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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 2015, the RN to BSN program transitioned to an online program. A second nursing program for pre-licensure BSN students was initiated in 2015 and the first cohort graduated in 2017. This is a traditional, seated program. The program was granted full approval by the North Carolina Board of Nursing in May 2017.

Mission of College

Lees-McRae College Mission

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, and 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 underrepresented 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
- Provides culturally sensitive care that is based on a patient’s physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values.  
- Delivers patient care in partnership with multidisciplinary members of the health care team to achieve continuity of care and positive patient outcomes.  
- Incorporate current knowledge from research and other credible sources, upon which clinical judgment and patient care is based.  
- Develop and implement plans to improve health care services to meet the needs of patients.  
- Promote quality care and maintain secure environments for patients, self, and others.  
- Utilize information technology to support clinical decision-making and scientifically based nursing practice.  
- Provide health-related education to patients that will facilitate their acquisition of new knowledge and skills, adopt new behaviors, and modify attitudes.  
- 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 individualized, safe, quality patient care.  
- Delivers healthcare 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.
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 (see Figure 1). 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.

**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.

**Framework**

We as a faculty believe that there are five fundamental components to providing a holistic, diverse educational experience for our students. 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.

May School of Nursing and Health Sciences
Department of Nursing | Organizing Framework and Guiding Principles

- Lees-McRae College Mission, Vision, and Strategic Plan
- American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice
- American Nurses Association (ANA) Scope and Standards of Clinical Practice
- American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements
- Nursing Practice Act, State of North Carolina

Figure 1. Organizing Framework
Pre-Licensure Nursing Program

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 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 are 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.

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.

The purpose of this handbook is to provide potential and current nursing students with information regarding program requirements, standards, policies, and procedures. Each student is responsible for being aware of and following the policies detailed in this handbook and the general student handbook published by Lees-McRae College.
Program Governance

May School of Nursing and Health Sciences Organizational Structure

![Organizational Chart]

**Academic Organization**

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 Director of Nursing. The Directors of the RN-BSN, Pre-Licensure, and Hart Simulation Center, as well as the Assistant Dean of Nursing and Health Sciences report to the Director of Nursing. Full-Time faculty, Part-Time Clinical and/or Adjunct Faculty report to the respective program directors (see Figure 2). For problem resolution, students should always confer with the faculty member directly related to the concern (i.e. the clinical or classroom instructor). The chain of academic communication will proceed to the Course Chair and the Director of Prelicensure Nursing if resolution is not obtained. Only after these two avenues of professional communication have failed will the concern be presented to the Dean of Nursing and Health Sciences. The ability to navigate the appropriate channels of communication during conflict resolution is a hallmark of professional practice. Strict adherence to this hierarchical chain is an expectation of the May School of Nursing and Health Sciences.

**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 has no administrative, management, personnel, or budgetary authority or responsibility, and is not a policy making body. 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

**Peer Support Program**
The Peer Support Program was developed to assist first-semester nursing students with their transition, challenges, and progress in nursing school. Mentors, who are in academic good standing, volunteer to be assigned one new student and assist them in transitioning to the May School of Nursing and Health Sciences. The objectives of the program are to:
• Develop supportive and encouraging relationships for new students;
• Guide new student nurses in their academic, personal, and social adjustment to the School of Nursing.
• Communicate information concerning expectations, learning opportunities, and study strategies.
• Provide resources within the School of Nursing, and the community to assist students.
Consider becoming a mentor for the next entering class. For more information, contact Professor Evelyn Brewer, Director of Pre-licensure Nursing @ brewere@lmc.edu or Dr. Teresa Darnall at darnallt@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 Kayla Hunt at kh0191351@lmc.edu

Study Abroad Opportunities
The May School of Nursing at Lees-McRae College is committed to helping students learn global perspectives of the profession. Recognizing the importance of understanding of global diversity in nursing, peoples and cultures, health care systems, and patient populations provides the foundation for travel to other countries. Nursing students are able to provide care for clients in Haiti under the supervision of nursing faculty during a week-long study abroad trip to that nation. For more information about this study abroad opportunity, students may visit the following link: http://www.lmc.edu/about/enews/articles/2017/bringing-help-to-haiti.htm
PART II – NURSING PROGRAM

Program Leveled Outcomes

The program outcomes are arranged to reflect a leveled approach. We have ten measureable outcomes that are each leveled into beginner, intermediate, and advanced competencies (Figure 3). 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.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level 1 Outcome</th>
<th>Level 2 Outcome</th>
<th>Level 3 Outcome</th>
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<tbody>
<tr>
<td>Patient Centered Care</td>
<td>Identify that the practice of nursing is patient-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of individuals.</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>Recognize 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>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>Identify best current evidence from scientific and other credible sources as a basis for nursing practice, clinical decision-making, and judgment.</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>Explore quality improvement strategies to improve patient care.</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>Recognize a safe environment for patients, self, and others.</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>Identify uses for information technology in the provision of patient care.</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>Locate health-related patient education to facilitate acquisition and reinforcement of knowledge and skills to restore health and promote optimal wellness.</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>Identify professional, ethical, and legal practices in nursing.</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>Recognize leadership skills used in the management and coordination of safe, quality patient care.</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>
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### Pre-Licensure Nursing Program

<table>
<thead>
<tr>
<th>System-Based Practice</th>
<th>Identify the components of a healthcare-related microsystem and their impact on patient care.</th>
<th>Analyze the interrelationship of microsystems within a healthcare-related macrosystem and its impact on patient care.</th>
<th>Evaluate the interrelationship of microsystems within a healthcare-related macrosystem and its impact on patient care.</th>
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**Pre-licensure Nursing  2019-2020 Curriculum Plan**

#### Freshman Year

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<td>RHE 101</td>
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<td>RHE 102</td>
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<td>ART ***</td>
<td>Student Choice</td>
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<td>MAT 112</td>
<td>College Algebra *</td>
<td>BIO 115</td>
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<td>BIO 114</td>
<td>Intro to Health Science 1 *</td>
<td>BIO 113</td>
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<td>CLA 199</td>
<td>Self and the Environment *</td>
<td>SOC 236</td>
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<td>Varies</td>
<td>Wellness Classes</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>16-17</td>
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#### Sophomore Year

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<thead>
<tr>
<th></th>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>BIO 271</td>
<td>Anatomy &amp; Physiology 1 *</td>
<td>BIO 272</td>
</tr>
<tr>
<td>BIO 311</td>
<td>Microbiology *</td>
<td>PSY 201</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry 1 *</td>
<td>LIT***</td>
</tr>
<tr>
<td>CLA 299</td>
<td>Career and Life Planning *</td>
<td>MAT 215</td>
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<tr>
<td>Varies</td>
<td>Wellness Classes</td>
<td>HWS 255</td>
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**Summer Session**

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<thead>
<tr>
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<th>Pathophysiology</th>
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<tbody>
<tr>
<td><strong>NUR 388</strong></td>
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#### Junior Year

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<tr>
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<th>Fall Semester</th>
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<tbody>
<tr>
<td>NUR 188</td>
<td>Focused Review</td>
<td>NUR 288</td>
</tr>
<tr>
<td>NUR 201</td>
<td>Into to Professional Nursing</td>
<td>NUR 312</td>
</tr>
<tr>
<td>NUR 202</td>
<td>Bio &amp; Pham Basis of Disease</td>
<td>NUR 330</td>
</tr>
<tr>
<td>NUR 212</td>
<td>Health &amp; Wellness Assess/Life</td>
<td>NUR 340</td>
</tr>
<tr>
<td>NUR 220</td>
<td>Pt. Ctr. Care/Foundations</td>
<td></td>
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**Summer Session**

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<thead>
<tr>
<th></th>
<th>Nursing Inquiry, Informatics, &amp; Technology</th>
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<tr>
<td><strong>NUR 342</strong></td>
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### Senior Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>NUR 350 Family-Centered Care</td>
<td>NUR 420 Pt. Ctr Care/Advanced</td>
</tr>
<tr>
<td>NUR 352 Evid-Based Practice/Research</td>
<td>NUR 450 Transition into Prof Nursing</td>
</tr>
<tr>
<td>NUR 388 Focused Review</td>
<td>NUR 456 Comprehensive Prof Review</td>
</tr>
<tr>
<td>NUR 401 Leadership &amp; Management</td>
<td>NUR 488 Focused Review</td>
</tr>
<tr>
<td>NUR 406 Comm &amp; Pop-Centered Care</td>
<td>NUR 499 Prof Nursing Capstone</td>
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<tr>
<td><strong>TOTAL</strong></td>
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**BSN Pre-Licensure Nursing Curriculum and Plan of Study:** 138 credit hours total: 69 credits Pre Nursing and 69 credits Upper-Division Professional
PART III - DOCUMENTS OF THE PROFESSION

The Essentials of Baccalaureate Education for Profession Nurse Practice (AACN, 2008)

The American Association of Colleges of 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, interprofessional 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: Interprofessional Communication and Collaboration for Improving Patient
Health Outcomes
Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

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

Essential VIII: Professionalism and Professional Values
Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to 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 is focused on developing and refining the knowledge and skills necessary to manage care as part of an interprofessional team. Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse. A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills (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

1. 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.
2. 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.
3. A profession entrusts the education of its practitioners to institutions of higher education.
4. 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.
5. A profession functions autonomously (with authority) in the formulation of professional policy in the monitoring of its practice and practitioners.
6. A profession is guided by a Code of Ethics that regulates the relationship between professional and client.
7. A profession is distinguished by the presence of a specific culture, norms, and values that are common among its members.
8. A profession has a clear standard of educational preparation for entry into practice.
9. 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.
10. A professional strives to compensate its practitioners by providing freedom of action, opportunity for continuous professional growth, and economic security.


ANA 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 Intraprofessional 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 and the Extended Campus Catalog. Catalogs can be accessed online via lmc.edu/catalog. The LMC College Catalog has polices for the entire college including extended campus and online sites.

Progression Policy - Academic Standing

A. Sequencing

All nursing (NUR) courses must be taken in the sequence offered. A student must meet the expectations of all components of the course including theory, lab and clinical before progressing to the next course. Successful completion of a course will be noted by achieving a minimum grade of “B-” for the course. Clinical and lab expectations will be graded as met/not met.

If a student makes below a “B-” in any nursing course, he/she must meet with the Director of the Pre-licensure Nursing Program and appointed faculty to discuss a revised sequencing plan.

B. Repeat Courses

It is recognized that students will not always attain the grade desired in a course with a resultant lowered GPA at graduation. Students certainly may repeat a course to gain knowledge of content. However, the following policy relates to post-graduation repeating of a course:

- A student may repeat a course post-graduation but would not be allowed to use the course as a grade replacement.
- The student’s GPA and honors (if applicable) would not be altered since a degree was already awarded.
- Any courses taken post-graduation would be reflected on a transcript either, after the degree is noted on the transcript, or on a separate transcript.
- The student would be charged the part-time tuition rate and any applicable fees and be responsible for payment since financial aid would not be available.

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

If a student’s final grade falls below a “B-,” the nursing faculty shall notify the Director of the Pre-licensure Nursing Program of the student’s inability to progress. The Progression Committee will review all reports from nursing faculty for students struggling with course grades at midterm, semester end, and as needed during the semester. The Progression Committee will work with faculty and the student to develop plans for improvement, however, the committee will provide oversight, not management of remediation processes. The final decision for a student’s progression will rest with the Progression Committee who will verify fairness and appropriateness of the student’s inability to progress in the program.

Students who fail to submit required assignments by the deadline will earn an unsatisfactory grade for that assignment. Students who fail to submit assignments prior to the scheduled time and date for the final exam will not be allowed to sit for the final exam, will receive an incomplete for the course, and will not be allowed to progress to subsequent nursing courses.

D. Student Withdrawal
Students who desire to withdraw from a nursing course by the withdrawal date (6th week of a 16-week semester and the 3rd week of an 8-week semester) and who complete a withdrawal form, will receive a “W” for that course and will withdraw from the program. Any withdrawals made after the designated week of the semester will receive a “W” for the course if the student has a passing average. Students without a passing average who withdraw after the withdrawal date of the semester, or who stop coming to class prior to the end of the semester will receive an “F” for the course.

E. Student Dismissal

Dismissal Due to Problems in Physical or Emotional Health
Students must maintain good physical and emotional health in order to provide safe, competent care to the public. Good physical and emotional health is therefore essential to continue in the nursing program. Students who exhibit physical limitations or behaviors that interfere with their ability to provide safe, appropriate care in the clinical setting, and/or safe, appropriate classroom/lab interaction will be asked to leave the respective setting and will be referred to the Director of the Pre-licensure Nursing Program. A process will be undertaken to determine whether the student is able to provide safe, competent care in the clinical and lab setting, or is safe to remain in the classroom and therefore continue in the program. This process will include:

- Nursing faculty members (either full or part-time) or a preceptor who identifies problems shall thoroughly document the problems for the student records on the student problem occurrence report, and notify the Director of the Pre-licensure Nursing Program.

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

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

- The Director of the Pre-licensure Nursing Program will confer with the faculty and course chair to determine if student’s limitations or behavior conflicts with safety essential to nursing practice.

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

- If it is determined that the student cannot safely continue in the classroom, lab or clinical setting, the student will be dismissed from classes, lab and/or clinical 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 of the Pre-licensure Nursing Program, the Dean of the May School of Nursing and Health Sciences, and nursing faculty for the course.

- Student will need to adhere to the attendance policy:
Pre-Licensure Nursing Program

If the student wishes to appeal the decision rendered the procedure as outlined in the 2019-2020 Lees-McRae College Catalog should be followed.

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.

If a student presents behavior conflicting with safety essential to the nursing practice, the faculty will discuss the identified issue with the student during the clinical day and the student will be dismissed from the nursing unit. The Director of the Pre-licensure Nursing Program will immediately be notified of such action by the faculty/preceptor. The faculty/preceptor shall thoroughly document the incident and behavior for the student record. Pertinent data will be gathered from appropriate sources to determine specifics of the incident, and whether the documented behavior is considered as unsafe. The process will include:

a. Conferencing between the faculty/preceptor and the course chair
b. Student will be conferred with to discuss his/her perspective
c. Faculty and the Director of the Pre-licensure Nursing Program will meet to make the final determination of whether the behavior documented is considered unsafe.
d. If the documented behavior is considered as unsafe, the student may be dismissed from the nursing program without option to apply for readmission.
e. Student Services will be notified of the action taken.

If the student wishes to appeal the decision rendered, the procedure as outlined in the 2019-2020 Lees-McRae Catalog should be followed.

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 of the Pre-licensure Nursing Program, Student Services and, if necessary, campus security will immediately be notified. The faculty/preceptor shall thoroughly document the incident and behavior for the student record on the student problem occurrence report. The Director of the Pre-licensure Nursing 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. If a preceptor identifies problematic behaviors, the preceptor should notify the faculty who will make a decision to visit the site at this point, or have the student leave the site & schedule a
conference. The faculty will confer with both the student and the preceptor. The preceptor has the right to dismiss the student from the unit at any time for unsafe or inappropriate behavior.
b. The Director of the Pre-licensure Nursing Program will confer with the faculty member. The Director of the Pre-licensure Nursing Program reserves the right to confer with the preceptor if needed.
c. Student will be conferred with to discuss his/her perspective
d. The Director of the Pre-licensure Nursing Program and the faculty member/preceptor, will meet to make the final determination of whether the behavior documented is considered conflicting with the essential functions of a nursing student.
e. If the appointed committee consisting of the Dean of the May School of Nursing and Health Sciences, the Director of the Pre-licensure Nursing Program, and Nursing Faculty determine 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 may 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 2019-2020 Lees-McRae College Catalog should be followed.

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 and preparing for professional nursing.

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, including the right to learn and prosper in a campus community free of fraudulence and dishonesty.

• 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, laboratory or computer equipment or materials.
• Every student will refrain from disruptive classroom behavior.
• Every student will comply with examination and testing procedures.
• 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.

Class Attendance
The Nursing Program is a concentrated program. Attendance is a prerequisite for student success in course work as well as for personal and small group relationships developed during class sessions both in the classroom and in required learning activities outside the classroom. There are no "free" or "automatic" absences. Attendance will count as 5% of the
course grade.

If the student is going to be absent, they are required to notify the following two individuals preferably before class meets: Director of the Pre-licensure Nursing Program and the Course Instructor preferably at least 3 days (72 hours) before the scheduled class for an excused absence. Any non-emergent or planned absence or tardy should be communicated with the instructor at least 24 hours in advance via email. Any emergent or unplanned absence or tardy should be communicated with the instructor as soon as possible via email. Any other type of absence from class will be considered an unexcused absence. If the student is requesting an excused tardy, a document justifying the tardy must be provided to the faculty member; otherwise, the tardy will be considered towards an unexcused absence.

1. **Students should not have more than two (2) excused absences in a 16-week class or one (1) in an 8-week class.** Excused absences are permitted for any of the following: Personal or illness of an immediate family member (spouse, child, parent, or grandparent), death of an immediate family member (spouse, child, parent, grandparent, or sibling), school-sponsored events, court appointments, or jury duty. Professors may allow one (1) additional absence per course if the following extenuating circumstance criteria are met: hospitalization of self or minor child, death in immediate family (spouse, child, parent, or grandparent), school-sponsored event, or approval of absence by Director of the Pre-licensure Nursing Program. If the student misses more than the limit of 2 excused absences or, in the case of one unexcused absence, they may receive an “F” in the course and will be required to repeat the course the following year if readmitted to the program. Points allocated for attendance will not be deducted for excused absences.

2. Tardy: Arriving late is considered arriving after the scheduled start time and leaving early is considered leaving prior to the scheduled ending time for class. Students who have any tardy (late arrival or early departure) will be required to make up work at the discretion of the instructor. Two tardy events will be considered an absence.

3. Make-up work is required for all absences. Make-up work will be congruent in scope and depth of the missed class time and work in a format chosen by the instructor. If make-up work is not completed prior to the end of the semester, an Incomplete (I) will be submitted for the course (see Incomplete Policy in the LMC College Catalog).

4. If the student exceeds the absence guideline, he/she will be placed on probation. The nursing faculty will determine the terms of probation, which will include the requirement that the director of the nursing program must approve ALL future absences. If the terms of probation are broken, the student may 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.

5. Missing more than one-half of a scheduled class is considered an absence.

**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. The student should review evaluations. Questions regarding the transcript evaluations should be directed to the Dean of the May School of Nursing and Health Sciences.

Upon admission to Lees-McRae College, students who declare a pre-nursing major are assigned to a member of the nursing faculty for advisement. Upon admission to the nursing program in the fall of the junior year, students may be assigned to a different nursing faculty advisor for the duration of the program. Students that need additional general education courses and/or hours need to communicate with their advisor regarding a plan of completion prior to graduating from the program. Courses can either be taken through LMC or other colleges. If you take courses at other colleges, upon completion an official transcript is required to be sent to LMC.

**Appointments with Nursing Professors**

It is the student’s responsibility to set up an appointment with the professor if assistance is needed. Coming to the office prior to class to meet with the professor may be hindered by other students who have done the same or made an appointment. Make an appointment to insure time with the professor.

**In Person**

- Individual Faculty office hours will be posted in the May School of Nursing and Health Sciences at Lees-McRae campus.

- Students may email the professor to schedule an appointment. Include place, dates, and times you can meet.

- Schedule all appointments. Nursing professors can meet prior to class. However, they need to know when you can meet since other college activities may be occurring at the same time.

**Telephone**

- Email professor to schedule an appointment. Include telephone number, dates, and times you can meet.

**Testing**

Testing is conducted within the Nursing Department to assess student comprehension and retention of materials taught and in partial fulfillment of competence in the clinical setting. The following bulleted items outline the testing procedures conducted in the nursing department.

1. Tests will begin at the designated time
2. All student materials will be placed at the front on the classroom during the test
3. No cell phones or personal devices may be utilized as calculators
4. No caps or hoodies allowed during testing. Any headwear with a brim or bill must be removed during testing.
5. Students who arrive after the test has begun will have the remaining time allotted to take their test. Students who arrive for class and do not arrive during the testing time will have a grade of zero
assigned for the test.
6. Students who are absent must take the test at the date/time designated by the course faculty or a zero grade will be assigned for the test.
7. Any test not taken at the same time as the remainder of the class will be a different test and may include essay format.
8. Academic integrity is expected at all times.
9. Assigned seating may be used at the prerogative of the testing faculty
10. Students should leave the floor after testing to prevent conversation in the hallway that may disturb students who are still testing.
11. Classroom faculty will announce when class will resume following testing
12. Course faculty will grade and analyze test questions prior to posting grades. Faculty will make every effort to have grades posted within 7 days, and prior to the next test.
13. Test review is the purview of the course faculty who will design and communicate their method of test review. Thus, different courses may have a different approach to test review.

**Dismissal Due to Unsuccessful Drug Calculation Testing**

Students must successfully demonstrate ability to calculate medications for safe administration each semester in order to be able to administer medications in the clinical setting, and to progress in the program. Students will take the medication calculation exam multiple times each semester and must take the exam each time it is offered. Different tests will be given for each attempt. Every effort will be made to offer the first of these tests during the first 3 weeks of the semester with assigned remedial work offered after each of the first 2 unsuccessful attempts. Students will successfully meet expectations of the medication calculation test requirement for the semester with a score of 85% on any of the exams in that semester.

If a student is unsuccessful on the 3rd attempt, the student:
- Will not progress to the next level of the program.
- Will not be allowed to administer medications in the clinical area
- Will be required to reapply to the nursing program for readmission the next academic year

**Formal Complaints**

**Definition:** A written complaint regarding the program, instructor, or course received by the Director of the Pre-licensure Nursing Program or full-time nursing faculty from either a student or a professor teaching in the program.

**Process:** The written complaint may be sent by email or letter to the Director of the Pre-licensure Nursing Program or a full-time nursing faculty member. 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 recipient will determine if more information is required. If the complaint is regarding another professor, the professor 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.

**Clinical/Fieldwork**

*Education Affiliation Agreements*

The Lees-McRae College Nursing Program has established Education Affiliation Agreements with a number of healthcare facilities. These agreements are legal documents with requirements that must be met prior to and during use of the facilities for fieldwork.

**Student Immunization Record**

The Student Immunization Record is required for all Nursing students. The information on this form will be used for verification of clinical immunization requirements included in the nursing program. This record must be completed and the student must upload results into Castlebranch four weeks prior to first day of class in the fall semester.

**Immunizations Required by LMC Nursing Program**

1. Tetanus booster within the past ten (10) years.
2. Pertussis vaccination
3. Annual influenza immunization including H1N1.
4. Rubeola vaccination or serologic confirmation of immunity.
5. Rubella immunization or serologic confirmation of immunity.
6. Mumps immunization or serologic confirmation of immunity.
7. Varicella immunization x 2 doses or serologic confirmation of immunity (history not accepted).
8. Hepatitis B vaccination series unless participant signs an appropriate declination form.
9. A two-step intradermal, protein-derivative-type tuberculin skin test within the past twelve (12) months. If participant is known to have an allergic or positive reaction to test, a chest x-ray is required. The allergic or positive reaction to the test must be documented and signed by a licensed health care examiner on the Health Declaration Form (Appendix U). Repeat annually.

Serologic confirmation will be demonstrated through a laboratory blood test with a titer level shown meeting the guidelines of immunity to a specific disease. Any deviation from the above immunization requirements must be discussed with the Director of the Pre-licensure Nursing Program, as these are requirements of the Clinical Agencies.

**Additional Requirements of LMC Nursing Program**

- Health insurance or arrangements to cover potential occurrences—annual requirement (upload results into Castlebranch 4 weeks prior to first day of class in the fall semester)
- Completed Health Declaration Form (upload results into Castlebranch 4 weeks prior to first day of class in the fall semester)
- Professional Liability Insurance—annual requirement ($1,000,000/$6,000,000 - per occurrence/aggregate). If you do not have liability insurance, one online site may be found at: Nurses Service Organization at [http://www.nso.com/professional-liability-insurance/nursecoverage.jsp](http://www.nso.com/professional-liability-insurance/nursecoverage.jsp) (upload results into Castlebranch 4 weeks prior to first day of class in the fall semester)
• Urine drug screen results (see the “Summer Preparation Checklist” in the attachments at the end of this handbook for guidelines on the type of screen required. Upload results into Castlebranch 4 weeks prior to first day of class in the fall semester)

• Copy of BLS (CPR) card (current throughout duration of program, upload results into Castlebranch 4 weeks prior to first day of class in the fall semester).

• Criminal Background Check and Sanctions Check – Will be obtained through the nursing program. You will not directly receive results for upload but may check Castlebranch to verify successful upload of results when available.)

• Uniforms (2 sets of scrubs included in student fees)

• Lab Coats (student responsibility)

• Nursing shoes (student responsibility)

• Penlight, stethoscope (student responsibility), sphygmomanometer, bandage scissors, watch with second hand (student responsibility), nursing supply kit (Kit specifications are subject to change at faculty discretion)

• Picture ID Badge (provided by LMC)

• Online review and testing material (included in student fees)

• Transportation to clinical sites (student responsibility)

• OSHA/HIPPA Training – Provided by LMC

Students are responsible for their own transportation to clinical sites and all required activities. Carpooling is highly recommended, as students are responsible for costs incurred. Parking cards may be available at the clinical site. It is the responsibility of the student to follow the rules and regulations for parking at the facilities, and to return any reusable parking cards at the end of the semester. Failure to return any reusable card may result in a fine.

Pagers, Cell Phones, and Calculators

When working in the clinical agencies, students may use cellular phones in patient care areas for academic purposes (i.e. drug book references/apps, drug calculations, etc.) unless prohibited by the clinical agency or the clinical faculty. Use of a cell phone for personal interest is prohibited. Faculty retain the right to restrict all use of cell phones and personal devices at any time for any purpose including academic purposes. Students should ensure family members, daycares, etc. have the phone number of the unit and the name of the faculty. If the student should need to be contacted during the clinical experience, the unit should be called & a message given to the nursing faculty. The faculty will relay the message to the student. If the clinical facility policy allows, students may have cell phones, iPads, tablets, etc. in the break room but these are strictly prohibited in patient care areas. Students should also be aware of the high risk of loss of any unsupervised possessions, and that any loss of the equipment is not the responsibility of the clinical faculty, the school, or the clinical facilities. Students are therefore discouraged from having this equipment with them during a clinical day.

• **Pagers and cell phones are discouraged in the classroom.** Students are provided a break every 50 minutes to make phone calls, etc. Cell phones that are on during class or lab should be set to silent and stored in the student’s purse, book bag, etc. If the student has an emergent situation that may require attention during class time, the switchboard at the main Lees-McRae number should be contacted. He/she will in turn contact the department to get a message to the student.

• **Cell phones may not be used as calculators during testing.** For testing purposes, the students may
use a simple calculator only. Scientific calculators are prohibited during testing. Calculators cannot be shared during testing. Students are not allowed access to their cell phones during the testing process. Use of cell phone as a calculator during classroom activities will be at the discretion of the attending classroom instructor.

Social Media
Nursing faculty 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 nursing faculty and leaders in a professional practice, 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 (greater public, school, and clinical settings). It is in this context that the nursing faculty member may face potentially serious consequences for inappropriate use of social media. Content contributed on these platforms is immediately searchable and sharable, 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, Dilgo, Google Reader, StumbleUpon
- Video hosting — Vimeo, YouTube

Inadvertently or intentionally breaching confidentiality/privacy or casting a negative can occur through a variety of situations and circumstances. Faculty 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 and Lees-McRae College and may face disciplinary action up to and including termination.

Clinical
Clinical education is preparation for the work environment. Students should be prepared to begin work at the scheduled time and should remain in the clinical setting until the end of their shift.

- A clinical day may be up to 12 hours as well as travel time to and from facility.

- All simulation activities are considered as clinical hours unless they are otherwise designated as lab hours. Student expectations in simulation activities are the same as the expectations in the clinical setting.

- Students are allowed one excused clinical absence for each nursing course during a semester. **Students who have absences in excess of this policy may be withdrawn from the course, regardless of their clinical performance (emergency or illness only).**
• Any combination of two episodes of arriving late or leaving early on clinical days may result in dismissal from the nursing program. Arriving late is considered arriving after the scheduled start time and leaving early is considered leaving prior to the scheduled ending time for clinical. Students who have any tardy (late arrival or early departure) will be required to make up this time. Students who must miss ½ of the clinical day will be counted absent. Two tardies will be considered an absence.

• If a student is either late, leaves early, or is absent, it is his/her responsibility to notify the clinical faculty, prior to the clinical rotations. Students who do not notify their faculty of late arrival prior to the beginning of the clinical day will receive a clinical unsatisfactory for the day. Notification of your student colleagues is not considered faculty notification. Faculty will provide a phone number for student contact. If the student is unable to reach the faculty, they must leave a message on the clinical faculty’s phone, and also call the nursing unit and leave a message for the faculty with the unit secretary or a nurse on the unit, prior to the time clinical is to begin. Students must obtain the name of the person they spoke with on the unit. Finally, the student should also call the Director of the Pre-licensure Program of the absence or tardy. A voice mail message may be left if necessary. If the appropriate steps for clinical attendance are not followed as outlined in this policy, the student will receive an unsatisfactory for the clinical day.

• All clinical hours must be made up after consultation with the clinical instructor. Written assignments or presentations may supplement a portion of the clinical hours missed but will not be acceptable for more than one clinical day. Other clinical opportunities must supply valuable, patient-centered make-up time. Assignments and make-up time will be coordinated with the clinical instructor and facilitated by the Course Chair.

• All clinical changes, including site rotations, absences, instances of tardiness, must be documented by completion of the “Clinical Schedule Change/Absence Form” (Appendix Y).

• Students with excessive absences due to extenuating circumstances such as hospitalization or physician documented illness may request a review of their circumstances by the Director of the Pre-licensure Nursing Program and nursing faculty, and request not to be withdrawn from the course. Once the student case is reviewed, the decision will be documented and the student will be informed.

Clinical Policies

Preparation of Clinical Assignment
In those nursing courses where preparation for the clinical assignment must be completed prior to the actual delivery of care, the student is responsible for obtaining his/her clinical assignment and completing appropriate preparation. Appropriate preparation may include traveling to the hospital to pick up an assignment, preparation of assigned documentation on pathophysiology, preparation of medication cards, or other assignments per the faculty. If the faculty assesses that a student is not adequately prepared to care for their assigned patient, the student will earn an unsatisfactory grade for the clinical day.
Clinical Performance Behaviors
Clinical evaluation forms identify the behaviors essential for providing safe nursing care to a patient.

Essential behaviors identified in all previous nursing courses must continue to be met in order to achieve successful completion of the course. Neglecting to provide safe nursing care or exhibiting behaviors that are unsafe for patient care constitutes dismissal from the program. Students function in the clinical setting under the direct supervision of clinical faculty or assigned preceptors. Performance of each treatment or procedure must be either delegated by or directly observed by the clinical faculty member.

Student evaluation of his/her clinical performance is encouraged throughout the semester, and is the student’s responsibility to be aware of his/her progress. Evaluations will be completed on a weekly basis. The student and/or the faculty may schedule conferences at any time to discuss the student’s progress. If necessary, a clinical improvement plan will be developed between the faculty and the student. Clinical improvement plans may include extra time in the school lab for practice prior to the next clinical day. Final evaluation of the clinical performance will be made by the faculty. A satisfactory performance on the essential behaviors is necessary to pass the course.

Definition of Excellent Clinical Performance
All aspects of the basic assessment assignment are completed. The student clearly understands the expectations of the assignment as evidenced by the presentation and detail provided in the assignment. Excellent level of organization noted throughout the assignment. Assignment exceeds expectations in documentation style and student’s ability to use medical terminology appropriately and frequently as a beginning student. Work demonstrates consistent exceptional critical thinking for the assignment. The student’s written work demonstrates eloquent execution with demonstration of advanced terms and knowledge in writing style with no grammatical or spelling errors. The grade for this level of clinical performance will be stated as “met expectation.”

Definition of Satisfactory Clinical Performance
Clinical performance is adequate. The student demonstrates: (a) steady improvement in efficiency, (b) coordination and confidence in performing expected skills, (c) safe nursing practice, (d) adequate depth of knowledge, and (e) application of nursing principles at expected level for the course. The student clarifies and asks questions as well as uses faculty guidance and supervision appropriately. The grade for this level of clinical performance will be stated as “met expectation.”

Definition of Clinical Performance that Needs Improvement
Clinical performance is below specified criteria. Specific areas of clinical performance need remediation in order for the student to perform expected skills and to provide efficient and effective nursing care. A Clinical Improvement Plan is to be designed and implemented. The grade for this level of clinical performance will be stated as “not met with remediation” which, upon satisfactory completion of required work will be awarded the grade of “met expectation.” Any work that continues to be unsatisfactorily completed will be graded as expectation “not met.”

Definition of Unsatisfactory Clinical Performance
Clinical performance is below specified criteria and/or is inefficient. The student lacks confidence and/or coordination necessary to perform nursing skills expected at the level of the course. Inaccurate or infrequent communication with faculty is demonstrated. The student exhibits poor accountability.
for own practice, inadequate depth of knowledge, or application of nursing principles below expectations of students at the level of the course. A Clinical Improvement Plan is to be designed and implemented when unsatisfactory clinical performance identified. The grade for this level of clinical performance will be stated as expectation “not met.”

**Students who receive three unsatisfactory clinical evaluations in a semester will receive a grade of “N” in the course and will not progress in the program.**

**Definition of Unsafe Clinical Performance**
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 Nurse Practice Act as defining unfit or incompetent nursing practice.

**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. Copying or printing information from the patient record is not allowed in the clinical setting. Patient information provided to students in printed format must be submitted to the clinical faculty prior to leaving the clinical assignment. Any documents such as this will be appropriately discarded by faculty (i.e. shredding).

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. Only persons with a need to know information for care of the patient are allowed access to the personal health information. Breaches of confidentiality may be considered unsafe clinical behavior, resulting in dismissal from the program.

**Dress Policy for Clinical/Simulation Lab Assignments**
Whenever the student is caring for patients or observing in a clinical or simulated clinical setting, he/she is expected to be dressed in the appropriate uniform. In addition to the following requirements, students must comply with any dress code policies for nurses set by the clinical agency in which students are participating in a clinical experience.

**Pertinent regulations relating to student uniforms are listed below:**
Since the uniform is designed to be worn in clinical areas, it should not be worn in other areas except in passage to or from the clinical experience. A white or a matching green colored shirt (short- or long-sleeved) may be worn under the uniform.

a. When the student is in uniform or lab coat, hair must be worn **up off the collar** and pulled back from the face so that it does not fall onto the patient or clean/sterile fields when bending over to provide care. Hair must be clean and neatly arranged. Caps, hats, and bandanas are prohibited.

b. Uniforms and shoes must be kept clean and neat. Shoes worn by the nursing student must be closed toed, closed heel with non-skid soles, made of leather (or comparable material) professional shoes, white in color. Canvas or mesh material is not acceptable. Shoes should be clean and in good repair. Socks/hosiery of white or a neutral color are required (support socks are strongly recommended).

c. Male students are expected to be neatly shaven or have a well-groomed beard and/or mustache.

d. Only clear, intact nail polish may be worn. Nails must be natural. No artificial nails are permitted. Nails should be short and clean.
e. No visible body-face piercing is allowed. Students must cover all visible tattoos with non-transferable make-up, white long sleeves, cuffs, or turtleneck shirts at the discretion of the individual clinical facilities. See faculty member for direction.

f. Bold, un-natural looking hair color is prohibited. In addition, excessive make-up is not allowed.

g. Watches, one pair of stud earrings, and plain wedding bands are the only jewelry that may be worn with uniforms. No other jewelry is to be worn with uniforms.

h. Uniforms and picture ID nametags are required. Lab coats may be worn over appropriate clothing (as directed by faculty) when entering the hospital as a student nurse without direct patient-care duties.

i. Smoking is prohibited while in uniform and in any clinical setting. If a student is observed smoking in the clinical setting disciplinary action will be taken.

j. Gum chewing is prohibited in the clinical setting.

k. Students should practice personal hygiene to prevent body odor and dirt accumulation on body, nails or hair. No perfume or scented aftershave lotion should be worn to clinical.

l. The Lees-McRae scrub tops and bottoms purchased through the nursing department’s uniform vendor are to be worn for clinical, lab, or simulation assignments unless specific directions for an exception is provided by nursing faculty.

Students who arrive for clinical but are not in the required dress code will be sent from the clinical unit to correct their appearance and earn a minimum of a tardy. A clinical grade of unsatisfactory will be earned by students who arrive to clinical and are out of compliance with required dress code and fail to correct their appearance as requested by clinical faculty. Repeated violations of the dress code and clinical requirements will result in disciplinary action, up to and including dismissal from the program.

**Narcotic Administration Policy**

The following is an additional policy as it relates to nursing students in off-campus clinics:

Lees-McRae College nursing students may not obtain high risk medications, narcotics, or other controlled medications for administration to patients without LMC faculty/preceptor present. The nursing faculty must be present for students to obtain any controlled medications and directly supervise any administration of these medications by nursing students.

**Preceptorships and Focused Client Experiences**

An essential component of nursing education is the preceptorship requirement, and/or focused client experience. These are experiences that prepare the final-year student to transition into the workplace as a novice nurse. The course or clinical coordinator will assign the student to a preceptor or faculty for focused client experiences. For preceptorships, it is then the student’s responsibility to contact their assigned preceptor to set up their scheduled days and times for precepted experiences unless otherwise instructed by their faculty.

Students will also be assigned to a nursing faculty who will supervise these experiences. The coordinating faculty must receive a copy of the schedule prior to the student’s preceptor experience in order to be able to schedule supervisory visits with the student and assigned preceptor. The student also
must inform the coordinating faculty of any needed preceptor schedule changes. The coordinating faculty must approve any changes to the schedule.

Students may schedule these assignments for a maximum of 12-hour shifts with at least 12 hours between shifts. The 12-hour break between assignments applies to all student assignments including clinical assignments, special assignments, and preceptorships. Students and preceptors are responsible and accountable to see that the 12-hour break is observed regardless of “back-to-back” shifts or other scheduling situations.

Students must complete their preceptor hours with their designated preceptor or approved designee only. Any arrangements outside of this made by the student without the approval of the coordinating faculty will be considered unsafe and result in dismissal from the program. No exceptions.

**Ethics and Professional Behavior Policies**

1. **Drug Testing Policy**
   Each student will be requested to sign a statement granting permission for drug testing if the faculty has reasonable suspicion of the student’s thinking being impaired or as part of routine random testing procedures. Impaired thinking constitutes a risk to patient and student safety. Impaired thinking is evidenced by an inability to make appropriate judgments and carry out nursing functions in relation to the delivery of patient care. Impaired thinking may be the result of fatigue, anxiety, sleep deprivation, medication use, illegal drug use, alcohol use, etc.

   Any faculty who determines that a student is exhibiting evidence of impaired thinking will ask the student to voluntarily submit body fluid samples for examination. The student will be asked to leave the clinical or classroom area and consult with the Director of the Pre-licensure Nursing Program. The student shall receive a grade of unsatisfactory for the clinical experience.

   Any student working off campus on college assigned projects are included under the policy for nursing students as it relates to alcoholic beverages, drugs, and impaired thinking. Any preceptor who suspects impairment should inform the faculty who will provide instructions on how to proceed. The faculty will then plan to meet with this student to discuss future steps.

   Due process is guaranteed for any student found in violation of the above guidelines. Students may appeal decisions by following the college appeal policy outlined in the Lees-McRae catalog. Refer to the Drug and Alcohol Abuse Policy in this handbook.

2. **Professional and Business Casual Dress Code Outside the Clinical Site and Classroom**
   Nursing students will be required to attend events outside of routine clinical and classroom events. Many of these events will require students to wear either business formal or business casual dress. Dress guidelines for these events include:
   - Clothing must be crisp, neat, and pressed.
   - Neutral colors are a must.
   - For men, formal business clothing includes button-up shirt with tie, dress pants, and suit coat. Business casual clothing for men includes a shirt with a collar (button shirt or polo shirt) and pants like dress pants, khakis, Dockers, or similar good-looking brands.
   - For women, professional means formal business dresses/slacks with blazer. Business casual dress means casual skirts, dresses, pants and blouses. Skirts that are split at or below the knee
are acceptable. Dress and skirt length should be at a length at which one can sit comfortably in public. The general accepted rule for length states the hem should be no more than 3 inches above the knee when standing and sitting. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-straps or other tops that bare the shoulders are inappropriate for the office.

- Both men and women may wear sweaters, vests, casual jackets, and accessories in the business casual setting.
- Denim, spandex, sweatshirts, sweatpants, t-shirts, exercise clothing, sundresses, Bermuda shorts, bib overalls, and leggings or other form-fitting pants (unless worn with a top that extends to mid-thigh) are inappropriate in workplace. Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.
- Clothing that works well for the beach, yard work, dance clubs, exercise sessions, and sports contests are not appropriate for a professional workplace.
- Clothing that reveals cleavage, the back, chest, feet, stomach, or underwear is not appropriate for a place of business, even in a business casual setting.
- Bras, panties, slips are required and should not be visible/noticeable (i.e. no colored bras under a white shirt, etc.).
- Clothing should never wrinkled. Torn, dirty, or frayed clothing is unacceptable. All seams must be finished.
- Clothing with the company/school logo is permissible in the daily work environment.
- Conservative walking shoes, loafers, clogs, boots, flats, conservative dress heels, and leather shoes are acceptable for work. Wearing no stockings is acceptable in warm weather. Flashy athletic shoes, thongs, flip-flops, and informal slippers are not acceptable. Closed toe and closed heel shoes are required in all clinical areas.
- Jewelry should be in good taste and not overly large in size or number.
- There should be only limited visible body piercing. General recommendations include a single pair of earrings with no additional piercing jewelry.
- Because some people are allergic to the chemicals in perfumes and make-up, these substances should be worn with restraint.
- Hats are not appropriate. Head covers that are required for religious purposes or to honor cultural tradition are allowed.

3. Professional Salutation

It is to be expected that students new to a professional environment may not be aware of guidelines for addressing those in positions of authority over them within this context. Students will address all faculty and staff using the appropriate titles of “Mr.” “Mrs.” or “Ms.” Professors are to be addressed using their title (i.e. Professor [name] or Mrs. [name]). Faculty with a terminal degree should be addressed using their title (i.e. Dr. [name]). Faculty and staff will alert students as to the preferred title to be used. Under no circumstances are students to address faculty or staff by first name only, last name only, or in any other manner that can be construed as not meeting the highest professional standard. Anything less demonstrates a lack of the student’s professionalism and respect for the position and expertise of those in a position of authority over the student.

4. Ethics

The nursing department of Lees-McRae College adheres to the Code of Ethics for Nurses as set forth by
the American Nurses Association. 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.

Adapted from the Code of Ethics for Nurses with Interpretive Statements at [http://nursingworld.org](http://nursingworld.org)

5. 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.

6. Employment
Due to the intense and comprehensive nature of the curriculum of the nursing programs, students are encouraged to minimize outside work responsibilities. Students who are employed and work third or night shift should be off the night prior to an assigned daytime clinical or preceptorship. Working excessive hours places the student at risk for impaired thinking. The same is true for any student working day or evening shifts prior to a night clinical or preceptorship.

7. Change in Demographic Information
Students must notify the Administrative Assistant of the Nursing Department and Student Services of any change in name, address, or telephone number.

8. 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:
   a. Make a grade of “B-” or better in all nursing (NUR) courses.
   b. Make an overall grade point average of 2.0 (C).
   c. Make at least a “B-” in all courses required in the nursing curriculum.

9. Application for Licensure
Upon satisfactory completion of all courses in the nursing curriculum, the student is eligible to take the National Council Licensure Examination (NCLEX-RN or NCLEX-PN respectively).

Requirements of the NCLEX application and licensure include:
1. Completion of an application process
2. Fees, as specified on the applications
3. Passport photograph
4. Notarization of application
5. Fingerprinting
6. Criminal background check (Applications for North Carolina licensure & the National Council Licensure exam will be made available by the Division of Health Sciences prior to graduation.)

A student who resides in another state has the responsibility of contacting the Board of Nursing in that
particular state for the appropriate forms for licensure examination and for being aware of the rules and regulations of his/her home state regarding his/her nursing education.

As the regulatory agency, the Board of Nursing does not become involved in reviewing the applicant’s conviction record until such time as application is made to take the National examination. Each applicant for licensure must undergo a criminal background check. Applicants pay a fee for this check and it is done through a vendor chosen by the NC Board of Nursing. As of January 1, 2002, fingerprints are also required for all licensure applicants. Review of the record is made by the Board staff in accordance with guidelines established by the Board. The applicant may take the exam as scheduled; however, the license may not be issued upon passing the exam. After the Board staff reviews the record, one of several actions may occur:

1. There may be a request for additional information.
2. The license may be issued once the exam is passed.

**The applicant may be notified it will be necessary for him/her to appear before the Board Licensure Committee. An applicant may be denied licensure by the state board of nursing if found in violation of the Nursing Practice Act, State of North Carolina, General Statute 90171.37.**

**90.171.37 Revocation, suspension, or denial of licensure**—The Board shall initiate an investigation upon receipt of information about any practice that might violate any provision of this Article or any rule or regulation promulgated by the Board.

In accordance with the provisions of Chapter 150B of the General Statutes, the Board shall have the power and authority to: (i) refuse to issue a license to practice nursing; (ii) refuse to issue a certificate of renewal of a license to practice nursing; (iii) revoke or suspend a license to practice nursing; and (iv) invoke other such disciplinary measures, censure, or probative terms against a licensee as it deems fit and proper; in any instance or instances in which the Board is satisfied that the applicant or licensee:

1. Has given false information or has withheld material information from the Board in procuring or attempting to procure a license to practice nursing.
2. Has been convicted of or pleaded guilty or nolo contendere to any crime which indicates that the nurse is unfit or incompetent to practice nursing or that the nurse has deceived or defrauded the public.
3. Has a mental or physical disability or uses any drug to a degree that interferes with his or her fitness to practice nursing.
4. Engages in conduct that endangers the public health.
5. Is unfit or incompetent to practice nursing by reason of deliberate or negligent acts or omissions regardless of whether actual injury to the patient is established.
6. Engages in conduct that deceives, defrauds, or harms the public in the course of professional activities or services.
7. Has violated any provision of this Article.
8. Has willfully violated any rules enacted by the Board.

The Board may take any of the actions specified above in this section when a registered nurse approved to perform medical acts has violated rules governing the performance of medical acts by a registered nurse; provided this shall not interfere with the authority of the Board of Medical Examiners to enforce
rules and regulations governing the performance of medical acts by a registered nurse.

The Board may reinstate a revoked license, revoke censure or probative terms, or remove other licensure restrictions when it finds that the reasons for revocation, censure, or probative terms, or other licensure restrictions no longer exist and that the nurse or applicant can reasonably be expected to safely and properly practice nursing.
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 will be used for all nursing program written assignments.

The two key grading requirements for written assignments include major components and paper presentation. Major components are based on the specific topic for the written assignment and will be provided in individual assignment instructions. Paper presentations include spelling grammar, writing mechanics, and APA style. Major topical components will be worth approximately 75% of paper grade. Paper presentation will be worth approximately 25% of paper grade (see the assignment grading guidelines for specific percentage allocation).

All major written assignments will be turned into the Assignments section of the Sakai shell for the course. Each assignment must be processed through Vericite to be reviewed for plagiarism. This information will be part of the submission process and reviewed by the instructor a part of the grading process.

APA Resources
Textbook

Web

Electronic Submissions
Written work in nursing courses will be submitted on Brightspace. If requested by instructor, submitted files should be named as follows:
Student Last Name_First Name_CourseAbbreviation_PaperTitleAbbreviation
PART VI - LEARNING RESOURCES

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

Off-Campus Students. The Dottie Shelton Learning Commons @ 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/index.htm

NCLive Databases
A. On-campus:
   • Go to NC Live Site: http://nclive.org

B. Off-campus
   • Go to NC Live Site: http://nclive.org
   • Login: Lees-McRae College
   • Password: The password will change every year. New passwords will be sent through LMC email.

If desired full-text article is not available online, you can request it from the Dottie Shelton Learning Commons.

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
a. Computer and Internet Access
b. Email – Will be provided by LMC.
c. Microsoft Office 2016: Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. If you do not have these programs, Microsoft Office 360 can be downloaded from the LMC website under the Campus Life>Technology tab.

On-Campus Computer Availability: Dottie Shelton Learning Commons & Computer Room.

Brightspace – 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 the Lees-McRae website: http://www.lmc.edu and choosing “Brightspace” under the dropdown listing headed by the wrench tool in the top right of the screen. Log in as shown below.
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.

Textbooks Required Throughout the Program
All assigned nursing textbooks are required from the time they are obtained until the end of the program. Do not sell or give away these textbooks until the nursing program has been completed. You will not be enrolled in the rental program. You must purchase all books through the LMC bookstore.
PART VII - Student Resources

Montibus
Gives students access to schedules, grades, and transcripts.
   a. Go to the LMC website
   b. From the dropdown box, choose “Montibus”
   c. Log IN
   d. Log in using your LMC Username (do not use email address) and Password

If you have problems, click on “Contact Us” or go to http://helpdesk.lmc.edu

Textbooks
The Administration at LMC implemented a program with Barnes and Noble that permits nursing students to purchase their textbooks. All prelicensure nursing students must buy all their books for numerous reasons including:
   • Building a professional library
   • All textbooks will be needed to study for the NCLEX-RN
   • Textbooks will remain a significant reference sources as you transition into employment

Books will be available for you to pick-up either at the May School of Nursing or at the bookstore on campus and your LMC tuition bill will reflect the cost. The nursing faculty will do everything possible to keep the costs to a minimum. However, the books chosen will help you throughout the five semester program and will be utilized throughout the courses.
Appendix A - Program Directory

Full-time faculty schedule a number of office hours per week. These hours will be posted on the outside of their office door and are distributed to students in the syllabi at the beginning of each course. If additional time is needed, students are encouraged to make an appointment with the faculty.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Lees-McRae College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kimberly Priode</td>
<td>P. O. Box 128</td>
</tr>
<tr>
<td></td>
<td>Banner Elk, NC  28604</td>
</tr>
<tr>
<td>Phone: 828-898-8769</td>
<td><a href="mailto:priodek@lmc.edu">priodek@lmc.edu</a></td>
</tr>
<tr>
<td>Fax:  828-898-8814</td>
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<tr>
<th>Marsha Butler</th>
<th>Lees-McRae College</th>
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<td>Nursing Faculty</td>
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<tr>
<td></td>
<td>Banner Elk, NC  28604</td>
</tr>
<tr>
<td>Phone: 828-898-8774</td>
<td><a href="mailto:butlerm@lmc.edu">butlerm@lmc.edu</a></td>
</tr>
<tr>
<td>Fax:  828-898-8814</td>
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<tr>
<th>Dr. Claire Cline</th>
<th>Lees-McRae College</th>
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<tr>
<td>Director RN-BSN Program</td>
<td>P. O. Box 128</td>
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<tr>
<td></td>
<td>Banner Elk, NC  28604</td>
</tr>
<tr>
<td>Phone: 828-898-xxxx</td>
<td><a href="mailto:clinec@lmc.edu">clinec@lmc.edu</a></td>
</tr>
<tr>
<td>Fax:  828-898-8814</td>
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<tr>
<th>Evelyn Brewer</th>
<th>Lees-McRae College</th>
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<tr>
<td>Director Prelicensure BSN</td>
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<td>Program</td>
<td>Banner Elk, NC  28604</td>
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<tr>
<td>Phone: 828-898-8773</td>
<td><a href="mailto:brewere@lmc.edu">brewere@lmc.edu</a></td>
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<td>Fax:  828-898-8814</td>
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<tr>
<th>Dr. Teresa Darnall</th>
<th>Lees-McRae College</th>
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<tr>
<td>Assistant Dean of</td>
<td>P. O. Box 128</td>
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<tr>
<td>Assessment and</td>
<td>Banner Elk, NC  28604</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Phone: 828-898-8752</td>
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<td></td>
<td>Fax: 828-898-8814</td>
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<td></td>
<td><a href="mailto:darnallt@lmc.edu">darnallt@lmc.edu</a></td>
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<tr>
<th>Danielle Moore</th>
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<td>Nursing Faculty</td>
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<td></td>
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<tr>
<td>Phone: 828-898-8875</td>
<td><a href="mailto:mooree@lmc.edu">mooree@lmc.edu</a></td>
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<td>Fax:  828-898-8814</td>
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<tr>
<th>Gary Harmon</th>
<th>Lees-McRae College</th>
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<tr>
<td>EMSM Education Program</td>
<td>P. O. Box 128</td>
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<tr>
<td>Coordinator &amp;</td>
<td>Banner Elk, NC  28604</td>
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<tr>
<td>Technical Director Hart</td>
<td></td>
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<tr>
<td>Simulation Center</td>
<td>Phone: 828-898-8842</td>
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<td></td>
<td>Fax: 828-898-8814</td>
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<tr>
<td></td>
<td><a href="mailto:harmong@lmc.edu">harmong@lmc.edu</a></td>
</tr>
</tbody>
</table>
| **Barbara Leduc** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | Phone: 828-898-3420  
Fax: 828-898-8814 | leducb@lmc.edu |
| **Sharon Nelson** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | Phone: 828-898-8910  
Fax: 828-898-8814 | nelsons@lmc.edu |

| **Student Services** |
| **Lees-McRae College – Main #** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-5241 or 1-800-280-4562 | www.lmc.edu |
| **LMC College Bookstore** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8728 | lmc.bncollege.com |
| **Fabienne Dellinger**  
Compliance and Recruitment Coordinator of Nursing | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8791 | dellingerf@lmc.edu |
| **Cathy Shell** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8740  
(828) 898-8814 (fax) | shell@lmc.edu |
| **Mary Taylor** | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8759  
(828) 898-8746 (fax) | taylorm@lmc.edu |
| **Keri Magana**  
Burton Center for Student Success | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8896  
(828) 898-8746 (fax) | maganak@lmc.edu |
| **Sharon Breitenstein**  
Director Ratchford Writing Center | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8702  
(828) 898-8746 (fax) | breitensteins@lmc.edu |
| **Carl Griewisch**  
Director of Health Services | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-8862  
(828) 898-8746 (fax) | griewischc@lmc.edu |
| **Marla Gentile**  
Director of Counseling Services | Lees-McRae College  
P. O. Box 128  
Banner Elk, NC 28604 | (828) 898-3841  
(828) 898-8746 (fax) | gentilem@lmc.edu |
## Appendix B Resources

### Internet Sites

<table>
<thead>
<tr>
<th>Lees-McRae Sites</th>
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<tr>
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<td>Email</td>
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</tr>
<tr>
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<td><a href="https://leesmcrae.brightspace.com/d2l/login">https://leesmcrae.brightspace.com/d2l/login</a></td>
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<td>LMC Catalogs</td>
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<tr>
<td>NC Board of Nursing</td>
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<tr>
<td>American Association of Colleges of Nursing</td>
<td><a href="http://www.aacn.nche.edu/">http://www.aacn.nche.edu/</a></td>
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</table>
Appendix C – Campus Map

For a detailed campus map, visit the college website at: http://www.lmc.edu/admissions/visit/files/lmc-campus-map.pdf
Map - Lees-McRae College Campus
Directions to LMC are as follows:

- **From Boone, NC**: Take Hwy 105 to first red light after Foscoe, NC and turn right on Hwy 184. Take Hwy 184 to next red light and turn left on Hwy 194. Lees-McRae College will be on the left on Hwy 194.

- **From Spruce Pine, NC**: Take US 19E to Hwy 194 (Three Mile). Take Hwy 194 to end of road and turn left on US 221. Take Hwy 221 to the end of road and turn right in Linville. At next red light turn left on Hwy 105. Take Hwy 105 to next red light and turn left on Hwy 184. Take Hwy 184 to next red light and turn left on Hwy 194. Lees-McRae College will be on the left on Hwy 194.
Appendix D – ATI Policy

May School of Nursing and Health Sciences
ATI Policy

What is ATI?
- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. It is highly recommended that you spend time navigating through these orientation materials.

Modular Study
ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement coursework and instructors may assign these during the course and/or as part of active learning/remediation following assessments.

Tutorials
ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

Assessments
Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned, or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review, which contains links to ATI books, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work has been completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page, or by submitting written Remediation Templates as required.
ATI activities within the May School of Nursing program will count toward grading in each of the courses in the curriculum. Learning Activities will be part of the points associated with Experiential Learning Activities and Standardized Proctored Assessments will be given in the appropriate course occurring throughout the curriculum. These required assessments and remediation activities will count at a minimum for 5% and maximum of 10% of your total grade in the course. Assignments are mandatory. The comprehensive predictor (NCLEX-RN preparatory assessment and remediation) will be administered in NUR 456 Comprehensive Professional Review and will be used as a primary indicator of your readiness for successfully passing the NCLEX-RN upon graduation from LMC.
Appendix E - Fees

Fees 2017-18: NUR 201, 312, 406, 456 Fees
$3000 ($750 per semester)

*2 sets of scrubs (top and bottom for clinical) per student w/logo
* 1 CPR pocket resuscitator w/replaceable valve
*Blood pressure kit
*Bandage Scissors 5.5”
*Mercury Free Thermometer
*Probe Covers (box of 100)
*Reusable Pen Light
*Picture ID Badge
*Professional Name Tag
*OSHA/HIPPA Training
*Enrollment in ExamSoft for testing
* Hurst Review and ATI Review (total cost of the two: $1500.00)

*ATI Integration Product for 3 years (10% reimbursement for every student who passes NCLEX-RN on 1st try) includes:

Achieve: Online tutorial system to assist new nursing students with mastering test-taking skills, classroom skills and preparing for the clinical experience. There is a separate section to address the particular challenges of the student who is an English Language Learner (ELL) or ESL learner.

Learning Strategies: Research-based book designed to help students prepare for the college classroom and improve their academic performance in college.

Learning Systems: Offers a series of practice assessments that breaks content areas into smaller sections. Hints are offered to identify key components of the question and to ignore the distractors.

Critical Thinking Assessments: Proctored assessments to compare baseline and end of program critical thinking capabilities.

Self-Assessment Inventory: A tool to assist the new nursing student in identifying their own learning styles and understanding of the nursing profession.

Nurse Logic 2.0: An online, multisensory tutorial that teaches students to “think like a nurse.” It gives a formal introduction to critical thinking methods, the nursing process, priority setting frameworks, and test-taking strategy. Nurse Logic is designed to increase student retention.

Content Mastery Series: A series of proctored, standardized assessments based on the NCLEX-RN® test plan. Outcomes include topics to review (linked directly to Review Modules), QSEN Competencies, client need (NCLEX- RN®), and thinking skills. These assessments provide students with direct feedback on their deficiencies. Faculty receives group reports that help to address areas of strength and room for improvement with regards to curriculum and teaching. Nine proctored and over 50 practice exams are included. Content Areas are:
Pre-Licensure Nursing Program

- Fundamentals of Nursing Adult Medical-Surgical (Targeted Medical Surgical Assessments further break this large category into more manageable bites.
- Nursing Care of Children
- Maternal Newborn
- Mental Health
- Community Health
- Pharmacology
- Leadership
- Nutrition for Nursing

**Focused Review:** Media-rich online study guide based on each student’s individual results on each content mastery assessment and linked to the Review Modules (below).

**Review Modules:** Also part of the Content Mastery series, Review Modules are online and paper-based reference manuals based on the NCLEX-RN® blueprint. They contain the “need to know” for the NCLEX-RN®.

**Skills Modules:** ATI Skills Modules, covering 30 different topics, teaches students critical nursing skills in an evidence-based environment. Skills Modules saves student and faculty time by making sure each student is prepared for skills lab prior to entry.

**Pharmacology Made Easy 3.0:** A tutorial similar in design to Nurse Logic, Pharmacology Made Easy 2.0 teaches students Pharmacology in a fun, media-rich, traceable manner. Broken up by body system, Pharmacology Made Easy fits throughout the curriculum. Pathophysiology reviews and case studies with drill questions are included for each area.

**Dosage Calculations and Safe Medication Administration 2.0:** DC and SMA 2.0 teaches students medical math in an easy-to-understand online format offering three different methodologies. It’s designed to reduce medication administration errors at the student and ultimately practicing nurse levels. Interactive tutorial for nursing math, with step-by-step help for problems.

**Dosage Calculations and Safe Medication Administration Assessments:** Proctored assessments in Fundamentals, Adult Medical Surgical, Pediatrics, Maternal-Newborn, Mental Health and Critical Care to determine mastery and remediation needs.

**Active Stack Pharmacology Flashcards:** Online pharmacology flashcards scored by body system

**J&B Nurse’s Drug Handbook:** Quick guide for student reference

**Real Life™ Clinical Reasoning Scenarios:** Unfolding online clinical scenarios for Critical Thinking/Clinical Judgment using branching logic. Students must make decisions based upon information provided and deal with the consequences of that decision going forward. Electronic Medical Record access is included in each scenario. Excellent adjunct and preparation for the clinical experience and/or a substitute for a clinical rotation.

- Adult Medical-Surgical
Pre-Licensure Nursing Program

- Maternal Newborn
- Nursing Care of Children
- Mental Health

**Nurse’s Touch™ Package:** This tool addresses nursing “soft” skills via tutorials and clinical online simulation opportunities for “The Leader” and “The Communicator”. Special additional scenarios are reserved for classroom use and group discussion.
- Professional Communication
- Becoming a Professional Nurse
- Informatics and Technology Leadership
- Wellness and Self-Care

**Sigma Theta Tau International Nurse Manager Certificate:** Online nurse manager certificate offered through STTI. It is a robust Web-based educational tool using the latest evidence-based content. Designed to facilitate the development of nursing management competencies crucial to functioning in a fast-paced and ever-changing health care environment.

**Capstone Course:** Final semester students are paired with an ATI online educator to guide them through a pre-set calendar for 8 weeks of content review before sitting for the ATI Comprehensive Predictor at their school. Each individual student has a personalized plan based on the content knowledge determined from the assessments.

**Comprehensive Predictors** (proctored and practice assessments): These are assessments that offer each student their individual probability of passing the NCLEX-RN® on the first attempt

**“Green Light” NCLEX Review includes:**

**Comprehensive or Customized Live NCLEX-RN® Review Course:** An in person, three day NCLEX-RN® review class, taught on site at MUSC SCHOOL OF NURSING. The curriculum can be tailored to address the needs of the group identified by the results of the Comprehensive Predictor or provide an overview of content areas included on the NCLEX.

**Virtual ATI:** After the Live Review is completed, through collaboration with a virtual coach, students are engaged in a personalized, assessment-driven NCLEX review in an online classroom that provides students access to a variety of on-demand resources. Students receive feedback and encouragement from their own personal online coach. NCLEX pass rates when receiving the ‘Green Light’ to test are greater than 98%.

**Anatomy and Physiology Assessment Package:** Practice and Proctored A&P Assessments to determine content mastery.

*In addition you will receive access to the CASTLEBRANCH clinical database and all simulation and lab equipment used in the curriculum at the May School of Nursing. Students are responsible for the subscription purchase of the Electronic Health Record “EHR Tutor.”

*Scholarship money is available to offset the cost of program fees as funds are available
Appendix F - May School of Nursing Application Guidelines 2020-2021

Those eligible to apply must have the following:

- **Acceptance to Lees-McRae College**

- **Cumulative GPA of 3.0 or greater**
  - B- or higher earned in courses designated as BIO, MAT, or CHM

- **Official review of courses completed and permission to apply for acceptance to the May School of Nursing by the Director of the Pre-licensure Nursing Program, academic advisor, or designee.**

- **Letter of Intent**
  Formulate a one-page letter of intent outlining why you feel you are a good candidate for acceptance into the nursing program at the May School of Nursing and Health Sciences

- **3 Letters of Reference**
  a. **Peer** – One letter of reference from a peer addressing why they feel you would be a good candidate for nursing school. Specific attention should be paid to your ability to lead and mentor.
  b. **Professional** - One letter of reference from a professional in the healthcare field addressing why they feel you would be a good candidate to enter the healthcare profession.
  c. **Professor** – One letter of reference from a professor addressing your academic abilities and characteristics that would assist you in successful completion of nursing school and the professional licensing examination.

- **Unofficial Transcripts**
  Please include transcripts from all colleges attended as well as Lees-McRae

- **Panel Interview**
  Panel interviews will be scheduled after the deadline

- **TEAS Score**
  A total score of 70 on the TEAS exam is required. The TEAS exam may be repeated up to three times within a year prior to program application to attain the required score.
Appendix G – Nursing Fee Scholarship

Nursing Course Fees Scholarship

2019-2020 Application

Deadline: May 10, 2019

The Nursing Fee Scholarship is designed to assist main campus pre-licensure nursing students with the cost of nursing course fees. The scholarship is awarded based on demonstrated need. All applicants must have completed the 2019-2020 Free Application for Federal Student Aid (FAFSA). Based on availability of funding, scholarship amounts range from $250 to $1000 based upon the student’s Expected Family Contribution (EFC) as calculated by the FAFSA.

Full Legal Name: ________________________________________________________________

First          Middle          Last

Preferred Name: ____________________  Lees-McRae College ID#_____________________

Home Address: _________________________________________________________________

City: ___________________________ State: _____________ Zip: ___________________

Phone (cell):_________________________ Phone (home): __________________________

E-mail: __________________________

FAFSA Completed Date: ___________________________ EFC: __________________________

Personal Statement:

Applicants must submit a one (1) page typed essay on why you have selected nursing as your career choice, and why you should be awarded the Nursing Fee Scholarship.

Submit all Application materials to:

Cathy Shell, Director of Financial Aid
Lees-McRae College
PO Box 128
Banner Elk, NC 28604

Please direct all questions to Cathy Shell, Director of Financial Aid at 828-898-8740 or shell@lmc.edu
Appendix H – Summer Checklist

Summer Preparation Nursing Checklist 2019

1. Obtain Access to the Castlebranch Database (before you leave in Spring)

2. Complete and upload proof of the following documentation into Castlebranch:
   - Tetanus booster within the past ten (10) years
   - Pertussis vaccination
   - Diphtheria vaccination
   - Annual influenza immunization including H1N1 (September, 2017)
   - Rubella vaccination or serological confirmation of immunity
   - Rubella immunization or serologic confirmation of immunity
   - Mumps immunization or serologic confirmation of immunity
   - Varicella immunization x 2 doses or serologic confirmation of immunity (history not accepted)
   - Hepatitis B vaccination series unless participant signs an appropriate declination form
   - A 2-step intradermal, protein-derivative-type tuberculin skin test within the past twelve (12) months. If participant is known to have an allergic or positive reaction to test, a chest x-ray is required. The allergic or positive reaction to the test must be documented and signed by a licensed health care examiner on the Health Declaration Form.

   *Any deviation from the above immunization requirements must be discussed with the Program Director. These are requirements of clinical agencies. Please see the LMC Health Services link for college admission requirements at http://www.lmc.edu/campus-life/health-services.htm

   *A serologic confirmation is demonstrated by a blood test, which shows a numeric measurement of the level of antibodies to a specific disease present in the blood. The numeric value signifies the degree of immunity to that disease. A statement of immune is not sufficient.

3. Additional Requirements of LMC Nursing Program
   - Active health insurance or arrangements to cover potential occurrences
   - Professional liability insurance ($1,000,000/$6,000,000 – per occurrence/aggregate). If you do not have insurance please visit the following website to obtain – Nurse Service Organization at http://www.nso.com/professional-liability-insurance/nurse-coverage.jsp (approximately $38.00/yr.)
   - BLS (CPR) card (must stay current through the program)
   - Completed criminal background check consisting of criminal record check, sex offender search, validation of current and previous name and address, and search of US government sanctions. Provided through Brightspace services.
   - HIPPA/OSHA training (provided at the May School of Nursing and Health Sciences at the beginning of the Fall Semester)
   - All undergraduates must have a urine drug screen for the following drugs: AMP (amphetamine), BAR (barbiturates), BZO (benzodiazepines), COC (cocaine), THC (marijuana), MTD (methadone), mAMP (methamphetamine), MDMA (ecstasy), OPI (opiate), PCP (Phencyclidine), PPX (propoxyphene), and OXY (oxycodeone). Our clinical agencies require that a NIDA- approved lab do the test. (NIDA = National Institute of Drug
Abuse).

Many labs in North Carolina do not meet this requirement.

Make sure your physician refers you to a lab that has been NIDA approved. This service is available through LabCorp, an approved site. Chain of Custody forms are available or, in collaboration with the Director of the Pre-licensure Program, registration can be completed online.

(Disclaimer: there is no conflict of interest regarding use of LabCorp and no financial or reimbursement incentive for using this provider. An agreement has been established only with identification of the required tests and direct delivery of the results to the School of Nursing). You may choose to use a personal provider if desired. The procedure is that you will take your physician-signed authorization to the testing site, and they will take the form, get additional information from you, have you pay for the test, and you will give them a urine sample. If your test is positive for a drug on the list, you will be contacted by your physician to discuss this. For example, you might be on prescription medication that would cause a positive result. You would discuss this with the physician, and a repeat test might also be done, to rule out a false positive. In certain circumstances, such as when test results are inconclusive, it may be necessary to repeat the test.

4. **You will need to purchase the following to start your clinical and labs in the Fall semester:**
   a. Lab Coat (white)
   b. Stethoscope (black or dark green)
   c. Leather nursing shoes (white)
Appendix I – Accident/Injury Policy

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Accident/Injury Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLIES TO:</td>
<td>Students</td>
</tr>
<tr>
<td>DATE:</td>
<td>August 2015</td>
</tr>
<tr>
<td>PAGES:</td>
<td>1</td>
</tr>
<tr>
<td>OWNER:</td>
<td>May School of Nursing and Health Sciences Campus</td>
</tr>
<tr>
<td>Mail-Human Resources-3772</td>
<td></td>
</tr>
</tbody>
</table>

- **Purpose and Objectives**

The accident/injury reporting procedure ensures that accidents are properly documented and investigated in a timely manner, that all causes (direct and contributory) are thoroughly identified, and that the appropriate corrective actions are taken.

An accident is an undesired event resulting in injury to a person.

- **Reporting Procedure**

The accident/injury reporting procedure applies to:

- Injury or accident to a Lees-McRae College student while participating in a college class or activity.
- A non-injury event that has the potential to cause harm or damage (near-miss).

What to do in the event of an accident?

- In the event of a serious injury or immediate danger, call 911.
- Attend to any injuries
- Reporting of accidents/injuries
  - If you are a student and are injured during a Lees-McRae College class or activity, notify the supervising faculty member.
- Complete an Accident/Injury Reporting Form and submit to Human Resources as soon as possible, and no later than 48 hours. The address for Human Resources can be found at the top of this document.
Section A: General Information - (To be filled out by injured/person involved)

Name of person involved or injured: __________________________
Incident Date: ______________________

Time of Incident: __________________________ ID#: __________________________

Employee Student Visitor

Department: ____________ Position: ________ Phone: ____________

Section B: Description of the Event - (To be filled out by the injured/person involved)

Where did the accident happen? (e.g. Hospital, etc.) __________________________

Other: __________________________ Bldg. and Room #: __________________________

What happened? (Description of the event and how it occurred, e.g. Needle stick, back injury, etc.)

☐ ☐ ☐

Actions taken to control effects of incident (e.g. administered first aid)

Describe Injuries: (Include parts of the body, e.g. left elbow, neck)

What factors contributed to the event? (e.g. faulty equipment, wet conditions)

Section C: Preventative Measures - (To be filled out by injured/person involved)

What can be done to avoid this situation in the future?

Section D: This section to be filled out by supervisor or supervising faculty member

Name: __________________________ Title: __________________________ Phone: __________________________
Other individuals involved and/or observed incident:

<table>
<thead>
<tr>
<th>Name: __________________________</th>
<th>Name: __________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: __________________________</td>
<td>Name: __________________________</td>
</tr>
</tbody>
</table>

Did you see a doctor or other healthcare professional for this injury?
- [ ] Yes
- [ ] No
  If Yes, where? __________________ Telephone Number: ______________

Form completed by: __________________ Signature and Date: __________

*This form should also be used to report "near misses" that address conditions where hazards may exist, but an injury did not occur.

Describe what happened:
__________________________________________________________________________________
__________________________________________________________________________________

What actions were taken: ______________________________________________________________

What corrective measures will be taken to prevent this incident in the future?
Signature: __________________________

Section E: Reviewed by Director of Human Services

Signature: __________________________ Date: __________________
Comments: _________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Send Accident/Injury Reporting Form to Human Resources as soon as possible and no later than 48 hours of injury/accident.

Fax: 828-898-3540
Campus Mail: 3775
E-mail: wardc@lmc.edu
Phone: 828-898-8754
Appendix J - Consent to Transport Form

Consent to Transport

I, ____________________________, hereby authorize Lees-McRae College to transport me to a nearby Laboratory for drug and/or alcohol testing. I understand that Lees-McRae College Security may be used for such transportation. I hereby voluntarily consent to such transportation by Campus Security.

Further, I hereby acknowledge and agree that: 1. I am not in the custody of Campus Security, and 2. I am free to refuse to submit to such transportation or drug and/or alcohol screening.

I hereby agree to provide for my own transportation, by family, friend, or public transportation, after the screening.

Print Name ____________________________

Signature ____________________________

Date ____________________________

Revised: August 2015
Appendix K – Release and Consent Form

RELEASE AND CONSENT FORM

I, _______________________________, authorize Laboratory, Lees-McRae College Security or any law enforcement agency deemed appropriate by the Lees-McRae College Security to obtain urine, blood, breath, saliva and/or hair specimens from my body for laboratory analysis for the purpose of alcohol and/or drug screening. I authorize release of the results of the screen(s) to Lees-McRae College. This release and consent form is subject to the terms and conditions of the Lees-McRae College Nursing Program Policy on Chemical Impairment.

A photocopy of this authorization shall be the equivalent of the original.

I understand that my refusal to cooperate in such screening will subject me to discipline according to the aforementioned Policy, up to and including permanent dismissal from the Nursing Program.

Print Name __________________________________________________________

Signature _______________________________________________________________________

Date __________________________________________________________________________

Revised: August 2015
Appendix L – Release of Claims Form

RELEASE OF ALL CLAIMS

RELEASE, made by the undersigned, _

______________

of_______________________________(Street Address / City / State / Zip)

In consideration of the privilege and permission granted to me by Lees-McRae College to enroll and participate in the Nursing Program (the “Program”).

I, the undersigned, hereby understand and agree to the following terms and conditions for my participation in the Program:

I have received counseling with regard to the Program and I am aware of and fully understand the hazards related to clinical training and practices in hospitals and clinical settings. I agree to accept and abide by all safety practices and procedures which will be part of the Program.

My participation in the Program is voluntary and motivated by personal interest, and I fully assume the risks associated with clinical training, including those related to the treatment of patients who have contagious illnesses or diseases.

I hereby release and discharge Lees-McRae College, its agents, employees and officers from all claims, demands, actions, judgments and executions which the undersigned may have or the undersigned’s heirs, executors, administrators or assigns may have against Lees-McRae College for all personal injuries arising out of my participation in the clinical training related to the Program.

I have read the Lees McRae College Handbook and I understand and accept the responsibilities and obligations imposed upon me.

I, the undersigned, have read this Release and understand all its terms. I execute it voluntarily and with full knowledge of its significance.

IN WITNESS WHEREOF, I have executed this release on the day and year appearing after my signature.

________________________________________  ________________________
Print Name                                         Date

________________________________________  ________________________
Signature                                          Date
Appendix M – Scheduling Policy

SCHEDULING POLICY

Schedules for nursing courses (lectures, college laboratory, clinical laboratory) are established at the discretion of the Nursing Department. Individual student requests for schedules cannot be honored. Nursing schedules are dependent on clinical site and instructor availability and are subject to change.

It is the student’s responsibility to notify the Prelicensure Nursing Director if they have been banned or denied entry into any clinical facility used for instruction by the Nursing Department.

I have read and understood the above statement. I also understand this policy letter applies for all semesters/courses of the nursing program.

________________________________________________________________________

Student Name ____________________________ Student ID# __________________

________________________________________________________________________

Student Signature ________________________ Date ______________________

________________________________________________________________________

Nursing Course and Semester ____________________________

Revised: August 2015
Appendix N – Deficiency Notice

STUDENT DEFICIENCY NOTICE – Didactic Course

Dear ___________________________(Student name):

You are in jeopardy of failing Nursing: _____, because of your performance on the following exam(s) or activities: ______________________________________________________________. Please contact me within 48 hours of receiving this notice to schedule a meeting to identify strategies supporting your success. If your future performance does not demonstrate mastery of content and satisfactory fulfillment of the requirements of this notice, you will not be allowed to progress in the program. This notice is an official document will become part of your student record.

Comments:
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________
__________________________________________________________

Student Signature __________________________ Date ___________

Instructor Signature __________________________ Date ___________

Revised: June 2016
Appendix O – Student Success Contract

Student Success Contract

Student: ___________________________ Initiation Date: __________
Faculty: ___________________________ Scheduled Completion Date: __________

Expectation: Student will successfully complete learning activities as listed below. Student will contact the instructor within 48 hours of receiving this notice to schedule a meeting to identify strategies supporting success. If future performance does not demonstrate mastery of content and satisfactory fulfillment of the requirements of this notice, the student will not be allowed to progress in the program. This notice is an official document and will become part of the student record.

Satisfactory completion will be substantiated by submission of:

Initial Meeting Signatures:
Student ___________________________ Date __________
Faculty ___________________________ Date __________

Due Date | Student Goal | Steps to Meet Goal | Progress at Review
--- | --- | --- | ---

Review comments
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Student Signature ___________________________ Date __________
Faculty Signature ___________________________ Date __________

Revised June 2018
Appendix P – Disclosure Form

STUDENT DISCLOSURE

Student Name: ____________________________

I have used the following drugs or medicines within the last 30 days. (Include any medicines purchased over the counter and those prescribed by a physician or other licensed health care professional.) If none, write “none.”

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Signature ____________________________

Date: ____________________________

Revised: August 2015
Appendix Q – Failure due to Absences/Tardies Form

STUDENT NOTIFICATION OF FAILURE DUE TO CLINICAL ABSENCES/TARDIES

I, ____________________________________________, am aware that I am in jeopardy of failing the clinical course due to excessive clinical or laboratory absences. I understand if I miss one more clinical or laboratory session, I will be removed from this course and given an “N” for the semester.

DATES OF ABSENCES: ____________________________________________________________

__________________________________________
Student Signature Date

__________________________________________
Instructor Signature Date
Appendix R – Universal Precautions

UNIVERSAL PRECAUTIONS

Since medical history and examination cannot reliably identify all patients infected with HIV or other blood borne pathogens, blood and body fluid precautions should be consistently used for all patients. This approach previously recommended by CDC and referred to as “universal blood and body fluid precautions” or “universal precautions,” should be used in the care of all patients, especially in emergency care settings where the risk of blood exposure is increased and the infection status of the patient is usually unknown.

1. Health care workers should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure when in contact with blood or other body fluids of any patient. Gloves should be worn when exposed to blood and body fluids, mucous membranes or non-intact skin of all patients, handling items or surfaces soiled with blood or body fluids, and for performing venipuncture and other vascular access procedures. Gloves should be changed and hands washed after contact with each patient. Masks and protective eyewear or face shields should be worn during procedures that are likely to generate droplets of blood or other body fluids to prevent exposure of mucous membrane of the mouth, nose and eyes. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

2. Hands and other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands should be washed immediately after gloves are removed.

3. Health care workers should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. To prevent needlestick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand. After they are used, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers for disposal. The puncture-resistant containers should be located as close as practical to the use area. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

4. Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth-to-mouth resuscitation, mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas in which the need for resuscitation is predictable.

5. Health care workers who have exudative lesions or weeping dermatitis should refrain from all direct patient care and from handling patient care equipment until the condition resolves.

6. Pregnant health care workers are not known to be at greater risk of contracting HIV infection than health care workers who are not pregnant; however, if a health care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission.

In the event of accidental exposure to potentially infective material, the student should immediately contact their Clinical Instructor.
Appendix S – Personal Health Insurance Form

VERIFICATION OF PERSONAL HEALTH INSURANCE

I understand:

1) In order to participate in any nursing course with a clinical component, I will carry personal health insurance.

2) By signing this verification, I am stating to the nursing program and the clinical agencies that I have personal health insurance.

3) Falsification of this document will result in my being terminated from the nursing program.

_____________________________  ____________________________
Print Name                                Date

_____________________________  ____________________________
Student Signature            Entering Semester

Revised: August 2015
Appendix T – Health Risk Statement of Understanding Form

Health Risk Statement of Understanding

I understand there are health risks involved as a participant in the nursing program at Lees McRae College.

I understand I may come in contact with clients who have contagious or communicable diseases such as AIDS, hepatitis, or measles. I will be taught Universal Precautions but it is possible I will still come in contact with pathogenic organisms.

I understand contact with pathogenic organisms can cause physical complications during pregnancy and/or can cause defects in an embryo or fetus.

I understand to fulfill the requirements of the skills laboratory and clinical laboratory components of the nursing programs, students must be able to demonstrate correct lifting and transferring of adult clients.

I understand to meet the requirements of the program, I will have no restrictions on my ability to lift any amount of weight. I must be physically able to meet the requirements of the program.

I am advised to consult a physician concerning any of these health risks as they apply to me.

Understanding the health risks involved, I choose to pursue the training and education necessary to fulfill the requirements of any of the nursing programs at Lees-McRae College.

__________________________
Print name

__________________________
Student signature

__________________________
Date

Revised June 2016
Appendix U - Health Declaration Form

This form must be completed by a licensed health care provider (MD, DO, NP or PA).

Please read and complete all information.

Student Applicant Contact Information

Student Applicant Name: ________________________________
Student Applicant I.D. #: ________________________________
Street Address: _______________________________________
Home Phone: _________________________________________
City, State ZIP: _______________________________________
Work Phone: _________________________________________
Email: _______________________________________________
Cell Phone: __________________________________________

Health Declaration
Nursing students are required to be able to meet and/or perform the Standards Essential for Nursing Practice. These standards include a number of physical activities that students must perform in the skills lab and clinical portion of the program, with or without reasonable accommodation. These activities may include lifting patients, performing physical activities for several hours at a time without rest, obtaining readings from medical instruments, placing and obtaining objects from areas above the shoulders and below the waist, receiving verbal instructions, and communicating effectively with members of the health care team, patients, and families. The clinical experience also places students under considerable mental and emotional stress as they undertake responsibilities and duties impacting patients’ lives. Students must be able to demonstrate rational and appropriate behavior under stressful conditions.

Physical Examination

In conducting your physical examination to determine whether the above-named applicant is capable of meeting the Standards Essential for Nursing Practice listed on the back of this page, please include an evaluation of the following systems:

- Basic vital statistics to include height, weight, blood pressure, pulse, respiration, and temperature
- Vision (Snellen Chart)
- Hearing (gross –whisper heard at 3 ft.)
- EENT
- Cardiovascular System
• Respiratory System
• G.I. System
• G.U. System
• Neuromuscular System
• Musculoskeletal System
• Endocrine
• Integumentary System
• Neurological System

Please read the Nursing Program *Standards Essential for Nursing Practice* listed on the following page, and then complete the two questions following.
## Standards Essential for Nursing Practice

<table>
<thead>
<tr>
<th>Functional Ability</th>
<th>Standard</th>
<th>Examples of Required Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Motor Skills</td>
<td>Gross motor skills sufficient to provide the full range for safe and</td>
<td>• Move within confined spaces such as treatment room or operating suite</td>
</tr>
<tr>
<td></td>
<td>effective patient care activities</td>
<td>• Assist with turning and lifting patients</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Administer CPR</td>
</tr>
<tr>
<td>Fine Motor Skills</td>
<td>Fine motor skills sufficient to perform manual psychomotor skills</td>
<td>• Pick up and grasp small objects with fingers such as insulin syringe, pills</td>
</tr>
<tr>
<td>Physical Endurance</td>
<td>Physical stamina sufficient to remain continuously on task for up to a</td>
<td>• Perform tracheotomy suctioning, insert urinary catheter</td>
</tr>
<tr>
<td></td>
<td>12-hour clinical shift while standing, sitting, moving, lifting, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bending to perform patient care activities</td>
<td></td>
</tr>
<tr>
<td>Physical Strength</td>
<td>Physical strength sufficient to perform full range of required patient</td>
<td>• Walk/stand for extended periods of time; turn, position, and transfer patients.</td>
</tr>
<tr>
<td></td>
<td>care activities</td>
<td>• Manually resuscitate patients in emergency situations</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical ability sufficient to move from room to room and maneuver in</td>
<td>• Move around in work area and treatment areas. Position oneself in the environment to render</td>
</tr>
<tr>
<td></td>
<td>small spaces; full range of motion to twist/bend, stoop/squat, reach</td>
<td>care without obstructing the position of other team members or equipment</td>
</tr>
<tr>
<td></td>
<td>above shoulders and below waist and move quickly; manual and finger</td>
<td></td>
</tr>
<tr>
<td></td>
<td>dexterity; and hand-eye coordination to perform nursing activities</td>
<td></td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient for physical monitoring and assessment of</td>
<td>• Hear normal speaking level sounds</td>
</tr>
<tr>
<td></td>
<td>patient health care needs</td>
<td>• Hear auscultatory sounds</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hear auditory alarms (monitors, fire alarms, call bells)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hear cries for help</td>
</tr>
<tr>
<td>Visual</td>
<td>Normal or corrected visual ability sufficient for accurate observation</td>
<td>• See objects up to 20 feet away</td>
</tr>
<tr>
<td></td>
<td>and performance of nursing care</td>
<td>• Visual acuity to read calibrations on 1 ml syringe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assess skin color (cyanosis, pallor)</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient to monitor and assessment of health care</td>
<td>• Feel vibrations (pulses)</td>
</tr>
<tr>
<td></td>
<td>needs</td>
<td>• Detect temperature changes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Palpate veins for cannulation</td>
</tr>
<tr>
<td>Smell</td>
<td>Olfactory ability sufficient to detect significant environmental and</td>
<td>• Detect odors from patient (foul smelling drainage, alcohol breath)</td>
</tr>
<tr>
<td></td>
<td>patient odors</td>
<td>• Detect smoke</td>
</tr>
<tr>
<td>Emotional/Behavioral</td>
<td>Emotional stability and appropriate behavior sufficient to assume</td>
<td>• Establish rapport with patients, instructors and members of health care team.</td>
</tr>
<tr>
<td></td>
<td>responsibility/accountability for</td>
<td>• Respect and care for persons whose appearance, condition, beliefs and values</td>
</tr>
<tr>
<td>Professional Attitudes and Interpersonal Skills</td>
<td>Actions</td>
<td>May be in conflict with their own</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Present professional appearance and demeanor; demonstrate ability to communicate with patients, supervisors, members of health care team to achieve a positive and safe work environment. Follow instructions and safety protocols</td>
<td>Deliver nursing care regardless of patient’s race, ethnicity, age, gender, religion, sexual orientation or diagnosis</td>
<td></td>
</tr>
<tr>
<td>Honesty and integrity beyond reproach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Oral communication skills sufficient to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team, including non-verbal communication, such as interpretation of facial expressions, affect and body language</td>
<td>Give verbal directions to or follows verbal directions from other members of the healthcare team and participate in health care team discussions of patient care</td>
</tr>
<tr>
<td></td>
<td>Elicit and record information about health history, current health status and responses to treatment from patients or family members</td>
<td>Elicit and record information about health history, current health status and responses to treatment from patients or family members</td>
</tr>
<tr>
<td></td>
<td>Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner</td>
<td>Convey information to patients and others as necessary to teach, direct and counsel individuals in an accurate, effective and timely manner</td>
</tr>
<tr>
<td></td>
<td>Recognize and report critical patient information to other caregivers</td>
<td>Recognize and report critical patient information to other caregivers</td>
</tr>
</tbody>
</table>
Licensed health care provider’s conclusions. Questions #1 and 2 MUST be answered.

1. To the best of your knowledge, do the results of your physical examination indicate that the student applicant will be able to deliver safe and efficient patient care while in the nursing program?
   
   ________ Yes        ________ No

   If no, please explain. If additional space is required, please attach your explanation on letterhead stationery.

2. To the best of your knowledge, can the student applicant perform all of the Standards Essential for Nursing Practice?

   ________ Yes        ________ No

   If no, please explain which standards the applicant is unable to perform and why. If additional space is required please attach your explanation on letterhead stationery.

ATTENTION STUDENT APPLICANT: If the health care provider’s response to Question #1 or Question #2 is “No”, the student must contact the Director of the Prelicensure Nursing Program to determine if reasonable accommodations can be made. Enrollment into the nursing program will be pending evaluation.

Licensed Health Care Provider (MD, DO, NP or PA)

Signature of Licensed Health Care Provider: ___________________________ Date: ______

Please PRINT clearly or type:

Name of licensed health care examiner: ___________________________

Title: ___________________________

Telephone Number: ___________________________

Address: ___________________________
Appendix V - Policy Agreement Form

Policy Agreement Testimonial

I have received a copy of, have reviewed, and understand the Lees-McRae College, and May School of Nursing Policies and Procedures as outlined in the Student Handbook and agree to abide by them.

____________________________________________________________________________________
Print Name

Student Signature Date

Faculty Witness Signature Date

Student Acknowledgement Initial all and sign below:

I have received a copy of and have read the ATI Assessment and Review Policy

I understand that it is my responsibility to utilize all of the books, tutorials, and online resources available from ATI.

____________________________________________________________________________________
Print Name

Student’s Signature Date
Appendix W – Inclement Weather Policy

TITLE OF POLICY: Inclement Weather Policy
DATE EFFECTIVE: 12/2015

The May School of Nursing and Health Sciences will normally abide by the college’s decision to cancel or delay classes due to inclement weather. This includes any course or clinical experience related to the School of Nursing and Health Sciences.

All students and faculty are encouraged utilize our alert system to receive inclement weather notification by text, phone, email, or all three methods. Clinical faculty may cancel or delay clinical if, in their opinion, travel conditions are or may become hazardous during the scheduled clinical time.

- Clinical faculty must pre-arrange a method to contact all students in their clinical group.
- Decisions to cancel or delay clinical will normally be made and students notified at least one and a half hours prior to the scheduled start time for clinical.
- The clinical faculty member is responsible for notifying the clinical unit, program director, and dean that their clinical experience is cancelled or delayed.
- If the students are in the clinical setting when the announcement is made that the college is closed (or closing), students shall bring their clinical work to a close and be dismissed as close to the close announced time as is reasonably possible.
- 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.
- Precepted experiences must notify their preceptors and course faculty if they are unable to attend a clinical experience due to inclement weather.
Appendix X - Clinical Schedule Change/Absence Form

Clinical Schedule Change/Absence Form

Please complete this form for any requested clinical day schedule changes or absences. Submit the completed form via email attachment to all clinical instructors associated with the change for approval. The form must then be forwarded to the Director of the Pre-Licensure Program and be placed in the permanent record. Requests must be submitted as soon as possible but must be at least 72 hours before rotation is to begin. If the schedule change involves “trading” a day or time, both parties must separately submit a form. In an emergent situation, please email the clinical instructor, Dr. Fero, & Professor Brewer and state the personal emergent conditions that prevent adherence to the clinical schedule. After the emergent situation resolves, complete this form for the permanent record as soon as possible.

Failure to follow this procedure will result in unapproved absence from clinical.

Today’s date: _______________ Date/time scheduled for Clinical: _______________

Scheduled clinical site: _____________________________________________________

Reason for absence/change: _________________________________________________

Student Comments:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Student Signature

_________________________________________________________________________

Faculty Comments:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

Faculty Signature

_________________________________________________________________________

Course Chair Signature

_________________________________________________________________________
Appendix Y – Attestation Agreement Testimonial

May School of Nursing and Health Sciences

Pre-Licensure BSN Program

I, _______________________________ attest to the following (please initial the appropriate response).

_____ I have not been charged with, or convicted of, a criminal offense nor have I become the subject of any criminal proceedings in any manner whatsoever.

_____ I have disclosed in writing to the Director Pre-Licensure Program or designee any charges or convictions that I have been the subject of, and any instance in which I have been the subject of any criminal proceeding.

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I understand that I must inform the Director Pre-Licensure Program or designee in writing within 48 hours if at any time I am convicted/charged with a criminal offense, have become the subject of any criminal proceedings. I understand agencies may refuse my access to clients/patients based on information contained in my background screening reports or my status as a student at Lees-McRae College. Agencies' criteria for students may differ from the criteria of the May School of Nursing and Health Sciences.

I release Lees-McRae College, the Lees-McRae Board of Trustees, the State of North Carolina, and their trustees, officers, directors, employees, and agents from any liability or damage in connection with the release of criminal background check results. If at any time during the course of my participation in a May School of Nursing and Health Sciences program I am either arrested, charged, or convicted, I must disclose such an event to the Director Pre-Licensure Program or designee in writing regardless of the nature or seriousness of the offense no later than 48 hours after such an event. Failure to do so may result in my dismissal from the program.

_________________________________________  __________________________
Student Signature                                Date