



School of Nursing

Undergraduate and Graduate Student Handbook

2019-2020 Academic Year

Policies in this handbook apply to all graduate and undergraduate students in the School of Nursing

Date of last review and update:

8/1/2019

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SCHOOL OF NURSING

Vision Statement

Our vision is to provide the highest quality of nursing education, scholarship and practice with a commitment to community engagement in order to promote health among citizens in the Charlotte region and beyond.

Mission Statement

The UNC Charlotte School of Nursing prepares nursing professionals to serve as leaders, clinicians and scholars through innovative educational programs designed to meet the healthcare needs of an evolving and diverse society.

Values

The SON embraces the following five (5) core values: Integrity, Innovation, Collegiality, Diversity, and Scholarship.

Integrity: Responsibility, honesty, dependability, ethical behavior, accountability, transparency, and trustworthiness of faculty, staff and students.

Innovation: Reflected through progress, program expansion, transformation of ideas, novelty, excellence, growth, and distinction.

Collegiality: Partnerships, teamwork, community engagement, interdisciplinary practice, caring, cooperation, professionalism, and courage.

Diversity: Inclusion, respect for self and others, fairness, equality, and justice.

Scholarship: Faculty and students engaged in academic nursing who demonstrate commitment to inquiry, generate new knowledge for the discipline, connect practice with education and lead scholarly pursuits to improve health and healthcare (AACN, 2016a).

Created 5/03

Revised 04/10/10; 08/01/2016

Reviewed 8/18, 8/19

SCHOOL OF NURSING PHILOSOPHY

The philosophy of the UNC Charlotte nursing programs is consistent with the mission statement of the University. The University and the College of Health and Human Services provide opportunities for each student to develop knowledge of self, understanding of human diversity, and competencies relevant to individual, societal, and professional goals.

Nursing is a learned discipline. Professional nursing practice is based on both interdisciplinary and discipline-specific knowledge and built on a foundation of liberal education. The discipline specific knowledge that guides nursing practice includes concepts of person, health, environment, and nursing and theories that describe their interrelationships. The philosophy of the School of Nursing is based on a pluralistic, inclusive perspective of these central concepts. The teaching-learning process in a University-based nursing program requires faculty integration of research, scholarship, and service related to these concepts.

Professional nurses function as autonomous, accountable individuals in collaborative relationships with other health care providers and consumers. Minimum preparation for the professional practice of nursing is a baccalaureate education in nursing, utilizing nursing and other theories as the frameworks for nursing practice and building on knowledge from scientific and humanistic disciplines.

Learning is a life-long process that results in changes in beliefs and behaviors. This process occurs through self-discovery, critical thinking and intellectual inquiry and is facilitated through the learner's active, self-directed participation. Teaching is a creative, collaborative process that facilitates learning. Lifelong learning requires abilities to use a variety of resources, including print, audiovisual equipment, computers, and other technological media. A major component of students' learning experience is goal-directed clinical practice in which the cognitive, affective, and psychomotor domains are integrated.

Date of Implementation: 7/02

Reviewed: 6/03, 6/04, 2/06, 7/07, 7/08, 06/11, 08/16, 8/18, 8/19

CURRICULUM FRAMEWORK

The undergraduate and graduate nursing curricula are based on a framework synthesized from this philosophy and the central concepts presented in the publications, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (1998, 2008) and *The Essentials of Masters Education for Professional Nursing Practice* (1996), by the American Association of Colleges of Nursing, and *Nursing: Scope and Standards of Practice* (2000) American Nurses Association. There is a broad consensus within nursing that four concepts of central concern to the discipline are person, health, environment, and nursing (Fawcett, 1994). The definitions of person, health, environment, and nursing derived from this synthesis and used in the creation of the framework are as follows.

Person: The concept of person encompasses the interrelationship of diverse individuals, families, communities, and organizations. The holistic nature of the person involves complex processes that may be characterized as developing, adapting, becoming, relating, and caring. Inherent in this view of person is a profound respect for human diversity, freedom of expression, and self-determination.

Health: The concept of health encompasses multiple meanings based on individual and social belief systems. Health is individually, socially, and culturally interpreted. The discipline of nursing characterizes health in terms of well-being, optimal functioning, a relative state of balance, adequate role performance, harmony of mind-body-spirit, patterns of becoming, and in other ways.

Environment: The concept of environment encompasses physical, metaphysical, social, economic, political, cultural, and technological dimensions. Persons participate in creating their environments in accord with their interests and values. Environmental change evolves through the mutuality of human relationships and the dynamic interaction of myriad forces.

Nursing: Nursing, as a noun, denotes a learned discipline concerned with the interrelationship of person, health, and environment. The discipline of nursing continues to develop as nursing theories are tested and implemented. Nursing, as a process, denotes the activities and methods through which nurses serve people. This process, based on humanistic values and scientific inquiry, is deliberative, goal-directed, and interactive. Nursing service is extended based on need rather than privilege, and the nurse-client relationship is guided by the recognition of human dignity and mutual responsibility. The goals of nursing include health promotion, quality of life, collaboration with individuals, families, and communities, and enhancing adaptation to changes in health status.

Date of Implementation: 7/02

Reviewed: 6/03, 6/04, 2/06, 7/07, 7/08, 06/11, 08/16, 8/18, 8/19

IMPORTANT POLICIES AND PROCEDURES CHHS Student Organizations

Please refer to the College of Health and Human Services Student Handbook.

Academic Advising Policy

Please refer to the College of Health and Human Services Student Handbook.

[UNC Charlotte Code of Academic Integrity](#)

[UNC Charlotte Code of Student Responsibility](#)

[UNC Charlotte Student Grievance Procedure](#)

[Grade Replacement Policy](#)

[Appeals of Final Course Grades](#)

Disability Accommodation

Students requesting accommodation should notify individual faculty and register with Disability services and follow the [Office of Disability](#) procedures.

Religious Accommodation

The School of Nursing recognizes and respects the diverse religions of our student body and acknowledges the associated celebrations. Students with sincerely held religious beliefs must notify faculty within one week of the first day of class of religious observances that may conflict with course attendance, participation, or exam schedules. Faculty will provide reasonable accommodations to students for planned absences for religious observances. Students will be responsible for course work, assignments, or exams that are missed. For further information on the University's policy related to religious accommodations, please visit the Office of Legal Affairs.

Consent for Letter of Recommendation

Before requesting a reference from any faculty or staff member, at UNC Charlotte, students must complete a Consent for Letters of Recommendation/Evaluation form giving permission for an individual to divulge academic information to the person or agency requiring the reference.

LINES OF COMMUNICATION PROCEDURE FOR STUDENTS

Purpose: The primary purpose of the School of Nursing (SON) Lines of Communication Procedure is to encourage professional communication and outline the process for students to provide input related to issues that arise related to course or program implementation.

Students should follow the School, College and University policy and procedures related to final course grade appeals, academic petitions, grade replacements, grievances, and academic integrity violations.

Students have several vehicles for communication within the School of Nursing based on the nature of the issue(s).

1. Students who seek information related to their program of study or are experiencing specific personal issues they wish to discuss should direct this correspondence to their Faculty advisor. The Faculty advisor can provide guidance and resources available within the School of Nursing and the University to support the student needs. If the issue requires more guidance, the student and/or advisor may consult with the specific Graduate or Undergraduate Program Associate Director.
2. Students who have a concern about a particular course should follow the Lines of Communication Procedure when addressing concerns.
 - a. Level I: All course related feedback/concerns are directed to the individual course faculty. Most concerns can be resolved at this level.
 - b. If the student does not feel the resolution/response proposed is adequate, then the student should seek additional guidance from the lead faculty/coordinator; otherwise level II guidance is suggested.
 - c. Level II: If an issue is not addressed to the satisfaction of the student at Level I, then the student should seek consultation and schedule an appointment with the specific Graduate or Undergraduate Program Associate Director.
 - d. Level III: If the student has followed the procedure and continues to seek additional guidance, then the student may request in writing an appointment to discuss the issue with the School of Nursing Director.

Students should be prepared to articulate the issue, the steps taken to resolve the issue at each level, and the desired resolution requested. The faculty, Associate Director and Director at each level will obtain input from the involved parties and make a recommendation.

Org: 8/18

Reviewed 8/19

ACADEMIC DISMISSAL POLICY

The UNC Charlotte School of Nursing has adopted the American Nurses' Association (ANA) Code of Ethics as its standard for ethical conduct by students and faculty. The Code is a key element of the SON Academic Dismissal Policy:

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession and integrate principles of social justice into nursing and health policy.

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015

1. The faculty members of the UNC Charlotte School of Nursing have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional nursing practices. A violation of the guidelines set forth in the School of Nursing Course and Activities Behavior Guidelines may be grounds for removal from class or clinical.
2. **Standards:** A student may be removed from class or clinical if he or she:
 - a. Demonstrates behavior which conflicts with safety essential to nursing practice
 - b. Demonstrates physical or emotional impediments which conflict with safety essential to nursing practice and do not respond to appropriate treatment or counseling within a reasonable period of time
 - c. Engages in conduct which violates the North Carolina Nursing Practice Act
 - d. Engages in conduct which violates the Code of Ethics for Nurses of the American Nurses' Association.
 - e. Engages in nursing practice for which the student has not been authorized or for which the student has not been educated at the time of the incident

- f. Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a client, a client's family member or substitute familial person, another student, a faculty member, another health care provider, general public, or the student himself or herself
- g. Through verbal or written word compromises the integrity and/or reputation of the programs of the School of Nursing, the profession, or its affiliates
- h. Fails to participate in or complete clinical work for any reason or fails to perform clinical work which is consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified on the evaluation tool for each course
- i. Fails to adhere to College, School and clinical site policies and procedures.

All students are regularly evaluated against the above standards in relation to clinical practice and may be removed from any course or from the nursing program upon violation of any of the stated standards, regardless of course grades.

3. **Action:** Where the Director of the School of Nursing or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants program removal (Section IV), or should be addressed through warning and follow-up (Section V). The Director of the School of Nursing may temporarily suspend the student from further clinical activity pending the outcome of the procedure for removal (Section IV), or issuance of the written and oral warning (Section V).
4. **Program Removal:** Where the Director of the School of Nursing or designee determines that the procedure for removal from the program should be invoked, he or she will provide the student a written statement of the facts upon which the proposal to remove is based. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation. The student will have the opportunity to appear before the Director of the School of Nursing and a panel of faculty members of the School of Nursing to refute the facts, offers other information, or makes any other statement concerning the proposed program removal. The Director of the School of Nursing and panel will consider that information together with the information upon which the proposal to remove was based and determine whether adequate cause for removal has been established. The Director of the School of Nursing will notify the student of the decision.
5. **Warning:** Where the Director of the School of Nursing or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation.

In appropriate circumstances the student may be afforded an opportunity to correct the behavior, as agreed upon by the faculty member, in consultation with the Director of the School of Nursing. Written evaluation of each clinical day's work by the student shall be carried out by the faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the School of Nursing may be invoked.

The review of students' behaviors related to the above shall be carried out in a course team meeting.

6. **Post-Dismissal Procedure:** Upon dismissal from a course or from the School of Nursing, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services." The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Senior Associate Dean of Academic Affairs of the College of Health and Human Services.

Date of Origin: 12/85

Revised: 4/94, 2/96, 7/02, 6/03, 7/18

Reviewed: 5/00, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 7/18, 8/19

STUDENT GUIDELINES FOR FORMAL PAPERS

Policy: All formal papers are to be written and presented in accordance with the current APA Publication Manual. Please refer to the Code of Student Academic Integrity policy regarding plagiarism

Date of Origin: Fall/85

Revised: 4/88, 2/96, 5/00, 5/01, 7/02, 2/06, 06/10

Reviewed: 6/03, 6/04, 8/05, 7/07, 7/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

Professional Behavior Policy

All UNC Charlotte students have the responsibility to know and observe the University policies governing student conduct, which includes the UNC Charlotte Code of Student Academic Integrity and the UNC Charlotte Code of Student Responsibility.

Nursing is a practice discipline. In addition to complying with University policies and regulations, students and faculty in the School of Nursing are responsible for protecting patients, clients, and affiliated agencies.

Nursing students are representatives of UNC Charlotte School of Nursing and must realize their behavior may positively and negatively affect the judgment of others about the School. Nursing students are expected to be thoughtful and professional when interacting with faculty and staff, clients and their families, other students, the public, and all members of the health care team. Professional behavior is required both on and off campus, in digital environments, and on social media.

Behaviors that will result in disciplinary action up to and including dismissal from the program by the UNC Charlotte School of Nursing include, but are not limited to:

1. Falsifying a patient/client record;
2. Disregarding or breaching patient/client or agency confidentiality or Health Insurance Portability and Accountability Act (HIPAA) privacy standards;
3. Denying responsibility for one's own deviation from standard practice;
4. Engaging in actions that subject the patient/client, the patient's/client's family, peers/students, and faculty members to risk of harm;
5. Engaging in actions that subject the student, colleague, agency or University to unreasonable risk of harm or liability;
6. Engaging in abusive behavior toward patients, clients, patient's/client's family members, agency, staff, peers, or faculty.
7. Ignoring the need for obtaining essential information before conducting nursing intervention(s);
8. Misrepresenting one's role in the health care setting;
9. Personal cellphone use is not allowed in the nursing care areas of clinical agencies.
10. Audiotaping or videotaping classroom activities or anything in the clinical setting, via the use of camera, cell phone, iPad, or other electronic devices, without prior approval from the School of Nursing;
11. Using social media (YouTube, Facebook, Twitter, etc.) or other digital environments inappropriately such as: posting photos, audio or video recordings of classroom or clinical activities; commenting on other nursing students, faculty, staff, clinical agencies, and patients/clients. See Social Media policy.

Approved: 4/7/03 (SONFO), University Attorney's Office 4/21/03, 2/13/04, 8/20/12

Implemented: 8/1/04 Revised: 2/06, 7/18

Reviewed: 7/07, 7/08/ 06/10, 07/11, 08/12, 8/14, 8/16, 7/18, 8/19

GUIDELINES FOR THE USE OF SOCIAL MEDIA

The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these technologies also hold the possibility of a host of unintended consequences. The Guidelines presented are to help you recognize the implications of participation in social media and to identify and avoid potential issues.

General Guidelines

- **Maintain confidentiality:** Use good ethical judgment and follow HIPAA and (Family Educational Rights and Privacy Act (FERPA) guidelines.
- **Maintain privacy:** Do not discuss a situation involving named or pictured individuals; do not post anything that you would not present in any public forum.
- **Do no harm:** To the SON, University or yourself.
- **Understand your personal responsibility** for the content that you post on Facebook or any other type of social media. Be mindful that what you publish will be public for a long time.
- **Be aware of liability:** You are responsible for what you post on your own site as well as others' sites.
- **Maintain transparency:** The line between professional and personal business is sometimes blurred. Be thoughtful about your content and potential audiences.
- **Correct mistakes:** If you make a mistake, admit it. Make it clear when you modify a previous posting.
- **Respect others:** Be constructive and respectful.
- **Think before you post:** There is no such thing as a "private" social media site. Comments can be forwarded and copied. Archival systems save information even if you delete a post. If you are frustrated, angry or passionate about something, delay a posting until you are calm and clear-headed.

Social Media Guidelines when Posting as an Individual

- **Be authentic:** Be honest with your identity. If you identify yourself as a UNC Charlotte faculty or student, be clear that you are sharing your personal views and are not speaking as a formal representative of UNC Charlotte. Ensure that your profile and related content are consistent with how you wish to present yourself to colleagues. A common practice among individuals who write about the industry in which they work (or study) is to include a disclaimer on their site, usually on their "About Me" page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this:

"The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the UNC Charlotte." This is particularly important if you could be perceived to be in a leadership role at UNC Charlotte.

- **Use a disclaimer:** If you publish content to any website outside of UNC Charlotte and it has something to do with the work you do or subjects associated with UNC Charlotte, use a disclaimer such as the: "The postings on this site are my own and do not represent UNC Charlotte's positions, strategies, or opinions."

- Do not use the UNC Charlotte logo: Do not use any of the UNC Charlotte logos or images on your personal online sites. Do not use the UNC Charlotte name to promote or endorse any product, cause, political party or candidate. Be aware of the UNC Charlotte logo and trademark guidelines.
- Take the high ground: If you identify yourself with UNC Charlotte in your comments, readers may associate you with the University, even with the disclaimer that your views are your own. Remember that you are most likely to build a high- quality following if you discuss ideas and situations civilly. Do not pick fights online.
- Do not use pseudonyms: Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to the authors.
- Protect your identity: Do not provide personal information that scam artists or identity thieves could use. Do not list your home address or telephone numbers. It is a good idea to create a separate e-mail address that you use only with social media.
- Does it pass the publicity test? If the content of your message would not be acceptable for face-to-face conversation, over the phone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, “Would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?”
- Respect your audience: Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the UNC Charlotte community. Also show proper consideration for others’ privacy and for topics that may be considered sensitive, such as politics and religion.
- Monitor comments: While most people who maintain social media sites welcome comments (to build credibility and community), you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments, to delete spam, and to block any individuals who repeatedly post offensive, insensitive, or frivolous comments.

Safety and Privacy Tips for Social Media Networking

The internet is open to a world-wide audience. When using social Media channels, ask yourself:

- Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.
- How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.
- Is the image I am projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?
- What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site’s privacy and caching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you’ve completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.

- Have I asked permission to post someone else's image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA or HIPAA privacy rules?
- Does my equipment have spyware and virus protections installed? Some sites collect profile information to SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.

Source: University of Michigan. Voices of the Staff (2010). Guidelines for the Use of Social Media. The Regents of the University of Michigan, Ann Arbor, MI. www.voices.umich.edu. Permission granted from Laurel Thomas Gnagey, University of Michigan, January 13, 2012.

Implemented: 7-3-12

Reviewed: 8/16; 7/18. 8/19

BSN CLINICAL AGENCY COMPLIANCE

Policy:

To achieve and maintain compliance with clinical agencies, students must complete each agency's clinical mandates. No clinical placement will occur and/or students will be removed from clinical unless compliance is verified. Please note that the Learning Resource Center (LRC) is considered a clinical site and ALL clinical policies apply when in the LRC

Procedure(s):

The UNC Charlotte School of Nursing uses Certiphi Screening and MyRecordTracker (MRT) as the primary means of ensuring compliance with School and clinical agency mandates. Additional mandates are communicated to students each semester and include, but are not limited to, (1) electronic health care record training, (2) completion of confidentiality statements, and (3) documentation requirements specific to additional community partners during the course of the program. Any additional forms required by other agencies, will be provided on the School of Nursing website and should be submitted to faculty (BSN students) or the designated Administrative Assistant. By submitting documents to Certiphi Screening and MyRecordTracker, the student acknowledges that consent is being given for information to be released to the School of Nursing and to limited community partners who require access to ensure compliance.

These documents are updated annually, thus it is the student's responsibility to ensure that all forms are completed and submitted to the respective Administrative Assistant. No clinical placement will be completed until these documents are submitted.

Upon receipt of a "Conditional Letter of Acceptance," students are required to attend a mandatory 2-day orientation. During this orientation, students are provided with instructions related to the completion of clinical agency mandates. Additionally, instructions related to accessing Certiphi and MyRecordTracker, may be found on the School of Nursing website under "Student Resources." Students will be notified at 30, 15 and 7 days, via MyRecordTracker, when a compliance mandate is about to expire.

Baccalaureate nursing students found to be out of compliance with clinical agency requirements will (1) be removed from clinical, (2) given an unsatisfactory grade for clinical, (3) not allowed to return to clinical until compliance is achieved, and (4) have holds placed on any further registration at UNC Charlotte. Note that missing more than 10% of a clinical experience, including time scheduled in the Learning Resource Center, may constitute a failure in that clinical.

Compliance Deadlines (BSN):

July 15th for Fall clinical placement November 15th for Spring clinical placement

Date of origin: 10/1/01

Revised: 2/06, 07/09

Reviewed: 6/03, 7/07, 8/08, 06/10, 07/11, 6/12, 8/14, 8/16, 7/18, 8/19

MSN CLINICAL COMPLIANCE MEASURES POLICY

Policy:

1. Graduate students must meet all clinical compliance measures outlined in the CHHS handbook and the SON student handbook to participate in a clinical practicum. These measures must be met in a timely manner to facilitate clinical placement and communication with faculty and the clinical sites. These include the following but may include additional requirements based on clinical site.
 - a. All students must sign the College of Health and Human Services policy regarding Criminal Background Checks and Drug Screens.
 - b. All students must complete the Criminal Background Check and Drug Screening procedures using CHHS vendors.
 - c. Students must provide documentation of current CPR, BBP, Liability Insurance
 - d. Students must complete HIPAA and other modules provided by clinical agencies
 - e. Students must have all measures completed and documentation presented to the CHHS Advising Center NO LATER THAN **August 1** of **each** academic year. These compliance measures are required for “observational” experiences as well. All compliance measures must be valid through the end of the clinical experiences.
 - f. Students are not allowed in ANY clinical agency/site if the compliance measures are incomplete.

Procedure:

1. The Major coordinators will send a list with all students scheduled for Clinical Placements to the CHHS Advising Center.
2. The CHHS Advising Center will notify the Major Coordinators when students are not in compliance with clinical practice requirements.
3. Preceptor contracts will not be processed until student has provided documentation of compliance with all agency requirements.

Nurse Anesthesia students complete all Clinical Agency Compliance forms at CMC per the Nurse Anesthesia Clinical Handbook.

Date of Origin: 2/06

Revised 8/08, 07/09, 8/14

Reviewed 06/10, 07/11, 6/12, 8/14, 8/16, 8/18, 8/19

CLINICAL OR AFFILIATED AGENCY REQUIREMENTS

All students are required to be in compliance with Clinical Health and Agency requirements. These requirements include at a minimum the following items. Others may be added by clinical agencies at any time and students must comply with those added mandates.

1. Immunizations
 - a. University-required immunizations for **ALL** students:
 - i. 2 MMR: measles, mumps, and rubella
 - ii. Polio vaccine
 - iii. TD: tetanus within 10 years after the age of 18 iv. 3 DPT: diphtheria, pertussis, and tetanus
 - b. SON and agency requirements for **ALL** students
 - i. 2-Step TB required upon admission and annually if allowed to expire. If the 2-Step TB is not allowed to expire, a 1-Step TB will be accepted for the **annual** requirement.
 - ii. Hepatitis B (3 doses), a positive antibody titer or a signed statement of declination. If titer is negative, evidence of a booster is sufficient.
 - iii. Varicella, a positive titer, vaccine or documentation of disease from provider.
 - iv. Influenza vaccine is required **annually**.
2. Other required tests
 - a. Criminal background check
 - b. Drug screen
 - c. CPR – current American Heart **ONLY**
 - d. Blood borne pathogens – **annual**
 - e. Professional liability insurance – for RN-to-BSN, MSN, and DNP students **annually**
 - f. Must be licensed as a Registered Nurse – RN-to-BSN, MSN, and DNP students

Date of Origin: 7/08

Revised: 06/10; 07/13, 8/14

Reviewed: 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

Cardiopulmonary Resuscitation (CPR) Policy

CPR Certification is part of the compliance process. The only CPR certifications accepted by the School of Nursing are:

- BLS (Basic Life Support) for Health Care Providers (American Heart Association)*

*Note: The School **does not** accept the American Heart Association’s “Heart Saver”

Students (BSN) must upload proof of CPR certification to MyRecordTracker prior to the deadline for achieving compliance prior to the compliance deadline. Certification must be such that it will not expire prior to the end of the clinical experience in the semester for which the student is registered. **Students who do not provide proof of certification will (1) lose conditional acceptance into the upper-division major, thereby forfeiting his or her seat in the program or (2) if already enrolled in the program, the student will not be permitted to participate in any nursing courses.**

Student Liability Insurance

All School of Nursing students enrolled in undergraduate and graduate clinical nursing courses must have liability insurance.

1. BSN: A charge per semester is automatically added to the University bill for pre- licensure undergraduate students registering for clinical courses.
2. RN-BSN and RN-MSN: Students must carry individual liability insurance of not less than \$1 million individual and \$3 million aggregate with the policy in effect for the duration of any course with a clinical component, including research activities.
3. MSN and DNP: Students must carry individual liability insurance of not less than \$1 million individual and \$3 million aggregate with the policy in effect for the duration of enrollment in all clinical graduate courses and any research activities.
4. Liability Insurance can be found at the following companies

Liability Insurance Companies

- [NSO](#) –or call 1-800-247-1500
- [HPSO](#) –or call 1-800-982-9491
- [PROLIABILITY](#) (MARSH) – or call 1-800-621-3008

Licensed students are required to provide the Student Advising Center in the College of Health and Human Services with annual proof of liability insurance.

Date of Origin: 4/88

Revised: 1/90, 11/92, 2/96, 7/02

Reviewed: 5/00, 6/03, 6/04, 7/07, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 7/18, 8/19

UNDERGRADUATE HEALTH HISTORY FORM

A completed health history form must be submitted to the School by the appropriate compliance date.

July 15th for Fall clinical placement
December 15th for Spring clinical placement

Students who fail to submit updated health history information will lose conditional acceptance into the upper division major and forfeit their space in the class.

Date of Origin: 4/88

Revised: 11/92, 5/94, 5/00, 7/02, 6/03, 2/06

Reviewed: 6/04, 7/07, 7/08. 06/10, 07/11, 6/12, 8/14, 8/16, 8/19

CRIMINAL BACKGROUND AND DRUG SCREENING POLICIES

[Criminal Background Check and Drug Screening Policy](#)

[Drug Screening and Criminal Background Check Acknowledgement and Agreement](#)

[Drug Screening and Criminal Background Check Procedure](#)

BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN

Purpose:

The purpose of the School of Nursing Exposure Control Plan is to minimize or reduce student and faculty exposure to bloodborne pathogens. This plan is in accordance with OSHA Standard 29:CFR 1910.1030 Occupational Exposure to Bloodborne Pathogens. This plan applies to all students and faculty participating in any clinical activity, including those in the Learning Resource Center. The School of Nursing (SON) is within the College of Health and Human Services of the University of North Carolina at Charlotte, hereafter referred to as the “University”. Please refer to the University’s Bloodborne Pathogens Exposure Control Plan (retrieved 8/6/18 from the [University of North Carolina at Charlotte Safety Policy](#))

1. **Exposure Determination:** Addresses OSHA item (c) (2)

All students and faculty of the School of Nursing, as a result of performing their learning and instructional duties, must engage in activities where exposure to blood or other potentially infectious materials is reasonably anticipated. Students and faculty are therefore considered to have the potential for occupational exposure. This includes, but is not limited to, activities in both the clinical setting and labs within the school. Examples of potential exposure include, but are not limited to: invasive procedures, blood glucose monitoring, obtaining blood samples, starting IVs, exposure to urine, stool, amniotic and spinal fluid, and handling contaminated sharps or equipment.

Students and faculty take necessary precautions to avoid direct contact with fluids and shall not, except when absolutely necessary for the performance of duties, participate in activities nor enter areas that will require them to come in contact with body fluids, needles, or other instruments or surfaces that are contaminated with other potentially infectious materials. Any procedure that can be avoided is not to be undertaken. **The School of Nursing forbids the performance of invasive procedures by students or faculty on any other member of the healthcare team, including other students, faculty, or employees of clinical agencies.** Moreover, even in cases of occupational exposure (i.e. unavoidable contact with contaminated equipment or sharps), extreme caution must be observed.

Occupational Exposure is defined as any reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of the student’s or faculty member’s duties. This definition is without regard to the use of Personal Protective Equipment.

2. All students and clinical faculty are required to complete the SON Blood borne requirements annually. Please find the training on the following link. <https://health.uncc.edu/bpt>
3. For additional policy and procedures related to the Learning Resource Center (LRC) please refer to the website. <https://nursing.uncc.edu/student-resources/learning-resource-center>

Reviewed 06-10, 8/18

Revised: 8/16, 8/18, 8/19

CLINICAL INCIDENT REPORT POLICY AND PROCEDURE

Policy:

Incident reports for patient care incidents occurring in student clinical practice situations shall be made in accord with the procedure as developed in collaboration with the University Safety Office and the University Attorney.

An incident is defined as any occurrence in the clinical setting that could potentially cause injury, illness or property damage. The involved parties may be students, faculty, clients or employees of the clinical agency. A reportable incident is any incident for which a written incident is filed at the clinical agency or any incident not reportable under clinical agency policy/procedures but which is perceived by faculty as having an actual or potential negative impact, outcome, or reaction.

Procedure:

1. A School of Nursing Clinical Incident Report Form or a copy of the agency's incident report form is to be completed and delivered (by hand or electronically) to the Director of the School of Nursing within 24 hours of the incident or on the first working day following the incident. If there is any doubt whether a UNC Charlotte incident report should be made, always resolve doubt in favor of submitting a report
2. The Director of the School of Nursing will investigate the incident and forward to the appropriate University office.
3. Faculty members and students have no authority to make any oral or written statement to the patient or patient's family or representative which assumes any degree of liability, or promise, any treatment or payment on the part of the University or the members of its staff. Any such inquiries from the patient or otherwise should be directed to the university Office of General Counsel.
4. Avoid any discussion of the incident. If a situation arises which appears to require such discussion, contact the Office of the Director of the School of Nursing.

Date of Origin: 10/90

Revised: 11/97, 7/03

Reviewed: 8/05, 6/08, 06/10, 7/11, 8/16, 8/18, 8/19

SCHOOL OF NURSING CLINICAL INCIDENT REPORT FORM

Incident Date and Time:

Incident Location:

(Institution, Agency, City, Room Number, home, etc.)

Patient/Client's Name and Age: _____

SON Student, Faculty or Nursing Center for Health Promotion health care provider involved in incident:

Name: _____ Current

Address: _____ Current

Telephone Number: _____

If incident involves a student, SON faculty member responsible for student at time of incident:

Name: _____

Department: _____

Name(s) of all persons present at the time incident occurred and/or involved in incident:

Name: _____

Title: (in agency) or relationship to patient/client _____

Name: _____

Title: (in agency) or relationship to patient/client _____

Description of incident (give full facts but avoid placing blame or reaching conclusions about who is responsible or why incident occurred): _____

Status of patient/client (diagnosis, treatment, etc.) at time of and following incident:

Prior to incident: _____

Following incident: _____

Make no copies of this report. Submit Original to the Director of the School Of Nursing.

POLICY FOR CARE OF CLIENTS WITH BLOODBORNE PATHOGENS

The Code of Ethics for Nurses & ANA Position Statement states:

“The American Nurses Association believes that respect for the inherent dignity, worth, unique attributes, and human rights of all individuals is a fundamental principle (“Code of Ethics for Nurses with Interpretative Statements” [American Nurses Association, 2015, p. 1]). Nurses establish relationships of trust and provide nursing services according to need, setting aside any bias or prejudice (ANA, 2015, p. 1). Please view the entire ANA position statement retrieved 8/6/18 at <https://www.nursingworld.org/practice-policy/nursing-excellence/official-positionstatements/id/the-nurses-role-in-ethics-and-human-rights/>

Therefore:

- All students and faculty participating in any clinical activity, including those in the Learning Resource Center involved will be instructed in and expected to follow the Bloodborne Pathogen Exposure Control plan.
- Following instruction, students, under faculty supervision, and in compliance with agency policies, will care for clients with HIV, AIDS, Hepatitis and other bloodborne pathogens as part of their clinical experience.
- All faculty and students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No faculty member or student may ethically refuse to care for a patient solely because the patient is at risk of contracting, or has, an infectious disease such as HBV, HIV or AIDS. Faculty and students will understand and follow rules of confidentiality. In cases when continuing clinical practice/research activities present more than a minimal risk, such as when a student is immunosuppressed, the student may be temporarily reassigned
- Students and faculty will follow the policies of local hospitals where assigned as to the role students play in the care of patients with infectious disease.

Reviewed 06/10, 8/16

Revised 8/16, 8/18, 8/19

SON Bloodborne Pathogen Exposure Control Plan Appendix B: Hepatitis B Vaccine Declination – Student

I understand that due to my (occupational/educational) exposure to blood or other potentially infectious materials, I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at my own expense. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. *If in the future I continue to have occupational/educational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at my own expense.*

Student's Name (please print)

Student's Signature

Student Identification Number Signature of Witness

Date

Form approved by SAAC – 3/5/01

Revised: 6/03, 8/08, 8/16

Reviewed: 7/02, 8/04, 8/05, 06/10, 8/16, 8/18, 8/19

LATEX RESPONSE PLAN

As a student working in the clinical setting or nursing skills labs, you may be exposed to latex and other allergens.

Procedure:

For students with known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that you:

- obtain consultation from your health care provider about your sensitivity/allergy, risks and treatment.
- inform the lab faculty and your clinical instructor of your sensitivity.
- Latex-free gloves can be provided. However, the lab environment and clinical facilities are not latex free.
- inform the faculty member of your plan to handle a reaction.

In case of a life-threatening reaction in a nursing lab, an ambulance will be summoned.

- Any faculty member or student may **dial 911 on the phone in either lab, state that you have a life threatening “Latex emergency” and need an ambulance. State the lab location: Skills Lab – CHHS 306 or Health Assessment Lab – CHHS 308. Epinephrine will be needed.**
- Do not handle the victim with any latex products.
- Student/faculty member will be transferred to a local hospital by ambulance. It is helpful for the ambulance personnel to know the victim’s allergies, current medications and any medical conditions.
- Neither emergency transportation nor health care is provided at Student Health Center.

Students with known sensitivities must inform the Director of Nursing Labs and other appropriate faculty.

If a student or faculty member has a reaction requiring medical attention, a SON Incident Report needs to be completed and forwarded to the Director of Nursing Labs.

Date of Origin: 7/02

Reviewed: 6/03, 7/07, 8/16

Revised: 6/04, 2/06, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 8/18, 8/19

SCHOOL OF NURSING TECHNICAL STANDARDS

Technical standards define the attributes that are considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These technical standards are determined to be prerequisites for entrance to, continuation in, and graduation from a student's chosen program in the University of North Carolina at Charlotte College of Health and Human Services.

Students must possess aptitude, ability, and skills in four areas: Psychomotor (coordination/mobility); Senses (visual, auditory, tactile, olfactory); Communication (verbal, nonverbal, written); Behavioral/Social Attributes.

The technical standards described by a student's chosen program are critically important to the student and must be autonomously performed by the student. Contact specific programs for detailed technical standards. Reasonable accommodation of disability will be provided after the student notifies the program of the disability and appropriate professionals have documented the disability.

Standard

Psychomotor
(Coordination/Mobility)

Definition

Physical ability sufficient to move within the client environment; gross and fine motor skills sufficient to provide safe & effective services.

Senses

(Visual, auditory, tactile, olfactory) Sensory ability necessary to observe and perform skills essential in providing safe & effective services.

Communication

Communication abilities sufficient for interaction with others in verbal and written form in classroom, lab and service settings.

Behavioral/Social Attributes

Ability to fulfill professional behavioral and social responsibilities in the role of a student, with faculty, professional staff, clients and peers.

Date of Origin: April 24, 2000

Revised: 8/02 (DK), 1/1/03 (SON)

Reviewed: 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 8/18, 8/19

SON INCLEMENT WEATHER POLICY

The School of Nursing will abide by the university's decision to cancel or delay classes due to inclement weather. This includes any course related to the School of Nursing and any related clinical experiences. When classes are cancelled by the university, "Students who miss scheduled activities shall be allowed to make up any work missed." Please see University Policy 701

At times, classes will be held when road and weather conditions may vary across the area. The decision to travel to campus or clinical sites during inclement weather ultimately rests with the students and faculty members. Students are responsible for academic work they miss due to these absences. The make-up of the work will be individualized to the course as best determined by the course faculty.

Date of Origin and Approval: 4/7/03

Reviewed: 6/04, 8/05, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 8/14, 8/16, 8/18, 8/19

BSN STUDENT HANDBOOK

Additional policies in this portion of the handbook apply to students in the Bachelor of Science program in the School of Nursing.

BSN PROGRAM OUTCOMES

1. Caring: Provide compassionate, sensitive, and competent care to diverse patient/clients.
2. Ethics: Use an ethical decision-making process in practice that incorporates respect for diverse values and beliefs
3. Professionalism: Apply a value based system incorporating professional and legal standards to guide interaction with patients/clients, colleagues, faculty, other health professionals, and the public.
4. Health Promotion: Use strategies for health promotion, risk reduction and disease prevention across the life span.
5. Illness/ Disease Management: Assess and manage physical and psychosocial signs and symptoms related to disease and treatment across the lifespan to enhance quality of life.
6. Design and Coordination of Care: Develop, coordinate and manage care in conjunction with the patient/client and other disciplines.

Date of Origin: 8/04

Revised: 8/05

Reviewed: 2/06, 7/07, 7/08, 06/10. 07/11, 6/12, 8/14, 8/16. 8/18, 8/19

BSN Program Outcomes

OUTCOMES						
CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	PROGRAM OUTCOMES	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)
Caring	<i>Empathy for an intentional, altruistic connection with the other, together with the ability to translate these characteristics into compassionate, sensitive, and competent care.</i>	<ul style="list-style-type: none"> • Cultural competence • Client-centered care (client as individual, family, group, or community) • Nurse-client relationship • Quality of care 	<ul style="list-style-type: none"> • Students develop interpersonal relationships with peers and clients through group work and clinical practice. • Students demonstrate empathy in caring for others. • Students use self therapeutically in caring for others • Students demonstrate respect for individuality and human dignity of clients regardless of race, ethnicity, socioeconomic status, religion, sex, sexual orientation, or the nature of health problems or health risks. 	Provide compassionate, sensitive, and competent care to diverse patients/ clients.	<ul style="list-style-type: none"> • Graduates demonstrate (by portfolio and clinical evaluation) competence in developing interpersonal relationships with a wide variety of individuals in various settings. • Graduates demonstrate (by portfolio and clinical evaluation) beginning level cultural competence in providing care to a variety of persons and populations in a variety of settings. • Graduates demonstrate (by portfolio and clinical evaluation) the ability to evaluate quality of care in relation to established clinical standards, ethical standards of conduct, and concepts of social justice. 	<ul style="list-style-type: none"> • Employer satisfaction surveys show employers satisfied with the clinical provider of care performance of at least 90% of graduates. • 25% of graduates report active participation in QI activities in their workplace.

<p>Ethics</p>	<p><i>Values, codes and principles that govern decisions in practice, conduct and relationships. The professional nurse working within healthcare systems upholds principles of social justice which promote fair and equal treatment and access to care.</i></p>	<ul style="list-style-type: none"> • • Altruism • Beneficence • Values • Autonomy / Freedom / • Choice • Humanism • Human dignity • Integrity • Social justice • Equity 	<ul style="list-style-type: none"> • Students participate as informed professionals in dialogues concerning ethical issues in patient care. • Students seek understanding of demonstrate respect for, and communicate clients values to the multidisciplinary team. • Students maintain client confidentiality. • Students examine client access to care, barriers to treatment, and distribution of healthcare resources within a context of social justice. 	<p>Use an ethical decision-making process in practice that incorporates respect for diverse values and beliefs.</p>	<ul style="list-style-type: none"> • Graduate is knowledgeable about Nursing Code of Ethics • Graduate functions in a clinical setting as an ethical practitioner given appropriate resources for decision making. 	<ul style="list-style-type: none"> • At least 50% of graduates report participation in collaboration with clients and colleagues on ethical issues and feeling well prepared to do so on those occasions.
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CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	PROGRAM OUTCOMES	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)
Professionalism	<i>The conduct and qualities related to membership in a profession, requiring specialized knowledge, intensive preparation, and identification with its values. Professionalism is characterized by adherence to technical and ethical standards, responsibility for one's professional development, and accountability for one's actions.</i>	<ul style="list-style-type: none"> • Accountability • Performance appraisal (of self, others) • Collegiality • Regulatory processes 	<ul style="list-style-type: none"> • Students develop a personal nursing philosophy to guide practice. • Students use ANA: Scope and Standards of Performance in clinical practice. • Students take responsibility for their own professional development. • Students are responsible and accountable for their performance in clinical practice. 	Apply a values-based system incorporating professional and legal standards to guide interaction with patients/clients, colleagues, faculty, other health professionals, and the public.	<ul style="list-style-type: none"> • Graduates articulate their awareness of the need and willingness to practice with personal accountability for their own actions. • Graduates consistently perform in adherence to technical and professional/ethical standards. 	<ul style="list-style-type: none"> • Graduates continue to be employed in the profession • Graduates continue to hold unencumbered licensure. • Graduates report at least 8 hours per year of professionally relevant Continuing Education.
CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	PROGRAM OUTCOMES	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)

<p>Health Promotion</p>	<p><i>Using knowledge from nursing and the physical and social sciences, the provision of all aspects of care to a client in any setting to establish or maintain the highest level of health functioning and quality of life.</i></p>	<ul style="list-style-type: none"> • Holism / Body-mind-spirit • Disease prevention • Pain management • Health indicators • Risk reduction • Exercise, fitness • Nutrition • 	<ul style="list-style-type: none"> • Student's role model health promotion behaviors. • Students demonstrate health promotion activities as intrinsic part of patient care. • Students demonstrate patient teaching to selected populations. 	<p>Use strategies for health promotion, risk reduction and disease prevention across the lifespan.</p>	<ul style="list-style-type: none"> • Portfolio of student reflects participation in planning, implementation, and evaluation of at least 3 health promotion activities in various settings. 	<ul style="list-style-type: none"> • By self-report on the alumni survey, performed at least 2 health promotion activities either within their employment or in community service.
<p>Illness / Disease Management</p>	<p><i>Using knowledge from nursing and the physical and social sciences, the provision of all aspects of care to a client in any setting to treat or minimize the effects of disease or illness (or an imbalance of the state of health.)</i></p>	<ul style="list-style-type: none"> • The nurse as provider of care • Technical skills • Outcome evaluation 	<ul style="list-style-type: none"> • Students demonstrate safe and knowledgeable performance of psychomotor skills. • Students demonstrate safe and knowledgeable care according to the <i>ANA Scope and Standards of Practice</i>. 	<p>Assess and manage physical and psycho-social signs and symptoms related to disease and treatment across the lifespan to enhance quality of life.</p>	<ul style="list-style-type: none"> • Evidence of the provision of safe, competent care as evaluated by clinical faculty and/or preceptor. • Student portfolio documents one clinical incident per clinical course reflecting competence in illness/disease management. • Students as a group achieve 95% pass rate on first-time writing of NCLEX. 	<ul style="list-style-type: none"> • Employer satisfaction surveys reflect employer satisfaction with graduates in illness/disease management.

CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	PROGRAM OUTCOMES	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)
Design & Coordination of Care	<i>Using knowledge from nursing and the physical and social sciences, the methodology used to establish a plan of care in conjunction with a client or population to meet their Health Promotion or Illness and Disease Management needs. The plan is logical, systematic, achievable, and oriented toward specific outcomes.</i>	<ul style="list-style-type: none"> • Goal-directed practice • Outcomes • Research utilization • Leadership • Resource utilization • Delegation • Supervision 	<ul style="list-style-type: none"> • Students coordinate care in a variety of settings. • Students coordinate and delegate tasks to licensed and unlicensed personnel. • Students integrate research and evidence based outcomes into professional practice. 	Develop, coordinate and manage care in conjunction with the patient/client and other disciplines.	<ul style="list-style-type: none"> • Evidence of safe, effective direct care, delegation, and supervision is documented in student portfolio. • Student portfolio documents one clinical incident per clinical course reflecting competence in design and coordination of care. 	<ul style="list-style-type: none"> • Employer satisfaction surveys reflect employer satisfaction with graduates in design and coordination of care. • graduates report believing themselves to have been adequately prepared at a beginning level of competence in delegation and supervision (of aides, techs, etc.) • At least 50% of graduates report having had a successful experience in a formal “charge” or leadership role in their workplace.

SCHOOL OF NURSING HONORS PROGRAM

FOCUS: SCHOLARSHIP & LEADERSHIP

The School of Nursing Academic Honors Program emphasizes scholarship and leadership in the profession of nursing. Learners will be involved in various activities through the program including identifying key issues impacting the nursing profession at the microsystem level, conducting a literature review to further define the issue, designing an evidence-based intervention with a strong theoretical foundation and disseminating findings through poster or podium presentation or other approved method.

The program is designed for nursing students who excel academically and are interested in challenging themselves academically and professionally. The honors program will also provide distinction in the field of nursing to students selected to participate. The program will position students to be better prepared to compete for national honors titles, enhance graduate education opportunities, and enable graduates to enter the nursing workforce prepared to be leaders and change agents.

Students must apply to the honors program and acceptance is competitive. All applicants must follow the application instructions and meet the established criteria to be considered. The SON Admissions Committee will review all applications and the committee will make admission decisions based on the application components, including GPA, project topics, and 500 word personal statement.

Overview of the Curriculum

The curriculum will consist of 2 courses; NURS 3700-H: Creating and Sustaining Change in Nursing and an honors section of NURS 4203-H Leadership and Informatics. Students will enroll in an additional course NURS 3700-H, in the second semester of the nursing curriculum. To progress in the honors program, student must earn a grade of B or better in NURS 3700. Students will work with designated faculty to complete their project during their final semester during NURS 4203. Students must earn a grade of B or better in all NURS courses and maintain a GPA of 3.7 to remain in the honors program. Students must also earn a grade of A in the change project to graduate with honors. Students must adhere to all School of Nursing and University Honors Program policies and procedures. To graduate with honors, students must complete a candidacy application in accordance with the Honors College policies.

Curriculum:

Junior Year- Second semester

NURS 3700-H. Creating and Sustaining Change in Nursing (2): This course will introduce students to the use of outcomes data to assess the need for change, allow students to explore state and national databases to evaluate organizational outcomes, provide an overview of nursing and change theories to guide the process of change, and introduce students to methods of overcoming resistance to change. Students will identify a change topic, conduct a review of the literature and initiate a plan for implementing a small test of change. Topics, literature review and plan framework must be approved by course faculty. (Prerequisite: Admission to the SON Honors Program and permission of the instructor.)

Senior Year

NURS 4203: Leadership and Informatics (3)

Course Description: Introduction to leadership focusing on healthcare systems and the nurses' role. Explore external and internal forces that affect the work environment and how to influence those forces. Discuss the work environment that best motivates people and creates an atmosphere that inspires, instills confidence and sustains individuals. Incorporate understanding of self to enhance beginning leadership.

Honors Requirement (NURS 4203-H). The Honors student will complete a small test of change plan initiated in NURS 3000-H. Additional elements such as identification of stakeholders, driving and restraining forces, and a cost/benefit analysis will be included, along with findings, and conclusions. Students will be required to share their research-based findings through both written and oral means. (Prerequisite: NURS 3700-H and permission of the instructor)

Origin: 2/19

Reviewed: 8/19

BSN COURSEGRADING SCALE

The following grading scale is used in all nursing courses that constitute the BSN program.

90% to 100%	A	Excellent
80% to 89.99%	B	Good
70% to 79.99%	C	Fair
60% to 69.99%	D	Failing
≤60	F	Failing

All grade calculations during the semester will be rounded to two decimal places (i.e. 93.589 – 93.59).
Extra credit will not be provided.

Date of Origin: 4/88

Revised: 4/99, 8/16, 7/18

*Reviewed: 5/00, 7/02, 6/03, 6/04, 8/05, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 7/13, 8/14, 8/16;
7/18, 8/19*

UNDERGRADUATE PRE-LICENSURE PROGRAM POLICY ON TEST/EXAM ADMINISTRATION

As stated in the University's Code of Student Academic Integrity, Statement of Principles, "faculty members are responsible for transmitting knowledge and the methods by which it is acquired. To do so, they must be able to examine and test student work. The faculty also sets academic standards, awards academic credit and confers degrees when the standards are met. To carry out these responsibilities, faculty members must ensure that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, the academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type..." Also, "it is the duty of faculty members to take measures to preserve and transmit the values of the academic community...through the learning environment which they create for their students."

The learning environment includes the testing environment. In order to facilitate a testing environment that preserves academic integrity, to the highest extent possible, faculty will implement the following strategies during administration of tests and exams. Policies related to

academic integrity apply to the evaluation of all student work whether an assignment or formal test, regardless of the setting, ie: classroom or online. The below strategies will apply in the regular classroom and in the computer labs/classrooms.

1. All student possessions must be left at front or side of room. Possessions include hats, coats, book bags, satchels, laptop computers, iPads, phones, drinks/food, etc.
2. Students will be assigned seating for each test/exam and the seating will be different for each test/exam within a course. As much as the classroom allows, students should be seated at every other desk with an empty seat in between each 2 students.
3. Students may only have a pencil, calculator (provided by the SON), and blank piece of notepaper (provided by the instructor/proctor) during testing.
4. There will be no communication or answering student questions during the examination. Students may write their questions on the notepaper provided and submit it with the exam for the faculty to respond to.
5. Once a test/exam has begun, students may not leave the room until they have completed the test/exam.
6. Students who are absent and are allowed to make up the test/exam will take a different test than the rest of the class.
7. On-campus classroom computerized testing:
 - a. Major tests/exams (unit tests, midterm exam and final exam) are to be administered in the computer classrooms.
 - b. Randomized test items.
 - c. Randomized item answers.
 - d. Lock-down browser
 - e. Release answer only (post-test)
 - f. Proctor per room

Implemented: August 2014

Revised: 9-4-14

Reviewed: 8/16, 8/19

NURSE AIDE II LISTING ELIGIBILITY

As part of the upper level nursing curriculum at the University of North Carolina at Charlotte, students will be eligible to apply for Nurse Aide II listing in the State of North Carolina.

Nurse Aide I: Upon admission to the upper division of the nursing curriculum, students must be listed as a Nurse Aide I on the North Carolina Nurse Aide I Registry with no substantiated findings of abuse, neglect, or misappropriation of property.

Students are not required to maintain NA I Certification while in the upper division major. However, students must maintain NA I Certification if opting to apply for NA II Certification.

Nurse Aide II: Educational Requirements

Level II nurse aide programs shall include a minimum of 80 hours of theory and 80 hours of supervised clinical instruction consistent with the legal scope of practice as defined by the

Board of Nursing in Rule .0403(b). The Nurse Aide II Training Program shall consist of classroom, laboratory, and clinical components. The student must successfully complete all components in order to be eligible to apply for listing on the North Carolina Board of Nursing Nurse Aide II Registry. A list of content and tasks is available on the [State Board of Nursing](#) website.

At UNC Charlotte, students who have previously been listed as a Nurse Aide I and have successfully completed the following courses in the upper division (NURS 3105, NURS 3425, NURS 3230, NURS 3430, NURS 3250, NURS 3260, and NURS 3440) are eligible to apply for Nurse Aide II.

Upon completion of these courses, students will be required to submit their name to the Associate Director for the Undergraduate Division in the School of Nursing. Names will be provided N.C. Board of Nursing CNA II, and verification of course completion submitted. Once names have been submitted, students will have 30 business days from the date of submission, to submit their application for the CNA II credential.

To apply, students should go the [North Carolina Board of Nursing](#) website. Within the Licensure/Listing tab, students will see the links for Nurse Aide II (NA II). Click on *NA II Initial Listing Application*, read the instructions carefully and follow directions for applying.

Date of Origin: 7/02

Reviewed: 6/03, 6/04, 7/07, 7/08, 7/11, 6/12, 7/13, 8/14, 8/18, 8/19

Revised: 8/05, 2/06, 06/10, 8/14, 8/16

ESTIMATED COST INFORMATION

**The University of North Carolina at
Charlotte School of Nursing
Bachelor of Science in Nursing
Program 2019-2020**

ESTIMATED COST FOR NURSING STUDENTS IN UPPER DIVISION MAJOR (Final 2 years ONLY)

**Please see the University Website for explanation of University costs:
<https://ninercentral.uncc.edu/billing-payments-refunds/tuition-and-fees/undergraduatetuition-fees>**

Year	Credit Hours	Tuition	University Fees	Books & ATI	Major Fees	*Miscellaneous
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		Resident	Non-Resident				
Junior Year-1st semester	14	1906.00	8623.00	1590.00	\$1350.00	125.00	\$950.00
Junior Year-2nd Semester	16	1906.00	8623.00	1590.00	\$475.00	125.00	
Senior Year-1 semester	15	1906.00	8623.00	1590.00	\$400.00	125.00	
Senior Year-2nd Semester	13	1906.00	8626.00	1590.00	\$500.00	125.00	\$688.00
<i>Estimated Totals</i>		\$7624.00	\$34,492.00	\$6360.00	\$2725.00	\$500.00	\$1628.00

***MISCELLANEOUS:**

REQUIRED JUNIOR YEAR (FIRST SEMESTER)

Student ID	\$15.00	Criminal Background Check	\$18.50 Certiphi ONLY
Uniforms	\$100.00	Drug Screen	\$50.00 (price varies)
Lab coat	\$25.00	MyRecordTracker	\$36.00
Watch w/second hand	\$30.00 (price varies)	Vaccines	\$100-300.00 (price varies)
Nursing Shoes	\$60.00 (price varies)		
Stethoscope	\$60.00 (price varies)		
Physical	\$200.00 (price varies)		
CPR Certification	\$40.00		

*** TB skin tests and influenza vaccines are an annual requirement and therefore, all students will incur a cost for these each year.**

REQUIRED SENIOR YEAR Estimated Additional Costs (SECOND SEMESTER)

NCLEX-RN Live Review	\$375.00
NCLEX-RN Application Fee	\$75.00
NCLEX Criminal Background Fee for NC BON	\$38.00
NCLEX-RN Registration and Payment	\$200.00

BSN PRE-LICENSURE ACADEMIC ASSESSMENT AND SUPPORT PROGRAM

Policy: All students enrolled in the BSN Pre-Licensure program will participate in the School of Nursing's Academic Assessment and Support Program. As a part of the support program, the SON uses Assessment Technologies Institute (ATI) Comprehensive Assessment and Review Program (CARP) which provides nationally standardized exams at various times during the nursing program. Participation is required of all students. The goal for the student is to achieve acceptable benchmark scores as established by ATI and the School of Nursing.

The School of Nursing has chosen to use Assessment Technologies Institute (ATI)'s Assessment-Driven Review program which is designed to provide students with various learning tools that assist them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully passing the NCLEX-RN for licensure. Research demonstrates that the use of ATI products are positively associated passing the NCLEXRN on the first attempt, as well as program success (Alameida, et al., 2011; Chen, 2014; McCarthy, Harris & Tracz, 2014).

An assessment of nursing knowledge is completed after core nursing courses and a comprehensive NCLEX-RN readiness examination is administered in the senior year, prior to graduation (see testing timeline). Results of the content-specific course examinations, administered after core nursing courses, are used to assess content mastery and to identify those students who individual course faculty will provide additional required support resources.

As part of the overall testing program, students receive study guides with a DVD in the content areas of fundamentals of nursing, pharmacology, medical/surgical nursing, maternal/ newborn nursing, nursing care of children, mental health, community health, and nursing leadership. Students have an opportunity to take the two course specific non-proctored or practice tests as many times as they wish prior to taking the course specific proctored assessment test at the end of each course. **Students must achieve a minimum of 90% on one practice test prior to taking the proctored assessment. All students are required to complete each course specific proctored assessment test. Students that fail to meet the required score for the practice test forfeit the opportunity to take the proctored assessment and receive a zero for the assessment which is a part of the course grade.**

Feedback about test results is provided to the students as part of the overall program. Students receive a detailed assessment of their individual performance on each test and scores for mastery of nursing content areas, nursing process, critical thinking phases, therapeutic intervention, communication skills and cognitive levels.

ATI□ proctored assessments will be included in objective testing measures for the following courses: (1) NURS 3230, *Illness and Disease Management*, (2) NURS 3205, *Pharmacology*, (3)

NURS 3250, *Nursing Care of the Childbearing Family*, (4) NURS 3260, *Nursing Care of Children*, (5) NURS 4120, *Psychiatric Mental Health Nursing*, (6) NURS 4130, *Complex Illness and Disease Management*, (7) NURS 4203 *Leadership and Informatics for Nursing Practice*, (8) NURS 4240, *Population Focused Nursing* and NURS 4600, *Professional Nursing: Trends, Issues and Licensure*. Students in NURS 3105, *Concepts of Professional Nursing*, will take non-proctored ATI practice assessments as an introduction to computerized adaptive testing (CAT).

The proctored ATI content-specific course exam grades will count for 10% of the final grade in each core course. ATI proctored and practice test grades may not be used as a substitute for a lower course grade or for the purpose of extra credit in a course. ATI content-specific course exam grades are not rounded. Instead, grades for content-specific ATI exams are based on proficiency levels:

- Proficiency Level 3—ATI exam grade 100%
- Proficiency Level 2—ATI exam grade 90%
- Proficiency Level 1—ATI exam grade 80%
- Below Level 1—ATI exam grade 70%
- Failure to test—ATI exam grade 0%

**Exception, NURS 4600 Professional Nursing: Trends, Issues and Licensure in which grade is based on predicted probability of passing NCLEX-RN.*

Criterion Referenced Proficiency Levels Guidelines

Performances on content-specific course mastery examinations are based on Criterion Referenced Proficiency Levels. The Criterion Referenced Proficiency Levels are as follows:

The student meeting the criterion established for Level 3 is:

- Very likely to exceed NCLEX standards in this content area.
- Demonstrates a higher than expected level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- Exceed most expectations for performance in this content area.
- Demonstrates achievement of a level of competence needed for professional nursing practice in this content area that exceeds most expectations.
- Meets benchmark and does not require additional academic support in the content area.

The student meeting the criterion established for Level 2 is:

- Fairly certain to meet NCLEX standards in this content area.
- Demonstrates a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- Exceed minimum expectations for performance in this content area.

- Demonstrates achievement of a satisfactory level of competence needed for professional nursing practice in this content area.
- Meets benchmark and does not require additional academic support in the content area.

The student meeting the criterion established for Level 1 is:

- Is likely to just meet NCLEX standards in this content area.
- Demonstrates the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- Meets the absolute minimum expectations for performance in this content area.
- Demonstrates achievement of a minimum level of competence needed for professional nursing practice in this content area.
- Does not meet benchmark and requires mandatory academic support in the content area.

The student scoring below the Proficiency Level 1 recommended cut score did not meet the criterion established for Level 1.

- Does not meet benchmark and requires mandatory academic support in the content area.

Minimum scores for proficiency levels vary for each assessment in the RN Content Mastery Series. The National Standard Setting Study – ATI establishes each assessment score based on the NCLEX-RN® Test Plan.

Parameters for Additional Resources

Students achieving Proficiency Level 2 or higher will be exempt from participating in the School of Nursing Academic Support program. All students achieving Proficiency Level 1 or below Proficiency Level 1 on ATI content-specific course mastery examinations will be required to meet with the Course faculty, establish a learning contract, and adhere to a specific, individualized plan of study, designed to improve proficiency in the select content areas.

Students achieving Proficiency Level 2 or above on the 1st proctored course-specific assessment are not required to participate in the academic support program, however, they may self-select to participate in the program as well.

Within 48 hours of administering a proctored, content-specific ATI examination, faculty will identify students who are at risk and develop a learning contract established to meet student needs. Faculty are encouraged to consult with the Academic Success and Retention Coordinator to assist with identification of learning activities to include in the individual student learning plan.

Identifying students at potential risk for not achieving NCLEX-RN success is an ongoing process. At the end of the first semester of the senior year, students will take the ATI content-specific exam associated with NURS 4130. Students not achieving a Level 2 on this exam will be required to enter into a learning contract, with the Course faculty, to work on identified areas of concern prior the first proctored administration of the ATI-Comprehensive Predictor in NURS 4600 (second semester senior year). **Only students achieving a Level 2 or above on the NURS**

4130 Proctored ATI exam, will be considered for **specialty unit placement in NURS 4450**, Design and Coordination of Care. Students that fail to adhere to the contract will be referred to

the Associate Director for the Undergraduate Programs for follow-up and contract revision which will include additional, on campus, face-to-face remediation sessions.

Throughout the academic support process, a variety of learning resources may be used, including the case study approach to focus on critical thinking and application of the nursing process, selected components of ATI Content Mastery Series review modules, non-proctored online practice assessments, the ATI PLAN DVD nursing review disk, course materials, simulations, custom assessments. The School of Nursing Academic Success & Retention Coordinator is responsible for organizing the academic support process. However, faculty members who are subject matter experts in select areas will be expected to work with the Academic Success & Retention Coordinator to enhance the remediation process.

ATI RN-Comprehensive Predictor Examination

The Comprehensive Predictor tests knowledge acquired throughout the nursing program and NCLEX-RN readiness. The examination will be given to students during the second semester of the senior year while enrolled in NURS 4600 (refer to testing timeline). Students who do not achieve a 90% predicted probability score or greater on the 1st exam are required to develop an academic support contract with the Course faculty, as part of NURS 4600 requirements, prior to taking the **2nd ATI® RN-Comprehensive Predictor at the end of the 12th week of the second semester** senior year. Students who achieve a 90% predicted probability score or higher on their 2nd attempt will have met the desired testing outcome for the ATI® RN-Comprehensive Predictor. The highest predicted probability of passing the NCLEX-RN achieved between the 1st and 2nd proctored **ATI® RN-Comprehensive Predictor** will be used to determine the NURS 4600 course exam grade (10%) (Probability and Expectancy Table, ATI 2016).

If, after 2 attempts, a student has not achieved a predicted probability score of at least 90%, he/she will be placed under contract with the Course faculty, for the remainder of the semester, to complete additional NCLEX-RN preparation activities. Students that fail to adhere to the contract will be referred to the Associate Director for the Undergraduate Programs for follow-up and contract revision which will include additional, on campus, face-to-face remediation sessions.

ATI RN-Comprehensive Predictor Examination-Testing Timeline

Administration of a practice ATI® RN-Comprehensive Predictor practice assessment will occur during **week #4** of NURS 4600. The **first administration** of the **proctored ATI® RN-Comprehensive Predictor** will occur during **week # 8 of the second semester senior year** in NURS 4600. Students who achieve a 90% predicted probability score or higher on the 1st exam will have met the desired testing outcome (benchmark) for the ATI® RN-Comprehensive Predictor. However, students achieving benchmark may opt to take the Comprehensive Predictor again, for additional practice, as an alternate version will be administered the 2nd time.

Date of Origin: 8/05

Revised: 2/06, 7/08, 06/10, 8/16, 6/18, 8/19

Reviewed: 7/07, 07/11, 6/12, 7/13, 8/14; 8/16; 9/17; 6/18, 8/19

RN Comprehensive Predictor 2016 Probability of Passing Expectancy Table

RN COMPREHENSIVE PREDICTOR 2016 INDIVIDUAL SCORE	PREDICTED PROBABILITY OF PASSING THE <u>NCLEX-</u> <u>RN</u>	RN COMPREHENSIVE PREDICTOR 2016 INDIVIDUAL SCORE	PREDICTED PROBABILITY OF PASSING THE NCLEX-RN
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80.0% - 100.0%	99%		58.0%	49%
79.3%	98%		57.3%	46%
78.7%	98%		56.7%	43%
78.0%	98%		56.0%	40%
76.7%	97%	77.3%	55.3%	37%
76.0%	97%	98%	54.7%	34%
75.3%	97%		54.0%	31%
74.7%	96%		53.3%	28%
74.0%	96%		52.7%	25%
73.3%	95%		52.0%	23%
72.7%	95%		51.3%	21%
72.0%	94%		50.7%	19%
71.3%	93%		50.0%	17%
70.7%	92%		49.3%	15%
70.0%	91%		48.7%	13%
69.3%	90%		48.0%	12%
68.7%	89%		47.3%	11%
68.0%	87%		46.7%	9%
67.3%	86%		46.0%	8%
66.7%	84%		45.3%	7%
66.0%	82%		44.7%	7%
65.3%	80%		44.0%	6%
64.7%	78%		43.3%	5%
64.0%	76%		42.7%	5%
63.3%	73%		42.0%	4%
62.7%	71%		41.3%	4%
62.0%	68%		40.7%	3%
61.3%	65%		40.0%	3%
60.7%	62%		39.3%	2%
60.0%	59%		38.7%	2%
59.3%	56%		38.0%	2%
58.7%	53%		37.3%	2%
			0.0%-36.7%	1%

STUDENT SUCCESS DEFINITION OF TERMS

Tutorials

NurseLogic: This tutorial assists students in expanding their abilities in critical thinking and problem solving while also improving test taking skills. It is highly recommended that students begin this tutorial during the first semester of their junior year.

Learning Systems: Provides pre-made practice tests that cover a broad range of nursing topics with flexible features, including rationales and optional scoring. Students are encouraged to use Learning Systems throughout the program to expand their understanding of select topics and to increase exposure to application level questions.

Practice Tests: Online Practice (Non-Proctored) Assessments.

Practice Tests: These are unsupervised, information assessments typically designed as a learning experience. Students may take practice tests as often as needed; however, prior to taking a proctored ATI exam, students will be required to achieve a 90 on the corresponding practice test, with 72 hours between attempts to improve test re-test reliability.

Focused Review:

Allows students to remediate after each practice and/or proctored assessment. Required for every student after a proctored examination, regardless of score. Assists in the creation of a study plan and provides application exercises and media content.

Proctored Assessment:

Supervised or monitored standardized assessment that compares student performance to other students nationally. The assessment is administered on campus and monitored by faculty or designee. The results of the proctored assessment constitute 10% of a student's overall course grade.

Skills Modules:

Each module contains terminology, an accepted practice section, step-by-step video of proper skill performance, evidence-based research, practice challenges, a documentation guide and skills status progress report. These modules are assigned to correlate with topics covered in select classes.

Targeted Medical Surgical Tests:

Provides an assessment of the student's basic comprehension and mastery of adult medical surgical topics. ATI Nursing identified content is based on the most current NCLEX-RN test plan. These tests are provided in correlation with appropriate content and/or in the academic support plan.

Proficiency Levels:

Define performance on Content Mastery Series Proctored Assessments

Comprehensive Predictor:

Predicts students' probability of passing the NCLEX-RN on the first attempt

Live Review:

All-inclusive, live study session covering essential content aligned with the NCLEX-RN test plan. Required last semester senior year. Estimated cost for students is \$375.00.

ACADEMIC ASSESSMENT AND SUPPORT PROGRAM				
Testing Timeline (Semester of study and completion of associated nursing course)	Assessment	Desired Testing Outcome	School of Nursing Interventions if Testing Outcome < Desired	Desired Program Outcome
During orientation to nursing program	Nurse Logic	Completion of Nurse Logic Program	Required meeting with Student Success Coordinator	Early introduction to test taking strategies and critical thinking in nursing.
First Semester – Junior 1	Content Mastery Series: Fundamentals of Nursing	90% of higher	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate - minimum of 90% annually
First Semester – Junior2	Content Mastery Series: Pharmacology; Fundamentals; Nursing Care of Children; Maternal Newborn	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate - minimum of 90% annually
Second Semester – Senior 1	Content Mastery Series: Mental Health; Focused Adult Medical Surgical	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate - minimum of 90% annually
Second Semester – Senior 2	Content Mastery Series: Leadership & Management; Community Health; Comp Predictor	Proficiency level 2	Notification of individual students to establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate - minimum of 90% annually
Weeks 6 and 10 (approximate) of Second Spring Semester –	Content Mastery Series: Comprehensive Predictor	Predictive probability score of 90% minimum	Notification of individual students to identify areas of weakness and establish remediation plan; feedback to faculty for possible course curricular modifications	NCLEX-RN first-time pass rate - minimum of 90% annually

BSN PROGRESSION POLICY Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or higher in all courses beginning with the NURS prefix.
2. Failure to earn a grade of C (2.0) or higher will result in course failure.
3. Only one (1) nursing course failure and one (1) repeat attempt to pass that nursing course will be permitted throughout the program.
4. Students will be required to repeat the failed nursing course during the next available offering on a space available basis.
5. Students must notify in writing to the Associate Director their intent to repeat the failed nursing course. Failure to submit this request will be considered withdrawn from the program. Priority is given to the first student who submits the request in writing.
6. Students achieving less than a C (2.0) in more than one nursing course are no longer eligible to continue in the UNC Charlotte School of Nursing's upper division major and will be advised to pursue other options both within and outside of the university.

Repeating a Failed Nursing Course

1. Students failing to achieve a C (2.0) in a course will meet with the Associate Director for the Undergraduate Division prior to enrolling to repeat the course.

Failure to Repeat

1. Students who do not take the failed nursing course during the next available offering will be considered withdrawn from the program.
2. Any consideration for re-entry will be addressed on an individual basis in accordance with the University's appeal process.

Withdrawal

1. Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's withdrawal policies and procedures.
2. Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
3. Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis. This request must be in writing to the Associate Director. Priority is given to the first student who submits the request in writing.
4. Students out of the program for more than 12 months, must reapply for admission to UNC Charlotte and to the School of Nursing through the competitive admission's process, for entry into the program's first semester.

Academic Integrity

1. Issues associated with academic integrity violations will be addressed in accordance with University policy 407, [The Code of Student Conduct](#).

Violations of Ethics

The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the ANA Code of Ethics will be ineligible to continue in the upper division major.

Unsafe Practice

The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). The student will be advised by faculty and appropriate measures to remediate the behavior will be taken. However, repeated unsafe behaviors, will make the student ineligible to continue in the upper division major.

Date of Origin: 5/05

Revised: 10/05, 6/10, 8/16, 8/19

Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

BSN PRE-LICENSURE STUDENT TERMS AND CONDITIONS FOR CLINICAL PRACTICE

The UNC Charlotte School of Nursing collaborates with its community partners to provide students with high-quality clinical experiences that meet the educational needs of the student. Therefore, students should be aware that clinical rotations may **occur any day or time of the week, including weekends and evenings** and that the SON offers **no guarantee that travel to a clinical placement site will be constrained by mileage.**

In consideration of the opportunity for nursing practicum experiences provided by the University and its clinical affiliates, I accept and agree to the following terms and conditions for those experiences. Acknowledgement of the SON Handbook in My record tracker includes acceptance of these terms and conditions.

1. I understand that in order to begin and remain enrolled in practicum courses, I must provide throughout my enrollment in the School of Nursing (SON) and at my own expense a current, completed Student Health History Form provided by the SON. I must also provide at my expense evidence of annual TB screening and CPR certification. I must complete Bloodborne Pathogen training, annually, provided by the SON.
2. I understand that neither the clinical facilities to which I may be assigned, nor the University will, as a result of that assignment, be responsible for any costs of first aid, emergency treatment, or other treatment that I may receive which is provided by such clinical facilities, and that it is my responsibility to provide for these costs, whether by a program of private medical insurance or otherwise.
3. I hereby consent to disclose to any clinical facility to which I may be assigned personally identifiable information from my University educational records, including but not limited to the Student Health History Form, professional liability insurance, annual Bloodborne Pathogen training, CPR certification, Drug Testing results and results of a Criminal Background Check, as may be necessary to permit the University or the clinical facility to evaluate my fitness to begin or to continue in the clinical experience
4. I agree to disclose to my practicum instructor any medical, psychological or psychiatric conditions I have that may affect my ability to provide safe clinical care.
5. I agree to provide to my practicum instructor, upon request, a medical release statement from my health care provider, verifying that I am able to participate in clinical assignments in a way that is consistent with safe clinical practice and not pose a threat to the health and safety of others. Health conditions for which a medical release may be requested include, but are not limited to, infectious diseases, fractured limbs/limbs in casts or immobilizers, hospitalization for any reason, and pregnancy/postpartum (care of clients with certain conditions may be prohibited for pregnant care providers).
6. I understand that I am responsible for providing my own transportation to assigned clinical facilities at my own expense.
7. I understand the University or the clinical facility may withdraw me from or reject me for further clinical practice if I demonstrate or engage in any unsafe or unprofessional behavior.

Date of Origin: 7/99

Reviewed: 6/03, 6/04, 8/05, 8/08, 6/10, 7/13, 8/14, 8/16, 7/18, 8/19

Revised: 8/00, 7/02, 2/06, 8/12 with approval of University Counsel (8-10-12), 8/16; 7/18

REQUEST FOR STUDENT EXCUSED ABSENCE

Overview: The University and SON support student engagement in professional activities. Therefore, students may request an excused absence to attend a University sponsored event or nursing conference.

Process: Students are to submit this form to the faculty for approval a minimum of 2 weeks prior to the absence. Any submissions after that time will not be approved. Student must delineate clearly how attending the event will enhance their nursing practice and support the learning objectives of the clinical and/or didactic course.

1. Describe the event you wish to attend by discussing the goals and objectives of the event and providing documentation such as a brochure related to the sponsorship of the event.

2. Complete the following related to the course or clinical activities you will miss.

Date _____

Course _____

3. Describe how the event will support the learning objectives of the course:

4. In consultation with the faculty, create a learning plan and evaluation method for how the student will demonstrate achievement of the course objectives. Examples may be a paper, project, learning activity or other mutually agreed upon activity.

Date Discussed with Faculty: _____

Student Signature: _____

Faculty Signature: _____

Date of Origin: 5/18

Reviewed: 8/19 **ANS Board Member Position Request Form**

Student Name:

The Upper Division BSN student listed above is requesting nomination for an ANS Board Member position. The position in which the student above is requesting nomination is _____ . According to the ANS by-laws, ANS members who wish to run for a Board Member position must be in good academic standing within their current program of study (BSN).

In this case, good academic standing consists of the ability to progress through to the next semester of the BSN program according to the SON guidelines. Any student currently failing any of their upper division courses may not be allowed to run for an ANS Board Member position.

This position request form will only be submitted annually, in April, when ANS Board Members are nominated and elected. ANS Board Members will stay in elected positions for a period of one academic year. Board Members may choose to re-run for their current positions, assuming they are still in good academic standing and will not be graduating in the semester in which they are requesting nomination.

In order to ensure good academic standing, the above student must submit this form, signed by all of their current course faculty, indicating that they are currently in good academic standing and are eligible to run for an ANS Board Member position.

By signing this form, you are stating that the above student is currently in good academic standing; that they are currently passing your NURS course per the SON guidelines.

Course Name

Course Faculty Member

NURS _____ Faculty Signature: _____

NURS _____ Faculty Signature: _____

NURS _____ Faculty Signature: _____

NURS _____ Faculty Signature: _____

NURS _____ Faculty Signature: _____

NURS _____ Faculty Signature: _____

Date of Origin: 5/18

Reviewed: 8/19

BSN PRE-LICENSURE STUDENT UNIFORM POLICY

The official uniform of the UNC Charlotte School of Nursing includes the following:

Top-women: Landau hunter green women's tunic (v-neck; double pockets on lower front left and right). SON monogram is on left chest area.

Top-men: Landau hunter green men's unisex scrub (v-neck; 1 pocket on left chest). SON monogram is on left chest area above pocket.

Pants-women: Landau hunter green cargo drawstring pants or Landau hunter green flare leg pants.

Pants-men: Landau hunter green cargo pants.

White socks (no footies) or stockings.

White leather shoes with white soles and small white, navy or gray lettering (no brand logos).
No clogs or crocks.

UNC Charlotte name tag : UNC Charlotte logo, student's legal first and last name and the title "UNC Charlotte Nursing Student."

Agency-specific ID badge. This ID will substitute for the UNC Charlotte name tag only at that agency. Designated long sleeve lab coat with UNC Charlotte monogram.

Optional: warm-up jacket for warmth in the clinical area: Landau hunter green warm-up jacket, with SON monogram on the left chest area for women and on the left chest pocket for men.

Purchasing Uniforms

Uniforms (shirts, pants, and lab coats) **must be purchased** from the distributor selected by the School of Nursing. Substitutions will not be permitted. Maternity uniforms and skirts are available upon request.

Other Considerations

Uniforms are to be freshly laundered and neat in appearance. No waist or midriff skin is to show when standing, bending or reaching.

If needed to prevent breast cleavage from showing, female students may wear a white tee shirt under the uniform top.

If needed for warmth, students may wear a long-sleeve white tee shirt under the uniform top. Acrylic and knit sweaters are not to be worn in clinical areas.

If permitted by agency policy, students may wear their lab coats on the unit but not while providing direct care to patients.

Exceptions

For certain courses and experiences in clinical courses, student will be required to wear street clothes. Street clothes, including shoes, are to be professional in appearance and what is referred to as “business casual.” For women, business casual means tailored slacks or skirts and tailored shirts, blouses or knit sweaters, or dresses. Women should wear stockings with skirts or dresses. For men business casual is defined as slacks and either a long-sleeved button-down shirt or a nice short-sleeved polo shirt. Men should wear socks with their slacks. Other considerations include:

- Pants or slacks must reach the ankle/shoe.
- Dresses and/or skirts must reach the knee when standing and cover the thighs when sitting.
- Blouses, shirts, sweaters must not be tight-fitting.
- The following are NOT permitted:
 - Jeans
 - Shorts
 - Halters
 - Sleeveless shirts
 - Camisoles worn alone or shirts with spaghetti straps
 - Clothing made from denim or sheer material
 - Open-toe shoes, sandals, flip-flops, clogs or crocks
 - Items with logos

UNC Charlotte name tag or designated agency name tag must be worn. Lab coats may be required. Check with course instructor or syllabus.

Accessories

Jewelry is restricted to one wedding ring and no more than two (2) pairs of small post earrings (no dangling or loop earrings) in the ear lobe.

No jewelry is to be worn in other visible areas of the body, such as, but not limited to, the nose, lip, eyebrow, tongue, etc.

No necklaces may be worn with the uniform.

Tattoos must not be visible. Students with visible tattoos must meet with the Associate Director of the School of Nursing Undergraduate Division for a decision on how to cover.

The nose and the mouth are not to be covered unless clinically appropriate. Cosmetics should be simple.

No perfume or scented aftershave is to be worn.

Chewing gum, chewing tobacco and smoking cigarettes/cigars are not permitted while students are in uniform for a course/clinical experience. Many clinical facilities are Smoke-free Environments and do not allow smoking anywhere on their campuses, including parking decks. Students will be held accountable to such restrictions.

Hair, Beards, and Nails

Hair should be worn in a simple style, off of the face and shoulders and without decoration.

Shoulder-length or longer hair, for women and men, must be pulled back and off the shoulders.

Beards should be short and neatly trimmed.

Nails should be clean, short (nail should not be visible over the finger edge if looking at the palm side of the hand), neatly trimmed, and with no nail polish.

Acrylic and artificial nails are not permitted in the clinical setting.

Other

The logo displayed on the UNC Charlotte School of Nursing student uniform or other items is the property of the School of Nursing. Unauthorized use, distribution, sale, or alteration of the uniform or other items including the logo is considered a trademark violation. Uniforms or other items including the logo may not be donated, loaned, or sold to anyone unaffiliated with the School of Nursing without written permission from the Associate Dean/Director of the School of Nursing. Please report lost, stolen, or misused uniforms or other items including the logo to the Associate Dean/Director of the School of Nursing.

Facilities may have additional dress code requirements that students must meet. Students will be held accountable to the most restrictive guidelines.

Faculty may dismiss students from the clinical area with a rating of unsatisfactory performance for the day when this policy is not followed.

Date of Origin: 4/91

Revised: 11/97, 4/98, 7/02, 6/03, 9/03, 7/07

Reviewed: 6/04, 8/05, 2/06, 8/08, 06/10, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

Additional Policies in this portion of the handbook are for all RN-to-BSN students in the School of Nursing

RN-TO-BSN CREDIT FOR PRIOR LEARNING General Statement

1. An RN-to-BSN undergraduate student will be given credit only for those courses in which s/he attains a grade of C or better.
2. Credit for prior learning for RN-to-BSN students:
 - a. RN-to-BSN students will receive credit for prior learning upon completion of NURN 3103, Concepts of Professional Nursing Science, the bridge course in the RN-to-BSN curriculum. Thirty-nine (39) semester credit hours will be awarded. **Rationale**
RN-to-BSN students are already licensed as professional nurses, and by passing the NCLEX Licensure Exam have demonstrated competency regarding the material covered in the courses for which they will be given credit.

April 18, 1988, October, 1995

Reviewed: 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

RN-TO-BSN CLINICAL COURSES

There are two clinical courses in the RN-to-BSN curriculum, NURN 4440 Community Health and NURN 4450 Design and Coordination of Care. In the third semester of the program, NURN 4450 requires you to have access to a “clinical environment”. Your work site (regardless of type) is a clinical environment. The program decides whether to allow students to engage in clinical practice experiences at their place of work. However, if students are permitted to engage in clinical practice experiences at their workplace, such experiences must provide the opportunity for students to integrate new knowledge into practice and the experiences must be appropriate to the expected student learning and program outcomes. Clinical experiences and learning activities are expected to be completed outside one's normal working hours

If you are NOT working as a Registered Nurse please contact the RN-to-BSN Coordinator as soon as possible as we will need to find you a preceptor to complete the clinical components of the course. If you live outside the Charlotte area and are NOT working, we will need to discuss the availability of preceptors in your area or you may need to travel to the Charlotte area to complete clinical requirements. If you do not notify the program of your status, or any change of status during the program, your progression in the program may be jeopardized or delayed. If you need to have a preceptor, students will be required to complete all mandatory education and compliance required by the agency, including and not limited to drug screening and criminal background check, blood borne pathogen training, immunization and health history forms, and individual agency policy education. Please see the [Clinical Agency Requirements](#) outlined at

Date of Origin: 6-8-15

Revised: 8/19

Reviewed: 8/16, 8/18

RN-TO-BSN PROGRESSION, RE-ENTRY, AND READMISSION POLICY

Criteria for Progression in the Major

1. Students must earn a grade of C (2.0) or higher in all courses beginning with the NURN prefix.
2. Failure to earn a grade of C (2.0) or higher in any course, with the NURN prefix will result in course failure.
3. Students will be required to repeat the failed nursing course prior to progressing in the program.
4. Students achieving less than a C (2.0) on more than one nursing course are no longer eligible to continue in the UNC Charlotte School of Nursing's RN to BSN program and will be advised to pursue other options both within and outside of the university.
5. Exceptions to continuation may be pursued through the University's Academic Petition process. Inquiry should be directed to the Associate Director for Undergraduate Programs.

Re-entry after Withdrawal or Failure

1. Students failing to achieve a C (2.0) in a course are required to meet with the Associate Director prior to repeating the course.
2. Re-entry is on a space available basis.

Priority for Re-entry of Students who Fail or Withdraw

1. First Priority: Those students who have been out of the program for the longest period of time (based on withdrawal date)
2. Second Priority: Highest nursing GPA based on all courses with NURN prefix
3. Third Priority: For two or more students having identical nursing GPAs, the student with the highest cumulative GPA for all courses required to meet graduation requirements for nursing at UNC Charlotte will receive priority.

Withdrawal

1. Withdrawals (grade of W or WE) from nursing courses will be issued to students wishing to withdraw from any or all courses in accordance with the University's [withdrawal policies and procedures](#).
2. Withdrawal from any course requires withdrawal from the corresponding co-requisite courses (if applicable).
3. Students may request to return to the program once, following withdrawal, with the understanding that re-entry is on a space available basis.
4. Students out of the program for more than 12 months, must reapply for admission to the University and to the RN-to-BSN program, through the competitive admission's process.

Academic Integrity

1. Issues associated with academic integrity violations will be addressed in accordance with University policy 407, [The Code of Student Conduct](#).

Violation of Ethics

The UNC Charlotte School of Nursing adheres to the American Nurses' Association Code of Ethics as its guiding framework for ethical practice. Students found to be in violation of one or more provisions of the [ANA Code of Ethics](#), will be ineligible to continue in the upper division major.

Unsafe Practice

The School of Nursing recognizes that making mistakes is a part of the learning process. However, we are also aware of nursing's responsibility to provide safe, timely, efficient, effective, equitable, patient-centered care (IOM, 2001).

On the occasion when a student has engaged in unsafe practice, faculty will evaluate the system for causative factors (Ross, 2013; Zieber & Williams, 2015; Armitage, 2009). the student will be advised by faculty and appropriate measures to remediate the behavior will be taken. However, repeated unsafe behaviors, will make the student ineligible to continue in the upper division major.

Date of Origin: 5/05

Revised: 10/05, 6/10, 8/16

Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19

MSN STUDENT HANDBOOK

Additional policies in this portion of the handbook are for all Graduate students in the School of Nursing.

Nurse Anesthesia Students are provided a Carolinas Healthcare System/UNC Charlotte Nurse Anesthesia Student Handbook. Students are responsible for policies in this handbook in addition to the policies provided by the College and School of Nursing.

DNP Students are provided an additional Handbook. Students are responsible for the policies in both.

MASTER OF SCIENCE IN NURSING PROGRAM OUTCOMES

1. Design & Coordination: Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice.
2. Illness & disease Management: Demonstrate competence in providing evidenced-based healthcare to diverse populations.
3. Leadership: Demonstrate leadership activities to influence health policy and/or improve the healthcare delivery system
4. Translation: Advance the discipline and practice of nursing through participation, interpretation and translation of research into practice
5. Ethics & Professionalism: Demonstrate continued professional and ethical development

MSN Program Outcomes

OUTCOMES						
CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	GRADUATE PROGRAM OUTCOME	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)
Leadership	<i>Socioeconomic organizations and processes designed to deliver services that promote, improve, and restore health prevent and treat disease, and promote quality of life. They are shaped by policies which help determine accessibility, accountability, and affordability.</i>	<ul style="list-style-type: none"> • Policy • Political process • Continuum of care • Healthcare economics & Finance • Global healthcare • Community and population-based systems 	<ul style="list-style-type: none"> • Students participate in a variety of didactic and clinical experiences that impart information and understanding about the structure and function of healthcare systems. • Students articulate the ethical and political dimensions of healthcare issues. 	<ul style="list-style-type: none"> • Demonstrates leadership activities to influence policy and/or improve the health care delivery system 	<ul style="list-style-type: none"> • Demonstrates ability to function in the health care system relevant to their specialized practice role. • Graduates effectively collaborate with other health and human service providers to optimize utilization of healthcare services. 	<ul style="list-style-type: none"> • Graduates remain employed in healthcare. • Graduates report having progressed to a position of greater responsibility or greater specialization. • Graduates report participating in organizational decision making or

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OUTCOMES						
CONCEPT	DEFINITION	RELATED CONTENT	ACTIVITIES	GRADUATE PROGRAM OUTCOME	OUTCOME EVALUATION (GRADUATION)	OUTCOME EVALUATION (3 YRS OUT)
Ethics	<i>Values, codes and principles that govern decisions in practice, conduct and relationships. The professional nurse working within healthcare systems upholds principles of social justice which promote fair and equal treatment and access to care.</i>	<ul style="list-style-type: none"> • Beneficence • Autonomy • Human dignity • Integrity • Social justice • Ethical frameworks and moral principles • Nursing Code of Ethics 	<ul style="list-style-type: none"> • Students participate as informed professionals in dialogues concerning ethical decision making. • Students maintain client confidentiality. • Students examine client access to care, barriers to treatment, and distribution of healthcare resources within a context of social justice. 	Demonstrate continued professional and ethical development	<ul style="list-style-type: none"> • Graduate is knowledgeable about Nursing Code of Ethics • Logs and projects show evidence of ethical practice. • Obtains IRB approval for projects 	<ul style="list-style-type: none"> • Graduates report they were adequately prepared to use ethical analysis and decision making

Professionalism	<p><i>The conduct and qualities related to membership in a profession, requiring specialized knowledge, intensive preparation, and identification with its values. Professionalism is characterized by adherence to technical and ethical standards, responsibility for one's professional development, and accountability for one's actions.</i></p>	<ul style="list-style-type: none"> • Accountability • Collaboration • Regulatory processes • Certification • Advanced Practice specialty roles • Advocacy regulations 	<ul style="list-style-type: none"> • Students use ANA: <i>Scope and Standards of Practice</i> and specialty standards • Students take responsibility for their own professional development • Students are responsible and accountable for their performance in clinical practice. Interdisciplinary collaboration 	<p>Demonstrate continued professional and ethical development</p> <p>Advance the discipline and practice of nursing through participation, interpretation and translation of research into practice</p>	<ul style="list-style-type: none"> • Graduates consistently perform in adherence to technical and professional/ethical standards. • Obtains and maintains certification in specialty area where regulated. 	<ul style="list-style-type: none"> • Graduates continue to be employed in the advanced practice role • Graduates maintain certification • Graduates report they participate in professional activities
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Design & Coordination of Care	<i>Using knowledge from nursing, physical and social sciences, establish a plan of care in conjunction with a client or population to meet health care needs.</i>	<ul style="list-style-type: none"> Evidence-based Leadership Resource utilization Planning process Assessment Diagnosis and management Specialty practice Outcomes accountability Collaboration Health promotion and disease management 	<ul style="list-style-type: none"> Students coordinate care in a variety of settings. Students integrate research and evidence based outcomes into professional practice. Clinical applications appropriate to specialty 	Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice	<ul style="list-style-type: none"> Clinical evaluations Papers Synthesis/capstone project 	<ul style="list-style-type: none"> Employer satisfaction surveys reflect employer satisfaction with graduates in design and coordination of care. Graduates report believing themselves to have been adequately prepared to provide advanced specialty nursing care.
Translation	<i>Proficiency in the utilization of research to serve as a basis for clinical and organizational decision making</i>	<ul style="list-style-type: none"> Inferential and Descriptive statistics Levels of evidence Data based decision making Research process and outcomes Standards 	<ul style="list-style-type: none"> Use computers and appropriate software for inquiry Use information systems for storage and retrieval of data Initiation of a line of inquiry Critique research 	Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice	<ul style="list-style-type: none"> Formal presentation of projects/research to professional audience 	<ul style="list-style-type: none"> Graduates report having submitted a poster or paper on clinical research Graduates report having made a presentation to a professional audience Graduates report being prepared to practice evidenced based care.
Illness and Disease Management	<i>Provision of specialized care to ill clients using advanced knowledge and skills.</i>	<ul style="list-style-type: none"> Advanced Pathophysiology Advanced Pharmacology Health Assessment and diagnostic reasoning 	<ul style="list-style-type: none"> Skilled interviewing Development of complete data base Perform basic lab tests Establish differential diagnoses Develop and implement effective plan of care Assess effectiveness 	Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice	<ul style="list-style-type: none"> Case studies Preceptorevaluation Papers and Logs 	<ul style="list-style-type: none"> Feels prepared to provide advanced specialty nursing care Evaluates effectiveness of nursing care Provides leadership improving nursing care Passes certification exams Employers report satisfaction with graduate ability to diagnose and manage diseases

Date of Origin: 5/03 Reviewed: 8/16, 8/19 Revised: 8/18

GRADING SCALE FOR GRADUATE COURSES

The following grading scale is used throughout the nursing courses that constitute the MSN and DNP programs*. In adherence with the Graduate School Policy, a grade of U (unsatisfactory) grade will result in suspension.

90% to 100%	A	
80% to 89.9%	B	
70% to 79.9%	C	
≤ 69.9%	U	Unsatisfactory

*Nurse Anesthesia Students: Please refer to the Nurse Anesthesia Student Handbook for grading policies.

MSN PROGRESSION POLICY

All students must meet Graduate School progression requirements maintaining an overall GPA of 3.0 and completion of MS degrees within 7 years of enrolling in the first course. There are additional progression requirements for MSN students enrolled in specific majors in the School of Nursing.

Nurse Anesthesia Students:

Please refer to the Nurse Anesthesia Student Handbook for progression policies.

Nurse Practitioner Students (FNP and AGACNP):

1. Successful completion of a minimum 600 hours of supervised clinical experience as a Nurse Practitioner student is required.
2. Students may receive no more than one “C” grade in any graduate course. The second “C” will result in suspension from the program.
3. In order to progress in the specialty, a minimum grade of “B” is required in the following courses:
 - a. NURS 6274 Advanced Human Pathophysiology (3)
 - b. NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
 - c. NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
 - d. NURS 6430 Advanced Health Assessment Practicum (1)
 - e. All required courses with a NUNP prefix.

Nurse Educator Students:

1. A total of 360 clinical hours is required to complete the program.
2. .
3. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses.

Community/Public Health Nursing Students:

1. A total of 360 clinical hours is required to complete the program.
2. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses.

Nurse Administrator Students:

1. A total of 180 clinical hours is required to complete the program.
2. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses..

From Graduate Catalog

Reviewed: 7/08, 7/09, 06/10, 7/11, 6/12, 7/13, 8/16, 8/18, 8/19

APPEAL PROCEDURE FOR PROGRESSION POLICY

Student progression in the program may be halted in a number of ways. Students may miss deadlines, perform unsatisfactorily in a course or courses, or a student may be suspended from clinical activities based on performance feedback from preceptors or course faculty. The following identifies appeal procedures for the following situations.

Missed dates and deadlines.

Students are held to add/drop and withdraw dates posted in the UNCC academic calendar. Students can petition for the Graduate School to consider exceptions using the Academic Petition process outlined online at the [Graduate School](#).

Suspension and Termination Appeals

Students who do not meet the Program or Graduate Schools progression policy of the GPA dropping below 3.0 or accruing Cs as outlined in graduate catalog program description will be suspended or terminated by the Graduate School. Students wishing to appeal suspension or termination decisions are to follow the process outlined by [the Graduate School](#).

Dismissal from Clinical or Courses

Students dismissed from clinical, courses, or the program for other reasons such as safety, behavioral, or ethical reasons outlined elsewhere in this handbook should follow the Academic Dismissal Policy in the general information section of this document. Students in the Nurse Anesthesia program will follow the procedure presented in the Nurse Anesthesia Handbook. Behaviors that are threatening to other students or faculty will be referred to the Dean of Student's Office and will be addressed in accordance with the Code of Student Conduct.

Academic Integrity

Students charged with violations of the UNCC Academic Integrity Code are to follow the procedures outlined by the University. Issues associated with academic integrity violations will be addressed in accordance with University Policy 407, [Code of Student Academic Integrity](#).

Date of Origin: 5/83

Reviewed: 5/00, 6/03, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 7/13

Revised: 11/86, 4/88, 5/90, 2/96, 7/02, 2/06, 7/08, 6/12, 8/14, 8/16, 8/18, 8/19

NURSE PRACTITIONER STUDENT CLINICAL DRESS POLICY

All Nurse Practitioner students are expected to show good professional judgment in personal attire and hygiene while at the clinical site. All clothing should be clean and in good repair. Business casual with a white lab coat is the standard of dress.

For female students, business casual means tailored slacks or skirts, tailored shirts, blouses or knit sweaters, or dresses. Stockings should be worn with skirts or dresses. For male students, business casual is defined as slacks and either a long-sleeved button-down shirt or a short-sleeved polo shirt.

Male students should wear socks with their slacks.

Other considerations include:

1. Pants or slacks must reach the ankle/top of shoe. (No Capri's)
2. Dresses or skirts must not be any higher than one inch above the knee and must cover the thighs when sitting.
3. Blouses, shirts, sweaters must not be tight-fitting.
4. Clothing should not expose the bare-midriff or display cleavage.
5. Undergarments should not be visible.
6. Shoes must have a solid top surface and be closed toe.
7. Denim clothing is not acceptable.
8. Use of jewelry and other accessories should be conservative. The following guidelines should be followed:
 - a. Earrings should not exceed 1 ½ inches diameter in size and should not extend more than 1 ½ inches below the edge of the ear.
 - b. Maximum of 3 rings total for both hands.
 - c. No jewelry that will dangle into the patient's care space—bracelets or necklaces.
 - d. Dental jewelry should not be worn while in the clinical setting.
9. Visible body piercing, other than earrings, is not allowed.
10. Tattoos should be covered or be smaller than 1" in diameter.
11. Personal hygiene is important as well. Please follow these recommendations:
 - a. Excessive use of cologne or perfumes should be avoided.
 - b. Student should not have any recognizable odor of tobacco while in the clinical setting.
 - c. Nails should be clean and neatly trimmed.
 - d. Nail colors should be neutral. No acrylic nails are allowed.

Created 4/2010

Reviewed: 6/12, 8/16, 8/18, 8/19

MSN NURSE ANESTHESIA STUDENT HANDBOOKS

In addition to the on-line handbooks provided by the College of Health and Human Services, and the School of Nursing, Nurse Anesthesia students are provided a Carolinas Healthcare System/UNC Charlotte Nurse Anesthesia Student Handbook. Students are responsible for policies in this handbook in addition to the policies provided by the university.

Date of Origin: 7/02

Reviewed: 6/03, 8/05, 4/06, 7/07, 7/08, 7/09, 06/10, 07/11, 6/12, 7/13, 8/16, 8/18, 8/19

MSN AND CERTIFICATE GRADUATION INFORMATION

DegreeWorks: The UNC Charlotte School of Nursing uses DegreeWorks to assist students in monitoring progress towards degree completion. While not a substitution for consultation with a professional academic advisor, DegreeWorks does provide a visual, web-based platform to track program progress.

Students may access DegreeWorks through their MY UNC CHARLOTTE page.

Graduation Information: Before any graduate student can receive his/her degree, they must completed an Application for Degree and/or Certificate. The Application must be completed online via the Graduate Schools website. Students who have added a certificate to their MSN program must graduate with both at the same time. Graduates cannot walk in the UNCC Commencement Ceremony until they have completed all program requirements. Therefore students graduating in the summer are eligible to walk in the Fall Commencement Ceremony in December,

Graduation announcements may be ordered through the campus bookstore. Caps, gowns, and hoods may either be rented or purchased through the campus bookstore.

Updated from Graduate School 8/08, 07/09

Reviewed: 06/10, 07/11, 6/12, 7/13, 8/14, 8/16, 8/18, 8/19