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About this Handbook

The purpose of this student handbook is to assist you in understanding the policies, procedures, and general information specific to your academic program within the May School of Nursing and Health Sciences at Lees McRae College. The information in this guide is a supplement to, not a substitute for, information published in the Lees-McRae Student Handbook and Lees McRae Catalog.

Successful matriculation and graduation from an academic program requires adherence to all policies, procedures, and regulations as stipulated by both the May School of Nursing and Health Sciences and the College. If you have any questions regarding requirements or policies, do not hesitate to refer them to your academic advisor, program director, or the dean of the school.

This handbook and its contents are reviewed yearly for revisions and updates.

PART I – College and Nursing Program

College and Nursing Program Heritage

In the summer of 1895, Concord Presbyterian sent Edgar Tufts, a young student from Union Theological Seminary in Virginia, to organize a church in this small community. After becoming ordained, the Reverend Edgar Tufts returned as pastor of the church and remained to serve the community until his death in 1923. In the winter of 1899, Mr. Tufts took some of the young people of the neighborhood into his study for further instruction. This small group, called the Class of 1900, marks the beginning of Lees-McRae College. The school was chartered by the state in 1907 as the Lees-McRae Institute. Lees-McRae Institute became Lees-McRae College in 1931. In 1987, the Board of Trustees of Lees-McRae College voted to seek senior college status. In June of 1990, the Commission on Colleges of the Southern Association of Colleges and Schools granted Lees-McRae College status as a senior (four-year) college.

In 1927, a nursing training school opened within Grace Memorial Hospital located on the Lees-McRae College campus. The college provided some components of the nursing curriculum. The nursing school provided training and employment opportunities for young people as well as giving the hospital a source of help. The school opened with a three-year program for training registered nurses and a one-year course for midwives. The three-year school for nurses lasted until 1952, when a licensed practical nurse program began. This one-year program lasted until the early sixties when it was placed in the curriculum of local technical schools.

The Lees-McRae College RN to BSN Completion Program began in the year 2000 when the combined administration of Lees-McRae College and Mayland Community College, Spruce Pine, North Carolina, formed a new partnership in Nursing Education to facilitate the acquisition of a Bachelor of Science in Nursing Degree (BSN) in the rural mountains of North Carolina. The combined administration of Lees-McRae College and Mayland Community College provided an opportunity for students to obtain a higher level of nursing education using the resources of both institutions. The first cohort began August 2000. The program obtained Commission on Collegiate Nursing Education (CCNE) accreditation in 2002.

In the fall of 2014, the May School of Nursing and Health Sciences was established at Lees McRae College. The RN to BSN program was transitioned to an online delivery system and we received approval to begin a new prelicensure program by the North Carolina Board of Nursing. The first class of prelicensure nursing students entered in the fall of 2015.
Mission of Lees-McRae College
Lees-McRae College educates and inspires students to approach life and work from a creative, collaborative, and critical perspective in preparation for diverse careers and environments.

Vision, Purpose, Mission, and Goals of the May School of Nursing

Vision
The Lees-McRae Department of Nursing will continually strive to provide a holistic, scholarly, technology-driven, student centered curriculum that engages and benefits the community and global society.

Purpose
The Lees-McRae Department of Nursing values a holistic, evidence-based approach to advancing the art and science of nursing. These values are pursued through foundational knowledge, cooperative and experiential learning, global and community engagement, scholarship, and personal and professional development.

Mission
Inspired by the mission, vision, and strategic goals of our college, we are dedicated to preparing holistic, professional nurses who promote excellence in care and life-long learning. As the next generation of nursing leaders, our students will discover, disseminate, and apply evidence-based knowledge to facilitate the health and well-being of those in our local, regional, and global communities. Our graduates will be prepared to be critical, creative, and collaborative decision makers in diverse healthcare environments.

Goals
The goals of the Baccalaureate Nursing Program are to:

1. Deliver exceptional academic programs
   a) Recruit high-quality students, including students from under-represented groups
   b) Promote student engagement and success through personalized advising, mentoring and career guidance with special focus on retention
   c) Support innovative teaching methods to engage students and reward excellence
   d) Continuous quality improvement of the curriculum to meet the demands of practice
   e) Provide the foundation for graduate education

2. Incorporate the collaborative core of foundational knowledge into the nursing curriculum
   a) Continue to facilitate excellence in oral and written communication
   b) Integrate knowledge from the arts, humanities, social and natural sciences into the nursing curriculum
   c) Enhance the core curriculum based on trended data and outcomes

3. Foster an environment of cooperative and experiential learning
   a) Prepare students to deliver high-quality, safe, evidence-based, patient centered care
   b) Provide students with high-impact, high-quality, interdisciplinary collaborative clinical experiences
   c) Integrate informatics and leadership throughout the curriculum
   d) Work with collaborative disciplines in the delivery of professional care

4. Provide global and community engagement opportunities
   a) Facilitate student involvement with health promotion and maintenance and initiatives
   b) Explore international health delivery opportunities
   c) Participate in patient and community educational outreach programs locally, regionally, and nationally
d) Instill service learning opportunities into the nursing curriculum
e) Mentor students to be socially responsible, culturally aware advocates

5. Enhance scholarship activities
   a) Improve financial assistance for students
   b) Participate in evidence-based, interdisciplinary research
   c) Form regional healthcare partnerships
   d) Promote and provide continuing education opportunities to local healthcare providers

6. Support personal and professional development
   a) Instill an appreciation for life-long learning, scholarship, and service that promotes personal and professional growth
   b) Provide a curriculum that fosters leadership, professionalism, and ethics
   c) Engage with our healthcare partners in the evaluation of quality improvement initiatives that promote the delivery of safe and effective care
   d) Provide students the opportunity to understand the impact of healthcare law, economics, and policy
   e) Offer continuing education opportunities locally, regionally, and nationally

Program Outcomes
The outcomes for the Bachelor of Science in Nursing (BSN) degree program are as follows:

1. Provides culturally sensitive care that is based on patients’ physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.
2. Delivers patient care in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient outcomes.
3. Incorporate current knowledge from research and other credible source, upon which clinical judgment and patient care is based.
4. Develop and implement plans to improve health care services to better meet the needs of patients.
5. Promote quality care and maintain secure environments for patients, self, and others.
6. Utilize information technology to support clinical decision-making and scientifically based nursing practice.
7. Provide health-related education to patients that will facilitate their acquisition of new knowledge and skills, adopt new behaviors, and modify attitudes.
8. Demonstrates accountable and responsible behavior that incorporates legal and ethical principles, and complies with the standards of nursing practice. Integrates leadership skills that directs and influences others in the provision of individualize, safe, and quality patient care.
9. Integrates leadership skills that directs and influences others in the provision of individualized, safe, patient care.
10. Delivers health care within interrelated microsystems that exist in the larger system or organization.

Philosophy
The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the profession of nursing and the education of our students. The conceptual and organizing frameworks as well as the goals of the program are built upon this philosophy. In addition, the philosophy reflects the faculty’s beliefs about the teaching-learning process, nursing education, and the role of the baccalaureate prepared nurse.
The philosophy of the faculty at the School of Nursing is a statement of the beliefs and values they hold about the profession of nursing and the education of our students. The conceptual and organizing frameworks as well as the goals of the program are built upon this philosophy. In addition, the philosophy reflects the faculty’s beliefs about the teaching-learning process, nursing education, and the role of the baccalaureate prepared nurse.

We, as a community of educators and scholars believe that foundational knowledge, cooperative and experiential learning, global and community engagement, scholarship, and personal and professional development is the key to recognizing and addressing the healthcare needs of a global society. The profession of nursing has the opportunity to not just manage disease, but to be part of the healing system. Nursing is comprised of a unique body of knowledge that is integral in every aspect of delivery. We are continually discovering, developing, and refining this knowledge.

Nursing is comprised of a unique body of knowledge that is integral in every aspect of delivery. We are continually discovering, developing, and refining this knowledge.

Philosophical Core

**Person:** We believe human beings are unique individuals defined by their experiences. Each has biological, physiological, psychological, social, spiritual, and cultural needs. Throughout the lifespan, individuals encounter phenomena that have an impact on their development, health, and wellness.

**Health:** We believe health is a state of being influenced by internal and external sources. It is dynamic throughout the lifespan and can range from optimal wellness to critical illness, including end of life. The human experience of health and wholeness is influenced through the interaction of person and environment and adjustments are made to maintain stability and integrity.

**Nursing:** We believe holistic nursing integrates the profession in respecting and advocating for an individual’s beliefs, subjective experiences, and perception about health and values. Nurses draw on their knowledge of theory, research, expertise, intuition, creativity, and their ability to use clinical judgment and collaboration to impact this dynamic process. Nursing is committed to the promotion of holistic health of individuals, families, groups, communities and populations and we encourage health through health promotion, disease prevention, education, and advocacy.

**Teaching/Learning:** We believe this is a dynamic, mutually respectful process between students, faculty, peers, and mentors facilitated through positive, experiential encounters. We recognize individual needs and learning styles and believe that cognitive, affective, and psychomotor domains must be leveraged in order to promote an environment of learning and acceptance.

**Environment:** Nursing is a culmination of the art and science of caring. The focus is on creating an environment that facilitates healing and forges personal relationships. All internal and external experiences have an impact on individuals. Nursing provides a holistic environment that influences development, health, and wellness across the lifespan.
Organizing Framework and Guiding Principles

We as a faculty believes that there are five fundamental components to providing a holistic, diverse educational experience for our students (see Figure 1). These core concepts allow us to organize our approach and engage students, faculty, staff, and the community in a collaborative approach to healthcare.

**Foundational Knowledge:** We believe that all students should be prepared for practice with a robust foundational education, which includes competencies in written/oral communication, quantitative literacy, lifetime wellness, creative/fine arts, history, literature, natural science, religious studies, social sciences, and an interdisciplinary, collaborative core. Students must be prepared at a professional level that integrates knowledge across disciplines in order to engage in holistic, safe, evidence-based practice. In addition, this curriculum will prepare students for life-long professionalism, leadership, learning and graduate level education.

**Cooperative and Experiential Learning:** We believe that a cooperative, interdisciplinary approach to nursing education will prepare our students for success in a diverse healthcare delivery system. We are committed to setting a standard of educating in a holistic, patient-centered care model which predicates itself on respect, professionalism, engagement, and interdisciplinary collaboration. At the core of this model are principles of the nursing process, safety, quality improvement, evidence-based practice, caring, clinical judgment, psychological integrity, and physiological integrity. We believe that we must provide engaging environments for students to learn, create, and succeed. This will include open inquiry, interdisciplinary collaboration, experiential learning, mentoring, acceptance, and awareness. We will utilize high-impact, high quality, clinical experiences with integrative informatics to support their learning needs at multiple levels.

**Global and Community Engagement:** We believe that nursing care is provided in highly diverse environments and that we must be accessible to local, regional, national, and global communities. We are committed to the principles of health promotion and maintenance to ensure that those that we engage with will have the information and tools necessary to make informed decisions about their healthcare. Our students will engage in providing care and patient education in diverse environments through service learning and high-impact, collaborative clinical experiences. We also believe that students should be exposed and participate in national and global initiatives to increase their competencies in social responsibility, professionalism, advocacy, leadership, and cultural awareness and diversity.

**Scholarship:** We believe in in both the science and art of nursing. Our curriculum will promote critical thinking and critical judgment based on the principles of evidence-based practice, systems-based practice, and quality improvement. Students and faculty will be encouraged to develop their knowledge utilizing methods of inquiry and interdisciplinary and collaborative research. Faculty is encouraged to use teaching methods representing the needs of the students, and the professionalism of nursing. We, as a faculty, also are committed to ensuring subsidized educational opportunities for nursing professionals and students needing to further their education and commitment to life-long learning by developing strong regional healthcare partnerships and scholarship opportunities.
Figure 1. Organizing Framework

Personal and Professional Development: We believe in a continuous cycle of personal and professional development and are committed to providing an environment of continuous quality improvement in the profession. The May School of Nursing and Health Sciences will be at the center of providing continuing education, leadership, and interdisciplinary collaboration. We will promote professionalism through engagement in quality improvement and research focused on the principles of safety, care coordination, communication, law, ethics, policy, economics, informatics, systems-based practice, and teaching/learning.
Program Leveled Outcomes

Conceptual Operational Definitions

**Patient-Centered Care:** The provision of caring and compassionate, culturally sensitive care that is based on a patient’s physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values. Patients are defined as individuals and families.

**Interdisciplinary Collaboration:** The delivery of patient care, in partnership with multidisciplinary members of the health care team, to achieve continuity of care and positive patient outcomes.

**Evidence-Based Practice:** The use of current knowledge from research and other credible sources, upon which clinical judgment and patient care are based.

**Quality Improvement:** The study of care related and organizational processes with the goal of developing and implementing a plan to improve health care services and better meet the needs of patients.

**Safety:** The minimization of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for patients, self, and others.

**Informatics:** The use of information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.

**Patient Education:** The provision of health-related education to patients that will facilitate their acquisition of new knowledge and skills, adoption of new behaviors, and modification of attitudes.

**Professionalism:** The accountable and responsible behavior of the nurse that incorporates legal and ethical principles and complies with standards of nursing practice.

**Leadership:** The process by which nurses use a set of skills that directs and influences others in the provision of individualized, safe, quality patient care. Leadership activities include delegation and supervision.

**Systems-Based Practice:** The delivery of healthcare within interrelated microsystems that exist in a larger system or organization referred to as a macrosystem.

Student Leveled Outcomes

The Student Outcomes are arranged to reflect a coordinated approach. We have ten measurable outcomes that in the RN-BSN program are each leveled into intermediate and advanced competencies. In addition, each outcome is associated with the guiding BSN Essential(s). This approach is designed to help us quantitatively measure student success throughout the curriculum and set-forth a robust quality improvement cycle for the curriculum.

The RN-BSN program is a completion program and focuses on the BSN Essentials Program Outcome Level 2 and Level 3 (see Figure 2).
<table>
<thead>
<tr>
<th>Concept</th>
<th>Level 2 Outcome</th>
<th>Level 3 Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Centered Care</td>
<td>Practice nursing that is patient-centered, caring, culturally sensitive and based on the physiological, psychosocial, and spiritual needs of individuals and families.</td>
<td>Integrate nursing that is patient-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of individuals, families, communities and populations.</td>
</tr>
<tr>
<td>Interdisciplinary Collaboration</td>
<td>Collaborate with members of the interdisciplinary health care team to promote continuity of care, quality, safety, communication, and achievement of outcomes across health care environments.</td>
<td>Select members of the interdisciplinary health care team to promote continuity of care, quality, safety, communication, and achievement of outcomes across health care environments.</td>
</tr>
<tr>
<td>Evidence-Based Practice</td>
<td>Use best current evidence, expert opinion, and clinical expertise as a basis for evidence based nursing practice, clinical decision-making, and judgment.</td>
<td>Synthesize best current evidence, expert opinion, and clinical expertise into evidence based nursing practice, clinical decision-making, and judgment.</td>
</tr>
<tr>
<td>Quality Improvement</td>
<td>Participate in the implementation of quality improvement strategies at the organizational level to improve patient care and risk management.</td>
<td>Promote the development and implementation of quality improvement strategies to advance health care services.</td>
</tr>
<tr>
<td>Safety</td>
<td>Provide a safe environment for patients, self, and others.</td>
<td>Promote the development and implementation of quality improvement strategies to advance health care services.</td>
</tr>
<tr>
<td>Informatics</td>
<td>Use information technology in the provision of patient care.</td>
<td>Integrate information technology into the provision of patient care.</td>
</tr>
<tr>
<td>Patient Education</td>
<td>Provide health-related education to patients and families that will facilitate acquisition and reinforcement of knowledge and skills to restore health and promote optimal wellness.</td>
<td>Develop and implement health-related education to patients, families, communities, and populations that facilitate acquisition and reinforcement of knowledge and skills to restore health and promote optimal wellness.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Practice nursing in a professional, ethical, and legal manner.</td>
<td>Practice, advocate for, and value nursing in a professional, ethical, and legal manner.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Use leadership skills in the management and coordination of safe, quality patient care.</td>
<td>Integrate leadership skills in the management and coordination of safe, quality patient care.</td>
</tr>
<tr>
<td>System-Based Practice</td>
<td>Analyze the interrelationship of microsystems within a healthcare-related macrosystem and its impact on patient care.</td>
<td>Evaluate the interrelationship of microsystems within a healthcare-related macrosystem and its impact on patient care.</td>
</tr>
</tbody>
</table>

*Figure 2. Program Concepts and Student Outcomes*
Program Governance

May School of Nursing and Health Sciences Organizational Structure

Within the May School of Nursing, the academic organization of the Nursing Program in the Division of Nursing recognizes that the chief academic is the Dean, May School of Nursing and Health Sciences. The Assistant Dean of the May School of Nursing and Health Sciences, and Directors of the RN-BSN, Pre-Licensure, and Hart Simulation Center report to the Dean, May School of Nursing and Health Sciences. Full-Time faculty and Adjunct Faculty report to the respective program directors (see Figure 3).

Figure 3. MSONHS Organizational Structure

Community Advisory Board

Mission Statement

The May School of Nursing and Health Sciences Community Advisory Board (CAB) works to build a strong foundation of support for the school by fostering communication, collaboration, and partnerships with the local and regional community at large. Members of the CAB guide and assist the Dean of Nursing and Health Sciences as well Program Director’s ongoing work to deliver the highest quality educational experience. The CAB collaborates with the school to facilitate its movement to higher levels of excellence, innovation, and prominence. The CAB is composed of respected community and healthcare leaders with professional and voluntary links to Lees-McRae College. In addition, interdisciplinary members of the faculty, current students, and alumni will be represented.

Function

The CAB role is purely advisory. The board does not have administrative, management, personnel, or budgetary authority or responsibility, or create policy for the May School of Nursing and Health Sciences. The sole function is to provide support and guidance for the May School of Nursing and Health Sciences at Lees-McRae College. The CAB will assist and provide insight into employment trends, continuing education, and development, evaluation of program effectiveness, program advocacy and promotion, and support.
Guiding Principles

The activity of the May School of Nursing and Health Sciences Community Advisory Board is guided by the following principles:

- Delivery of exceptional academic programs
- Incorporate the collaborative core of foundational knowledge into the curricula
- Foster an environment of cooperative and experiential learning
- Provide global and community engagement opportunities
- Enhance scholarship activities
- Support personal and professional development

Goals

The May School of Nursing and Health Sciences Community Advisory Board:

- Offers recommendations in the development of short and long-term strategies
- Offers recommendations regarding existing and future curricula
- Assists with public relations
- Works together with the May School of Nursing and Health Sciences to build a strong foundation of support and communication between the community at large and the school
- Identifies opportunities to support the school

Membership

The membership of the CAB is representative of the community and employment market served by the May School of Nursing and Health Sciences. Members may have recommendations regarding operationalizing the School’s mission, vision, and goals.

Members may include but not limited to:

- Representatives of clinical facilities who provide clinical training sites and other educational services to the school
- Prospective employers or graduates who have a vested interest in the quality of graduates and the nature of the educational experience
- Individuals who understand the unique mission and vision of the May School of Nursing and Health Sciences
- Representatives of organization(s) charged with professional and/or legal oversight of programs within the May School of Nursing and Health Sciences
- Current students or alumni

The CAB shall consist of a Chair and approximately 12 members who shall serve at the discretion of the Dean of Nursing and Health Sciences. All members serve an initial two-year term, and thereafter membership may be renewed for an additional two-years. The CAB Chair shall serve a two-year term following election by the Committee Members.
Role of the Community Advisory Board Member

- Understands the mission, vision, and goals of all the academic programs of the May School of Nursing and Health Sciences and provides input on strategic goals and directives
- Promotes the College and School, supporting the core values pertaining to the education and services
- Serves as an ambassador for the School in the community, seeking to involve others
- Assists in identifying philanthropic resources
- Assists in the identification and recruitment of new CAB members
- Attends CAB meetings and is actively involved in subcommittees as needed

Role of the Committee Chair

- Meets with the Dean of Nursing and Health Sciences and/or Program Directors to review strategies to meet goals and objectives
- Convenes meetings of the full CAB
- Serves as the spokesperson of the CAB through school, college, and public communication

Faculty Governance

Faculty exercises their right to govern themselves in accordance with the structure outlined within the Faculty Handbook. Committees within the May School of Nursing and Health Sciences are open to all members of the faculty for participation including adjunct members.

Student Governance and Organizations

The May School of Nursing and Health Sciences offer many opportunities to get involved. The School values student input in determining the curriculum, evaluation, and direction of the school. In addition, student representatives serve on campus-wide committees and assist with developing policy and experiences for students.

Students in the May School of Nursing and Health Sciences can also meet with faculty or the Dean to address concerns/recommendations to improve the learning experience.

Each discipline (Nursing, EMSM, Health and Wellness Science) within the May School of Nursing and Health Sciences will have an elected President, Vice-President, Secretary who will have representation on the Community Advisory Board, Student Advisory and Ambassador Committee.

Student Advisory and Ambassador Committee

The Dean of Nursing and Health Sciences will hold monthly forum meetings with all students within the May School of Nursing and Health Sciences interested in sharing their experiences and working collaboratively to offer input on the student experience. In addition, this committee will also utilize current students to provide leadership, and assist with recruitment efforts within the May School of Nursing and Health Sciences. Please contact Dr. Laura Fero if you are interested at ferol@lmc.edu
Student Nursing Association
(See Organization for Bylaws and Code of Conduct)
The Mission of the Lees-McRae Student Nurses Association (SNA) is to:

Bring together students preparing for initial licensure as registered nurses, current registered nurses in the RN-BSN program, as well as those enrolled in pre-nursing courses at Lees-McRae College. We will strive to promote the development of skills needed to become responsible and competent members of the nursing profession. To this end, we shall work to develop student nurses who are prepared to lead the profession in the future.

The Lees-McRae Student Nurses’ Association (LMSNA), works to convey the standards, ethics and skills that students need as responsible leaders of the nursing profession. LMSNA will strive to promote leadership and career development through recruitment efforts, membership meetings, educational opportunities, and participation in community activities. For more information, contact Chapter President Maria Gonzalez-Perez mg0183447@lmc.edu
PART II – NURSING PROGRAM

RN-BSN Curriculum

The RN-BSN program is designed for students to complete all course work and graduate with a baccalaureate in nursing within two years (see Figure 3). Academic years can start in the Fall semester or Spring semester. Students must have 120 credits to graduate, including equitable transfer courses from other academic institutions, including community colleges. Each semester will be comprised of two (2) eight week sessions; learners will be registered to take two (2) nursing or non-nursing courses in each session. **Students must complete the full program within five (5) years or students must re-start the program with the junior first semester courses.**

### RN-BSN Completion Program Curriculum

**Effective August 2017**

<table>
<thead>
<tr>
<th>Incoming Juniors</th>
<th>1st session</th>
<th>2nd session</th>
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<tbody>
<tr>
<td>HIS 210 History of the Southern Appalachian</td>
<td>CHM 200 Biochemistry</td>
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<tr>
<td>NUR305 Prof and Academic Success</td>
<td>NUR330E Gerontological Nursing</td>
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<tr>
<th>Juniors Second Semester</th>
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<tbody>
<tr>
<td>PSY230 Ind/Organizational Psychology</td>
<td>SOC251 Social Problems</td>
<td></td>
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<tr>
<td>NUR309 Statistics for Critical Decision Making</td>
<td>NUR352E EBP and Nursing Research</td>
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<thead>
<tr>
<th>Entry Seniors</th>
<th>1st session</th>
<th>2nd session</th>
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<tbody>
<tr>
<td>ART250 Arts and Life</td>
<td>NUR342E Nursing Inquiry, Informatics &amp; Technology</td>
<td></td>
</tr>
<tr>
<td>NUR406E Community and Pop-Centered Care</td>
<td>NUR401E Leadership and Management</td>
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<tr>
<th>Seniors Second Semester</th>
<th>1st session</th>
<th>2nd session</th>
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<tbody>
<tr>
<td>NUR324 Advanced Assessment and Health Promo</td>
<td>NUR441 Contemporary Issues in Nursing</td>
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<tr>
<td>NUR460 Professional Nurse Capstone I</td>
<td>NUR461 Professional Nurse Capstone II</td>
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*Figure 4. RN-BSN Curriculum 2017-18*
PART III - DOCUMENTS OF THE PROFESSION
The Essentials of Baccalaureate Education for Profession Nurse Practice (AACN, 2008)
The American Association of Colleges Nursing Essentials document serves to transform baccalaureate-nursing education by providing the curricular elements and framework for building the baccalaureate-nursing curriculum for the 21st century. These Essentials address the key stakeholders’ recommendations and landmark documents such as the IOM’s recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient centered care, inter-professional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment.
Essentials II delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist-nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice
Professional nursing practice is grounded in the translation of current evidence into one’s practice.

Essential IV: Information Management and Application of Patient Care Technology
Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments
Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health
Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice
The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

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

Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice-focused outcomes and integrates the delineated knowledge and skills into the graduate’s professional nursing practice. Clinical learning focuses on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team. (American Association of Colleges of Nursing, 2008, pp. 3-4)


State of North Carolina Nursing Practice Act

AN ACT TO REGULATE THE PRACTICE OF NURSING.

The General Assembly of North Carolina enacts:

Section 1. Article 9 of Chapter 90 of the General Statutes is hereby rewritten as follows:
ARTICLE 9A.

Nursing Practice Act.

§ 90-171.19. Legislative findings. — The General Assembly of North Carolina finds that mandatory licensure of all who engage in the practice of nursing is necessary to ensure minimum standards of competency and to provide the public safe nursing care. § 90-171.20. Definitions. — As used in this Article, unless the context requires otherwise:
(1) 'Board' means the North Carolina Board of Nursing.
(2) ‘Health care provider’ means any licensed health care professional and any agent or employee of any health care institution, health care insurer, health care professional school, or a member of any allied health profession. For purposes of this Article, a person enrolled in a program that prepares the person to be a licensed health care professional or an allied health professional shall be deemed a health care provider.

(3) ‘License’ means a permit issued by the Board to practice nursing as a registered nurse or as a licensed practical nurse, including a renewal thereof.

(4) ‘Nursing’ is a dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention and management of illness, injury, disability or the achievement of a dignified death. It is ministering to, assisting, and sustained, vigilant, and continuous care of those acutely or chronically ill; supervising patients during convalescence and rehabilitation; the supportive and restorative care given to maintain the optimum health level of individuals, groups, and communities; the supervision, teaching, and evaluation of those who perform or are preparing to perform these functions; and the administration of nursing programs and nursing services.

(5) ‘Nursing program’ means any educational program in North Carolina offering to prepare persons to meet the educational requirements for licensure under this Article.

(6) ‘Person’ means an individual, corporation, partnership, association, unit of government, or other legal entity.

(7) The “practice of nursing by a registered nurse” consists of the following ten components:

   a. Assessing the patient's physical and mental health including the patient's reaction to illnesses and treatment regimens.

   b. Recording and reporting the results of the nursing assessment.

   c. Planning, initiating, delivering, and evaluating appropriate nursing acts.

   d. Teaching, assigning, delegating to or supervising other personnel in implementing the treatment regimen.

   e. Collaborating with other health care providers in determining the appropriate health care for a patient but, subject to the provisions of G.S. 90-18.2, not prescribing a medical treatment regimen or making a medical diagnosis, except under supervision of a licensed physician.

   f. Implementing the treatment and pharmaceutical regimen prescribed by any person authorized by State law to prescribe the regimen.

   g. Providing teaching and counseling about the patient's health.

   h. Reporting and recording the plan for care, nursing care given, and the patient's response to that care.
i. Supervising, teaching, and evaluating those who perform or are preparing to perform nursing functions and administering nursing programs and nursing services.

j. Providing for the maintenance of safe and effective nursing care, whether rendered directly or indirectly.


Qualities of a Profession
A profession utilizes in its practice a well-defined and well-organized body of knowledge that is intellectual in nature and describes its phenomena of concern.

1. A profession constantly enlarges the body of knowledge it uses and subsequently imposes on its members the lifelong obligation to remain current in order to do no harm.

2. A profession entrusts the education of its practitioners to institutions of higher education.

3. A professional applies its body of knowledge in practical services that are vital to human welfare, and especially suited to the tradition of seasoned practitioners shaping the skills of newcomers to the role.

4. A profession functions autonomously (with authority) in the formulation of professional policy in the monitoring of its practice and practitioners.

5. A profession is guided by a Code of Ethics that regulates the relationship between professional and client.

6. A profession is distinguished by the presence of a specific culture, norms, and values that are common among its members.

7. A profession has a clear standard of educational preparation for entry into practice.

8. A profession attracts individuals of intellectual and personal qualities who exalt service above personal gain and who recognize their chosen occupation as a life’s work.

9. A professional strives to compensate its practitioners by providing freedom of action, opportunity for continuous professional growth, and economic security.


American Nurses Association Code of Ethics for Nurses
Provision 1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

1.1 Respect for human dignity
1.2 Relationships to patients
1.3 The nature of health problems
1.4 The right to self-determination
1.5 Relationships with colleagues and others
Provision 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

2.1 Primacy of the patient's interests
2.2 Conflict of interest for nurses
2.3 Collaboration
2.4 Professional boundaries

Provision 3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient. 3.1 Privacy

3.2 Confidentiality
3.3 Protection of participants in research
3.4 Standards and review mechanisms
3.5 Acting on questionable practice
3.6 Addressing impaired practice

Provision 4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

4.1 Acceptance of accountability and responsibility
4.2 Accountability for nursing judgment and action
4.3 Responsibility for nursing judgment and action
4.4 Delegation of nursing activities

Provision 5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

5.1 Moral self-respect
5.2 Professional growth and maintenance of competence
5.3 Wholeness of character
5.4 Preservation of integrity

Provision 6. The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

6.1 Influence of the environment on moral virtues and values
6.2 Influence of the environment on ethical obligations
6.3 Responsibility for the health care environment

Provision 7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

7.1 Advancing the profession through active involvement in nursing and in health care policy
7.2 Advancing the profession by developing, maintaining, and implementing professional standards in clinical, administrative, and educational practice
7.3 Advancing the profession through knowledge development dissemination and application to practice
Provision 8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

8.1 Health needs and concerns
8.2 Responsibilities to the public

Provision 9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

9.1 Assertion of values
9.2 The profession carries out its collective responsibility through professional associations
9.3 Intra-professional integrity
9.4 Social reform


Nurses Rights

1. Nurses have the right to practice in a manner that fulfills their obligations to society and to those who receive nursing care.
2. Nurses have the right to practice in environments that allow them to act in accordance with professional standards and legally authorized scopes of practice.
3. Nurses have the right to a work environment that supports and facilitates ethical practice, in accordance with the *Code of Ethics for Nurses with Interpretive Statements*.
4. Nurses have the right to freely and openly advocate for themselves and their patients, without fear of retribution.
5. Nurses have the right to fair compensation for their work, consistent with their educational preparation, knowledge, experience and professional responsibilities.
6. Nurses have the right to a work environment that is safe for themselves and their patients.
7. Nurses in all practice settings have the right to negotiate, either as individuals or collectively, the conditions of their employment.

PART IV - PROGRAM POLICIES

Lees-McRae Academic Policies

College academic policies are located in the Lees-McRae College Catalog. Catalogs can be accessed online via [http://www.lmc.edu/academics/academic-resources/index.htm](http://www.lmc.edu/academics/academic-resources/index.htm) and the Lees-McRae Online Catalog [http://www.lmc.edu/online-learning/resources.htm](http://www.lmc.edu/online-learning/resources.htm). The LMC College Catalog has policies for the entire college including online programs.

Student Orientation Website

All incoming students are required to complete the RN-BSN Program Student Orientation to the baccalaureate program. Students must upload certificates of completion for various modules found in the Orientation website in the NUR201 course so it is imperative that students complete this Orientation course. An email will be sent to the student’s LMC email informing her/him of access to the LM_NUR-101-OR Sakai site to complete the orientation modules.

Returning students will find required Attestation forms and updated Student Handbooks on this site.

Learner Expectations

As a student at Lees-McRae College, you are part of a community that embraces scholarship and love of learning. Within your online environment, you have the opportunity to broaden your awareness of different applications of nursing through dialogue with faculty and other students. While the faculty in the RN-BSN Program is here to facilitate your experience, each student has a responsibility to participate in their baccalaureate journey. In order to make the most of each course, learners are expected to:

- Read and familiarize yourself with the syllabus for each class
- Mark down on a calendar due dates for assignments and discussion questions. Determine your time management skills so assignments and discussion questions are submitted on the due date
- Keep up with assigned readings in the course
- Ask your instructor for clarification about course materials, assignments, or course expectations
- Analyze readings and other thoughtful interpretations of the subject matter
- Actively participate in discussion questions. “Atta boy” (good job!) comments are not considered substantial replies to fellow student posts. Create discussion posts and responses that contribute and add quality to the discussion
- Write your initial discussion posts in a Word document and then copy and paste into the Sakai conversation box.
- Be respectful of diverse backgrounds and refrain from inappropriate comments in course room discussions and personal interactions.
- Use scholarly literature to support statements.
- Use scholarly discourse to drive conversations.
Netiquette
Without the ability to see body language and hear voice modulation, online discussions can easily be misinterpreted. Etiquette guidelines for online communication is known as Netiquette. Netiquette guidelines assist writers to prevent miscommunication within the classroom.

- Begin your message with the name of the student you are addressing and end with your name.
- Start the body of your message with a positive remark about their post. (e.g. Sally, I enjoyed reading your post as I learned more about CAUTIs).
- Do not use sarcasm in your post or responses
- Do not use all CAPS as that is understood as “screaming”
- Do use emoticons to help your reader identify the emotional or intensifier intent behind your message 😊
- Do use appropriate language: Avoid course or rude language. Use proper grammar, sentence structure, and spelling.
- Use common acronyms (LOL!) to help convey meaning.

Learner Code of Conduct
For many students, the RN-BSN program is their first time learning in an online environment. Just as in traditional, seated classes, the online classroom has expected behaviors in order to ensure a respectful and safe environment for every student.

- Be open to constructive feedback from instructors and students. Use the opportunity where others are asking challenging questions, or asking for you to further expand on your comments as a way to improve the depth and complexity of nursing care
- Be polite and professional in your conversations with other students and faculty
- Recognize that learning how to write online requires practice. Give students some allowance to how they communicate. Use the course discussion posts as an opportunity to share a variety of perspectives
- If you are unsure of the meaning of a post or reply, respectfully ask for clarification from the writer.
- When discussing potentially sensitive topics, use careful thought on how to discuss the topic in the online environment
- Do not use the discussion posts for personal attacks. Be respectful, appropriate, fair, and inoffensive at all times

Social Media
Nursing students have a responsibility to understand the benefits and consequences of participating in social media. Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public, dialogues. As student nurses and student leaders, it is imperative to maintain the awareness that you are contributing to the global image of nursing, and you are representing the nursing profession through intended or unintended outcomes of social media usage both in personal and professional settings (school and clinical settings). It is in this context that the
student nurse may face potentially serious consequences for inappropriate use of social media. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention. Once posted online, the content leaves the individual’s control forever and may be traced back to the individual.

**Types of Social Media:**

Social media platforms may include (but are not limited to) the following:

- Blogging – Blogger, LiveJournal, Xanga
- Microblogging – Dailybooth, Foursquare, Google Buzz, Posterous, Tumblr, Instagram, Twitter
- Postcasting – Blubrry
- Social networking – Bebo, Facebook, Google+, LinkedIn, MySpace, Orkut
- Social news sharing – Digg, Reddit
- Social bookmarking/social tagging – Delicious, Diigo, Google Reader, StumbleUpon
- Video hosting – Vimeo, YouTube

Inadvertently or intentionally breaching patient confidentiality/privacy can occur through a variety of situations and circumstances. To avoid these circumstances:

- Do not post information or respond to posts that may identify a patient
- Do not refer to patients or their care on social media sites
- Do not post videos or photos of patients or anything that may identify a patient
- On personal social media do set all security settings to "private"
- Avoid posting information/photos or using any language that could jeopardize your professional image.

Students in violation of this policy may be considered as having violated the standards set forth by the May School of Nursing and Health Sciences Nursing Program. Students may face disciplinary action up to and including termination.

**Progression Policy - Academic Standing**

**Sequencing**

All nursing (NUR) courses must be taken in the sequence offered. A student must pass all components of the course including theory and clinical before progressing to the next course. Successful completion of a course will be noted by achieving a minimum grade of “C-” for the course.

If a student makes below a “C-” in any nursing course, he/she must meet with the Director of RN-BSN Nursing to discuss a sequencing plan.

**NUR Courses – Final Grade Below a “C-” or “I”**

If a student’s final grade average falls below a “C-,” the RN-BSN faculty shall notify the Director RN-BSN Program of the student’s inability to progress.

Students who fail to submit required assignments by the deadline without prior arrangements with their instructor will earn an unsatisfactory grade for that assignment.
Students who fail to submit assignments prior to the scheduled time and date will not be allowed to progress to subsequent nursing courses.

**Student Withdrawal**

Students who desire to withdraw from a nursing course by the 2nd week of the session, and who complete a withdrawal form will receive a “W” for those courses in that session. Any withdrawals made after the 2nd week of the session or withdraw due to medical reasons will receive a “W” for the course. Students who stop coming to class prior to the end of the session will receive an “F” for the course.

**Student Dismissal**

1. **Dismissal Due to Problems in Physical or Emotional Health.** Students must maintain good physical and emotional health in order to meet expectations of course work or projects. Good physical and emotional health is therefore essential to continue in the nursing program. Students who exhibit behaviors that interfere with their ability to participate appropriately in classroom interactions will be referred to the Director RN-BSN Program. A process will be undertaken to determine whether the student is able to remain in the classroom and therefore continue in the program. This process will include:

   a. Nursing faculty members (either full or part-time) who identifies problems shall thoroughly document the problems for the student records, and notify the Director RN-BSN Program.

   b. Students may be referred to the Director of Disability Services. Students are responsible for sharing any information with Disability Services they wish to divulge.

   c. The student will be conferred with to discuss his or her perspective.

   d. The Director RN-BSN Program will confer with the faculty to determine if student’s limitations or behavior conflicts with completing course assignments and classroom discussions.

   e. The student may be asked to provide a statement from the physician of the student’s ability to safely continue in the classroom or clinical setting.

If it is determined that the student cannot safely continue in the classroom, the student will be dismissed from classes and the student may be referred to an appropriate professional for evaluation.

Failure to comply with recommendations from the designated professional will result in dismissal from the program, and/or denial of readmission. Final decisions regarding continuation in or readmission to the nursing program will be the responsibility of the nursing department committee to include the Director RN-BSN Program, and faculty for the course.

Student will need to adhere to the attendance policy:
If the student wishes to appeal the decision rendered the procedure should be followed as outlined in the 2015-16 Lees-McRae College Catalog.

2. **Dismissal Due to Unsafe Nursing Practice.** *Unsafe clinical behavior is defined as “any deliberate or negligent behavior or omission that endangers a patient regardless of whether actual injury is established.”* (Nursing Practice Act: State of North Carolina, §90-171.37). This definition is consistent with that given in the North Carolina Nursing Practice Act as defining unfit or incompetent nursing practice.

Upon entering the senior year of the RN-BSN Program, students must sign and upload onto NSST an Attestation form confirming that no action has been taken against the student’s nursing license by the respective State Board of Nursing and that the student has an active registered nursing license in his/her state of residence.

If the student wishes to appeal the decision rendered, the procedure as outlined in the 2016-2017 Lees-McRae Catalog should be followed.

3. **Dismissal Due to Student Conduct.** The conduct of nursing students of Lees-McRae College must not violate the rules and guidelines of the nursing department, must be congruent with the essential functions of a nursing student, and with the policies and guidelines of Lees-McRae College. If problematic behavior is identified, the Director RN-BSN Program will immediately be notified. The faculty shall thoroughly document the incident and behavior for the student record. The Director RN-BSN Program will gather data from appropriate sources to determine specifics of the incident and whether the documented behavior conflicts with the rules and guidelines of the nursing department, or the essential functions of a nursing student. The process will include:

   a. Director RN-BSN Program to confer with the faculty.

   b. Student will be conferred with to discuss his/her perspective

   c. Director RN-BSN Program and faculty will meet to make the final determination of whether the behavior documented is considered conflicting with the essential functions of a nursing student.

   d. If the appointed committee consisting of the Dean of the MSON, Director RN-BSN Program, and RN-BSN Faculty determines the conduct of nursing student violates the rules and guidelines of the nursing department, or the behavior conflicts with the essential functions of a nursing student, the student will be dismissed from the nursing program without the option to reapply.

If the student wishes to appeal the decision rendered, the procedure as outlined in the 2016-17 Lees-McRae College Catalog should be followed.
4. Dismissal Due to Dishonesty. As faculty of Lees-McRae College, we expect each student to maintain academic honesty and integrity expected of students in an academic setting.

Lees-McRae College fosters a spirit of complete honesty and a high standard of integrity. All students are expected to act in a manner that does not infringe upon the rights and responsibilities of others.

• Every student will refrain from cheating.
• Every student will refrain from plagiarizing.
• Every student will refrain from lying.
• Every student will refrain from stealing.
• Every student will refrain from misusing library or computer equipment or materials.
• Every student will refrain from disruptive classroom behavior.
• Every student will report Academic Code of Honor violations.

Lees-McRae College reserves the right to dismiss any student who does not uphold this policy. Please reference the Academic Catalog for all academic policies including class attendance, class cancellations, satisfactory academic progress, grade concerns and withdrawal policies.

Readmission Following Suspension or Dismissal from the Program
Students requesting readmission following suspension or dismissal from the program are required to follow the Appeals Process. A letter of Appeal must be submitted, detailing:

1. The circumstances surrounding the suspension or dismissal;
2. Actions taken to positively change the circumstances and the results of those actions; and
3. Supports in place to facilitate continued success

If medical, health, or legal circumstances were involved in the suspension or dismissal, documentation demonstrating correction, resolution, or improvement must be provided.

A committee consisting of the Dean of Nursing and Health Sciences, Director of the RN-BSN Program, and two (2) full-time faculty members will make the final decision concerning the student's appeal. If the student wishes to appeal the decision rendered, the procedure as outlined in the 2017-2018 Lees-McRae College Catalog should be followed.

Class Attendance
The Nursing Program is a concentrated program. Attendance is a prerequisite for student success in course work and personal and small group relationships developed during class sessions. There are no "free" or "automatic" absences.

• If the student is going to be unable to participate in discussion questions during the week, the Course Instructor must be notified. Students should not be absent more than one week of a course. Professors may allow one (1) additional absence per course if the following criteria are met: hospitalization of self or minor child, death in immediate family, or approval of absence by the
Director RN-BSN Program. If the student misses more than the limit allowed, they will receive an “F” in the course and will be required to repeat the course.

- Make-up work is required for all absences. Make-up work will be determined by the course professor and should be equivalent to class time in which the student was absent.
- There is a limit of being absent one week of the course during the program. If the student is absent more than one week, he/she will be placed on probation. The nursing faculty will determine the terms of probation, which will include the requirement that the Director RN-BSN program must approve ALL future absences. If the terms of probation are broken, the student will be dismissed from the program. Professors may allow one (1) additional absence per semester if the following criteria are met: hospitalization of self or minor child, death in immediate family.

Grades and Grading
The following information reflects the May School of Nursing position as it relates to grades. Students must earn a minimum of a course grade of “C-” to progress to the next courses.

### Calculation of Final Course Grade

The course grade will be determined by transferring the total number of points possible in the course to a percentage grade. A cumulative score of 73% is required to pass and progress in the program. If the student does not achieve a pass grade for clinical, the final course grade will be an "F."

A final grade of 70% (letter grade C-) is required to pass the course. No extra credit assignments are permitted for any reason.

For clinical courses, please refer to the policies in the catalog and student handbook for Calculation of Clinical Course Grade and Medication Calculation Exam.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930-1000</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>900-929.9</td>
<td>90-92.99%</td>
</tr>
<tr>
<td>B+</td>
<td>870-899.9</td>
<td>87-89.99%</td>
</tr>
<tr>
<td>B</td>
<td>830-869.9</td>
<td>83-86.99%</td>
</tr>
<tr>
<td>B-</td>
<td>800-829.9</td>
<td>80-82.99%</td>
</tr>
<tr>
<td>C+</td>
<td>770-799.9</td>
<td>77-79.99%</td>
</tr>
<tr>
<td>C</td>
<td>730-769.9</td>
<td>73-76.99%</td>
</tr>
<tr>
<td>C-</td>
<td>700-729.9</td>
<td>70-72.99%</td>
</tr>
<tr>
<td>D+</td>
<td>670-699.9</td>
<td>67-69.99%</td>
</tr>
<tr>
<td>D</td>
<td>630-669.9</td>
<td>63-66.99%</td>
</tr>
<tr>
<td>D-</td>
<td>600-629.9</td>
<td>60-62.99%</td>
</tr>
<tr>
<td>F</td>
<td>Below 600</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Figure 5. May School of Nursing and Health Sciences Final Grade Calculations
*Any course in which a student is issued an “Incomplete” will automatically convert to an “F” if the incomplete work is not submitted by the end of the faculty and student agreed upon schedule prior to the beginning of the next semester.

All final grades for RN-BSN core courses follow the Calculations listed below (see Figure 4). The final grade calculations for non-nursing core courses may follow a different grade calculation based upon that professor’s preference.

Academic Advisor
Transcript evaluations are completed prior to admission. The evaluations indicate whether you need additional general education courses or hours before admission to the program. Evaluations should be reviewed by the student. A form requiring a signature from the student acknowledging that these additional courses are required to graduate with a BSN is sent to the student upon admission to the RN-BSN Program and must be returned to the Registrar’s Office. Questions regarding the transcript evaluations should be directed to the Director RN-BSN Program.

Students wishing additional academic or professional career advisement are encouraged to contact the Director RN-BSN program, Dr. Claire Cline clinec@lmc.edu or 828-898-2549.

Appointments with Nursing Instructors
It is the student’s responsibility to contact the instructor to arrange an appointment if assistance is needed. The instructor will list on the syllabus and let students know the first day of class when they are available and how to connect with them. Contact the instructor in the method they have indicated to insure time with the instructor at a mutually convenient time. If you are contacting the instructor to request an extension on an assignment, you must contact the instructor by 5:00PM on Friday before the assignment due date.

Formal Complaints
Definition
A written complaint regarding the program, instructor, or course received by the Director RN-BSN Program from either a student or an instructor teaching in the program.

Process
Before any complaint comes to the Director RN-BSN Program, the student must contact the instructor and outline their concerns. Only if the instructor and student are unable to find a satisfactory solution to the problem should a written complaint be initiated. The written complaint may be sent by email or letter to the Director RN-BSN Program. The letter/email should include the date and the heading on the letter/email should read Formal Complaint. Information should include a clear description of the complaint, individuals involved, and steps and actions taken to resolve the problem. If an incident is part of the formal complaint, please include the location, date and time of the incident. After a written complaint is received, the Director RN-BSN Program will determine if more information is required. If the complaint is regarding an instructor, the instructor will be asked for information from his or her point of view. All complaints will be addressed within seven days of receiving the notice. All formal complaints will be kept on file. If the
complaint falls under the grade appeals or harassment policy, then the student will be referred to the policies in the college and student handbook.

Grade Appeal Process
If a student believes that she/he was graded unfairly during a course, the student may appeal the grade to the Director RN-BSN program. After the course has ended and final grades posted, the student may send an email to the Director RN-BSN Program formally requesting an evaluation of specific coursework where the student believes she/he did not receive an appropriate grade, and a rationale of why the student believes she/he was unfairly graded. The Director RN-BSN Program will review the assignments/course work against the rubric for that assignment. The Director RN-BSN Program may or may not change the grade depending on whether the student met the required elements of the assignment.

NSST
All students must load the required criminal background check onto NSST by the end of the first 8-week session when entering the RN-BSN program in order to be registered for courses in the following semester. Failure to have the background check loaded into NSST will delay student registration for the following semester or graduation.

All forms are located on the LM-NUR101-OR Sakai (RN-BSN Student Orientation) site.

Additional Requirements of LMC Nursing Program
• Criminal Background Check and Sanctions Check
• Attestation form when entering the senior year of the program

Clinical
The RN-BSN Program contains a clinical project in the NUR406E Community and Population-Centered Care course. Students must demonstrate 30 hours devoted to completing their clinical project, but students work on their clinical project during their own time. There is no clinical rotation in an agency for this course.

Ethics and Professional Behavior Policies

Ethics
The nursing department of Lees-McRae College adheres to the Code of Ethics as set forth by the American Nurses Association (2015). Ethical treatment of patients and families is essential. The nurse owes the same ethical duty to him/herself. This duty to self encompasses accepting accountability for personal action, maintaining competence and professional development.

Sanctity of the Classroom
During the course of nursing education discussions of theoretical, practical, and clinical material and observations, occur in order to facilitate professional growth. Student concerns are often addressed in the classroom. These could be of a personal nature, or regarding observations made in clinical settings. While the nature of the discussions of the classroom are necessary for the educational process, students should be mindful of how any comments regarding our clinical partners may be perceived negatively if taken out of
context. Therefore, the classroom should be viewed as a “safe environment” where substantive discussions should occur and remain.

*Note.* Adapted from the *Code of Ethics for Nurses with Interpretive Statements* American Nurses Association, 2015, at [http://nursingworld.org](http://nursingworld.org)

**Confidentiality**

Students are held accountable for the Health Insurance Portability and Accountability Act (HIPAA). This is federal legislation that requires all persons providing medical care for clients to keep the client’s personal information confidential. A breach of this requirement is a very serious infraction that can result in monetary fines to an institution, monetary fines to individuals, and prison time for individuals. Students must not provide any identifying patient information in any required written assignments in this program. Breaches of confidentiality may be considered unsafe clinical behavior, resulting in dismissal from the program.

**Balance of Life**

The faculty recognizes that RN-BSN learners are working adults, and may have family responsibilities. Every attempt is made by the faculty to bring flexibility to the program so students are able to accommodate all their responsibilities. However, it is up to each student to determine how to balance successfully work, family, and school activities. Students are encouraged to use a calendar to determine how to improve time management skills and be aware of when assignments are due. If you are uncertain of how to improve time management skills, reach out to your assigned student advisor for tips on how to be successful.

It is important for students to have some “down time” with family and friends. Make sure you build some fun into your time management schedule. This is an intensive program and everyone will need to provide self-care.

**Change in Demographic Information**

Students must notify Fabienne Dellinger, dellingerf@lmc.edu at the May School of Nursing and Health Sciences, and Lees-McRae College Registrar’s Office of any change in name, address, or telephone number.

**Graduation Policy**

The nursing student must meet all college requirements for graduation from a Baccalaureate in Science degree program. In addition, the nursing student must meet the following requirements:

1. Make a grade of “C-” or better in all nursing (NUR) courses.
2. Make an overall grade point average of 1.7 (C-).
3. Make at least a “C-” in all courses required in the nursing curriculum.
PART V - NURSING COURSE ASSIGNMENTS

Written Assignments

Effective written communication skills are essential for the professional nurse. During the nursing program, a variety of written assignments will be used to develop these skills. APA Style (6th ed.) will be used for nursing course written assignments and discussion forums.

The two major grading requirements for written assignments include essential elements and paper presentations. Essential Elements are based on the specific topic for the written assignment and will be provided in individual assignment instructions. Paper presentation includes spelling, grammar, writing mechanics, and APA style. Essential Elements will be worth at least 80% of paper grade. Paper presentation will be worth up to 20% of paper grade.

APA Resources


Assignment Electronic Submissions

Written work in nursing courses will be submitted on Sakai. All paper assignments will go through Vericite to be evaluated for plagiarism. No assignments will be accepted by instructors unless the document has gone through this process.

Submitted files should be named as follows:

- Student – Last Name_First Name_CourseAbbreviation_PaperTitleAbbreviation_

ExamSoft

For all students in the RN-BSN Program students will have all discussion questions and written assignments graded using a predetermined rubric. Students will be sent an email providing them with a link and password to access Examsoft the first week of NUR305. It is the responsibility of students to use the rubric to meet required essential elements of all written work in the RN-BSN Program. Students should access returned Examsoft rubrics for instructor feedback and comments to improve future work.

All students will be provided directions and passwords to gain access to Examsoft to receive their graded rubric. **Do not submit written assignments through ExamSoft as they will not be graded unless they were submitted through Sakai and underwent plagiarism checks.**
PART VI - LEARNING RESOURCES

Library
Lees-McRae – Dottie M. Shelton Learning Commons
Information regarding Dottie M. Shelton library can be found online at: http://www.lmc.edu/academics/library/index.htm

The Dottie M. Shelton Learning Commons of Lees-McRae College is pleased to provide off-campus students with a variety of services, including access to the Library’s Online Catalog and other electronic resources, delivery of books and journal articles, and reference help by phone, fax, and email. Visit http://www.lmc.edu/academics/library/off_campus_services.htm

NCLive Databases
Off campus access: NCLive site http://nclive.org/?q=loginpage
Login: Lees-McRae College
Password: The password will change every year. New passwords will be provided to you in your Sakai classroom under the Library Resources tab.

CIHAHL
The CINAHL database is a separate subscription from the NCLive library access. Please use the LibGuide tab in the classroom and then go to the Find Articles tab to access CINAHL.

Acrobat Reader
Many of the full text articles are in PDF format. The computer you are using for NCLIVE will need to have Acrobat Reader installed in order to be able to open these documents. Acrobat Reader is free and can be downloaded free from the following internet site: http://www.adobe.com/products/acrobat/readstep2.html

Computers, Internet, & Email Access
Computer Requirements for the Nursing Program
It is the responsibility of each student to have a working computer and Internet access. Please make a backup plan in case of Internet outage. If you have a significant weather event forecasted for your area, inform your instructor so accommodations/extensions could be considered.

Email
Each student will be provided a student email address by LMC. The student email is the primary method of contacting learners in the RN-BSN program. It is the responsibility of each student to check their LMC email at least once a week for important information. Students should be checking their LMC email even when classes are not in session as there may be requests for information and documentation to prepare for clinical or Capstone courses. If you wish, you may forward your LMC emails to your personal email account. Look under the Help sign on Outlook for directions of how to complete this task.

Software
The primary software required for this degree is Microsoft Office: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. If you do not have these programs, Microsoft
Office Student and Teacher Edition should be purchased. This office suite has Word, Excel, and PowerPoint. Students can download Office 365 from the LMC webpage. Go to Campus Life tab and then look under the Technology tab.

Sakai – Online Course Management System
Sakai is a learning management system that professors use to post syllabi, assignments, study guides, lecture notes, host discussions, etc. Access this resource by going to:

http://www.myclass.lmc.edu or http://lamp.acaweb.org

Put your username and password in the boxes located at the top right corner. Your username is your complete email address. The password is the same as your LMC e-mail.

Required Textbooks
Lees-McRae College maintains a textbook rental program with Barnes and Noble. All RN-BSN students must use this program for assigned textbooks in their courses. The rental is based on a flat fee rate determined between Barnes and Noble and the College. For online students, the fee includes shipping and handling costs. Books will be mailed directly to you at the address on file with the College. It is the responsibility of the student to ensure that contact information is correct in order to receive books delivered to the correct location.

Students will receive an email from Barnes & Noble at the end of the semester on how to return textbooks. Please watch for this information and return textbooks promptly to Barnes & Noble or a cost will be assigned to your student account preventing your registration for future classes and/or graduation.
Appendix A – Clinical Reflection Journal

**NUR 406E Community and Population Centered Care**

Weekly Clinical Reflection Journal for Clinical Project Experience

Please type in all answers and complete all sections. Fill in the number of hours spent this week on clinical activities. Preceptors must sign this form on a weekly basis.

Weekly Hours _____________

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date</th>
</tr>
</thead>
</table>

List clinical activities this week:

Describe specific objectives:

Describe in detail how the objectives were met:

Discuss new areas of learning this week:

Provide insights into learning experience:

Describe what you would do differently in the future:

Discuss how the experience(s) has added to understanding of nursing practice:

Describe type of support needed in future learning:

Describe other reflections of the week: