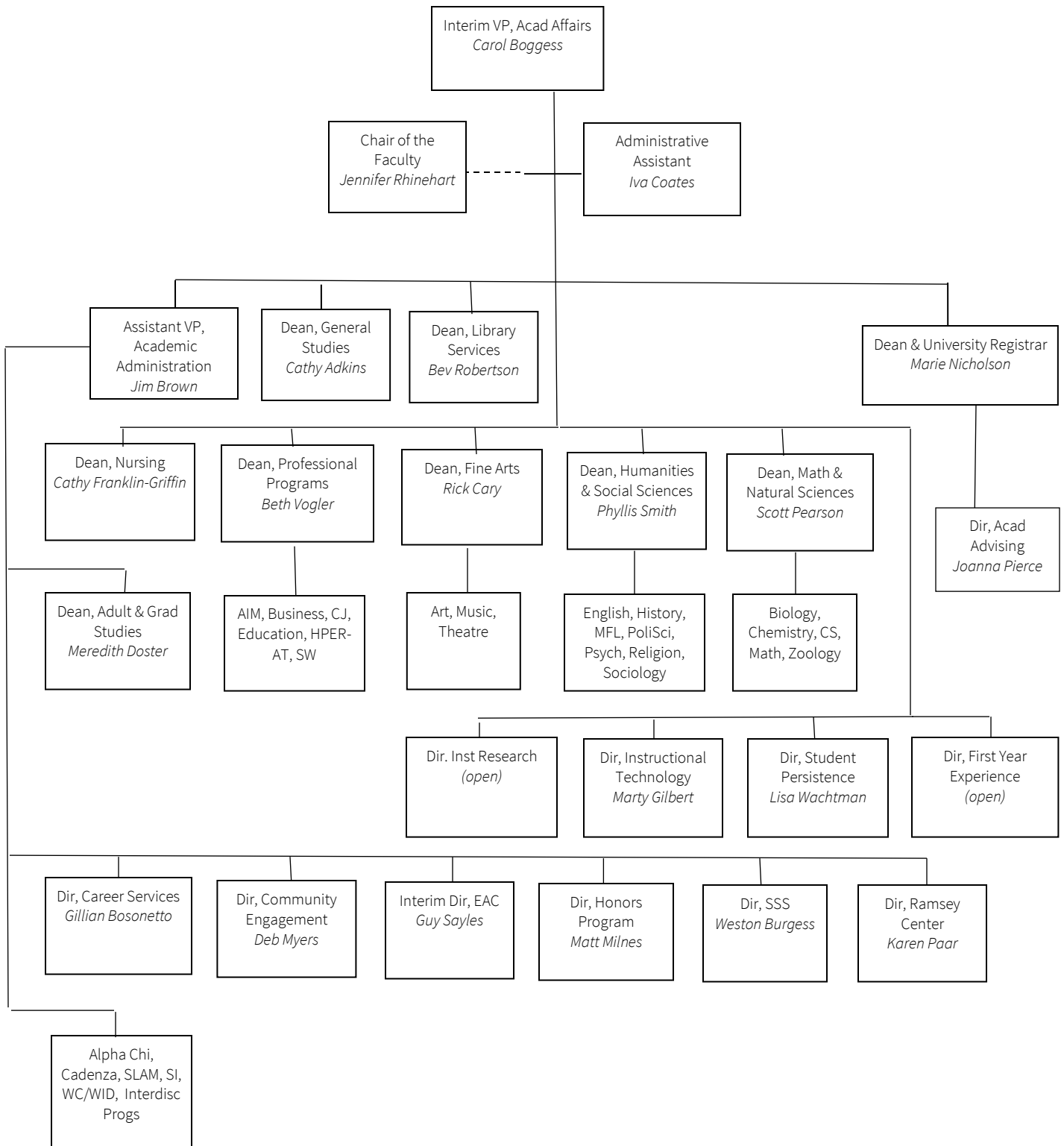
Section 2: General Information

Organization of Mars Hill University and the School of Nursing Faculty and Staff

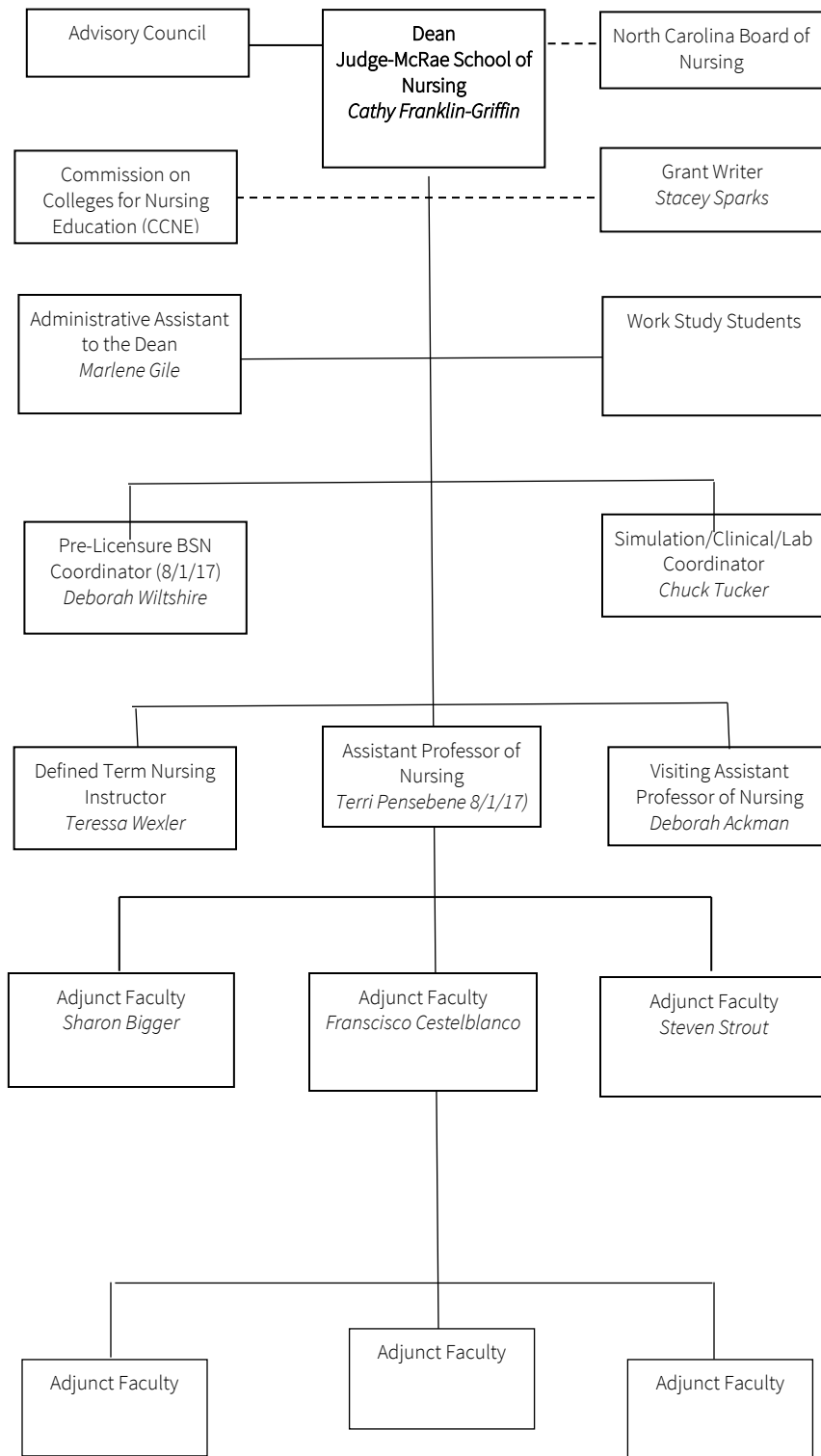
University Administrative Structure



ACADEMIC AFFAIRS & ENROLLMENT MANAGEMENT



JUDGE-MCRAE SCHOOL OF NURSING



Judge-McRae School of Nursing Contact Information

Full-time

Professor and Founding Dean

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Dr. Francisco Castelblanco, DNP, RN
Mr. Steven Strout, MSN, RN

Consultants

Mrs. Elizabeth Gwyn, MSN, RN
Mrs. Nancy Porter, MSN, RN

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 Baccalaureate Degree in Nursing at Mars Hill University (Judge-McRae School of Nursing) is accredited by the Commission on Collegiate Nursing Education (www.cneaccreditation.org).

North Carolina Board of Nursing (NCBON)

The Traditional BSN Program application 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 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 7 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 the first clinical/practicum contact with the community. Purchase is made in July and coverage lasts one year.

Immunizations

Students of the School of Nursing, both pre-and-post-licensure, must provide documentation of current immunizations prior to their first practicum 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 practicums. 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 practicum experience is required.

- Note that clinical agencies may have additional requirements.

Medical Form

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.

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 preferred issuing organization as some clinical agencies only recognize this organization. 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.

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

Professional dress as appropriate for the environment is expected where service learning, community engagement, or practicum occurs. Check with faculty for specifics and with questions.

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 will not interfere with nursing activities. Final determination of appropriate appearance of hair for any given practicum experience will be made by the faculty member responsible for each course.

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.

All piercings are to be removed for practicum – for class, pierced earrings can remain.

Only wedding bands are worn in practicum.

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

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.

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: Post-licensure (RN to BSN) Academic Program

Admission, Progression and Dismissal Policies

- GPA 2.5 (on a 4.0 point scale) OR 2.4 (on a 4.0 point scale) with 3 years of nursing experience
- Transcripts from all previous institutions (copies of officials will be obtained from AGS Office)
- Current, unrestricted license to practice as a Registered Nurse in North Carolina (copy from www.ncbon.com website)
- Completed Medical Form (submit on first night of class)
- Current Immunizations (submit documentation on first night of class)
- Current CPR Card (submit on first night of class)
- Liability Insurance (obtained through Mars Hill University on first night of class)
- Clean Criminal Background Check for all states of residence for past 7 years (documentation from current employer with understanding that different site may require additional background check)

Grades

A grade of “C” = 80% is required in each NUR course within the RN to BSN Program curriculum to progress in the program. All related and required non-nursing courses must be completed with a “C” or better. A minimum GPA of 2.0 is required to graduate from the program.

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 RN to BSN program to enhance professional practice in the workplace.

RN TO BSN CURRICULUM One-Year Track

Summer Semester

NUR 212R: Transition to BSN for RNs (3 shc) – first ½ of semester

NUR 257R: Transcultural/Global Health for RNs (3 shc) - second ½ of semester

Fall Semester

NUR 322R: Nursing Statistics for RNs (3 shc) – first ½ of semester

NUR 420R: Promoting Healthy Aging and Quality of Life for RNs (3 shc) – first ½ of semester

NUR 323R: Nursing Research and Evidence-based Practice for RNs (3 shc) – second ½ of semester

NUR 421R: Promoting Community Health for RNs (5 shc) – second ½ of semester

Spring Semester

NUR 422R: Leadership, Finance, and Policy for RNs (3 shc) – first ½ of semester

NUR 423R: Bioethics and Law in Nursing Practice for RNs (3 shc) – first ½ of semester

NUR 450R: Capstone – Focused Scholarly Work for RNs (4 shc) – second ½ of semester

NUR 470R: Focused Practicum for RNs (3 shc) – second ½ of semester

Two-Year Track

Summer Semester -1

NUR 212R: Transition to BSN for RNs (3 shc) – first ½ of semester

NUR 257R: Transcultural/Global Health for RNs (3 shc) - second ½ of semester

Fall Semester - 1

NUR 322R: Nursing Statistics for RNs (3 shc) – first ½ of semester

NUR 420R: Promoting Healthy Aging and Quality of Life for RNs (3 shc) – first ½ of semester

Spring Semester - 1

NUR 422R: Leadership, Finance, and Policy for RNs (3 shc) – first ½ of semester

NUR 423R: Bioethics and Law in Nursing Practice for RNs (3 shc) – first ½ of semester

Summer Semester -2

No required NUR courses

Fall Semester- 2

NUR 323R: Nursing Research and Evidence-based Practice for RNs (3 shc) – second ½ of semester

NUR 421R: Promoting Community Health for RNs (5 shc) – second ½ of semester

Spring Semester -2

NUR 450R: Capstone – Focused Scholarly Work for RNs (4 shc) – second ½ of semester

NUR 470R: Focused Practicum for RNs (3 shc) – second ½ of semester

Other (by permission of Dean of Nursing): NUR 457: Directed Studies; NUR 460: Directed Readings

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)
- Social Science (PSY 111)
- Ideas & Innovations 1 – US
- Ideas & Innovations 2 – World
- Humanities – Discipline 1
- Humanities – Discipline 2
- Aesthetics
- Global 1 (Spanish recommended)
- Quantitative Reasoning 1 (Math 107 recommended)

Major Non-NUR Course Requirements

- BIO 134 (Human Anatomy & Physiology 1)
- BIO 135 (Human Anatomy & Physiology 2)
- PSY 313 OR PSY 314 (Child or Adolescent Psychology)
- Additional Natural Science

Section 6: Post-licensure (RN to BSN) Program Academic Procedures and Policies

Academic Advisement

Each student will be assigned to a Judge-McRae School of Nursing faculty member during the first semester in the nursing program.

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.

Practicum Policies

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 service learning, community engagement or practicum they attend. (Preparation includes having own stethoscope, blood pressure cuff, watch with second hand, otoscope/ophthalmoscope, thermometer, pen light, and tape measure.)

As the RN to BSN curriculum is compressed and accelerated, attendance and preparedness is very important to each and every class time. If unable to attend class, communication with faculty is key. Please refer to the course syllabus regarding attendance policies. Refer to the Adult and Graduate Studies handbook in regards to inclement weather procedures.

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. Tattoos must be covered and all piercings removed in the service learning, community engagement, and practicum settings. Jewelry should be limited to wedding band within the above-named settings.

Community assessments are to be conducted by pairs of students. Check with faculty member prior to selecting a community to assess, an agency with whom to provide community engagement, and a site for the capstone practicum.

Section 7: Credentials

Faculty and Staff Credentials

Dr. Cathy Franklin-Griffin, Founding Dean & Professor
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 Nursing

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. Deborah Wiltshire, Associate Professor & Pre-Licensure BSN Coordinator (8/1/17)
BSN, UNC-Greensboro
MSN, UNC-Greensboro
Ed.D, NC State University
Registered Nurse

Dr. Deborah Ackman, Visiting Assistant Professor of Nursing
AAS in Nursing, Florida Community College
BA in American Studies, Franklin-Pierce College, New Hampshire
MSN, University of New Mexico
DNP, Rocky Mountain University, Colorado
Registered Nurse

Mrs. Teresa Wexler, Defined Term Nursing Instructor
AAS in Nursing, East Tennessee State University
BSN, East Tennessee State University
MSN, University of Phoenix
Registered Nurse and Post-graduate Certificate in Simulation

Dr. Terrilyn Penesebene, Assistant Professor of Nursing (8/1/17)
BSN, University of Kansas, Kansas City, KS
MN, Wichita State University, Wichita, KS
PhD, Texas Woman's University, Denton, TX
Registered Nurse

Adjunct Faculty

Mrs. Sharon Bigger
BSN, Western Carolina University
MA, California Institute of Integral Studies
BA, James Madison University, Virginia
Registered Nurse

Dr. Francisco Castelblanco
DNP, Gardner Webb University
MSN, Gardner Webb University
BA, Rutgers University
Registered Nurse

Mr. Steven Strout
MSN, Walden University
BS, Florida Atlantic University
Registered Nurse

Advisory Council to the Dean of Nursing

Dr. Nancy Duffy, Director of Department of Nursing, Campbell University
Dr. Glenn & Dr. Irma Harris, East Carolina University School of Medicine
Mary Palmer, Clinical Supervisor, Hot Springs Health Program
Dr. Regina Phelps, Executive Director: Education and Research, Mission Health Hospital
Nancy Porter, Consultant, Mars Hill University
Jamie Potter, Education Coordinator, Blue Ridge Regional Hospital
Stephanie Shelton, Director of Medical Services, Mars Hill University
Dr. Robbie South, Director, Landers University School of Nursing
Steven Strout, Clinical Education Coordinator, Haywood Regional Medical Center
Amy Massey, Madison County Health Department
Audrey Shomper, Student; 2nd RN to BSN Cohort, MHU
Brandy Mills, Director of Hospital Education, Park Ridge Hospital
David Przechalski, Associate Director, PT Care Services, CNE, Charles George VA Medical Center
Deana Stephens, Coordinator, Madison Community Health Consortium
Dr. John Hough, President, Retired Faculty, Mars Hill University
Ellen Coomer, Retired Medical Director, Mars Hill University
Frank Castelblanco, Director, Division of Regional Services, MAHEC
Jamie Potter, Nurse Educator, Blue Ridge Regional Hospital
Marsha Porter, Nursing Academic Program Specialist, Mission Health
Meredith Doster, Dean of Adult & Graduate Studies, Mars Hill University
Nancy Stump, Student; SNA Officer, Mars Hill University Pre- Licensure
O'Neal Shelton, Rotary Club; Chamber of Commerce, Madison County
Rebecca Ramsey, Nurse Educator, Brian Center
Sherrie Minkin, Director of Western North Carolina HOSA
Suzanna Berryhill, Nurse Educator, McDowell Hospital

Tammy Cody, Director, Madison County Health Department
Teresa Hammack, Marketing Director, Mars Hill Retirement

Mars Hill University AdHoc Advisory Committee

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
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
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

Post-Licensure RN to BSN 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, major non-nursing, 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 seven years in the first semester of the program either from current employment or through Mars Hill University and that further background checks and/or drug screening may be required, depending upon practicum areas.
- I understand I must complete all non-nursing required courses before or in the semester of my last nursing course.
- I understand that the MHU Judge-McRae School of Nursing handbook may be updated at any time, that I will receive a copy of the updated handbook or of the addendum, and that 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 _____