



Judge McRae School of Nursing

Pre-licensure BSN Student Handbook 2019-2020



Revised August 2019

TABLE OF CONTENTS

General Program Information

Welcome.....	4
History	5
Mission/Vision	6
Student Learning Outcomes	8
American Association of Colleges of Nursing (AACN)	9
American Nurses Association (ANA)	10
National Student Nurses Association (NSNA)	11
JMSON Class Officers	13
Curriculum Plan	14
Change of Address	15
Insurance	16
Learning Resources/Writing Center	17
JMSON Accommodation Policy	18

JMSON Program Policies

Physical/Emotional Health Policy	20
JMSON Technical Standards.....	21
Compliance Tracker Policy	23
Basic Life Support Policy	23
Nursing Fees Policy	23
NAI Requirement.....	23
Academic Advisement.....	24
Computer Requirements.....	24
Computer Access Policy	25
Social Media Policy	25
Confidentiality Policy.....	26
Student Evaluation of Courses, Faculty, and Facilities.....	27
Professional Behaviors Policy.....	27
Academic Integrity Policy	28

Academic Grading Policy	29
Exam Policies and Practices	30
Exam Review Policy.....	31
Item Justification Form	32
Standardized Testing Policy (Kaplan & Hurst)	33
Student Attendance Policy	35
Dress Code for Clinical, Simulation and Laboratory Settings	35
Classroom Policy	37
Lab Performance Policy	39
Simulation & Laboratory Policies	40
Clinical Policy	42
Pre-Clinical Requirements Policy.....	44
Performance Improvement Contract (PIC) Policy	45
PIC Form	46
Clinical Safety Policy	48
Program Progression	
Progression Policy.....	48
Probation Policy	49
Suspension Policy	49
Withdrawal Policy.....	49
Dismissal Policy	50
Advanced Placement /Readmission	51
Appeal Process	53
Program Completion	
Graduation Policy	54
Pinning Ceremony.....	54
NCLEX-PN Exam/Licensing	54
JMSON Faculty & Staff Credentials	56
References	58
Release of Information Form	60
Handbook Agreement Form	61

WELCOME

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

Nursing is one of the most trusted professions in the United States of America. Nurses have earned and maintained that designation through education, critical thinking, and leadership. The Judge-McRae School of Nursing values reflect those of Mars Hill University (MHU) and focuses on health promotion, community engagement, cultural sensitivity and competence, courageous advocacy and ethical leadership.

The faculty and staff of the Judge McRae School of Nursing welcome you to a new and exciting experience. We will prepare you to care for individuals of all ages from various cultural backgrounds. Courses will provide students with a background in health promotion as well as an in-depth study of diseases and disorders. Students will learn the role of the registered nurse as defined by the North Carolina Board of Nursing (NCBON) Practice Act, the American Association of Colleges of Nursing's (AACN) Essentials of Baccalaureate Nursing Education for Professional Practice.

Congratulations on taking this step in your career! We look forward to working with you as you work toward your educational goals and career aspirations.

HISTORY

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. Dr. 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.

The Ferguson Health Sciences Center, named for Jack and Carolyn Ferguson of Candler, NC, is a three-story, 28,731 square foot facility that was built in August 2016. The facility includes a faculty office suite, a five-bed simulation lab, a 10 bed skills lab, and 4 classrooms. The Judge-McRae School of Nursing is named for MHU alumni Norman '84 and Linda Judge-McRae '86 of Knoxville, TN. The McRae's are the owners of Caris Healthcare, a provider of private hospice healthcare based in Knoxville. The building dedication ceremony was held in September 2016.

The RN to BSN Program began in May 2015. The RN to BSN Program is offered one evening a week at the Adult & Graduate Studies Center in Arden (303B Airport Road). Three cohorts of students have graduated from the program. A fourth cohort began in January 2019.

The traditional pre-licensure BSN program received initial approval by the North Carolina Board of Nursing in February 2016 and full approval in May 2018. The program is offered on the Mars Hill University campus in the Ferguson Health Sciences Center. The initial cohort of junior level nursing students entered and began their program August 2016. Each fall semester, a new cohort of students enters the program.

Mars Hill University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In late March/April 2015, Mars Hill University was approved by SACSCOC to award the BSN degree: Traditional BSN (pre-licensure) and RN to BSN (post-licensure).

The Baccalaureate Degree in Nursing at Mars Hill University (Judge-McRae School of Nursing) is accredited by the Commission on Collegiate Nursing Education (CCNE) (www.ccneaccreditation.org). Initial accreditation was received September 2016.

MISSION

The Purpose

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. As part of the world-wide community, 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

The BSN Program at Mars Hill University equips 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, and member of the profession. 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 for a diverse population in Western North Carolina and beyond; to become a positive influence in the healthcare system through community engagement, service, and collaboration; to demonstrate holistic care with cultural competence; to be informed, reflective, critical thinkers who can adapt and apply appropriate clinical judgment; and to teach health promotion with dignity across the lifespan.

Philosophy

Consistent with the Mars Hill University mission statement, the Judge-McRae School of Nursing is grounded in Christian principles, recognizing that each person is a unique individual deserving of quality, culturally competent, and respectful care throughout the lifespan. The nursing education is founded on liberal arts and natural sciences. The building blocks reflect the uniqueness of the Judge-McRae School of Nursing, Mars Hill University, Appalachian cultures, and Christian foundation through the conceptual framework while illuminating the defining expectations in North Carolina General Statutes and North Carolina Nursing Practice Act and the Essentials of Baccalaureate Education for Professional Nursing Practice.

Conceptual Framework

The conceptual framework provides interconnecting components to motivate and prepare learners for new instruction. The learner must attain mastery of each part of the framework, the individual, the healthcare system, and nursing in order to understand the complete curriculum (Knowles, Holton, & Swanson, 2005). The pre-licensure BSN curriculum ensures a foundation in liberal arts and natural sciences. Nursing theories especially Pender's Health Promotion Model and Purnell's Transcultural Nursing are threaded throughout the curriculum. Concepts are organized within each of these following domains and learning occurs from simple to complex.

- **Foundation:** Liberal Arts and Natural Sciences
- **Threaded Theories:** Pender's Health Promotion Model and Purnell's Transcultural Nursing
- **Individual:** Unique, worthy of dignified collaboration for quality of care across lifetime
- **Health:** Defined by each individual and influenced by internal and external environments
- **Nurse:** Change agent, collaborator, informed leader, courageous advocate, culturally competent in health promotion, illness prevention, and education
- **Environment:** Internal and External – culture, genomics, values, beliefs, lifestyles, societies.
- **Teaching/Learning:** Challenge, opportunity, responsibility of students, faculty, clients, and other collaborators for knowing.
- **Roles of the Nurse:** Provider of Care, Manager of Care, Member of Profession, Member of Interdisciplinary Team, Teacher, Researcher

Baccalaureate Nursing Curriculum

The baccalaureate nursing curriculum is designed to help students develop critical-thinking and communication skills. The nursing curriculum focuses more on the nursing sciences with an emphasis on learning to apply classroom theory to practice. This includes exposing students to clinical skills, nursing theory, and the varied roles that nurses perform in the health-care system.

Courses include nurse leadership/management, health promotion, maternal/child health, mental health, pharmacology, pathophysiology, research and evidence based practice, transcultural nursing, adult medical/surgical care, community health, and gerontology. Students are also required to take classes in the humanities, social sciences, basic sciences, business, psychology, technology, sociology, ethics, and nutrition to enhance their learning.

This level of education includes a variety of settings: community hospitals, clinics, social service agencies, schools, and health maintenance organizations. Diverse training prepares students for the growing and ever-changing healthcare field (www.aacnnursing.org).

STUDENT LEARNING OUTCOMES

The Judge-McRae School of Nursing BSN Program Student Learning Outcomes extend the mission statement and reflect current expectations in the Bachelor of Science in nursing program. The BSN Program Student Learning Outcomes (SLOs) are in alignment with the MHU Student Learning Outcomes (Creative Thinking, Problem Solving, Critical Thinking, Written Communication, Oral Communication, Information Literacy, and Civic Engagement).

Mars Hill University Institutional SLOs

1. Creative Thinking (CR): Students will combine or synthesize existing ideas, images, or expertise in original or innovative ways to make a product.
2. Problem Solving (PS): Students will design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
3. Critical Thinking (CT): Students will investigate issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
4. Written Communication (WC): Students will produce quality written documents for general, professional, and academic audiences.
5. Oral Communication (OC): Students will prepare and deliver information and/or persuasive presentations for general, professional, and academic audiences.
6. Information Literacy (IL): Students will identify, locate, and evaluate information in effective and ethical ways.
7. Civic Engagement (CE): Students will develop the combination of knowledge, skills, values, and motivations to promote the quality of life in a community.

Judge-McRae School of Nursing SLOs

1. Students will apply components of health promotion theory and pertinent nursing theories across the lifespan, cultures, and communities in discussing a culture. (CT)
2. Students will demonstrate scientific inquiry and its role in grounding nursing in evidence-based practice (PS).
3. Students will participate in interdisciplinary care for enhancement of patient outcomes. (IL)
4. Students will apply ethics, moral character, altruism, and social justice in the nursing profession. (CE)
5. Students will evaluate the role of gender, race/ethnicity, genomics/genetics, and environment on health promotion and disease prevention in assessing a community. (CT)
6. Students will synthesize best practices in research, leadership, quality improvement, and patient safety into own professional practice. (IL)
7. Students will communicate effectively through a variety of methods, technologies, and informatics platforms. (WC, OC)
8. Students will cultivate relationships with communities across various healthcare environments. (CE)
9. Students will relate policy, finance, and regulatory environments to health care delivery in designing a healthcare project. (CR)
10. Students will synthesize advanced knowledge, self-discovery, team dynamics, and experience acquired through the BSN program. (CT)

AMERICAN ASSOCIATION OF COLLEGES OF NURSING (AACN)

Membership

The Judge-McRae School of Nursing (JMSON) is a member of AACN, the national voice for academic nursing education. The AACN works to establish quality standards for nursing education; assists schools in implementing those standards; influences the nursing profession to improve health care; and promotes public support for professional nursing education, research, and practice. JMSON uses the Essentials of Baccalaureate Education for Professional Nursing Practice to direct education in all of the nursing courses.

The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)

The Essentials emphasize concepts such as patient-centered care, Inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education, which includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I-VIII.

The nine Essentials of BSN include the following:

- **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:** Inter-professional 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

The American Nurses Association (ANA) is the premier organization representing the interests of the nation's 4 million registered nurses. ANA is at the forefront of improving the quality of health care for all. Founded in 1896, and with members in all 50 states and U.S. territories, ANA is the strongest voice for the profession.

ANA exists to advance the nursing profession by:

- Fostering high standards of nursing practice;
- Promoting a safe and ethical work environment;
- Bolstering the health and wellness of nurses; and
- Advocating on health care issues that affect nurses and the public.

The Code of Ethics for Nurses with Interpretive Statements, or “The Code”, is a vital tool for all nurses now and in the future.

While the foundational values of nursing do not change, The Code is regularly updated to ensure it's relevant to nurses today. It supports all nurses, from students to Chief Nursing Officers (CNO), in providing consistently respectful, humane, and dignified care.

The Code of Ethics for Nurses with Interpretive Statements (The Code) was developed as a guide for carrying out nursing responsibilities in a manner consistent with quality in nursing care and the ethical obligations of the profession.

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. (NSNA)

This ANA resource page is tailored for pre-licensure nursing students in an undergraduate program. Nursing students are a valued part of the ANA community! ANA respects the insights and contributions of students as the nurse leaders of tomorrow. ANA partners with NSNA to help bridge the transition from nursing school to licensure and practicing.

Members of the National Student Nurses Association (NSNA) are eligible to sign-up as ANA Student Subscribers for free – a \$10 value! If you are not a member of NSNA, you can still sign up as an ANA Student Subscriber for free by agreeing to receive membership information from NSNA.

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.

Judge-McRae School of Nursing Chapter of NSNA

NSNA is dedicated to fostering the professional development of nursing students. NSNA is the voice of the future of the profession of nursing.

- NSNA Officers:
 - President - Shall preside at all meetings of this association, appoint committees as needed, perform all other duties pertaining to the office and represent this association as needed.
 - Vice President - Shall assume the responsibility of the office of President in the event of the vacancy occurring in the office until the next regular election. Shall preside at meetings in the absence of the President. Shall assist the President as needed.
 - Secretary - Shall record and distribute the minutes of all meetings. Shall keep on file as a permanent record all reports, papers, and documents. Assist the president with official correspondence. Deliver to the newly elected Secretary all association papers.
 - Treasurer - Submit financial reports to the Board of Directors and membership as directed by President. Keep a permanent record of all dues received from members and any other income and disbursements. Remit payment as follows: a) Requests for disbursement of funds shall be made in writing to the Board of Directors. b) Upon approval, the treasurer will issue checks for those requests approved. c) No funds will be disbursed without prior approval. d) All checks must have two signatures.
 - Chairperson - Serves as chairperson of Projects committee. Attend student activities council meetings. Be accountable to the membership for notification of pending student activities. Keep members informed about activities and keep bulletin board up-to-date.

Judge-McRae School of Nursing Class Officers

Each cohort of students in the JMSON will elect class officers to assist with governance, community outreach, and fund raising for the pinning, lamp lighting, and recognition ceremony. Each class (junior and senior) will elect a president, vice-president, secretary, and treasurer. Responsibilities are similar to those noted above but for the respective class.

Note: The SNA and class presidents participate in the JMSON Pre-licensure BSN Faculty/Staff meeting and/or the Divisional meeting each month as well serving on the Advisory Council annually.

Mars Hill University
Judge McRae School of Nursing
Pre-licensure BSN Curriculum Revision Plan 2019

The Traditional Bachelors of Science in Nursing (BSN) curriculum is 128 credit hours. The general education and program requirements and a sample curriculum plan is included below.

Freshman Fall	Freshman Spring
FYS 111 First Year Seminar I 3	FYS 112 First Year Seminar 2 3
MTH 107 Finite Math 3	NS 115, Natural Scientific Perspectives 4
PSY 111 General Psychology 3	Elective 3
ENG 111 College Composition I 3	Humanities - Literature (or History) 3
HEA 111 Health, Wellness, Fitness 3	ENG 112 College Composition II 3
Total: 15	Total: 16
Sophomore Fall	Sophomore Spring
Elective 3	PSY 212 Lifespan Psychology 3
BIO 134 Anatomy & Physiology I 4	BIO 135 Anatomy & Physiology II 4
Humanities – History (or Literature) 3	Global Perspectives/Foreign Language 3
Aesthetics (Drama, Music, Art) 3	NUR 211 Success Strategies Nursing 2
CHM 105 Intro Gen/ Org/ Bio Chem. 4	NUR 257 Transcultural/ Global Health 3
Total: 17	Total: 15
Junior Fall	Junior Spring
Ideas & Innovations (US) 3	NUR 312 Promoting Adult Health 6
NUR 306 Pathophysiology 3	NUR 318 Adv. Pharmacology for Health Prom. 2
NUR 308 Health Assessment & Promotion 3	NUR 320 Prom. Healthy Aging & QOL 3
NUR 309 Pharmacology for Health Promotion 2	NUR 322 Nursing Statistics 3
NUR 311 Fundamentals of Health Promotion 6	Total: 14
Total: 17	
Senior Fall	Senior Spring
Ideas & Innovations (World) 3	NUR 425 Promoting Mental & Comm. Health 6
NUR 407 Interdisciplinary Adult Health Prom. 5	NUR 426 Leadership, Management, & Bioethics 3
NUR 414 Promoting Family Health 7	NUR 430 Focused Capstone Synthesis 3
NUR 424 Nursing Research, EBP, & Informatics 3	NUR 440 Focused Practicum 4
Total: 18	Total: 16

Non-nursing Credits: 64

Nursing Credits: 64

Total hours required for graduation: 128

CHANGE OF ADDRESS POLICY

Changes of address or telephone number must be reported to the nursing faculty and the Registrar's Office as soon as possible so that records can be kept current. Students need to complete a "Change of Name/Address/Phone" form and submit it to the JMSON Administrative Assistant (see form below).

Change of Name/Address/Phone

NAME: _____ **PREVIOUS NAME:** _____
STUDENT ID # _____ **OR LAST 4 DIGITS OF of SSN #** _____

PREVIOUS ADDRESS	NEW ADDRESS
PREVIOUS PHONE NUMBER	NEW PHONE NUMBER

Student's Signature _____

Today's Date _____

INSURANCE POLICY

Liability Insurance

All School of Nursing students are covered by liability insurance through Mars Hill University prior to the first clinical/practicum contact with the community.

Personal medical insurance is not required. However, the student is responsible for any medical fees incurred throughout the program.

I, _____, have been informed by the Nursing Department of the need to carry personal health insurance in addition to the medical malpractice insurance provided.

Student Signature

Date

Printed Student Name

LEARNING RESOURCES POLICY

The Renfro Library is centrally located on the Mars Hill University Campus (MHU) in Mars Hill, NC. During fall and spring semesters, the library hours include the following: Monday-Thursday 7:30 to 11:00 pm; Friday 7:30 am to 4:00 pm; Saturday 11:00 to 4:00 pm; and Sunday 1:00 to 11:00 pm. During the summer semester, the library is open from 9:00 to 5:00 pm Monday through Friday. Library staff are available to provide assistance (See MHU website). The library's in-house collections, resources, and services support the programs offered at MHU.

The library website accessed through the MHU website provides information to all online resources provided through the library. All online library resources are available to all on-campus computer-users. All online resources are also available to students and employees who are off-campus via remote authentication accessed by using the personal MHU username and password, similar to logging into MHU computers, email, Moodle, etc.

The library's home page for nursing provides access to the following items: topic overviews; book and media; articles; patient education; public health; professional organizations and associations; standards and practice guidelines; and citing sources. The Judge McRae School of Nursing Program (JMSON) uses APA Format (6th ed.) for all the required formal papers. Please refer to the MHU library website for APA guidelines.

WRITING CENTER

The Mars Hill University Writing Center, located in Renfro Library, room 133, offers free writing tutoring for all MHU students. Writers are encouraged to make an appointment, but drop-in visits are welcome, time permitting.

Writing Center tutors are trained to provide assistance at all stages of the writing process, from prewriting to revising final drafts, and they work with writers in all disciplines. Whether you're working on that first essay for your first-year English class, tweaking a major research paper, or polishing your résumé for a job application, the tutors in the Writing Center can help you become a better writer.

JMSON ACCOMMODATION POLICY

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for person with disabilities. Students in programs that require participation in clinical settings need to be aware that clinical sites are distinct from the classroom. Certain accommodations that are acceptable for the classroom setting may not be appropriate in a clinical setting.

If you have an Academic Accommodation Plan (AAP) issued through MHU Disability Services, please arrange a time within the first week of each semester to present your plan to the nursing program director to discuss your specific accommodation needs. The Judge-McRae School of Nursing Program Director must verify the accommodations a student utilizes specific to clinical settings. Each student is responsible for providing a copy of their AAP to the nursing program director each semester for approval. Upon approval, the nursing program director will share the AAP with the appropriate faculty members.

If you believe you have a disability requiring an accommodation and do not have an approved Academic Accommodation Plan, please contact Judith Harris, Disability Services Coordinator, located in 306 Wellness Center or at jharris@mhu.edu.

Accommodations in Clinical Settings

Accommodations in clinical settings are unique and must be individualized according to the student's specific disability and needs. Safety is a paramount consideration when determining whether accommodations can be made in a clinical setting. Students are encouraged but are not required to disclose a disability to the clinical coordinator and faculty in their clinical settings. However, when it is apparent that a disability may compromise safety, the Program Director is required to consult with the student, the MHU Disability Services Coordinator, the Clinical Coordinator, and the supervising faculty in the clinical setting. The goal of the consultation shall be to:

- To determine any risk to safety that the disability may create;
- To determine any possible accommodations that may be made specific to the clinical site in order to remove the barrier to the student's participation and that will not compromise safety.

Helpful websites specific to the topic of accommodations in clinical settings

<https://www.edurisksolutions.org/blogs/?Id=2147485097>

Request Testing Accommodations for NCLEX-RN (in brief)

Documentation required for testing accommodations:

- Candidates should request testing accommodations at the time of application for licensure.
- The accommodations must be approved by NCBON before a candidate can schedule the NCLEX exam.
- Mental impairment includes any mental or psychological disorder which is protected under the Americans with Disabilities Act (ADA). Note that test anxiety and English as second language are not protected.

Items required for accommodation:

1. Documentation from qualified professional with expertise in area of diagnosed disability and must include:
 - Recognized diagnosis found in the Diagnostic and Statistical Manual of Mental Disorders (DSM)
 - Identification of the specific standardized and professionally recognized test/assessment given
 - The scores resulting from testing interpretation of the scores and evaluations
 - Recommendations for testing accommodations with stated rationale as to necessary and appropriate
2. Letter from candidate defining disability and specific testing accommodations desired
3. Letter from Nursing Program Director defining accommodations candidate was given during the nursing program.

Mail required documents to: NCBON, Education Dept., Attn: Accommodations, PO Box 2129, Raleigh, NC 27602

<https://www.ncbon.com/dcp/i/licensurelisting-licensure-by-examination-request-testing-accommodations>

JMSON PROGRAM POLICIES

Physical and Emotional Health

Medical Form

A 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. See attached technical standards.

If a student is under treatment or counseling during their time in the JMSON program, a written recommendation for remaining in the class should be obtained from the attending physician or counselor. Examples of conditions requiring this recommendation include, but are not limited to, pregnancy and surgery.

In the event that a student develops a physical or emotional problem that does not respond to appropriate treatment or counseling within a reasonable period of time, the situation will be reviewed on an individual basis but can lead to dismissal from the program.

Immunizations

Students of the school of nursing, both pre-and post-licensure, must provide documentation of current immunizations prior to their first practicum contract 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 complete the initial one-step PPD test. 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.

JMSON Technical Standards Essential to Safe Nursing Practice

Functional Ability	Standard	Examples of Required Activities
Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective patient care activities.	<ul style="list-style-type: none"> • Move within confined spaces such as treatment or operating rooms. • Assist with turning/ lifting patients. • Administer CPR
Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills	<ul style="list-style-type: none"> • Pick up and grasp small objects with fingers such as insulin syringe, pills. • Perform tracheostomy suctioning; insert urinary catheter.
Physical Endurance	Physical stamina sufficient to remain continuously on task for up to 12-hour clinical shift while standing, sitting, moving, lifting, and bending to perform patient care activities.	<ul style="list-style-type: none"> • Walk/stand for extended periods of time; turn, position, and transfer patients. • Manually resuscitate patients in emergency situations.
Physical Strength	Physical strength sufficient to perform full range of required patient care activities.	<ul style="list-style-type: none"> • Push and pull 250 pounds. • Lift/move heavy objects from 35-50 pounds.
Mobility	Physical ability sufficient to move from room to room and maneuver in small spaces; full range of motion to twist/bend, stoop/squat, reach above shoulders and below waist and move quickly; manual and finger dexterity; and hand-eye coordination to perform nursing activities.	<ul style="list-style-type: none"> • Move around in work area and treatment areas. Position oneself in the environment to render care without obstructing the position of other team members or equipment
Hearing	Auditory ability sufficient for physical monitoring and assessment of patient health care needs	<ul style="list-style-type: none"> • Hear normal speaking level sounds • Hear auscultatory sounds • Hear auditory alarms (monitors, fire alarms, call bells) • Hear cries for help
Visual	Normal or corrected visual ability sufficient for accurate observation and performance of nursing care	<ul style="list-style-type: none"> • See objects up to 20 feet away • Visual acuity to read calibrations on 1 ml syringe • Assess skin color (cyanosis, pallor)
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs	<ul style="list-style-type: none"> • Feel vibrations (pulses) • Detect temperature changes • Palpate veins for cannulation
Smell	Olfactory ability sufficient to detect significant environmental and patient odors	<ul style="list-style-type: none"> • Detect odors from patient (foul smelling drainage, alcohol breath) • Detect smoke
Emotional/ Behavioral	Emotional stability and appropriate behavior sufficient to assume responsibility/accountability for actions Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, co- workers to achieve a positive and safe work environment. Follow instructions and safety protocols	<ul style="list-style-type: none"> • Establish rapport with patients, instructors and colleagues. • Respect and care for persons whose appearance, condition, beliefs and values may be in conflict with their own • Deliver nursing care regardless of patient's race, ethnicity, age, gender, religion, sexual orientation or diagnosis

Professional Attitudes and Interpersonal Skills	Honesty and integrity beyond reproach	<ul style="list-style-type: none"> • Conduct themselves in a composed, respectful manner in all situations and with all persons • Work with teams and workgroups • Establish and maintain therapeutic boundaries • Demonstrate emotional skills to remain calm and maintain professional decorum in an emergency/stressful situation • Demonstrate prompt and safe completion of all patient care responsibilities • Adapt rapidly to changing environment/stress • Exhibit ethical behaviors and exercise good judgment
Communication	Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language	<ul style="list-style-type: none"> • Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health care team discussions of patient care • Elicit and record information about health history, current health state and responses to treatment from patients or family members • Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner • Recognize and report critical patient information to other caregivers
Cognitive/ Quantitative Abilities	Reading comprehension skills and mathematical ability sufficient to understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis	<ul style="list-style-type: none"> • Calculate appropriate medication dosage given specific patient parameters • Analyze and synthesize data and develop an appropriate plan of care • Collect data, prioritize needs and anticipate reactions • Transfer knowledge from one situation to another • Accurately process information on medication container, physicians' orders, and monitor and equipment calibrations, printed documents, flow sheets, graphic sheets, medication administration records, other medical records and policy and procedure manuals
Conceptual/Spatial Abilities	Conceptual/spatial ability sufficient to comprehend three-dimensional and spatial relationships	<ul style="list-style-type: none"> • Comprehend spatial relationships in order to properly administer injections, start intravenous lines, assess wounds of varying depths etc.
Clinical Reasoning	Ability to reason across time about a patient's changing condition and/or changes in the clinician's understanding	<ul style="list-style-type: none"> • Evaluate patient or instrument responses, synthesize data, draw sound conclusions
Flexibility	Adapt to JMSON course scheduling policies and changes.	<ul style="list-style-type: none"> • Available to work the hours of an assigned schedule which could include any shift and day of the week (except Sunday)

Compliance Tracker

The JMSON utilizes A Web-Based Compliance Tracking system that requires students to submit all immunization documentation, medical forms, CPR Cards, and NAI documentation for review and approval. The current third-party provider is CastleBranch. Students will be assigned a PIN number and instructions to complete the process.

Basic Life Support (BLS) Certification

Each student must have a current Healthcare Provider BLS Card upon admission to the program and for the duration of the MHU Nursing Program. American Heart Association is the required issuing organization as some clinical agencies only recognize this organization. Copies of the BLS Certification must be submitted to the Judge-McRae School of Nursing on or before the first day of class and cards must not be allowed to expire.

Nursing Program Fees

Student Fees - \$525/semester for each pre-licensure BSN student during the junior and senior year. These fees cover student costs including but not limited to: supplies, liability insurance, compliance tracking, Hurst, and Kaplan.

Nurse Aide (NA) Requirement

Prior to program admission, students are required to be listed as a Nurse Aide I (NAI). After successful completion of the first semester of the JMSON program, students are eligible to be listed as a Nurse Aide II. The following are specific guidelines that refer to NA I and NAII listing.

NA I

- Must complete a NC state-approved NAI Training Program or an abbreviated course with proof of uninterrupted full-time employment as a NAI for six months.
- Must be listed on the Health Care Personnel Registry (www.ncnar.org) prior to program admission

NA II

- Must pass all portions of the first (fall) semester (class, lab, and clinical) to be eligible for listing
- Must hold current NAI listing to be eligible
- Effective December 2011, NAII applications for initial listing and renewal must be submitted online. The process includes the following:
 - BSN Director sends verification to NCBON (includes students first, middle, last name & DOB)
 - Student accesses NCBON website, www.ncbon.org.
 - Student must apply within 30 business days after verification is submitted.

Academic Advisement

Academic advisors will be assigned to each nursing student during the freshman year at MHU. Pre-Nursing Students will be advised by the HRSA funded Nursing Student Advisor/Support Coordinator. Junior and senior nursing students will be advised by current nursing faculty.

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.

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 may 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>

COMPUTER ACCESS POLICY

All students who register for classes will have access to the Mars Hill University computer system. Each student is provided access to the official mhu.edu network account and an e-mail address will be given during the registration process. The admission office sends each student an email with instructions for accessing or setting up student accounts for the following:

- **Webmail**
- **Self Service**
- **Moodle** email at: moodleadmin@mhu.edu or call 828-689-1195
- **Library**
- **MyMHU**

Students are instructed to keep this information private and to not distribute or share access information. The help desk is available to students needing assistance by emailing helpdesk@mhu.edu or by calling 828-689-1444.

SOCIAL MEDIA POLICY

Nursing students may encounter confidential information within the University or within the patient care environment during clinical practicum. Consistent with clinical facility Confidentiality Statements, the nursing student will refrain from any of the following:

- Using patients' name (any identifier including initials, room numbers, patient age, hospital name, etc.) and personal health information in any way
- Disclosing confidential information about the University, its employees, or its students
- Stating personal opinions as being endorsed by the University
- Using information and conducting activities that may violate JMSON academic policies, or may violate local, state, or federal laws, and regulations
- Posting of embarrassing, threatening or harassing statements on either a personal page or website (Facebook, Instagram, Twitter, Snap Chat, etc.). This could be grounds for disciplinary action and possible dismissal from the program
- Posting of any pictures of yourself or others at a clinical facility or site.

If self-identified as a nursing student online, it must be clear that any views expressed are not those of the institution. While the JMSON faculty do not regularly review content posted to social media sites, they have the right to request removal of any content for any reason, including but not limited to, content that is deemed threatening, obscene, a violation of intellectual property rights or privacy laws, or otherwise injurious or illegal. The JMSON does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment (Harris, 2013). Social media may be used to investigate student behavior.

CONFIDENTIALITY POLICY

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 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.

To comply with all applicable requirements of the Health Insurance Portability and Accountability Act (HIPAA), Public Law 104-191, and all amendments thereto, Mars Hill University and the JMSOJN agrees to inform all students and faculty members of the requirements of HIPAA. The student shall comply with all privacy policies of the clinical agencies and the agency shall provide access to all students and faculty members a copy of its privacy policy when a student is assigned to the agency.

Family Educational Rights and Privacy Act (FERPA)

Mars Hill University and the JMSOJN Program maintain student records in accordance with Family Educational Rights and Privacy Act. No student information will be given to entities outside the college institution without the student's written permission. Students have the right to access and review their educational records and to question the contents therein. For further information on FERPA, see the MHU Student Handbook.

STUDENT EVALUATION OF COURSES, FACULTY, AND FACILITIES

At the end of each nursing course, students will be asked to evaluate the course and its faculty. A form is also available to evaluate the clinical facility used during the course. Student input is valued; therefore, it is important for students to respond on these anonymous evaluations in a truthful, mature manner. Evaluation summaries are available to the Dean, Program Director, and individual faculty members after course grades are posted. Nursing faculty and the Director read, assimilate suggestions offered, and incorporate students' recommendations in curriculum and teaching whenever possible.

PROFESSIONAL BEHAVIORS POLICY

As a profession, nurses and nurse educators are expected to abide by the code of ethics for nurses set forth by the American Nurses' Association [ANA] (2001), both with clients and with peers (Luparell, 2005). Therefore, in the classroom and clinical setting, students are expected to adhere to the policies of MHU and the respective facilities in which they will be observing or practicing. It is expected that all students will conduct themselves with dignity and respect in every setting.

Professional Interaction

1. Addressing faculty: faculty, full and part-time, should be addressed according to their title (Professor or Doctor).
2. Faculty office times are posted each semester. Students are expected to schedule appointments with faculty for any issues that may arise during the course of this program (discussion of grades, absences, etc.).
3. Students are encouraged to seek time with the faculty member if concerns arise over items such as grades, absences, etc. However, faculty need preparation time for class, so no student appointments or questions will be addressed in the 30 minutes prior to the beginning of each scheduled class.
4. Romantic relationships between students are discouraged. Should this occur, it is expected that professional conduct is maintained in all classroom and clinical settings.
5. Students are expected to interact with staff/health care providers in the clinical setting in a professional manner which includes being courteous and respectful. All issues should be discussed with the assigned clinical instructor or faculty member.

ACADEMIC INTEGRITY POLICY

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, 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 GRADING POLICY

Students are responsible for monitoring their own progression. Grades will be posted to Moodle so that each student can track their grades. In order to successfully pass a nursing course with a clinical component, students must pass the classroom portion with a grade of 80. **Grades will be rounded with the final grade for the course** (e.g., 79.5 = 80). Clinical will be graded as a satisfactory/unsatisfactory portion of each clinical course. Students must receive a satisfactory grade for clinical in order to pass the course.

For any student experiencing difficulty with grades, a conference will be held and written documentation will be signed by both the student and the instructor and placed in the student's advisor folder. A student may request an appointment to meet with the instructor at any time. This will be arranged at a time mutually convenient to the instructor and the student.

The **grading scale** used by the JMSON nursing department is as follows:

Grading The final course letter grade will be assigned according to the following:		The final course grade is calculated based on percentages for each course. *An 80 or above is required for all nursing courses to progress in the program.
<u>Letter Grade</u>	<u>Numerical Range</u>	
A	93-100	
B	85-92	
C	80-84	
F	79 or below	

Three “C” Policy

Students who make one “C” in an NUR course will be counseled. If a second consecutive “C” is earned, there will be in-depth counseling and remediation with the student. A third consecutive “C” following the in-depth counseling and remediation with the student will result in failure to progress in the program.

EXAM POLICY AND PRACTICES

Exam Expectations

1. All exams will be given on JMSON laptop computers. Students are expected to arrive 20 minutes early to allow time to check-out a laptop, turn on the laptop, and download the exam via Exemplify.
2. The door to the exam room will be closed at 10 minutes before exam time. No student will be admitted to the exam room after the door has closed. Any student not arriving before the door is closed will not be able to take the exam during that session. A make-up exam must be scheduled with the course instructor. The make-up exam may be in an alternate format.
3. No personal belongings are permitted in the exam room. All bags, books, coats, etc. must be left in the student's personal locker prior to arriving in the exam room.
4. All exams will be timed appropriately for the length of the exam.
5. Questions are not allowed during testing unless it is related to a technical issue with the computer or software.
6. Students with accommodations must notify the Judge-McRae School of Nursing Program Director for approval and provide the accommodation page one week prior to the first exam for their student file. Testing accommodations will be in the sim lab, conference room or a separate classroom.

Grading Guidelines

1. Make-up exams: In the event a student must miss an exam, a make-up exam may be given in an alternate format from the original version. For example, a make-up exam for an originally formatted multiple choice exam may be in a multiple choice, essay, combined, or other format.
2. Late graded assignments: Graded assignments are expected to be submitted on time. For each week beyond the date of submission, 10 points are deducted from the assignment grade. For example, an assignment that was graded 100/100 but submitted a week late would earn a 90/100 grade.
3. Rounding of grades: Grades are not rounded for exams or assignments. Rounding occurs only for the final course grade. For example, an exam grade of 84.45 will be recorded as 84.45. A course average of 84.45 would round to an 85.
4. Final course grades are posted in Self-Service using the official JMSON grading policy: A, B, C, F. There are no + or – on the letter grades for JMSON NUR courses.

EXAM REVIEW POLICY

The faculty of the Judge-McRae School of Nursing recognizes the learning opportunity available when reviewing exams. Therefore, post-exam review times will be made available on an individual/group basis determined by the faculty member outside of class time.

During the exam review time, students will have the opportunity to review an ExamSoft print-out of the missed questions from their individual test in order to identify areas of knowledge deficiency. A faculty member will be available during this time to provide clarification of exam items. Students are not allowed to keep the ExamSoft print-out due to exam security.

The review time will not be used for defense or justification of potential alternative choices to exam items. Should a student identify a question/answer set that they feel has another correct or better answer, the student may use the test item justification form to support their rationale. The justification form must be submitted in writing or by email to the instructor who administered the test within 24 hours following the exam review.

Submission of the justification form does not guarantee a change to exam score. Every effort will be made to review and post final exam scores prior to the next scheduled exam. See attached Exam Item Justification Form.

Item Justification Form

Name: _____ Semester: _____

Unit of Study / Exam: _____ Item number: _____ Date _____

Reason for question: (Explain/rationalize why you believe your answer is correct)

References: (Resources that support your rationale. Include page numbers, websites, etc. to validate your justification. If journal articles are used, submit copy of article with completed form.)

1. _____

2. _____

3. _____

STANDARDIZED TESTING (KAPLAN TESTING)

Students are required to complete all Kaplan Exams as scheduled. This includes taking the appropriate Focused Review Test and completing the remediation prior to taking the proctored test.

Focused Review Testing

Prior to the proctored exam, students are to complete the Focused Review Tests. The Focused Review Tests are non-proctored, comprehensive practice tests that help students target weaker subject areas. They are designed to coach students through the specific content, providing full rationales for the correct and incorrect answers. These Tests also include comprehensive remediation as well as alternative questions stems to enhance student comprehension of written questions.

A score of 60 or higher is the benchmark that students should strive to obtain. If a score of 60 or higher is not obtained the first time, students are required to take the Focused Review Test a second time with remediation between each test. Proper remediation is defined as reviewing each question for a minimum of one minute. Remediation resources include three-tiers of content remediation in the form of an overview, nursing care, and background of the topic immediately after testing. Additionally, video remediation is included for over 900 topics.

Focused Review Tests include the following:

- Cardiovascular System A/B
- Community A
- Endocrine System A
- Fluid and Electrolyte Balance A
- Fundamentals of Nursing A/B
- Gastrointestinal System A/B
- Health Assessment A
- Hematology-Immune A
- Management of Care A/B/C
- Maternity/Gynecological Nursing A/B/C
- Musculoskeletal System A
- Neurology A
- Oncology A
- Pathophysiology A
- Pediatrics Test A/B/C
- Pharmacological-Parenteral Therapy A/B/C
- Psychiatric Nursing A/B/C
- Renal-Urological System A/B
- Sensory A
- Basic Math A
- Pediatric Math A
- Critical Care Math A
- Level II Math A

Proctored Integrated Testing

The Integrated Tests are administered by the faculty of the nursing schools under proctored conditions. Students are required to take the proctored test as scheduled. A **print-out** documenting the completion of the Focused Test and Remediation is the “ticket” to take the proctored exam. Student who do not have the **printed** “ticket” will not be allowed to take the proctored exam.

The actual score received on the Kaplan proctored exam will count as 10% of the course grade and will be based on the following levels (ex. 100 x .10 = 10):

Kaplan Proctored Exam Percentile	Leveling Grade Received
50 th or higher	100
45 to 49	90
40-44	80
35-39	70
Below 34	60

Instructions for Students

On test day, log in with your username/password. When your proctor tells you to begin, click, “Take Available Tests” in the Green Integrated Testing box. You will see the specific test scheduled. Click into the test to begin. If your test is “grayed out” or is you experience a login issue, let you proctor know immediately. If you are kicked out of the test due to server error at any point, simply close the browser window, log back in, click on **Resume**, and you will automatically be placed back into the test at the point of exit. **DO NOT REFRESH, QUIT, or DO ANYTHING except** close the window before logging in again.

Once logged in, please **AVOID**:

- Hitting the backspace key
- Leaving the test site before completing the test
- Refreshing the page
- Submitting a test before completion with the “QUIT” button
- Using the radio buttons on your tool bar

If the Internet goes down, log in again and check under “Available Tests”. Click RESUME to go back to the last unanswered question.

Hurst Review

Hurst’s *Critical Thinking and Application NCLEX Review* provides students with a unique, proven, comprehensive approach to passing the NCLEX the first time. Understanding the attributes and the intended use of the Hurst review product will promote overall student success. A Hurst student book guides all reviews, as the student must fill in the blanks as the lectures are presented. These notes are the study guide as the student learns the core content.

This review of “must know” content for the NCLEX is taught in an integrated format. The review builds on what has been taught in nursing school and integrates these concepts so that the student can take a small amount of content and apply it to many situations. The program uses critical thinking exercises and NCLEX specific testing strategies to improve clinical judgement skills and test application. The topics are covered in a specific order, as each lecture is built on previous lecture content.

STUDENT ATTENDANCE POLICY

All nursing students are expected to attend and participate in all meetings (class, lab, and clinical) of the courses in which they are enrolled. Any absence is incurred at the student's own risk. Attendance is vital for success in the nursing program. Students must attend at least 90% of each component of each course. For example, in a course that includes a didactic/theory (classroom) portion, a lab portion, and a clinical portion, the required minimum attendance is 90% of classroom hours, 90% of lab hours, and 90% of clinical hours.

Missed material, skills, or clinical experiences may not be available for make-up. Exams that are missed may require an alternate format exam, usually an essay exam taken in a timed, seated, monitored environment.

Absences more than 10% for extenuating circumstances will be considered on an individual basis. Examples of extenuating circumstances may include death in the immediate family, court/legal issues, or medical emergencies. Absences related to work, child care, doctor appointments, and/or travel, etc. are not considered extenuating circumstances. For an absence to be considered an extenuating circumstance, the student must submit appropriate documentation to the faculty member.

DRESS CODE FOR CLINICAL, SIMULATION, AND LABORATORY SETTINGS

A clinical placement dress code has been established in recognition of the fact that mode of dress does affect the establishment of a rapport and working relationships with patients, families, and other care providers.

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, however an exception will be made on days when both class and clinical, simulation, or lab experiences occur. A student may wear the uniform all day or may change into their uniform before starting clinical, simulation, or lab.

JMSON Clinical/ Simulation/ Laboratory Uniform:

- 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 Tote from MHU with Supplies and Equipment
- Student Name Tag

Nursing students are expected to wear student uniforms when providing care in alternative settings. These settings may include mental health units, outpatient settings, community health settings, and other settings as determined by faculty.

JMSON Uniform for Alternate Sites:

- Black dress style pants
- Black belt (if applicable)
- Royal Blue Blouse/ Shirt
 - Men: Button dress shirt/ Polo style shirt
 - Women: Button dress shirt/ dress style blouse/ turtleneck shirt/ sweater
- Black shoes
- Black socks or stockings (knee-high hose are acceptable)

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. Shorts, tank tops, revealing clothing, flip flops, etc., do not convey professionalism. Nice jeans (no holes), sandals, and capris are acceptable.

Applicable to all lab and clinical sites:

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 clinical.

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

CLASSROOM POLICY

1. All classes will begin as scheduled on the course calendar unless otherwise specified.
2. Students are expected to be **prepared for class** by reading the required text assignments, completing any assignments for the class session, and other applicable learning activities prior to each class. Students must have the appropriate textbooks, notebooks, writing instruments, etc. with them in **all** classes unless otherwise instructed.
Exception: Students may use an electronic device in class if using the e-book textbook option for class. However, use of electronic devices in class will be monitored. In the event a student uses electronic devices for personal use during class time, such as Social Media, texting, etc., the student may be asked to leave the classroom, receive an absence for the day, and will not be allowed to return to class with an electronic device.
3. Students are expected to be **on time** and ready to begin class and/or nursing skills lab. If a student is going to be late or absent from class they must notify their faculty member via email or text.
4. Students are responsible for monitoring their own attendance. The faculty member is not required to notify students in danger of excessive absences. Missed material will not be re-taught by the faculty member.
5. Students are expected to participate in class discussion but **must refrain from talking** that is unrelated to class or **any movement that may interfere** with the learning of other members of the class. Students will be called down if inappropriate talking or movement occurs and will be asked to leave the classroom.
6. Students are expected to **complete and submit all assigned class and/or homework** by the assigned due dates. All assignments are to be typewritten or neatly written in black ink on regular 8 ½ x 11-inch paper or on forms provided by the instructors. If forms are provided, students are expected to use the provided forms. Most forms will be available in an electronic format through Moodle for student use. Points will be deducted for assignments submitted late.
7. Examinations are to be completed on the JMSO laptop computers in the classroom and in the presence of the instructor or proctor. Students may bring ear plugs on test days if easily distracted by noise or movement as students finish their tests or examinations.
8. Students should be neatly and properly dressed when attending class. Extreme clothing, i.e. too revealing, too short, too tight, is **NOT** appropriate. No offensive clothing will be tolerated. For on campus **nursing skills lab or simulation lab**, students are **expected** to wear **uniforms, clinical name badge, and bring any necessary equipment.**
NO EXCEPTIONS!

9. Students are allowed in the lab area after hours for practice only. No equipment shall be removed from the lab without prior approval from nursing faculty.
10. Each student is responsible for maintaining an orderly appearance of the lab at all times. Equipment should be returned to its proper storage place, the manikins and beds should be left neat and in a proper position, and trash should be removed from over bed tables and desks at the completion of scheduled lab time.
11. Students are to participate in keeping all classrooms and laboratories neat, clean, and in order. Food and drink are **NOT** allowed in the skills lab or simulation lab. Drinks with a lid may be allowed in the classroom during lecture.
12. Students are to demonstrate professional conduct at all times and in all educational settings. Use of profanity or any other inappropriate language will **NOT** be tolerated.
13. Students are **NOT** allowed to leave class or lab except during scheduled breaks. If a student is having an issue that might result in an abrupt departure from class, he/she needs to inform the instructor at the beginning of the class. Scheduled breaks occur approximately every 50 minutes to an hour depending on what is going on in the class session.
14. Due to content discussed in the classroom setting, taped recordings of lecture are not permitted without prior faculty approval.
15. Cellular phones and/or beepers are **NOT** allowed to be on in the classroom or labs. Cell phones **MUST** be turned off or silenced/muted while in class (not on vibrate).
16. Due to the nature of content and equipment used for learning experiences, **NO** children are allowed in the learning area (classroom, skills lab, or computer lab). Children may not be left unattended in the Ferguson Health Sciences Building or anywhere on campus.
17. **Students who do not abide by the classroom and online regulations will be subject to disciplinary action, ranging from verbal warning, written warning, and/or dismissal.** Review of this Student handbook and student understanding (as evidenced by signature of Acknowledgment of Policies and Expectations form) constitutes a verbal warning. Certain circumstances may necessitate a written warning or probation or dismissal depending on the seriousness of the infraction.

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. All critical steps are listed in **bold**. If the student misses 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 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 required steps (**bolded**)

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.
 - Completion of all remediation and additional practice must be completed within one 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.
- Completion of all remediation and additional practice must be completed within one week of receiving the second unsatisfactory skill grade.

If the student receives 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.

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).

- 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

CLINICAL POLICY

1. Students are expected to report to all clinical/lab assignments **on time**.
Note: A “No Call, No Show” to clinical, skills lab or simulation lab will result in immediate dismissal from the JMSON Program.
2. Students are expected to be neat, well groomed, and properly attired during the clinical experiences. For nursing skills lab and simulation lab, students **MUST** wear scrubs and their clinical name badge. For clinical, students **MUST** wear their student uniform, white hosiery/socks, white shoes, and clinical name badge as appropriate for the setting.
3. Hair and facial hair must be neat, clean, trimmed, controlled and styled in a conservative manner. Hair must be off the collar when in scrubs or uniform with no visible adornment (hair bows, barrettes, clips, etc.). Long hair (at shoulder length or below) must be pulled back or worn in a ponytail. Hair color is to be within spectrum of **natural hair colors**. Although highlights or lowlights may be appropriate as long as within the spectrum of normal hair colors, students are not allowed to have one section dyed a different color that would stand out.
4. Makeup should be conservative and used in moderation. Perfumes, scented soaps, lotions or sanitizers are **NOT** to be used; however, students should be free of body odor. Students will be sent home from clinical if not professionally dressed and free of body odor. If sent home, a student must make an appointment with Clinical Coordinator to discuss the matter and to determine what form of disciplinary action will be taken.
5. Fingernails must be clean and shall **NOT** extend over the ends of the fingertips. Artificial, acrylic, or gel nails/tips are **NOT** allowed in clinical settings due to infection control guidelines. Polish shall **NOT** be worn in the clinical area. Decorated nails shall **NOT** be allowed in the clinical setting.
6. Jewelry that interferes with patient care or personal safety must **NOT** be worn. A traditional wedding ring (band) may be worn. Rings with protruding gemstones should **NOT** be worn. Body piercings such as tongue rings, belly rings, etc. are **NOT** allowed in the clinical setting, whether visible or not. One (1) pair of small post earrings may be worn in the ear lobe area **only**. Loop/hoop earrings are **NOT** allowed.
7. Tattoos **cannot** be visible in the clinical/lab setting. Tattoos must be covered by clothing or bandage at all times. **If a student comes to clinical with visible body jewelry/body art, the student will be sent home from clinical and given an unsatisfactory performance for the day.**
8. Students are expected to dress neatly and appropriately for any clinical affiliated activity (orientations, workshops, etc.). Inappropriate attire includes: strapless/spaghetti-strap tops or dresses, low-cut blouses, shorts above mid-thigh level, denim, t-shirts, extreme form-fitting clothing (leggings), pajama-type pants, open-toed shoes or sandals, and capris type pants or any other clothing that allows body art to be visible.

9. Cell phones are **NOT** to be used in the clinical setting. Students must leave cell phones in their clinical bag. Students may access their cell phone on break and lunch periods but **NOT** in patient care areas.
10. Students are expected to complete the required clinical orientations by the assigned deadlines in order to attend clinical as scheduled.
11. Students are expected to deliver patient care in a safe and competent manner at all times.
12. Students are expected to demonstrate professional conduct at all times and to communicate appropriately with clinical agency staff, physicians, instructors, and classmates. Use of profanity or displays of uncivil behaviors will **NOT** be tolerated at any time and will be subject to disciplinary action.
13. Students **MUST** refrain from discussing any clinical information outside of post conference and/or the classroom setting. HIPAA violations will result in severe disciplinary action and could be subject to HIPAA fines. Students are to refrain from posting clinical information or pictures on any social media site, such as Facebook, Instagram, Snapchat, etc.
14. Students are **NOT** allowed to remove copies of a patient's record from the clinical site under any circumstance. Students may make notes from the patient's record as needed to aid in the completion of their clinical assignments.
15. Students are to report to post clinical conference **on time** and are expected to actively participate. Failure to attend post conference will result in a clinical absence for the day.
16. Students are expected to complete and submit **all clinical assignments** by the due dates. **LATE WORK WILL NOT BE ACCEPTED.**
17. Students are **NOT** allowed to leave the clinical facility until the completion of the scheduled experience without prior approval of the instructor.
18. Smoking, substance abuse, and/or alcohol use will **NOT** be allowed during the hours of clinical experiences. Most clinical sites have smoke-free campuses. Students who report to clinical with the smell of tobacco and/or alcohol on their breath will be sent home resulting in an absence. An appointment with the Clinical Coordinator will be scheduled to discuss the issue and appropriate disciplinary action will be taken.
19. Clinical experiences will be located in various clinical agencies in the area. Students are responsible for their own transportation to the assigned clinical agency. Clinical assignments will periodically require travel out of the student's county or state of residence.
20. **Students who do not abide by the clinical regulations will be subject to disciplinary action, ranging from verbal warning to dismissal.**

PRE-CLINICAL REQUIREMENTS POLICY

Upon acceptance into the pre-licensure BSN program, the following items must be completed:

- Listed as NA I in North Carolina
- Current BLS card from American Heart Association
- Copy of MHU Medical form
- Copy of Current Immunizations
- MHU Background Check OR Proof of Employment within healthcare field

The following items must be completed before going to a clinical site (CastleBranch):

- Criminal Background Check (statewide criminal NC; residency history)
- 12- Panel Drug Test
- Nationwide Database with Sex Offender Index

Acceptable background checks are required for clinical experiences. Information for obtaining the checks will be provided to all students by the first semester of the program. Students must be able to attend clinical experiences in all agencies designated by the pre-licensure BSN program. If, for any reason, a student is unable to fulfill clinical requirements in a designated facility (results of background checks, previous work-related incidents, etc.), they may be unable to continue in the program.

A background check is required by Mars Hill University for general college admission. Students should be aware that an additional background check and drug screen will be required by the personnel department at your future clinical location. Failure to provide this information to a clinical site in a timely fashion could result in a cancellation of your clinical site arrangements.

PERFORMANCE IMPROVEMENT CONTRACT POLICY

The Performance Improvement Contract (see attached form) will be completed on any student requiring counseling for academic, behavior, or classroom/clinical performance problems. The procedure is as follows:

1. Problem is identified.
2. Faculty member(s) decide on corrective action.
3. Form is completed.
4. Student is counseled.
5. Student and Faculty sign the form.
6. Form is kept in the student's record.
7. A verbal warning is issued to the student during New Student Orientation and the student agrees to follow the policies by signing policy manual agreement form.
8. Multiple events may result in dismissals based on the steps listed below:
 - **1st event warning** – Verbal warning; a copy of the pre-licensure BSN Student Policy Manual is given and reviewed with student at orientation. This serves as the 1st event verbal warning.
 - **2nd event warning** – Written warning/Probationary status; if in clinical, sent home with unsatisfactory resulting in Probationary Status.
 - **3rd event warning** - dismissal from program.

**** Any “Unsatisfactory” on the final clinical evaluation may preclude the need for any prior performance improvement contract and can result in dismissal from the program.**

**JUDGE MCRAE SCHOOL OF NURSING
PRE-LICENSURE BSN**

Performance Improvement Contract (PIC)

Instructor Name _____

Student Name _____

Course Name _____ **Counseling Date** _____

Type of Warning

1st Event Verbal Warning New Student Orientation 8-27-19

2nd Event Written Warning _____

3rd Event Dismissal _____

Reason for Counseling:

Description of Behaviors:

PERFORMANCE IMPROVEMENT CONTRACT (continued)

Background Information:

Course of Corrective Action:

Signature

Student

Date

Witness

Faculty

Date

Witness

Faculty

Date

CLINICAL SAFETY POLICY

In accordance with the law, which controls nursing in North Carolina, a nursing program has a LEGAL obligation to graduate individuals who demonstrate intellectual skills and abilities and who possess physical and emotional characteristics requisite to SAFE PRACTICE of nursing. Therefore, at any time a student "presents physical or emotional problems or demonstrates behavior which conflicts with safety essential to nursing practice" the faculty will require the student to leave that class/clinical. See also: Chapter 36-Board of Nursing; 21 NCAC 36.0320 STUDENTS (d) 1 and 2, (NCBON, 2009).

If a student is dismissed from clinical for "unsafe" behavior, the student action will:

1. Be followed up with counseling and remediation.
2. Result in an unsatisfactory for that day.
3. Be reflected in their clinical evaluation.

The severity of the "unsafe" behavior will be evaluated and may result in dismissal from the JMSON program. Multiple episodes of "unsafe" behavior will result in dismissal from the JMSON program.

PROGRESSION POLICY

Progression in the Judge McRae School of Nursing Program develops as indicated below:

1. Students must be accepted into the JMSON program.
2. Students must pass all pre-requisite courses with a grade of "C" or higher (includes A&P I and II, CHM or sub, PSY 212)
3. Students must pass all nursing courses as listed in sequence with a "B." A grade of "C" in a nursing course will be addressed using the "3 C Policy" below.
4. If a student is dismissed from the program due to clinical performance, they will not be allowed to complete a withdrawal form and will receive a grade of "F".
5. If a student is dismissed from the program for academic dishonesty, they will forfeit future opportunities to re-enroll in the JMSON program
6. Students must apply to the Registrar's Office at the middle of third semester for evaluation of graduation requirements.
7. Students must earn a satisfactory in the clinical component and/or lab component for each nursing course (NUR prefix) to continue in the JMSON Program.

PROBATION POLICY

This policy applies to students enrolled in the JMSON Program at Mars Hill University and **supersedes** the University's probation policy as stated in the University Catalog.

The JMSON program requires a 3.0 grade point average for all courses in the curriculum as the minimum satisfactory level. As stated previously in the three "C" policy, students who make one "C" in an NUR course will be counseled. If a second consecutive "C" is earned, there will be in-depth counseling and remediation with the student. A third consecutive "C" following the in-depth counseling and remediation with the student will result in failure to progress in the program.

SUSPENSION POLICY

A JMSON student receiving a grade below a "C" in any nursing course will be suspended from the program. Also, any student on academic probation that falls below the requirements outlined in the probation policy will be suspended.

A student shall be dismissed from the JMSON program for failure to meet clinical standards. Students who are identified as having physical and/or emotional problems that do not respond to appropriate treatment and/or counseling within a reasonable period of time will be dismissed from the JMSON program.

Failure to earn the required **minimum passing grades** for each nursing course at the end of any term will result in suspension from the program. Note that an 80 or above is required in theory and a satisfactory is required in clinical and/or lab. In addition, failure of any non-nursing related courses will result in suspension from the JMSON program. Students must have a quality point average of 2.5 in order to graduate from the JMSON Nursing program.

WITHDRAWAL POLICY

Students have the opportunity to withdraw from courses up to the Mars Hill University date for withdrawal with a "grade of W" as listed on the University Academic Calendar. A student who wishes to withdraw from any nursing course should meet with the JMSON Program Director and complete an official withdrawal form with the required signatures. Failure to officially withdraw will result in a grade of "F" for the student for that course in which he/she was enrolled. Withdrawal from any required nursing course results in withdrawal from the nursing program. If the student desires readmission at a later date, the readmission policy is utilized.

Grades will be reviewed at the midterm point of each NUR course. At this time if the instructor(s) feel that the student, due to reasons including but not limited to: unsatisfactory theory grades; lack of interest; health concerns; or any other reasonable cause; the student may be advised to withdraw to prevent failure.

DISMISSAL POLICY

Grounds for dismissal are as follows:

1. Problems in physical or emotional health that impair the ability to provide safe, competent care, which do not respond to appropriate treatment and/or counseling within a reasonable period of time.
2. Indulging in alcoholic beverages or abuse or misuse of any drug or medication that interferes with the ability to function in any of the educational settings.
3. Failure to meet satisfactory progression in the theory, clinical, and lab components, if applicable, for the nursing courses. Note: A student must earn a “B” or better in the theory component and satisfactory grade in both the clinical and laboratory components in all NUR prefix courses to continue in the JMSON Program.
4. Failure to comply with the required attendance policies or other program policies following appropriate disciplinary action which may include verbal warning, written warning, probation, &/or dismissal depending on the nature of the infraction and whether corrective action was taken. **Note: A “No Call, No Show” to clinical, skills lab or simulation lab will result in immediate dismissal from the JMSON Program.**
5. Uncivil behaviors in the educational setting are defined as any action that interferes with the teaching-learning process or unduly increases the stress levels of students or faculty (Clark & Carnosso, 2008) and can include a variety of behaviors ranging from rude comments and actions to violent behavior (Clark & Springer, 2007). Attitude or behavior not conducive to the learning process and/or inappropriate for the nursing profession, include the following but are not limited to:
 - a. Class disruption that interferes with the learning process of other students.
 - b. Indifference to or lack of interest in nursing and/or program requirements. (Examples include apathetic attitudes towards instructors, staff, patients, nursing skills lab or the nursing profession in general, etc.)
 - c. Failure to complete required coursework assigned by the JMSON Faculty.
 - d. Lack of cooperation, inability to work with or get along with others in any educational setting. (Examples include the refusal of an assignment or the performance of an assigned skill, etc.)
 - e. Inability to communicate appropriately and professionally (e.g., being disrespectful, sarcastic, or argumentative) with clients, instructors, or hospital personnel.
 - f. Failure to follow proper chain of command in any of the educational settings.
 - g. Unsafe practice or gross unprofessional conduct in any of the educational settings regardless of whether or not there was an adverse outcome.
 - h. Dishonesty, stealing, cheating in any form, plagiarism, or providing false information in any of the educational settings.
 - i. Misuse of information or disclosure of information from clinical practice or confidential privileged information of patients and families.
 - j. Participation in illegal activities such as alcohol or substance abuse.

NOTE: Faculty members reserve the right to refuse to take a student into the clinical areas if he/she feels the student would be unsafe due to inability, attitude, behavior or personal health practices.

READMISSION/ADVANCED PLACEMENT

Advanced Placement

Applicants desiring to be considered for advanced placement into the Pre-Licensure BSN Program must fulfill the general admission requirements of Mars Hill University. The first step is to complete an application for admission to MHU.

Mars Hill University will accept for credit those courses completed at regionally accredited undergraduate two- and four-year institutions or from other institutions when appropriate documentation is provided. A minimum of 25 percent of the total credit hours for the degree and a minimum of 12 hours in the major must be earned at Mars Hill.

Courses submitted for transfer credit are evaluated by the registrar's office in consultation with the appropriate department chairpersons. Courses to satisfy general education and major requirements are evaluated individually. Students transferring with the core general education requirements in a college transfer program from a North Carolina community college will receive credit for most general education requirements. (See Admissions section for more information on transfer credit).

Applicants who are not currently enrolled in nursing courses or who have not completed nursing courses within the previous five years are ineligible for admission as an advanced placement student and should consider applying for admission to the Pre-licensure BSN program.

The applicant is responsible for making sure that all requirements have been met and that all materials have been received by the Director of Nursing before the application deadlines. Completion of these requirements does not guarantee that you will be accepted into the Pre-licensure BSN program as an advanced placement student.

Readmission Policy

Applications for readmission to the nursing program will be reviewed. If the reason for failure to progress was a third "C", the student must retake and receive a grade of "B" or higher in the course prior to re-entry into the program. If the reason for failure to progress was from a non-academic area, each case will be considered on an individualized basis.

A student may be considered for readmission or advanced placement based on availability of student space (up to 50) and their last completed semester. Advanced placement forms are to be completed six weeks prior to the semester they wish to enter. Transcripts and course syllabi from other colleges will be evaluated to determine course acceptance (credit hours and course content) and appropriate placement.

When a student fails a nursing course, this will require the student's withdrawal from the program. A student will be re-admitted to the JMSON program only once following a failure in a nursing course. If the student fails a nursing course or chooses to withdraw from a nursing course, re-entry into the program will be based upon fulfillment of any deficiencies, student readiness, and available space in the program.

Requirements for readmission/advanced placement are as follows:

1. Approval by the faculty of the JMSON pre-licensure BSN Program.
2. Availability of class space according to North Carolina State Board regulations.

Proper placement in the curriculum sequence will be determined on an individual basis by appropriate demonstration of retained knowledge and competencies.

APPEAL POLICY

JMSON Chain of Command

All student issues will be addressed using the Judge-McRae School of Nursing Chain of Command.

Appeal Process

A student who has been dismissed from the nursing program has the right to appeal through the following procedure. The student must be prepared to present a case showing a wrongful dismissal. To file an appeal, the student must:

1. Submit their case to the appropriate faculty member within one business day of program dismissal. The faculty member will respond within two business days of the receipt of the appeal.
2. If clinical issue, the student will submit their case in writing to the Clinical/lab/Simulation Coordinator. If course or student issue, the student will submit their case in writing to the JMSON Director. The appropriate person will respond to the student within two business days of the receipt of the appeal.
3. If not satisfied with the faculty member or Coordinator's response, the student can submit their case in writing to the JMSON Director within one business day following the response of the instructor. The JMSON Director will respond within two business days of the receipt of the appeal.
4. If not satisfied with the JMSON Director's response, the student can submit their case in writing to the current Dean within one business day of receiving the response from the JMSON Director. The Dean will respond within two business days of the receipt of the appeal.
5. If dissatisfied with the Dean's ruling, either party may lodge a formal appeal of the ruling in writing to the Provost, who will refer the matter to a special Board of Academic Appeal, at his or her discretion. A meeting of the committee or board will take place within two weeks of submission of the formal appeal, during which both the student and the instructor will provide relevant evidence. Within one week of this meeting, the chair of the committee or board will issue a decision about the appeal, which is final and binding.

The student will be permitted to attend class if an appeal extends into the next academic semester. The student should continue to attend class/clinical/lab as scheduled until the appeal process is complete. For additional information, see the MHU College Catalog Academic Procedures.

PROGRAM COMPLETION POLICIES

Graduation

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

Students must apply to the Registrar for their diploma at the end of fall semester prior to spring graduation. A diploma fee is charged to each graduating student. Students are encouraged to attend the MHU graduation ceremony at the end of spring semester.

Pinning Ceremony

A pinning and recognition ceremony will be held at the end of spring semester in May. All prospective senior BSN students are expected to participate in the Pinning Ceremony. The planning committee for the pinning ceremony will consist of senior students, class officers, the Administrative Assistant, and the Director of Nursing with consultation of the Dean.

Items that graduates will need to purchase for pinning include:

- JMSON nursing pin
- Nursing lamp
- White uniform options selected by the JMSON Committee.

Additional dress requirements include white, leather/ leather type, closed toe and closed heel shoes and white socks or hose. Graduates can wear their uniform shoes that were purchased at the beginning of the program as long as they are in good condition. Graduates should choose undergarments that are not visible through the uniform. Hair, beards, mustaches, nails, jewelry, and appearance will follow the dress code required for Clinical, Simulation, and Laboratory settings.

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. For those in North Carolina, the address is www.ncbon.com. Each Board of Nursing determines the applicant's eligibility to take NCLEX-RN. The program director verifies graduates for approval to take the licensure exam. Graduates who have not meet all program requirements, including any remediation, will not be verified for licensure. 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. First attempt passing of the NCLEX is essential to the applicant and the JMSON. The probability of passing the NCLEX decreases with each attempt. Students are encourage to continue extensive preparation for the NCLEX exam after graduation and delay other activities, such as vacations, planning weddings, etc. until they have taken their exam.

JMSON Faculty and Staff Credentials

Dr. Deborah Wiltshire, Associate Professor & Director of Nursing
AAS in Nursing, Western Piedmont Community College
BSN, UNC-Greensboro
MSN, UNC-Greensboro
Ed.D, NC State University
Registered Nurse

Dr. Deborah Ackman, 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 of Health Professions, Utah
Registered Nurse

Ms. Sharon Bigger, Assistant Professor of Nursing
BA, Sociology, James Madison University
AAS in Nursing, Asheville-Buncombe Technical College
MA, Philosophy and Religion, California Institute of Integral Studies
BSN, Western Carolina University
Registered Nurse and Certified in Hospice & Palliative Care

Ms. Cynthia Harrison, Visiting Professor of Nursing
BSN, Columbia University in the City of New York
MSN, Columbia University in the City of New York
FNP, Columbia University in the City of New York
Registered Nurse

Ms. Rachael Swann, Simulation/Clinical/Lab Coordinator
BSN, Lees-McRae College
MSN, Gardner Webb University
Registered Nurse

Adjunct Faculty

Bill Brochinsky, MA, BSN, RN

Traci Van Ooteghem, MSN, BSN, RN

Dr. Sharon West, DPS, MHS, BSN, RN

Kirstin Austin, MSN, BSN, RN

Staff

Ms. Kimberly Morehouse, MBA
Administrative Assistant
Ferguson Health Sciences Center #204
kimberly_morehouse@mhu.edu
(828) 689-1600

Gill Bosonetto, ME
Pre-Nursing Student Advisor/Support Coordinator
Ferguson Health Sciences Center #202
gbosonetto@mhu.edu
(828) 689-1661

REFERENCES

- American Nurses Association [ANA]. (2010). *Nursing 's social policy statement* (3rd ed.). Washington D.C.: American Nurses Association.
- American Nurse's Association [ANA]. (2001). Code of ethics for nurses with interpretive statements. Washington DC: American Nurses Association.
- Clark, C., & Carnosso, J. (2008). Civility: a concept analysis. *Journal of Theory Construction & Testing*, 12(1), 11-15. Retrieved from <http://www.tuckerpublish.com/jtct.htm>.
- Clark, C., & Springer, P. (2007). Thoughts on incivility: student and faculty perceptions of uncivil behavior in nursing education. *Nursing Education Perspectives*, 28(2), 93-97. Retrieved from <http://www.nln.org/nlnjournal>
- Craig, J. V., & Smith, R. (2007). *The evidence-based practice manual for nurses* (2nd ed.). Philadelphia: Churchill Livingstone Elsevier.
- Harris, C. T. (2013). *Social networking and nurses*. Retrieved from <http://www.ncbon.com/dcp/i/nursing-education-continuing-education-board-sponsored-bulletin-offerings-social-networking-and-nurses>.
- Institute of Medicine. (2003). *Health professions education: A bridge to quality*. Washington, DC: The National Academies Press.
- Luparell, S. (2007). The effects of student incivility on nursing faculty. *Journal of Nursing Education*, 46(1), 15-19. Retrieved from <http://www.journalofnursingeducation.com>.

National League for Nursing [NLN]. (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*. New York, National League for Nursing.

North Carolina Board of Nursing [NCBON]. (2009). *Chapter 36: Board of nursing general provisions*. Retrieved from <https://www.ncbon.com/myfiles/downloads/administrative-code-rules.pdf>

State of North Carolina. (2009). *Nursing practice act*. Retrieved from <http://www.ncbon.com/myfiles/downloads/nursing-practice-act.pdf>

**JUDGE-MCRAE SCHOOL OF NURSING
PRE-LICENSURE BSN EDUCATION**

Release of Information

I, _____, acknowledge that student information included in the educational record is confidential. However, in order to fulfill the requirements set forth by the JMSON Program, I recognize that clinical agencies may sometimes require some of this information in order for me to engage in clinical practice in their facility.

Student information required by the clinical agencies includes the following:

- Immunization records
- Password information to access criminal background checks and drug screens
- Confidentiality statements (signed at the facility)

By signing below, I grant permission for the JMSON Program of Mars Hill University to release the above information to the clinical agencies in which I will be assigned. This information is to be given to the educational director of the agency or a designee.

Student Signature

Date

Faculty Witness Signature

Date

JUDGE-MCRAE SCHOOL OF NURSING
PRE-LICENSURE BSN EDUCATION

Acknowledgement of Policies and Expectations

- I understand that I must follow all guidelines outlined in this handbook
- I understand that I must pass all general education and nursing courses with a minimum grade of “C” or better for progression to the next level and further understand the 3 C policy.
- I understand that I must provide proof of a clean criminal background check for the past seven years prior to entry to the Judge-McRae School of Nursing through Mars Hill University (MHU).
- I understand that I must keep all immunizations up to date and a current copy filed in the Administrative Office.
- I understand that my Medical Forms must be kept up to date and a current copy filed in the Administrative Office.
- I understand that ethics and confidentiality are expected in working with clinical agencies, patients and families, and in the nursing profession.
- I understand that 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 Judge-McRae School of Nursing Pre-licensure BSN Handbook, and I agree to abide by the terms therein.

Student’s Full Name (Please Print) _____

Student’s Signature _____

MHU ID Number _____

Date _____