



Lenoir-Rhyne University

College of Health Sciences

School of Nursing

Undergraduate Student Handbook

2026-2027 Academic Year

Reviewed & Revised 8/26

*Disclaimer: Lenoir-Rhyne University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities that are free from discrimination, harassment and retaliation.

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Lenoir-Rhyne University

School of Nursing

Dear Students:

Welcome to the Nursing Program. You are beginning your journey to your goal of becoming a Professional Nurse!

Your college life for the next few years will be considerably different from that of your friends in other majors. It will involve not only classes and learning many new and interesting things, but responsibility for applying the information and skills in the real world of caring for others. Under the direction, supervision, and assistance of faculty, you will have an impact on the health and life of your clients. Only a few other students at Lenoir-Rhyne share this challenge.

While we are here to help you with this process, we cannot learn the material for you, nor can we anticipate for you every application. We can, and will, do everything possible to assist you in your learning as you pursue the dual goals of obtaining the undergraduate degree and preparing to undertake the responsibilities of a Professional Nurse. Although the requirements are demanding, the rewards you will achieve are most satisfying.

We look forward to getting to know each of you personally.

Sincerely,

Nursing Faculty

Nursing Faculty

Professor:	Kerry Thompson RN, MSN, PhD
Associate Professor:	Melissa DiNatale DNP, EdD, APRN, PM-HNP-BC Carla Fallas DNP, FNP-BC Tabitha Toney RN, MSN, PhD
Assistant Professor:	Janice McKeel RN, MSN, DNP Michelle Ollis RN, MSN, CCRN-K, FNP-BC, DNP Sara Piercy DNP, MSN, RN, FNP-C
Teaching Assistant Professor:	Jacob Boyd, RN, MSN Kaitlyn Harwell, MSN, RN Apryl Hollar, MSN, RN Kerry Ogrodowczyk DNP, RN, NNP-BC Kim Sloop RN, MSN, PhD Dara Swift, MSN, RN

See **Appendix A** for organizational chart

Nursing Program Purpose

The purpose of Lenoir-Rhyne University's baccalaureate program in nursing is the education of nursing leaders who influence the quality of health care through the promotion of health and management of illness in a global society. This program offers a course of professional study that builds upon the liberal arts and positions graduates for personal and professional success all within the context of a Christian caring perspective. Students are taught specific cognitive, affective, psychomotor and technological skills to enable them to work in collaboration with other members of the health care team to improve the quality of health care through the use of information technology, critical thinking, and research. The program facilitates development of nurses who demonstrate caring and respect for all, show a commitment to continuing professional growth, pursue the development of evidence for practice and act with integrity and professionalism at all times. Graduates, prepared in professional care roles, are able to pursue graduate study. The Nursing major earns a Bachelor of Science (BSN) degree.

Accreditation

The Lenoir Rhyne University baccalaureate nursing program is approved by the North Carolina Board of Nursing (Box 2129, Raleigh, NC 27602-2129, 919-782-3211) and is accredited by the Commission on Collegiate Nursing Education, (655 K Street NW, Suite 750, Washington DC, 20001).

Accountability

Lenoir-Rhyne Nursing Students are held accountable to uphold all college policies, regulations, students' rights, and services as published in the Lenoir-Rhyne Catalog, the Lenoir-Rhyne Student Handbook, and the Lenoir-Rhyne School of Nursing Student Handbook.

Lenoir-Rhyne University
College of Health Sciences Mission Statement

The College of Health Sciences, as a unit of service within the community of Lenoir-Rhyne University, supports the philosophy and values of the greater university. The College of Health Sciences actuates the University values of excellence, integrity, care and curiosity through its programs and curricula. Programs serve to stimulate intellectual, physical, and spiritual growth through support of academic rigor, personal responsibility, service to others and openness of mind to diverse perspectives.

The mission of the College is to prepare learners for professional careers in health-related fields. The College of Health sciences offers undergraduate and graduate courses of study that are based on the liberal arts, grounded in a Christian perspective, and cultivate a sense of community and service to others.

The College strives to promote leadership specifically within the athletic, educational, and health care communities in addition to encouraging advocacy for and service to people in the general community.

The College fosters wholeness of person not only through professional courses of study, but also by support of programs which seek to integrate personal well-being into a meaningful life.

**Lenoir-Rhyne University
School of Nursing Philosophy**

The faculty of the School of Nursing ascribe to the following beliefs:

Clients can be individuals, families, groups, communities, and populations. Individual clients are holistic beings who come from diverse backgrounds, each with a unique perspective and all possess intrinsic dignity and worth. All types of clients participate in decisions about their own health care.

The environment is a global one encompassing socio-cultural, physical, economic, technological, and political components. The nurse and clients influence and are influenced by these components as they work with other members of the health care team toward achieving health goals.

Health is a dynamic state which includes both biophysical and psychosocial aspects. The client is at the center of all health care relationships.

Professional nursing is founded in the liberal arts and requires commitment to life-long learning. Nurses collaborate with others as an integral part of the healthcare team to plan, design, manage, coordinate and provide care for clients within the context of community and global society. Professional nursing requires the development of competencies. It is through the application of these competencies the professional nurses empower clients to maximize their potential for daily living through health promotion and risk reduction. Professional nurses engage in compassionate client-centered, evidence-based care and advocate for the equitable distribution of resources. Professional nurses use research, clinical judgment, and leadership skills to enhance the quality of care for all and to further the profession of nursing.

Education is an interactive process in which learners share responsibility with the faculty for the acquisition of knowledge, development of skills, and promotion of attitudes necessary in both current and future environments. Students share responsibility with the faculty for progression in critical thinking, scholarship, leadership, and professionalism as they engage in this life-long self-directed process. The faculty believes that learning is best promoted through the use of a conceptual framework which allows learners to categorize, organize and use new information as it is acquired.

Lenoir-Rhyne University
School of Nursing Mission Statement
Program Mission

As a part of Lenoir-Rhyne University and College of Health Sciences, the mission of the School of Nursing is the education of nursing leaders who influence the quality of health care through the promotion of health and the management of illness in a global society.

The faculty in the School of Nursing fully ascribes to the educational philosophy of Lenoir-Rhyne University and College of Health Sciences by offering a course of professional study that builds upon the liberal arts and positions graduates for personal and professional success. The faculty strives to develop specific cognitive, affective, psychomotor and technological skills in students to enable them to work in collaboration with other members of the health care team and improve the quality of health care through the use of information technology, critical thinking and research.

The School of Nursing endeavors to foster in graduates a sense of personal responsibility and accountability for one's own actions and for service to the community and the profession. The program facilitates development of nurses who demonstrate caring and respect for all, show a commitment to continuing professional growth, pursue the development of evidence for practice and act with integrity and professionalism at all times. The faculty believes that development of nursing leaders who are able to provide evidence-based client-centered care is best accomplished within the context of a Christian caring perspective.

Program Goals

The program goals for the School of Nursing are to

1. Provide baccalaureate nursing programs grounded in Christian faith and liberal arts for both pre-licensure and continuing undergraduate students in nursing.
2. Facilitate integration of knowledge from the liberal arts and nursing into a framework for use as a generalist in the promotion of health and management of illness for individuals, families, groups, communities, and populations.
3. Enhance communication skills used in professional relationships with clients, peers and the community.
4. Develop skills regarding information technology, research, and critical thinking that can be used to improve the quality of health care.
5. Develop competencies to allow for post-baccalaureate education and life-long learning in the pursuit of professional development and growth of nursing knowledge.
6. Foster a sense of professionalism through the provision of opportunities to demonstrate leadership, responsibility, integrity, and a commitment to serving the community and the profession.
7. Support the development of a sense of caring for clients, peers, and the community.

School of Nursing Framework

It is through competencies that the students will demonstrate the application of knowledge related to the concepts introduced in the nursing curriculum, integration of the liberal arts, and achievement of the common learning goals of the university

Definition of Terms:

- 1. Knowledge for Nursing Practice Competencies:** The competencies associated with integrating, translating, and applying nursing knowledge, evidence, and concepts from the liberal arts, humanities, and natural and social sciences to support clinical judgment, person-centered care, ethical decision-making, quality improvement, and innovation in professional nursing practice.
- 2. Person Centered Care Competencies:** The competencies associated with providing compassionate, culturally responsive, evidence-based, and individualized care that respects the values, preferences, and needs of individuals, families, communities, and populations through partnership, communication, and shared decision-making.
- 3. Population Health Competencies:** The competencies associated with promoting the health and well-being of populations through health promotion, disease prevention, management of social determinants of health, health equity, disaster preparedness, and collaboration with community partners.
- 4. Scholarship for Nursing Practice Competencies:** The competencies associated with integrating the best available evidence, clinical expertise, and person-centered care to improve health outcomes through scholarly inquiry, evidence-based practice, quality improvement, and lifelong learning.
- 5. Quality and Safety Competencies:** The competencies associated with providing safe, high-quality care through the application of quality improvement principles, risk reduction strategies, systems thinking, and evidence-based practices that promote a culture of safety.
- 6. Interprofessional Partnerships Competencies:** The competencies associated with collaborating effectively with patients, families, communities, and interprofessional healthcare teams to provide coordinated, ethical, and high-quality care through effective communication, mutual respect, and shared decision-making.
- 7. Systems-Based Practice Competencies:** The competencies associated with understanding healthcare systems, organizational structures, policies, and resources to deliver safe, equitable, efficient, and high-quality care while contributing to system improvement.
- 8. Informatics and Healthcare Technologies Competencies:** The competencies associated with using information systems, healthcare technologies, and data to support clinical decision-making, enhance communication, improve patient safety, and optimize healthcare outcomes while maintaining ethical and secure information management.
- 9. Professionalism Competencies:** The competencies associated with demonstrating the values, ethical principles, accountability, integrity, and professional behaviors that guide nursing practice and support ethical decision-making, advocacy, and compassionate care.

10. Personal, Professional, and Leadership Development Competencies: The competencies associated with fostering self-awareness, resilience, leadership, lifelong learning, and professional growth while promoting innovation, collaboration, advocacy, and continuous improvement in nursing practice and healthcare systems.

Concepts of communication, clinical Judgment, compassionate care, ethics, evidence-based practice, health policy, social determinants of health, and access, connection, and engagement are thread through all the competencies.

Competency Model can be found in **Appendix B**

**Lenoir-Rhyne University
School of Nursing
Expected Student Outcomes**

Upon completion of the program students will:

1. Integrate knowledge from the liberal arts, natural sciences, and social sciences with nursing knowledge and clinical judgment to form the foundation for professional nursing practice.
(AACN Domains 1 & 9, University Common Learning Goal: Knowledge and Understanding)
2. Demonstrate competencies necessary to deliver person-centered care across multiple spheres of care that is ethical, holistic, compassionate, inclusive, respectful, and evidence based.
(AACN Domain 2, University Common Learning Goal: Care and Responsibility)
3. Communicate effectively and professionally with clients, families, groups, peers, and members of other disciplines.
(Multiple AACN Domains related to course content, for example courses with clinical Domain 2 and EBP course Domain 4 related to dissemination).
4. Demonstrate competencies necessary to address population health in a manner that is compassionate, collaborative, and spans the healthcare delivery continuum.
(AACN Domain 3, University Common Learning Goal: Care and Responsibility)
5. Apply knowledge related to advancing the scholarship of nursing and integrating evidence into practice to provide high quality care that is safe and effective.
(AACN Domains 4 & 5, University Common Learning Goal: Knowledge and Understanding)
6. Demonstrate competencies required to develop interprofessional partnerships and engage in systems-based practice.
(AACN Domains 6 & 7, University Common Learning Goal: Knowledge and Understanding)
7. Demonstrate competencies necessary to use information and communication technologies in the collection of data, process of decision making for care, and delivery of safe, high quality person-centered care.
(AACN Domain 8, University Common Learning Goal: Communication and Rhetoric).
8. Participate in activities that foster personal, professional, and leadership development.
(AACN Domain 10, University Common Learning Goal: Care and Responsibility)

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Admission and Progression Policies

Students who apply to Lenoir-Rhyne University and express an interest in the nursing major will be admitted to pre-nursing. Students are admitted without regard to race, color, national origin, religion, gender, age, sexual orientation, disability, or veteran status.

Pre-licensure Baccalaureate (BSN) Program and Matriculation to 300 level courses

Admission to the nursing major is a competitive process and students in pre-nursing are not guaranteed admission to the major. Students apply for admission to the major during the spring semester of the sophomore year. Students who are accepted matriculate into the major in the fall semester of the junior year.

Students at Lenoir-Rhyne

Students who are enrolled at Lenoir-Rhyne University and wish to be considered for admission to the major should complete an application for Admission to the Major by March 1st. Application forms are available on the School of Nursing portal.

To be eligible to apply for admission to the major a student must have:

1. Submitted an ATI TEAS Exam score at or above the **Proficient Level of 65** by March 1st. ***See Appendix H for TEAS Exam Testing Policy**
2. Submitted or have filed with the School of Nursing a satisfactory Health Form.
3. Submitted evidence of Training and Registration as Nurse Aide I in North Carolina or another state.
4. Completed or able to complete a minimum of 60 semester hours in the pre-nursing curriculum before fall semester of the junior year.
5. Earned a minimum cumulative GPA of 2.9 by the end of fall semester before the application is made.
6. Earned a Nursing GPA* of 2.9 prior to fall semester of junior year.
7. Completed or be enrolled in Nursing 245 & 255.
8. Admission to the school of nursing is contingent upon a satisfactory criminal background check and drug screen in August, prior to junior fall and submission of immunization documentation.
9. Have repeated no more than 1 science course.
10. Have earned a C- or better in the following: BIO 220, 281, 282 and CHE 101 or 103.

*The Nursing GPA is calculated on grades from courses that have been completed among those in the following group: Nutrition; Chemistry; Microbiology; Anatomy & Physiology I & II; General Psychology; Intro to Sociology (or approved Sociology elective); Statistics; Growth & Development; NUR 245 & NUR 255.

For progression into second semester 300 level nursing courses a student must have completed Growth and Development, Sociology (or approved Sociology elective), and Nutrition with a C- or higher.

Students not Currently Enrolled at Lenoir-Rhyne University

Students may transfer into the pre-nursing curriculum at any time during the freshman and sophomore year and follow the guidelines for admission to the major. A transfer or change of major student is

advised to seek official credit for completed courses. The Academic Standards Committee will review records to ensure placement at the appropriate level.

Students with Transfer Credits

This could include students who transfer from another institution, or students who have graduated from an advanced-standing high school with an associate degree (e.g., arts or science) and/or have met technical requirements.

Lenoir-Rhyne may offer transfer students who have completed the equivalent of their sophomore year an opportunity to enroll in pre-nursing courses over the summer and matriculate in nursing at the junior level in the fall. These courses will be offered on an as needed basis. Students seeking enrollment in this program should complete an application for admission to the University and admission to the major by April 1st. To be eligible to apply for admission to the major a transfer student must provide the same information as *Students at Lenoir-Rhyne University* (see above), with the exception of the following:

- Completion of hours will be evaluated on an individual basis by the nursing academics standards committee

Advanced Placement Policy

Students who receive advanced placement must take their final 30 credit hours at Lenoir-Rhyne University. The school of nursing follows the university policy for advanced placement. This policy can be located here:

<https://catalog.lr.edu/content.php?catoid=20&navoid=477&hl=%22advanced+placement%22&returnto=search#advanced-placement>

Students seeking advanced placement for nursing courses must submit copies of the course description and a content outline to the Academic Standards Committee of the School of Nursing. Credit for these courses is determined at the discretion of the Academic Standards Committee.

Request for Credit by Exam (Challenge Policy)

Nursing students must comply first with request for credit by exam required by the University:

<https://catalog.lr.edu/content.php?catoid=20&navoid=477&hl=%22credit+by+exam%22&returnto=search#credit-by-examination>. Nursing courses which may be challenged are NUR 245 & 255.

A student cannot take a challenge exam for a course that was failed. The course must be repeated.

Withdraw Policy

Students may only withdraw from 1 (one) nursing course per semester, and no more than 2 (two) nursing courses overall while enrolled in the LRU School of Nursing. When extreme extenuating circumstances exist, students are permitted to withdraw from the University but would have to reapply to the School of Nursing. The university policy for withdraws is located in University Undergraduate Catalog and can be accessed here:

<https://catalog.lr.edu/content.php?catoid=20&navoid=477&hl=%22withdraw%22&returnto=search#add-drop-and-withdrawal>

RN to BSN Program Admission Policy

A student seeking admission into the Gateway (RN to BSN) Nursing Program at Lenoir-Rhyne is advised to seek official transfer credit for courses completed at other colleges and universities. Students should contact the Gateway Director or Chair of the School of Nursing for guidance on the transferability of

courses. Gateway students can enroll in general college courses and nursing prerequisites at the University at any time individual course prerequisites have been met and they have been accepted by the University. The Academic Standards Committee of the School of Nursing reviews transcripts to assure placement at the appropriate level. To be eligible to apply for admission to the Gateway Nursing Program, students must have:

1. A current unrestricted License as a Registered Nurse or be able to complete licensure before enrollment in NUR 420.
2. Completed or be able to complete a minimum of 56 semester hours in the pre-nursing curriculum before enrollment in NUR 420.
3. Earned a minimum cumulative GPA of 2.5 by the end of the semester before the application is made.
4. Completed at least 5 Prerequisite courses with grades of C- or higher.
5. Complete a criminal background check from the School of Nursing approved vendor

Regionally Increasing Baccalaureate Nurses (RIBN) Program Admission Policy

Students admitted into the Regionally Increasing Baccalaureate Nurses (RIBN) program are dually admitted and enrolled to both Lenoir-Rhyne University and one of the following community colleges: Caldwell Community College and Technical Institute, Catawba Valley Community College, Gaston College, Mitchell Community College, Western Piedmont Community College, and Wilkes Community College. Students in the RIBN program take a preapproved list of courses at LRU and their prospective community colleges to earn both an Associate Degree in Nursing (ADN) from their community college and a Bachelor of Science in Nursing (BSN) at LRU. Applicants applying to the RIBN program directly from high school, or those with less than 26 transferable college credits that count towards the BSN degree will be considered for admission to the RIBN program upon meeting the requirements specified below.

It is the student's responsibility to submit the following information:

1. A completed, accurate application for RIBN admission.
2. A completed, accurate application for admission to the prospective community college.
3. Official proof of High school diploma or equivalent* submitted to both LRU and the community college.
4. Unweighted high school GPA of 3.0.
5. **Optional** SAT/ACT score report (if score is not included on official transcript). Lenoir-Rhyne University's CEEB (SAT) code is 5365; ACT code is 3118
6. Placement out of developmental coursework at the community college.
7. Completion of the Test of Essential Academic Skills (TEAS) with minimum required for the prospective community college.
8. Satisfactory completion of required coursework.
9. Official college transcript(s) if any college work has been attempted, even if course(s) are listed on high school transcript.

Applicants applying to the program with 26 or more transferable college credits that count towards the BSN degree will be considered for admission to the RIBN program upon meeting the requirements specified below. It is the student's responsibility to submit the following information:

1. A completed, accurate application for RIBN admission.
2. Acceptance into the prospective community college Associate Degree Nursing program for the upcoming fall.
3. Official transcripts from each college or university attended.*

4. Program GPA of 3.0.

5. Completion of the Test of Essential Academic Skills (TEAS) with a minimum required for the prospective community college.

*Prospective students may be admitted based on unofficial transcripts and/or as courses are in progress, however a final transcript must be received prior to a student enrolling at Lenoir Rhyne.

**Unofficial test scores may be used for the purposes of admission to the University, however, official test scores are required prior to a student enrolling at Lenoir-Rhyne.

Progression Policy

To assure safe practitioners, the nursing faculty requires that students adhere to the following Universal progression rules.

Universal Progression Rules

1. A student can enroll in a course with a nursing prefix (NUR) only when prerequisites for that course are completed with a grade of C- or better.
2. A student must earn a minimum grade of 78 or higher in each required course with a nursing prefix in order to complete the program.
3. A student who receives a grade below 78 in a nursing course must successfully complete that course before enrolling in other nursing courses at the next level or in other nursing courses for which the failed course is a prerequisite.
4. A student who receives less than a C- in Nursing 245 or Nursing 255 must receive permission to repeat the course. Students should seek advice from their advisor and address requests to the Academic Standards Committee in writing.
5. A student who receives a D+, D, D-, or F in a required course with a nursing prefix is automatically disqualified from continuing in the Nursing Program. The student cannot enroll in subsequent nursing courses until initiating readmission procedures and receiving official notice of readmission (See Readmission Policy, p. 17).
6. A student who receives a grade of D+, D, D-, or F in more than 1 required course with a nursing prefix is dismissed from the program and is not eligible to apply for re-admission for at least 3 years. A course with a NUR prefix can only be repeated once.
7. A student must always function safely within the clinical area to continue in the program. The faculty reserves the right to deny progression and/or permanently dismiss a student who demonstrates behaviors that conflict with safety essential to nursing practice at any time in the curriculum (See Safety Policy, p. 26).
8. A student must submit an annual Health Update by Registration Day (See **Appendix C**) each fall semester or on the first day of the semester when returning to the program. Before being allowed in the clinical area, the student must provide evidence of immunizations as well as satisfactory physical and emotional health. The faculty reserves the right to dismiss a student who presents physical or emotional problems that do not respond to appropriate treatment or counseling within a reasonable time (See Health and Immunization Status Policy, p. 18).
9. A student must be current in Cardiopulmonary Resuscitation (CPR) and Occupational Safety and Health Administration (OSHA) Bloodborne Pathogens Standards for each clinical course. The CPR update is required every 2 years. An annual update is required to maintain current status of OSHA standards.

10. A student must meet all individual agency requirements before engaging in clinical activities. The requirements include: satisfactory criminal background check and drug screening, electronic documentation orientation, and immunization verification (completed annually).

Re-Admission Policy

Some students, having been dismissed from the program, may apply for readmission to the program. With the exceptions stated, the university's Grade Substitution Policy can be used. Students, who fail 2 (two) or more nursing courses or are unsuccessful in repeating a course, are dismissed from the program and are not eligible to apply for re-admission for three years.

Students readmitted after the three-year time limit will be dismissed permanently if they receive a grade below C- (77.9 or below) in any nursing course.

Students who were dismissed for safety reasons are eligible to apply for readmission if the problems contributing to unsafe practice have been corrected.

Those students wishing to be readmitted after dismissal must submit a letter to the Academic Standards Committee requesting readmission. The letter should provide evidence that academic success is likely if they are readmitted. The committee will consider evidence such as successful completion of additional university courses, academic testing, and development of an individualized educational plan to remediate difficulties, and/or improvement in emotionally or physically stressful situations.

The Academic Standards Committee may request an interview with the student to discuss educational needs and plans. Students may also request a meeting with the committee.

Readmission to the program is not guaranteed.

School of Nursing Grade Substitution Policy

Students may use the college Grade Substitution Policy as stated in the university catalog with the exceptions outlined below.

1. A maximum of one (1) nursing course may be repeated using grade substitution.
2. No nursing course may be repeated more than once.
3. Students are only allowed to repeat one science course once for grade replacement.
4. The School of Nursing reserves the right to use grade substitution in computing GPAs for admission, progression and graduation.

Health and Immunization Status Policy

North Carolina law requires that all students applying for admission to the nursing major have a physical examination regardless of residential status or course load. This examination must include certification for ability to participate in clinical activities. The LR Student Health Form is used by the School of Nursing as documentation of this exam and is available on the LR website under Student Health.

The School of Nursing uses CDC guidelines, NC immunization laws and agency requirements in determining necessary immunizations for nursing students. As agencies and guidelines change students may be required to update their immunizations to be allowed in clinical sites. The School of Nursing reserves the right to change the vaccine requirements to match the requirements of clinical agencies, and the recommendations of public health and governmental agencies as needed. Students who are unable to complete a clinical course or who miss clinical experiences due to lack of immunizations will

be treated in the same manner as students who are unable to complete courses or who miss for other reasons. Inability to attend clinical results in failure of clinical courses.

Required immunizations for entry into college are listed on the Student Health Form. Immunizations required for the School of Nursing include:

# of doses	immunization	Comments
3	DTP, DTAP, Td or Tdap	One dose must be within the last 10 years. One dose must be Tdap before being allowed in 300 level clinical courses even if it has not been 10 years.
3	Oral Polio	If born after July 1, 1994.
2	Measles	Lab documented serological testing/titer proving immunity may be provided in lieu of immunizations. Physician documented diagnosis of disease prior to 1994 may also be used to prove immunity. Individuals born prior to 1957 are exempt.
2	Mumps	Lab documented serological testing/titer proving immunity may be provided in lieu of immunizations. Students born prior to 1957 are exempt.
1	Rubella	Lab documented serological testing/titer proving immunity may be provided in lieu of immunizations. Individuals are exempt if: 50 yrs of age or older; or enrolled in the university for the first time before 1989 and after their 30 th birthday.
2	Varicella	Lab documented serological testing/titer proving immunity may be provided in lieu of immunizations. History of disease not acceptable
yearly	Two- step Tb skin test (PPD/Mantoux)	Individuals with a positive test must have documentation of treatment or a negative chest x-ray upon admission to the program. No additional x-rays are required unless symptoms develop.
3	Hepatitis B	A series of 3 Hepatitis B immunizations are required.
yearly	Flu	Required by clinical facilities. Exemption for those with allergies to vaccine.
Per CDC Recommendation	Covid vaccine	May be required by clinical facilities

Beginning in the spring of the sophomore year, returning students must submit a satisfactory Health Update (See **Appendix C**) before being allowed to attend classes. Forms are available in the School of Nursing. Students must keep the School of Nursing apprised of any major changes in health status. Students who do not have a current Tb test on file will not be allowed in clinical.

Students who are exposed to communicable diseases will be financially responsible for follow-up testing and treatment.

The School of Nursing reserves the right to dismiss students at any point in the curriculum who present physical or emotional problems that do not respond to appropriate treatment or counseling within a reasonable time.

The Academic Standards Committee will consider, on an individual basis, the cases of students who are unable to meet progression criteria because of extenuating life circumstances affecting physical and emotional health, which impair the student's ability to perform.

Students who have infections or any skin lesions, which would place clients at risk, cannot provide direct client care. Any absence incurred for these reasons must be made up according to the attendance policy.

Dismissal Policy

The Nursing Faculty reserves the right to dismiss students, at any point in the curriculum, who:

1. Present physical or emotional problems that do not respond to appropriate treatment or counseling within a reasonable time.
2. Do not meet the criteria listed for progression from one level to the next.
3. Earn a D or F in a nursing class.
4. Demonstrate behavior which conflicts with safety essential to nursing practice.
5. Exhibit behaviors and activities detrimental to nursing.
6. Violate the confidentiality policy.

Behaviors and activities* which may result in disciplinary action, including dismissal, include but are not limited to:

1. Drug or alcohol abuse
2. Violence-related crime
3. Illegally obtaining, possessing, or distributing drugs or alcohol for personal use
4. Commission of any crime that undermines the public trust.
5. Failure to make client information available to another health care professional. Any client information crucial to the safety of the client's health care.
6. Delegating responsibility to a person when the student knows or has reason to know that the competency of the person is impaired by physical or psychological ailments, or by alcohol or other pharmacological agents, prescribed or not.
7. Practicing or offering to practice beyond the scope permitted by law.
8. Accepting and performing professional responsibilities (without supervision) which the student knows or has reason to know that he/she is not competent to perform.
9. Abandoning or neglecting a client who needs nursing care, without making reasonable arrangements for the continuation of care.
10. Harassing, abusing, or intimidating a client, peer, faculty, or staff physically, verbally, or emotionally.
11. Failure to maintain an accurate record for each client.
12. Failure to file a report or filing a false report, required by the School of Nursing, or impeding or obstructing such a filing or inducing another person to do so.
13. Exercising undue influence on the client, including the promotion of the sale of services, appliances, or drugs for financial gain of the practitioner or of a third party
14. Directly or indirectly offering, giving, or soliciting or receiving or agreeing to receive, any fee or other consideration to or from a third party for referral of a client.
15. Revealing identifiable data, or information obtained in a professional capacity, without prior consent of the client, except as authorized or required by law.
16. Guaranteeing that a cure will result from the performance of professional services.
17. Accepting responsibility for client care while impaired by alcohol or other pharmacological agents.

18. Falsifying client records or client information on division records
19. Engaging in any activities of a sexual nature with a client including kissing, fondling, or inappropriate touching while responsible for the care of that individual
20. The purchase and/or use of test banks meant explicitly for use by instructors.

While an investigation of inappropriate behavior is being conducted, the student may be:

1. Immediately removed from the clinical site
2. Denied access to clinical sites in all nursing courses.
3. Banned from nursing classes on the Lenoir-Rhyne campus.

Actions taken by the School of Nursing during the investigative process will be dependent upon the nature of the infraction. The School Chair and other appropriate persons, such as, but not limited to, team coordinators, and team members, School Chair Committee, and Academic Standards Committee will be notified of activities or behaviors that may warrant dismissal or other disciplinary action. To ensure due process during the investigative process, the student will be invited to meet with involved faculty and/or other appropriate people.

Upon conclusion of the investigative process, the student will receive written notice of any disciplinary action including official dismissal from the program.

Infractions that involve violations of academic integrity or violate other college policies will be reported to appropriate college administrators in order that the college may take appropriate actions.

If a student is dismissed from the program for an infraction, he/she will:

1. Receive a grade of F in the course in which the infraction occurred.
2. Be withdrawn from other nursing courses.
3. Be given grades according to university policy in effect for the time of dismissal (i.e., W before midterm or WP or WF after midterm)
4. May continue in non-nursing courses unless actions by the university prohibit continuation.

The student may initiate an appeal of the decision according to university guidelines.

*List adopted from those listed in North Carolina Board of Nursing Administrative Code (21 NCAC 36.0217) Amended January 1, 2019.

Attendance and Tardy Policies

The School of Nursing adheres to the policies outlined by the University Excused Absence Policy. However, the School of Nursing maintains its own attendance policy. Students are expected to attend all classes and assigned experiences to receive a passing grade in nursing courses. Coming late or leaving early three times will constitute one absence. Students are referred to The Lenoir Rhyne University Student Handbook for details on the University Excused Absence Policy.

CLINICAL, LAB, SIMULATION, AND COMPETENCY CHECK OFF EXPERIENCES ATTENDANCE POLICY

Clinical, lab, simulation, and competency check-off experiences are essential components of the nursing program. These experiences support achievement of course outcomes, development of clinical judgment, demonstration of required competencies, and preparation for professional nursing practice.

This attendance policy applies to any clinical, lab, simulation, and/or competency check-off experience.

Attendance Requirements

- Attendance is mandatory at all clinical, lab, simulation, and check-off experiences.
- Students must arrive on time and remain for the full learning experience.
- Students are responsible for satisfying all course and clinical requirements.
- Missed clinical experiences may affect a student's ability to achieve required competencies and course outcomes.
- Required clinical hours must be completed in accordance with program and the Board of Nursing regulatory expectations.

Absence Notification

Students who are unable to attend a scheduled clinical experience must:

1. Notify the clinical instructor (or faculty if it is a simulation or lab experience) at least one hour prior to the scheduled start time.
2. Follow all course-specific notification requirements
3. Submit requested documentation (e.g., doctor's note) within the timeframe specified by faculty.

Failure to follow required notification procedures may result in the absence being classified as unexcused.

Attendance Progression Process

First Absence

The student will:

- Complete any faculty-assigned make-up activity when available.
- Submit a written reflection addressing:
 - Impact of missed learning opportunities.
 - Impact on patient care and team functioning
 - Strategies for future attendance compliance
- Meet with faculty as needed regarding attendance expectations.
 - Received an attendance warning.

Second Absence

The student will:

- Meet with course faculty.

- Complete a Performance Improvement Plan identifying barriers and strategies for attendance improvement.
- Be informed that additional absences may result in progression review.

Third Absence

A third absence will trigger a scheduled meeting with designated faculty.

The review committee will evaluate the student's ability to successfully complete course objectives and required clinical competencies using standardized review criteria.

Possible outcomes include:

- Additional remediation
- Required make-up experiences
- Probation
- Course/Clinical failure

Tardiness

Students must be present and prepared to begin activities at the designated start time.

- First tardy: documented counseling.
- Second tardy: written warning.
- Third tardy: equivalent to one absence.

Tardiness will be documented using the same procedure for all students.

No Call / No Show

Failure to report for a scheduled clinical (i.e., clinical, lab, simulation, or check-off) experience and failure to provide required notification constitutes a No Call / No Show.

A No Call / No Show will result in:

- Immediate attendance meeting with designated faculty.
- Meeting with course faculty and program leadership.
- Consideration of clinical and course failure.

Make-Up Experiences

- Make-up experiences are not guaranteed.
- Availability depends on faculty, clinical placement, simulation capacity, and program resources.
- Students may not independently arrange make-up experiences.
- Completion of a make-up activity does not remove the original absence from the attendance record.

Extenuating Circumstances

The program recognizes that serious circumstances may interfere with attendance.

Examples include:

- Documented illness or injury
- Hospitalization
- Death of an immediate family member
- Military obligations
- Jury duty
- University-approved activities
- Other significant documented events

Documentation will be evaluated using the same review process and criteria for all students.

CLASSROOM ATTENDANCE POLICY

Students cannot be absent more than 15% of the classroom time unless the Lenoir Rhyne University Excused Absence Policy applies.

1. Students are expected to attend all classes.
2. Any student who is absent maintains responsibility for all classroom activities during that time.
3. Any student who misses more than 15% of scheduled class time will fail the course, unless extenuating circumstances exist.
4. A student enrolled in a class that meets once a week will receive a failing grade if they are absent twice during the semester, unless extenuating circumstances exist.
5. A student who misses graded work because of a class absence may receive a zero for that work unless extenuating circumstances exist.
6. A student who is unable to take an exam at a scheduled time for any reason should notify the instructor prior to the exam. Policies regarding exams will apply (See examination policy).

Examination Attendance Policy

1. Attendance is required at all scheduled exams. In an emergency situation, the student is responsible for notifying the professor prior to the exam time or a zero will be recorded (unless the School of Nursing has been informed by the Office of Student Affairs that the Excused Absence Policy applies).
2. Every effort shall be made to make up the exam prior to the next scheduled class period at the convenience of the professor.
3. If test/exam is allowed to be made up the grade will automatically be lowered by 4 points (unless the School of Nursing has been informed by the Office of Student Affairs that the Excused Absence Policy applies).

Tardiness Policies

1. Classroom Policy
Students who are late for class or leave early three times will be assigned an absence.

2. Lab Policy
Refer to CLINICAL, LAB, SIMULATION, AND COMPETENCY CHECK OFF EXPERIENCES
ATTENDANCE POLICY
3. Clinical Policy
Refer to CLINICAL, LAB, SIMULATION, AND COMPETENCY CHECK OFF EXPERIENCES
ATTENDANCE POLICY

Extenuating Circumstances (in case of illness or extenuating circumstances)

1. Report to the faculty person responsible for each learning activity that will be missed.
2. It is the responsibility of the student to complete those activities that are recommended by the instructor responsible for the missed experience. These activities should ensure the student the opportunity to learn the materials/skills that were taught during the student's absence.
3. The faculty may deny a student permission to take an exam that was missed for an unacceptable reason.
4. Any absence on a test date or clinical day without proper notification will result in a grade of "0" for the test or day they missed.

Grading and Test Security Policies

Nursing Courses

The Nursing Program follows consistent grading policies for all nursing courses. Although the number of grading subdivisions may vary from semester to semester, nursing courses may include as many as four (4) discrete components:

1. Theory concept evaluation
2. Clinical/course papers or graded assignments
3. Lab competencies
4. Clinical performance

As designated on course syllabi, the student is expected to pass each one of these components separately by the end of the course schedule to pass the course.

Clinical performance is officially designated as a Pass/Fail grade and will not contribute to the overall course grade on the student's transcript. A satisfactory in clinical performance is congruent with at least a C- level in the other components.

Students must earn a minimum of a C- on each component separately before additional components are combined to determine the final official overall grade.

A student who earns less than a C- in any component receives a D or F depending upon the grade earned in the lowest component. A student who does not earn a satisfactory on clinical performance receives an F in the course.

Grading Scale Policy for Required Nursing Courses:

The following numerical grades shall be used to determine letter grades:

- A (95-100)
- A- (93-94.9)
- B+ (90-92.9)

B (87-89.9)
B- (85-86.9)
C+ (83-84.9)
C (80-82.9)
C- (78-79.9)
D+ (75-77.9)
D (72-74.9)
D- (70-71.9)
F (69.9 or below)

General Testing Policy

1. Test maps will not be provided for individual exams. Test maps will only be provided for the final exams.
2. Nursing faculty will not entertain questions during the administration of nursing exams.
3. Each individual exam grade and final exam grade will be rounded to the nearest tenth. *The final theory grade will not be rounded up.* If a student ends a semester with a theory grade of 76-77.9, the final theory grade will be a D+. Final course grades will follow the same policy.
4. When using a secure testing system, the download for the exam will be set to open at 5pm the day prior to the test. Students should complete the download of the exam at least one hour prior to the test.
5. During the exam, failure to follow any component of the testing requirements below may result in a test integrity violation and a failing grade.
 - a. Students will not have phones out, in use, or visible for any purpose during seated or electronic testing unless instructed to do so by faculty proctoring a test.
 - b. Students will remove and store smart watches out of reach and sight during seated or electronic testing.
 - c. Personal items brought to the classroom except for pencils, highlighters, device for testing, and student IDs (as needed), will be placed out of reach and sight during seated testing in an area designated by faculty proctoring a test. Faculty will provide calculators and a blank sheet of paper if requested by student for use during the test. The paper will be left on the desk at completion of the test.
 - d. Students may not have food, may not use ear buds or headphones, may not wear hoodies pulled over their head, caps, scarves, or coats during seated or electronic tests.

Test Security Policy

Rationale: The security of tests is important to the school of nursing. Due to the difficulty with construction of test items and establishment of reliability and validity exam security must be maintained.

1. Tests are the property of the professors who teach the course, both before and after administration. Professors are responsible for the secure storage of tests in their locked offices and/or secured devices.
2. Students will not be allowed to keep tests, copy tests, take notes from scored tests or review them in an unsupervised setting.
3. Individual course syllabi will outline the particular protocol for reviewing scored tests in the specific courses.
4. Faculty will keep hard copies of completed tests or securely store tests on testing platform until final course grades are posted, after which time the tests may be shredded for disposal.

5. Exams will be taken to the testing site for students with accommodations by testing faculty or staff. These exams are to be in a sealed envelope and are not to be taken to or from the testing site by students. After completion of the exams, they are to be placed in a sealed envelope and hand delivered by testing staff to the nursing administrative assistant, faculty member or locked cabinet.
6. When using a secure testing platform for tests/exams, students are responsible for bringing an approved device with the appropriate software already installed.

Clinical Education Policies

Safety Policies-Evaluation of Safety

Safety is of utmost concern in dealing with clients. Nursing students should be able to exercise judgment about safety in a general sense. Additionally, they are learning and exercising safety measures specific to nursing. Safety of nursing practice must be within legal parameters and is required to pass each nursing course.

Nursing students operate within the basic philosophy of assessing and promoting the client's safety and care. In any undertaking, client privacy and confidentiality are of paramount importance. Nursing students may act as change agents to ensure the client's safety.

To be evaluated as safe, the nursing students will neither commit nor omit any actions related to clinical practice that places the client or the client's family in jeopardy of harm to physical health and/or psychosocial well-being. For each class, specific student behaviors, including those for safety in the clinical area, are located in the respective clinical evaluation forms and syllabi.

The faculty has an obligation to protect the public from unsafe/unsatisfactory nursing care and to foster the development of independent safe/satisfactory nursing care throughout the curriculum. A nursing student who is judged to be unsafe may be dismissed from clinical and class at any time during the curriculum. Therefore, the following process for resolving unsafe/unsatisfactory clinical performance has been developed.

Professional Clinical Behavior

*See **Appendix I** for the School of Nursing Professional Clinical Behavior Policy

Process for Resolving Unsafe/Unsatisfactory Performance:

1. The identification of student performance as unsafe or unsatisfactory for patient's well-being.
2. Dismissal from clinical, class, or program as deemed appropriate (refer to dismissal policy, p. 19).
3. Follow-up with supportive and/or corrective faculty guidance and action as appropriate; within a time frame allowing for re-evaluation
4. Follow the policies published in Lenoir-Rhyne Student Handbook.

Potential Outcomes Following Corrective Action:

1. Student performance became safe/satisfactory.
2. Student performance remained unsafe/unsatisfactory resulting in unsatisfactory clinical grade.
 - a. Unsatisfactory clinical grade results in failure of the course and immediate dismissal from the nursing program.

- b. Students may apply for readmission and the Academic Standards Committee will make a decision regarding the application, in accordance to readmission policies, or it may be referred to the faculty for a decision.

Cell Phone Usage

Personal cell phone usage during the clinical day is prohibited. Students may be dismissed from clinical for texting or talking on personal cell phone with people during the clinical day. At the discretion and supervision of faculty, students may use cell phones to look up information related to the clinical experience. Students are also prohibited from disclosing certain types of information through social media (Please see social media policy for additional information).

Transportation Requirements:

Students must provide their own transportation for clinical courses.

Policy for Completion of the Pharmacology Math Component for the Nursing Curriculum

Nurses have an ethical and legal obligation to ensure safe patient care. Ensuring this safety requires a high standard of competence among our graduates, therefore:

1. The pre-licensure student must successfully complete the Pharmacology Math Exam each semester. These exams could be administered in the following nursing courses: Nur 330, Nur 332, Nur 334, Nur 336, Nur 340, Nur 440, Nur 450, and Nur 496.
2. The student may have up to (3) three opportunities to master this content at 90% accuracy.
3. Failure to successfully pass the pharmacology math exam at 90% within three (3) trials will result in a failing grade for the course.

Precepted Cohort Clinical Experience Policy

Defined: The precepted cohort clinical experience is an alternative to the traditional clinical experience available to nursing students at Lenoir-Rhyne. Individual students participating in this program are paired with a BSN prepared registered nurse preceptor for their clinical experiences.

Eligibility: Students will be invited by faculty to participate in the precepted cohort clinical based on the availability of preceptors and several student qualifications. Students who are chosen will be placed in a precepted clinical for their clinical experience in the fall semester of the junior year. During this semester they will be re-assessed by the faculty to determine if they will continue in the cohort experience for the rest of the nursing curriculum.

Characteristics of the students considered for invitation to the cohort clinical experience.

1. Faculty recommendation based on judgment that the student is an independent learner, flexible, has ambition for learning and inquisitiveness, is responsible, a good critical thinker, has good communication skills, and demonstrates professionalism.

Procedures:

1. If a student is accepted into the permanent cohort following the fall semester junior year, it is expected they will remain in a precepted clinical for the duration of nursing school.
2. A student may be removed from the precepted cohort experience and be placed in a traditional clinical group if it is best to do so based on the professional judgment of the faculty.
3. A student will be dismissed from the precepted cohort experience group if they fail a required nursing course. If readmitted to the program they will be placed in a traditional clinical group.

4. Students must schedule clinical days with the preceptor and let the course coordinator know the exact dates of clinical ahead of time.
5. The absence policy for students in the precepted cohort is the same as for students in the traditional clinical. Students are directed to review the handbook for the policy on clinical absences for information regarding fees and expectations.
6. The same expectations for seminars and for paperwork are required of cohort students as students in traditional clinical.
7. The particular number of hours required for the precepted cohorts is the same as for traditional clinical.
8. Course coordinators will be responsible for identifying preceptors, matching students with preceptors, and orienting preceptors and students to the course requirements. The ultimate responsibility of grading the precepted student rests with the course coordinator, although information for student performance evaluation will be obtained from the preceptor.

Minimal Performance Abilities for Nursing Students

Minimal performance abilities are not to be used to make judgments about admission to and progression in the Lenoir-Rhyne School of Nursing program. For the purposes of the school compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential eligibility requirements for participation in the Nursing Program.

Minimal performance abilities are used to assist each student in determining whether accommodation is necessary. The abilities provide an objective measure upon which a student and the advisor base informed decisions regarding whether the student is "qualified" to meet requirements. The Minimal Performance Abilities are listed in **Appendix D**.

Every applicant/student will be given a copy of the Minimal Performance Abilities in their student handbook. If a student believes that it is impossible to meet one or more of the Minimal Performance Abilities without accommodation or modification, the School of Nursing must determine, on an individual basis, whether the necessary accommodation or modification can be made reasonably. It is the responsibility of the applicant/student to communicate any disability to the School Chair or the Academic Standards Committee of the Lenoir-Rhyne School of Nursing. Reasonable accommodation is defined by the Act to include making existing facilities readily accessible to and usable by individuals with disabilities.

*See **Appendix D** for the Minimal Performance Abilities for Nursing Students

Dismissal from clinical

Faculty may dismiss students from clinical experiences for any of the reasons listed below. The student:

1. Is unprepared for client care
2. Appears to be either physically and/or psychologically ill and unable to fulfill the roles and responsibilities assigned for the experience
3. Appears to be under the influence of alcohol and/or drugs.
4. Is unaware of his/her own limitations or fails to seek help appropriately, thereby creating an unsafe environment for client care.
5. Is unkempt and/or unclean.
6. Is deemed to be unsafe in the clinical area.
7. Will have missed a significant part of the clinical experience.
8. Exhibits unprofessional behavior in the clinical environment.

The faculty's professional judgment will be used in determining whether a student is allowed to remain in the clinical area when being late. The following factors will be used to determine whether the student needs to be dismissed or will be allowed to remain for the experience:

1. The nature of the clinical experience.
 2. The amount of time missed.
 3. The student's roles and responsibilities during the experience.
 4. The anticipated length of the experience.
 5. The nature and seriousness of the reason for the denial or dismissal.
 - Patterns of absences or tardiness will be reflected in the student's clinical evaluation and may result in
 - failure of the course.
1. A warning will be given for the first clinical tardy.
 2. An unsatisfactory will be given for the second clinical tardy.
 3. The third clinical tardy will result in failure of the clinical course.

Criminal Background Check

Students must have a criminal background check and drug screen yearly on file with the School of Nursing prior to fall clinical. The approved vendor for background checks may be found at www.viewpointscreening.com/lr. Lenoir-Rhyne University has partnered with Viewpoint Screening to provide your background check, drug test and medical document storage. Background checks and drug screens are required of all students prior to their experience with clinical sites and/or student teaching. You are also required to provide specific medical documents. You will have the capability to upload specific documents required by Lenoir-Rhyne University for immunizations, medical or certification records. Students are required to report any violation (felony or misdemeanor conviction) to the School of Nursing if there is such an occurrence after completion of the CBC. Failure to complete this action could result in dismissal from the School of Nursing. Students are responsible for paying for criminal background checks, drug screens and medical documentation tracking.

Drug Policy:

1. Students are required to complete an annual drug screen in August.
2. Students are required to submit to random, and agency required drug screenings.
3. A student may be required to undergo drug and/or alcohol testing, if at any time there is a reason to suspect he/she is under the influence in class or clinical.
4. Refusal to submit to testing or positive results will result in dismissal from the program.
5. Students are responsible for paying for drug tests.

Based upon the results of criminal background checks or drug screens, students may not be able to complete certain clinical requirements and graduation requirements successfully. For more information about licensure contact the North Carolina Board of Nursing at 919-782-3211.

CNA Policy

CNA I

A student in the School of Nursing must hold active certification as a CNA I or have held an active certification within the last 3 years before progressing into 300 level clinical courses. If a student does not have a current CNA or has not had one in the last 3 years, the student must take a CNA course and obtain CNA 1 certification. Students who are enrolled in junior fall courses (Nur 325, Nur 330, & Nur

332) who do not have active certification by October 15th will be asked to withdraw from the course. Students who transfer into the program with advanced standing in nursing or students who are readmitted after an absence should seek advice as to whether active CNA certification will be required. Certification in North Carolina is encouraged, but certification in other states will be considered on an individual basis.

CNA II

Students who have completed the fall semester of their junior year can be certified as a CNA II. Students who wish to obtain this certification must hold active certification as a CNA I at the time the application is processed. Although not required, students are encouraged to seek and maintain certification as a CNA II since employers preferentially seek those who graduate with this certification.

CPR Policy

CPR certification is required before participation in the clinical portion of nursing courses at the beginning of the junior year. Certification is to be Health Care Provider offered by the American Heart Association. Certification must cover basic adult and infant resuscitation measures. Absence policies will apply if students miss clinical because they do not have CPR certification on file.

Nursing Care for Prisoners Policy

LR nursing students shall not be assigned primary responsibility for providing nursing care for North Carolina State Department of Corrections prisoners or prisoners from local correctional facilities such as county or city jails. Students may observe nursing care delivered by an RN preceptor should the preceptor judge it to be beneficial for student learning.

Fees Policy

A lab fee will be charged for clinical and laboratory courses. These fees partially cover expenses unique to nursing such as standardized testing, lab supplies, crosses, and ceremonies.

Uniform Code/Professional Appearance

Professional dress is required for all clinical experiences at agencies and facilities. Most experiences require the student to wear the full uniform.

Full Uniform (uniform should be clean for each use) for Pre-Licensure Students

1. SON approved black pants or black skirt, with SON approved wine top.
2. Black shoes with matching socks or hose. Shoes must cover entire foot.
3. ID badge as follows: **Student's Name, N.S. Lenoir-Rhyne University**
4. Bandage scissors and stethoscope
5. Approved lab coat may be worn.
6. Clothes must be neat, clean and wrinkle-free
7. Students may only use badge holder made available by the school of nursing in order to maintain uniformity and professionalism.

Full uniform for the RN students

1. Uniform as appropriate for clinical area.
2. ID badge as follows: **Name, RN**
Student: Lenoir-Rhyne University
3. School pin from previous School of Nursing may be worn.
4. Bandage scissors and stethoscope (where applicable).

Personal Hygiene

A. Fingernails

1. Should be short enough not to be seen over fingers if viewed from the palm side.
2. Fake nails, acrylics, gels, any other unnatural nail finish, and fingernail polish is not allowed.

B. Hair

1. Clean and neat.
2. Style should be controlled, off the collar and away from the face.
3. No unnatural hair colors.

C. Jewelry

1. The only jewelry that should be worn includes earrings, if ears are pierced, and a watch with a second hand. No camera (smart) watches are allowed in clinical agencies. Activity trackers can be carried in pockets only. Students with serious medical conditions who normally wear a medical alert bracelet should discuss whether or not it can be worn in the clinical area.
2. Only one pair of plain, ball earrings may be worn in the earlobes with the uniform.
3. Wedding bands may be worn. No other rings are allowed.
4. No tongue jewelry or other visible piercing jewelry when representing Lenoir- Rhyne University School of Nursing.

D. Makeup and perfume – Conservative makeup, no perfume or perfumed lotions (some patients may be sensitive to scents).

E. Gum - Gum is not professional in the clinical area.

F. Tattoos – All tattoos must be covered

G. Smell of smoke- Clothes should be without the smell of smoke or tobacco products.

NOTE: Uniforms may vary from unit to unit. See individual instructor prior to experience.

When the student is in a clinical area where the uniform is not required, (i.e., checking assignments, field trips, etc.), a clean lab coat and the LR ID badge will be worn and the student will be expected to dress neatly and appropriately in compliance with the dress code of the agency. Specifically: NO jeans, shorts, flip-flops, open-toed shoes, leggings. In addition, clothes must be modest and cover the student appropriately; no bare midriffs, strapless or backless shirts.

The dress code for simulation experiences will vary. Students may be required to wear their full uniform. In cases where the uniform is not required faculty will inform the students of any dress code requirements. Students may be asked to dress for a particular role. If there are not any dress code requirements for the simulation then students may wear normal casual attire.

Tobacco/Vaping Policy

1. The faculty discourages the use of tobacco and vaping products at any time.
2. The student shall abide by institutional tobacco and vaping policies at all times.

Alcohol/Substance Use Policy

The use of alcohol during clinical experiences is not allowed and students under the influence of alcohol will be dismissed from the clinical experience that day. Students suspected of being under the influence of other substances will be dismissed from the clinical experience.

Incident Report Policy and Procedure

An incident is defined as any accident, injury, loss, contamination, medication error, or situation involving a client, student, or clinical instructor. Any health or safety incident, which occurs as a part of a nursing student's clinical learning experience, shall be reported to the clinical agency and the School of Nursing Chair.

Timely and accurate documentation is necessary to:

- a. To inform the school administrators about situations which may result in risk or liability to the school.
- b. To identify patterns of accident prone behavior.
- c. To assure that the health or safety incident is explored as a learning experience.
- d. To demonstrate expected professional behavior.

Procedure:

1. Report in person to the clinical instructor and/or facility's unit supervisor any health or safety incident that involves a client, student, or clinical instructor. Complete the necessary clinical agency and documentation.
2. The School of Nursing Incident Trending Report must be completed and submitted to the Nursing Office in a confidential manner when clinical incidents occur. Forms are available in the Nursing Office. This form should be completed and returned to the Nursing Office within 48 hours of the incident.
3. If the clinical agency allows a copy of their incident form to be made, that copy shall be attached to the school form.
4. The School Chair and the Course Coordinator will review incident reports.
5. The party involved shall report in person to the School Chair to discuss the incident.
6. In the event of an injury, the student is expected to seek first aid and medical care as needed. The student shall be financially responsible for the needed care.
7. In the event of a needle stick or contamination with body fluids, the student is encouraged to follow agency policies.

Incident report can be found in **Appendix E**

Nursing Lab and Simulation Policies

Nursing Lab General Rules

1. Leave the Nursing Lab neat and clean after use.
2. Any equipment must be checked in and out by the Nursing Lab Coordinator or their designee.

Simulation Lab General Rules

1. No food or drink in the simulation lab.
2. No ink pens around manikins.
3. Do not use betadine, acetone, or other harsh solvents on manikins.

4. Treat manikins as if treating a real client; respect their privacy and institute measures to maintain their comfort and dignity.
5. Do not remove manikins from their beds unless instructed to do so.
6. Maintain a safe and clean work area.
 - a. Properly dispose of all sharps in sharps containers.
 - b. Place all other trash in the trash can. In the event supplies are to be reused, students will be instructed on where to put them.
 - c. Lower the bed to the lowest position and lower bed rails.
 - d. Wipe down surfaces with wipes provided.

Nursing Simulation Philosophy

Clinical simulation creates a safe learning environment that provides a realistic hands-on clinical experience where students have an opportunity to practice and learn without risk to patients. Lenoir-Rhyne School of Nursing Lab provides students access to the practice environment. Students can immediately apply concepts, skills, and behaviors acquired in classroom into the simulation environment. Students are introduced to the best practices in patient safety and quality of care and provided opportunities to critically think, solve problems, and care for diverse clients in a safe, nonthreatening environment.

Nursing Simulation Mission

Simulation allows faculty to:

1. Provide a learning environment for students and a teaching environment for faculty.
2. Promote achievement of basic and advanced clinical skills/behaviors that are essential for undergraduate nursing students to master.
3. Provide resources that will assist in the achievement of clinical skills necessary for direct care provider roles.
4. Provide an environment for learning with supervision and independent practice, throughout students' academic activities.
5. Provide a resource center for students, faculty and associates-internally and externally.

Lab and Simulation Conduct/Behavior

The Lab and Simulation lab is considered a clinical site. All policies in the Nursing Student Policy Manual for clinical responsibilities apply to simulation experiences in the lab. Students should adhere to their assigned role and practice within their scope. Students are expected to treat peers, faculty, and clients with respect and courtesy.

Simulation Attendance

Attendance in the simulation lab is mandatory, and students are expected to arrive on time. Students are expected to attend their assigned simulation day and will only be allowed to switch days if deemed appropriate by the simulation coordinator and clinical coordinator. *Refer to CLINICAL, LAB, SIMULATION, AND COMPETENCY CHECK OFF EXPERIENCES ATTENDANCE POLICY

Simulation Dress Code

Students will be expected to adhere to the School of Nursing Dress Code. Students will be expected to wear attire that matches the role they are assuming in the simulation. In the event the student is assuming the role of a healthcare provider, the student will be expected to wear the LRU Student Nurse Uniform and abide by all dress code rules. Students are expected to bring all appropriate clinical equipment to the simulation experience.

Confidentiality

Professionalism and confidentiality are critical for each student participant to feel comfortable in the simulation experience. The simulation details and individual student performance are not to be discussed with others. Sharing information inappropriately leads to mistrust, loss of self-confidence, and diminished individual learning for future simulation exercises. Scenario information is not to be shared with anyone except those students/faculty involved during an actual simulation. HIPAA regulations are to be followed in the simulation experience just as they would with patients in the clinical setting. Sharing scenarios with students that have not yet completed the simulation will decrease learning and reduce clinical decision-making skill development. Confidentiality of the simulation will provide fair evaluations for all students and enhance learning.

Video Recording

Simulation and/or debriefings may be recorded by faculty for quality assurance, quality improvement, and instructional purposes. The course syllabus acknowledgment agreement and confidentiality agreement signed by students protect privacy and discourages inappropriate discussion of the video contents or the student's performance in the simulation scenario.

Student Simulation Evaluations

Students will be evaluated on performance per the clinical/simulation evaluation tool (specific to the junior and senior level). Simulation will be pass/fail. If a student receives a "needs in improvement" in an area (or areas), a performance improvement plan will be initiated for improvement in the identified area(s).

General Policies and Information for Students

Statement of Cooperation

Students are expected to adhere to the policies outlined in the *University Catalog*, *Lenoir-Rhyne University Student Handbook*, and the *School of Nursing Student Handbook*, which is available on the nursing webpage. Updates and policy changes will be given to students as additional handouts or communicated by email. It will be the responsibility of the student to read the guidelines and clarify any concerns with the nursing faculty. The student will sign a statement of cooperation (**Appendix G**) indicating that he/she has read, understands, and will follow the guidelines as outlined. The School, for evaluation processes, may keep students' work.

Assessment Tests

The School of Nursing is vested in helping students complete the program and be successful on NCLEX. To assist each student in achieving success, the School has invested in a commercially available testing package. The testing package has been developed to facilitate learning and to enhance critical thinking in all students. The program is not intended to re-teach any specific content. This policy can be found in **Appendix F**.

Licensure Readiness and Assessment

During the senior year, pre-licensure students must take nationally normed, commercially available exams, which evaluate competencies in relation to the nursing licensure exam. Results will be used to:

- Indicate areas of weakness that need further study and should be previewed prior to taking the licensure exam.
- Indicate areas of strength and weakness in critical thinking and decision-making.

- Assist students to identify areas that they need to concentrate on for their clinical practicum experience (NUR 496).
- Provide information for outcome evaluation.

Confidentiality Policy

The maintenance of patient confidentiality is a hallmark of all health care professionals including nurses. Students are expected to comply with national, state, and local regulations along with professional standards regarding access to, use of and dissemination of patient information. Students are expected to access only information necessary to provide safe and effective patient care. Students are also expected to hold in confidence all the information learned in the performance of clinical activities. Students who fail to maintain confidentiality are subject to dismissal. Breaches of confidentiality include but are not limited to:

- Accessing unneeded patient information through electronic or paper means.
- Sharing identifiable patient information with others who have no “need to know” including peers, family, and friends.
- Leaving identifiable patient information easily accessible to others such as leaving computer screens unattended or leaving papers where others might view them.
- Discussing patient information with peers in such a manner that others overhear what is being said or identify the patients being discussed.

Social Media Policy

Use of Social Media Policy by School of Nursing Students, Staff and Faculty

This document serves as the official policy of the School of Nursing (SON) for use of social media for students, staff and faculty. Use of social media by School of Nursing students, staff and faculty presents concerns for privacy and confidentiality. The personal use of social media by SON students, staff and faculty is not affected by this policy. This policy is related to confidential information about the school students, staff and faculty, patients or agencies with which the SON has contractual agreements.

Social media are defined as web-based or mobile technologies used for interactive communication. Examples include, but are not limited to, blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), and social networking sites (e.g., Facebook). Students and employees are responsible for the content they post or promote. Once posted online, the content leaves the contributing individual’s control forever and may be traced back to the individual in perpetuity. Content contributed on these platforms is immediately searchable and shareable, regardless of whether that is the intention of the contributor.

Communication

Official SON electronic communication regarding academic courses or academic schedules will occur through university-sanctioned channels (e.g., LR email, Canvas, and LR website). Electronic communications outside these channels are not endorsed for academic courses.

Social Media

SON students and employees are prohibited from disclosing through social media the following:

- Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA) – For example, individuals may not disclose patient names or otherwise refer to patients in any way that identifies them individually, including by their initials or by their location (e.g., hospital name or unit).

- Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA) – Employees may not disclose FERPA-protected information regarding students.
- Confidential Personnel Information, as defined by the State Personnel Act – Employees may not disclose confidential personnel information regarding other employees.
- Confidential, non-public or proprietary information about families, clinical facility staff or clinical institutions.
- Copyrighted or intellectual property belonging to the University, including, but not limited to course materials and examinations.
- Comments that express or imply sponsorship or endorsement by the School or the University, unless you are officially authorized to act in this capacity for this purpose on behalf of the University or the School.

Accordingly, the use of social media for clinical discussions that include any identifiable information related to patients or SON-affiliated clinical facilities is prohibited.

If a student or faculty member identifies themselves as from the SON at LR online (e.g., list affiliation with the School in a Facebook profile), a disclaimer should be added that any opinions or views expressed do not represent the opinions of the School of Nursing or Lenoir-Rhyne University.

Harassment, discrimination and other inappropriate behaviors will not be tolerated in person or via electronic means. Publishing defamatory and /or knowingly false materials about the School of Nursing, faculty, staff, fellow classmates, clinical healthcare team member, physicians and /or patients and guests will result in immediate disciplinary action. Nursing students' social networking behavior shall not interfere with the School of Nursing's commitment to uphold a high standard of nursing education and nursing care to the public. Failure to comply with this policy may result in but not limited to the dismissal of the student from the nursing program, civil or criminal charges and personal lawsuits including defamation and/ or invasion of privacy.

Students in violation of this policy may be considered as having violated the LR Academic Integrity Policy and may face disciplinary action.

Signature Form for Social Media Policy is incorporated into the statement of cooperation located in **Appendix G**.

Related references

- HIPAA - <http://www.hhs.gov/ocr/privacy/index.html>
- FERPA - https://www.ed.gov/search?search_api_fulltext=ferpa
- NCSBN A Nurse's Guide to the Use of Social Media - <https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-socialmedia>
- ANA – Social Networking Principles Toolkit - <https://www.nursingworld.org/social/>

Approved by LR SON Faculty: 1/2017; Reviewed: 08/25

Electronic Communication Expectations:

LR Nursing faculty are available to students. However, students should understand that faculty members cannot be available 24 hours a day or seven days a week. Full-time faculty members are not required to be available on weekends (unless a class is scheduled to meet on the weekend), after normal business hours, on days they are in clinical or engaged in other university related activities for the entire business

day, and during breaks in the academic calendar. Excluding weekends (unless the class is scheduled to meet on the weekend), students can expect faculty to check the course site and their e-mail daily Monday through Friday unless that faculty has communicated that they will be unavailable on specific days such as clinical days. Full-time faculty may occasionally have other commitments which make it impossible to access a course or e-mail. Adjunct faculty or part-time faculty may only be available on certain days of the week. However, all faculty members should communicate with students their availability to respond electronically.

Netiquette Policy

Netiquette is defined by the LRU SON as the expectations of professional communication in the online environment to ensure engagement of all parties in a dynamic learning process. Students are expected to use respectful, courteous communication at all times during online activities such as discussion board postings, chat rooms, and any other electronic communication in the public viewing of the course. Inappropriate language, bullying, threatening or harassing behavior is not allowed and can result in failure of the course. Postings that do not follow these rules and the standards of campus policies outlined in the catalog will be removed by the instructor.

All teaching and learning work best when there is a free and open exchange of ideas. This exchange becomes more difficult in the online setting without the face-to-face benefit of body language, tonal cues, and facial expressions. Misunderstanding can easily occur if respect and courtesy are not a priority. To convey respect and courtesy, demonstration of the following behaviors is encouraged:

- Respect for diversity of opinion
- Consideration of dissenting opinions without judgmental commentary
- Respect for a person's privacy and the privacy of fellow students and faculty
- Avoid the use of emoticons, humor, sarcasm, jokes
- Proofreading and editing communication prior to posting
- Academic Honesty

Students who violate the Netiquette Policy may be subject to sanctions congruent with violation of University Harassment policies or policies surrounding the misuse of computing resources. Students should review the university catalog and the Lenoir-Rhyne student handbook for further information.

The School of Nursing adheres to HIPAA and FERPA laws surrounding the protection of private information. In addition, the School of Nursing identifies the misuse of information shared within the online course site may be considered a violation of the SON Netiquette Policy and the student may be subject to sanctions for violating the policy.

In terms of privacy of student files and data, the School of Nursing adheres to the policy as outlined in the university catalog. The catalog states that the student can expect files and data to be private unless revealed by the creator. However, no system is 100% secure and students should be aware their information could be accessed by persons within and outside the University.

Technology Requirements

Students in online programs or taking online courses are expected to maintain the following technology requirements:

1. Reliable high speed internet access.
2. Access to Microsoft Office 365

- a. Microsoft Office Suite 365 is the most recent version of the Office productivity suite that includes Word, Excel, and Power Point. All of these tools will be used in the program.
 - b. MAC users are required to use the Microsoft Office Suite 365 as indicated above.
3. A Lenoir-Rhyne University e-mail account.
4. A microphone: it can be built into the computer.
5. A webcam: it can be built into the computer.

The University IT has indicated the optimum browser for Canvas functions is Firefox or Google Chrome. These browsers are available for free on the internet.

Individual courses may have additional technology requirements such as specific software programs. These very specific requirements will be identified on the course syllabus.

School of Nursing/ Student Committee Participation

"Student committee members shall be appointed by the Chair of the School of Nursing during the opening month of the academic year." From Lenoir-Rhyne School of Nursing Bylaws, Article VI, Section 2. Student membership shall include at least two students, representing different levels.

Nursing faculty committees having student membership include:

1. Curriculum Committee
2. Faculty Advisory and Student Welfare Committee
3. Learning Resource Committee

"Students will not have access to confidential records or participate in confidential discussions" (Lenoir-Rhyne School of Nursing Bylaws, Article VI, Section 2).

Attendance and student representation at Freshman-Sophomore Team, Junior Team, and Senior Team meetings are at the discretion of team members.

The School of Nursing holds monthly faculty and committee meetings as needed. Students are welcome to attend open portions of these meetings.

Student Honors and Awards

Marshals for Nursing Functions

1. The person with the highest GPA in a class who has not served as a marshal previously - must have at least 3.0 GPA
2. At least 1 full year attendance at LR
3. Exemplifies characteristics of maturity and the high standards representative of the School of Nursing
4. Willingness to serve

Sigma Theta Tau Nursing Honor Society

1. Cumulative GPA 3.0
2. Upper 35% of the graduating class
3. Demonstrates Academic Integrity

Attendance at Professional Seminars and Meetings

1. The professional group sets specific criteria.

2. If a student is interested in attending a seminar or meeting, he/she should contact faculty members for help in planning attendance.

Invitation to Participate in Nursing Honors Program

1. By invitation School of Nursing Faculty
2. Overall GPA and Nursing GPA of 3.4 or higher
3. Above average clinical performance, community involvement, and leadership potential as assessed by School of Nursing.

School of Nursing Awards

1. **The Silver Cross Award:** The Award is presented by the School of Nursing in honor of Grace Hospital which is where Lenoir-Rhyne Nursing began in 1960. The award is presented to a graduating senior in nursing who best exemplifies excellence in personalized nursing care of individuals in the hospital setting.
2. **The Frances M. Farthing Award:** The Award is presented by the Nursing Faculty in honor of Dr. Frances M. Farthing, first Chairperson of the Lenoir-Rhyne College Department of Nursing, 1963-1978. The Award is presented to the graduating senior who has achieved the highest scholastic average in nursing. The Award is a certificate of merit and inclusion of the recipient's name on a permanent plaque in the School of Nursing.
3. **The Frances Allen Award:** The Award was established in 1984 to honor the graduating senior who best exemplifies excellence in community health nursing. A generalist who exhibits a broad view of nursing and has demonstrated a strong knowledge base in core courses such as environmental science, statistics, and social sciences.
4. **The Junior Student Nursing Award:** The Junior Award is sponsored by the Lenoir-Rhyne Nursing Students' Association. The junior award is the only award voted on by the students. The recipient of this award is a junior nursing student with exemplary skills in the clinical setting. The recipient of this award possesses skills such as teamwork, is a caring, compassionate individual, and of course takes excellent care of the patients and their families he/she has been assigned to. This individual should have good rapport with students, faculty, and staff who work on the units they are assigned. Nominations for this award are obtained from clinical instructors. Nominations are then provided to the junior class. The junior class then votes for the student they feel best exemplifies the above criteria.
5. **Sigma Theta Tau Awards**
 - a. *Mu Alpha Research Award:* is presented to a senior nursing student who exemplifies excellence in the conduction and presentation of scholarly nursing research.
 - b. *Mu Alpha Teaching Award:* is presented to a senior nursing student who exemplifies excellence, leadership, knowledge and professionalism in teaching of clients and families
6. **The Linda Reece Leadership in Nursing Award:** The Award is presented by the School of Nursing Faculty in honor of Dr. Linda Reece, who served as a Nursing professor for 37 years and Chair of the School of Nursing for 16 of those years. The Award is presented to a graduating senior who best exemplifies leadership in all areas of nursing.

Lenoir-Rhyne Association of Nursing Students (LR-ANS)

LR-ANS is an organization for nursing students. Involvement in this organization serves as preparation for participation in the professional organizations that graduates may join following completion of the nursing program. Through participation the student develops leadership skills useful in a professional career and as a member of society. Membership is open to any nursing student. Activities include service projects, informative presentations, and social events. The members elect officers consisting of President, Vice-president, Secretary, and Treasurer. Other members may serve on committees designed to carry out the activities of the organization.

One student per class will be elected to serve as a class representative to LR-ANS each year.

LR-ANS members are encouraged to join the National Student Nurses' Association (NSNA). *The mission of NSNA is to:*

1. "...organize, represent and mentor students preparing for initial licensure as registered nurses, as well as those nurses enrolled in baccalaureate completion programs;
2. Promote development of the skills that students will need as responsible and accountable members of the nursing profession; and
3. Advocate for high quality health care."

Each year LR-ANS tries to send representatives to the National Convention of NSNA.

MU Alpha Chapter – Sigma Theta Tau, Inc.

The Mu Alpha Chapter of Sigma Theta Tau, Inc. was chartered in April 1990. Members of the Mu Alpha Chapter may be selected at the completion of the junior or senior years. Basic candidates must have a cumulative GPA of at least 3.0 on a four-point scale and be in the upper 35% of their nursing class. In addition, candidates shall have demonstrated evidence of professional leadership potential, academic integrity, and/or marked achievement in the field of nursing.

Community leaders with a minimum of a baccalaureate degree, who have demonstrated marked achievement in nursing education, practice, research or publication shall be eligible for membership. The majority have degrees in nursing, but exceptions can be made for bachelor's degree in other fields if achievement is outstanding.

The purposes of Mu Alpha are to:

1. Recognize superior achievement.
2. Recognize the development of leadership qualities.
3. Foster high professional standards.
4. Encourage creative work.
5. Strengthen commitment to the ideas and purposes of the profession.

University Policies

The School of Nursing ascribes to the institutional policies of Lenoir-Rhyne University. The policies include:

- a. Lenoir-Rhyne Student Statement of Academic Integrity and Nonacademic Conduct
- b. Information for Students with Disabilities
- c. Notice of Non-Discrimination, Harassment, and Anti-Retaliation
- d. Gender Neutral Language and Preferred Pronouns
- e. Excused Absence Policy

f. Grade Appeal Policy

These policies can be found here: <https://lr0.sharepoint.com/sites/Lenoir-RhyneFacultyAffairs/SitePages/Institutional-Policies-for-Syllabi.aspx?ga=1>

University Grade Substitution Policy

Grade substitution repeats allow students to retake courses to attempt to earn a better grade. While all grades will be recorded on the transcript, the first grade will be removed from the grade point average calculation once the final grade of the retaking of the course is posted. The following rules apply:

- Only courses in which the student earned a grade of C-/1.7 or less may be repeated for grade substitution.
- Special permission must be secured from the dean of the college of the major for any repeat of a course in which the original grade earned was a C/2.0 or higher.
- Students may repeat up to 18 hours of courses for grade forgiveness. After repeating 18 hours for grade forgiveness, all grades will count in the grade point average regardless of the number of times repeated.
- A course substitution can only be used one time per course. While students may retake courses as many times as needed (unless expressly prohibited), only the first grade will be removed from the GPA calculation. Any subsequent grades from retaking the same course will count in the grade point average regardless of the number of times repeated.
- The final grade earned in a course is the official grade.
- This policy only applies to courses taken at LR and students may not transfer in a course to count as grade forgiveness of a course taken at LR.

Inclement Weather Policy

1. Both class and clinical will be cancelled when Lenoir-Rhyne classes are canceled as announced per the university alert system. The school of nursing follows the university inclement weather policy. The link to this policy can be found here: <https://www.lr.edu/safety-emergency-preparedness/inclement-weather-policy>
2. If a student is out of town and cannot return due to weather conditions, the faculty/preceptor should be notified.
3. If the entire class is to be canceled for any reason, the contact person will be notified by the faculty member or the Chair of the School of Nursing. The contact person will be responsible for initiating the designated phone chain in order to notify other students in the clinical group. Each instructor is responsible for designating a contact person in each clinical group.
4. If a clinical experience is canceled or postponed, the instructor is responsible for notifying the agency, the Chair of the School of Nursing, and the contact person in the clinical group.
5. When weather conditions pose a travel hazard for faculty, staff and students, the University may elect to delay or cancel classes.

Grievance Policy and Procedure

All complaints or grievances (excluding Title IX, Sexual Misconduct, and Discrimination) asserted against a student will be handled in accordance with the LR Student Grievance Procedures. Note: All complaints or grievances asserted against a member of the University faculty, staff, or administration should be directed to one of the following:

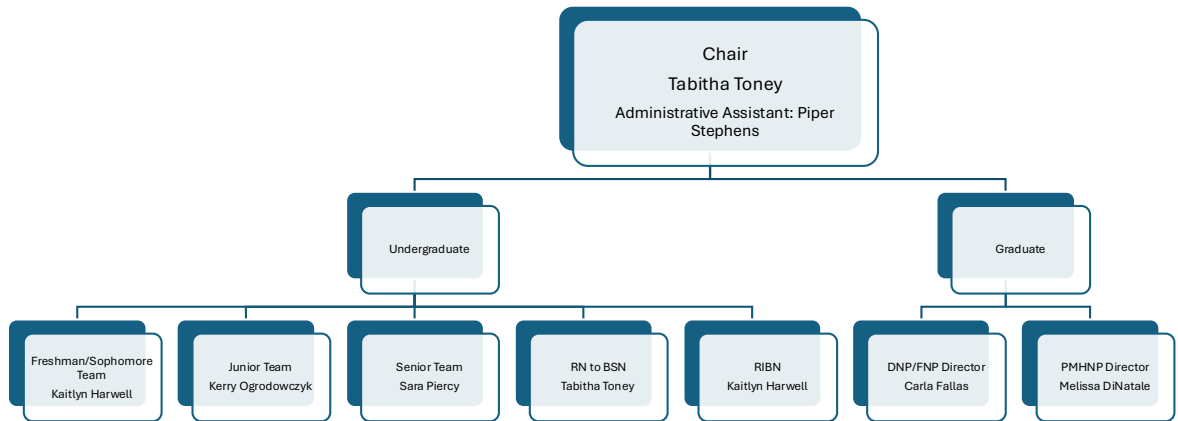
- Director of Human Resources/Director of Compliance and Title IX Coordinator

- Vice President for Academic Affairs and University Provost
- Vice President for Student Experience and Dean of Students

Such grievances against employees will be handled in accordance with the applicable University policies and procedures pertaining to faculty, staff, and administrators. The link to the policy and procedure can be found here: <https://www.lr.edu/student-life/grievance-policies-procedures>

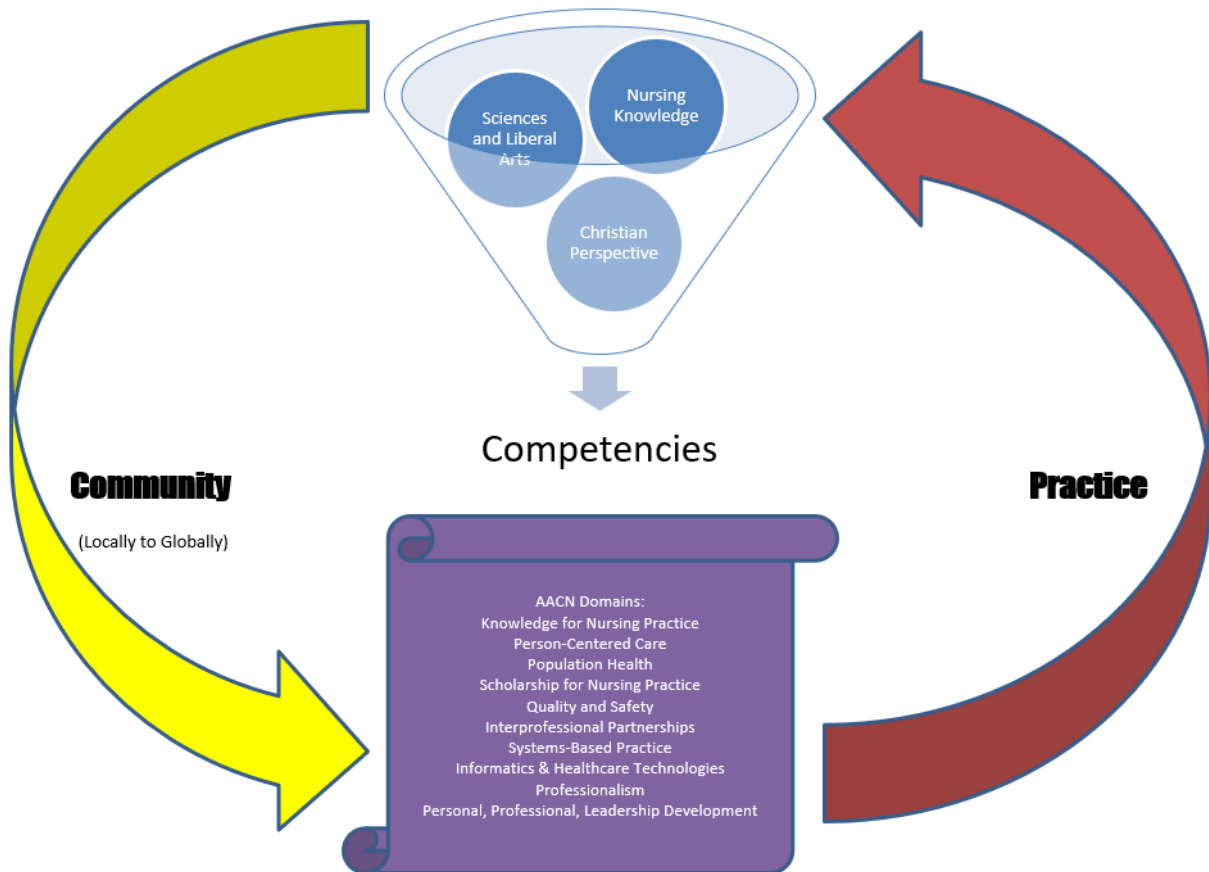
Appendix A

Lenoir-Rhyne School of Nursing Organizational Chart



Appendix B

LENOIR-RHYNE UNIVERSITY SCHOOL OF NURSING CONCEPTUAL MODEL



Appendix C

**LENOIR-RHYNE SCHOOL OF NURSING
BOX 7292
HICKORY, NORTH CAROLINA 28603
HEALTH UPDATE**

All students must complete this form yearly before fall registration or registration for the semester returning to school after an absence of a year.

STUDENTS MUST SUBMIT EVIDENCE OF A CURRENT TB TEST (ATTACHED TO THIS FORM OR DOCUMENTED BELOW) TAKEN BETWEEN APRIL 23 AND AUGUST 15 (IN THE CURRENT YEAR).

THIS FORM MUST BE IN THE NURSING OFFICE, COMPLETED (WITH THE NECESSARY DOCUMENTATION ATTACHED) BY AUGUST 15 IN ORDER TO BE ABLE TO ATTEND/PARTICIPATE IN NURSING CLASSES AND CLINICALS.

STUDENT NAME: _____

Last

First

Middle

LOCAL ADDRESS: _____

City

State

Zip

LOCAL TELEPHONE: _____

UPDATE of HEALTH STATUS: STUDENT IS RESPONSIBLE FOR FILLING IN THIS PORTION OF THE FORM. If “no” or “None” is the appropriate response, write it in. When all information requested in this form is completed, return it to the Nursing Office (address at top of page).

Illnesses and/or hospitalizations during the last year:

Current over-the-counter and prescription medication regularly taken:

Indicate any changes in health status during the last year:

Appendix D

Minimal Performance Abilities for Nursing Students

<i>Issue</i>	<i>Standard</i>	<i>Examples of Activities</i> (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationship in clinical situations
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, groups from different social, emotional, cultural, and intellectual backgrounds.	Establish rapport with clients and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Explain treatment procedures, initiate health teaching, document, interpret nursing actions and client responses
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in client rooms, work spaces, and treatment areas, administer cardiopulmonary procedures
Motor Skill	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; position clients
Hearing	Auditory ability sufficient to assess and provide safe and effective nursing care	Hear monitor alarm; emergency signals; auscultatory sounds; cries for help
Visual	Visual ability sufficient for observation and assessment in nursing care	Observe client responses
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, functions of physical exams and/or those related to therapeutic intervention: i.e., insertion of a catheter

Lenoir-Rhyne is a private institution and, therefore, is covered under Title III of the Disability Act. Lenoir-Rhyne School of Nursing is bound by the contracts of all clinical agencies/facilities used by nursing students for clinical experiences.

Appendix E
LENOIR-RHYNE UNIVERSITY
School of Nursing Incident Trending Report

Name (Please print)

Date of Incident

Time

Location and description of incident _____

Describe any resulting injury: _____

Action Taken Regarding Incident: _____

Follow up Action Taken: _____

Signature of Person Completing Report
Date

Date

Witness of Incident (If any)

Clinical Instructor Signature

Date

Follow-up with Chair, School of Nursing:

Chair, School of Nursing Signature

Date

Appendix F
ATI Assessment Policy

General Information

The faculty are committed to using ATI resources to enhance student learning. There are two broad categories of usage in courses: courses that have a proctored exam associated with the course and courses that do not have a proctored exam.

Courses with Proctored Exams

In courses where there is a proctored ATI exam there is a required set of activities associated with the proctored exam. These activities include taking a practice assessment prior to the proctored exam and completing required remediation activities prior to take the proctored exam, taking the proctored exam, and completing remediation as required after the proctored exam. This group of assignments is worth 5% of the overall grade for the course and is included in the course papers/graded assignments portion of the grade. (Exception Clause: In the case of unforeseen circumstances that alters the planned proctored format for the administration of the exam or alters access to the online resources, the course instructor, along with the Chair of the School of Nursing will determine any alterations to this policy.)

This policy applies to the following courses: Nur 325, Nur 330, Nur 332, Nur 334, Nur 340, Nur 440, Nur 450, Nur 476, Nur 484, Nur 496

While the combination of all these assignments are worth 5% of the grade, the points allotted are based on 100 points.

Practice Assessment	Points earned (Total = 60 points)
1. Complete the practice assessment within the assigned time period. Failure to complete the assessment within the assigned time frame results in 0/5 points earned for this criteria.	5 points
2. Complete minimum 1 hour focused review after completing the practice assessment before taking the proctored assessment. Failure to complete the focused review before taking the proctored test will result in 0/20 points for this criteria.	20 points
3. Complete and submit the required number of active learning templates and selection justification before taking the proctored assessment (30 points). Students are required to identify why they selected the topics for review (5 points). Templates will be assessed for completeness and points may be deducted if warranted.	35 points

Proctored Test Points earned is based on performance on the exam.	Points earned
Level 3	40 points
Level 2	30 points
Level 1	20 points
Below Level 1	10 points

Post Proctored Test Required Remediation Amount of remediation is based on score on practice exam. Required remediation is listed.	Points earned
Level 3 No remediation is required. Students are encouraged to review content missed.	
Level 2 Complete a 2 hour focused review and complete an active learning template for 5 topics. Must provide justification for topics selected.	5 points
Level 1 Complete a 3 hour focused review and complete an active learning template for 5 topics. Must provide justification for topics selected. Must also take the second practice assessment.	10 points
Below Level 1 Complete a 4 hour focused review and complete an active learning template for 5 topics. Must provide justification for topics selected. Must also take the second practice assessment.	15 points

Remediation for proctored tests is graded on an all or nothing basis. Students must do all of it within the required time frame to earn the points.

As long as a student completes all of the required assignments on time, the lowest grade earned will be an 85. Students only fail for not doing the work or not submitting the work on time.

Courses without Proctored Exams

In courses where there is not a proctored exam tied to the exam, faculty may require students to complete activities using ATI resources. These assignments may be graded and ungraded. Graded ATI assignments will count in the course papers or graded assignments portion of the grade for the course. As with all individual graded course assignments, the weighting of the individual assignments is at faculty discretion but should be clearly identified and will not exceed the percentage allotted for graded assignments as listed on the syllabus.

Attendance Policy for ATI tests

Students are required to attend their scheduled proctored ATI testing session. Failure to attend the proctored ATI exam will result in a 5-point deduction from the total grade for the assignment. In the event a student is unable to attend the scheduled session due to illness or a university sanctioned event, the student must notify the faculty of the course associated with the exam prior to the scheduled exam time in order to avoid the 5-point penalty. All missed exams must be made up by the required date or the student will receive a zero for the ATI assignment in the course which is worth 5% of the course grade.

Appendix G

Please review this handbook, sign the form below and return to the School of Nursing for your records folder.

Confidentiality and Statement of Cooperation

Signing this statement of cooperation and confidentiality agreement signifies that the student has read and understands the following:

1. The student has read and understands all policies and procedures described in the School of nursing handbook.
2. The student acknowledges understanding of all consequences if policies are broken.
3. The student agrees to the possible use of videos/photos for follow-up instruction, seminars, and the Lenoir-Rhyne University Website/Facebook page.
4. By signing below, I acknowledge that I have read and understand the above **Statement of Cooperation and Confidentiality Agreement** and the **Social Media Policy** and agree to abide by the terms of these.

Print Name _____ Date _____

Signature _____

Appendix H

TEAS Exam Testing Policy

Lenoir-Rhyne School of Nursing requires a TEAS minimum score of 65 to be admitted into the program.

Only four student attempts to reach the minimum score of 65 is allowed. If the first attempt is less than the current success score of 65%, the student must undergo remediation as determined by nursing faculty before retaking as a second attempt.

After the fourth attempt, the student is ineligible to enter the nursing program and must wait for one year before retaking the TEAS again. If this occurs, the student will have two additional attempts to achieve a minimum score of 65. If unable to achieve the minimum score after the two attempts, the student will be ineligible for acceptance into the nursing program.

Students must take the TEAS test in a proctored setting at an approved testing center (e.g., LRU or other academic institutions) or proctored online.

Information about the content and format of the test may be found at the company's website: www.atitesting.com. Students can prepare for the TEAS with several resources including the Official ATI TEAS study manual (6th edition). Study manuals are available for purchase on the ATI online store, as well as online practice exams. Please make sure to purchase the ATI TEAS version.

Appendix I

Lenoir Rhyne University School of Nursing Professional Clinical Behavior Policy

Section 1: General Behavior

This policy includes both broad and specific expectations for professional behavior. In order to successfully pass the clinical performance portion of a course a student must meet all of the requirements indicated on the clinical evaluation form for the course as well adhere to all aspects of this policy. Failure to adhere to this policy will be addressed according to **Section 3**.

Students are expected to uphold standards of behavior consistent with professional nursing. University students are considered adults and are expected to behave in a manner that demonstrates self-discipline, acknowledges personal responsibility for actions, cultivates trust, is respectful of others, is courteous, and adheres to the ANA Code of Ethics for Nurses.

Students are expected to demonstrate respectfulness in the clinical setting for clients and their families, fellow students, faculty, and other healthcare providers by addressing people properly, communicating appropriately without the use of slang, and honoring the diversity and value of others. Students should not engage in incivility by arguing inappropriately, harassing, bullying, or intimidating clients and their families, fellow students, faculty, preceptors, and other healthcare providers.

Students are expected to demonstrate caring for others and maintain a quiet, therapeutic environment. Students are held to behaving within the expected social norms for professional nursing behavior. Privacy for clients and families is to be maintained and students are expected to maintain confidentiality in line with all agency policies and applicable laws.

Students are to adhere to all safety procedures required by the facility/agency and the LRU School of Nursing. Some clinical experiences may have additional specific safety procedures that will be outlined during the orientation to the clinical experience. The failure to adhere to safety procedures is serious and will have repercussions including dismissal from clinical for the semester which will result in failure of the course.

This policy is applicable to all aspects of clinical including agency/facility based clinical and the nursing lab. Simulation experiences are considered clinical sites whether they take place in the LRU SON Lab or another location. All policies in the Nursing Student Policy Manual for clinical responsibilities apply to the simulation experiences in the lab. Please see page 32 of the school of nursing student handbook for more information regarding specific policies associated with the Simulation Lab.

Clinical experiences subject to this policy include experiences with clinical faculty and experiences with staff preceptors. Clinical faculty and preceptors are responsible for holding students accountable for professional behavior by reporting the student's behavior to the Clinical Coordinator in a timely fashion. The Clinical Coordinator in consultation with the clinical faculty/preceptor and other School of Nursing faculty (as appropriate) is responsible for initiating and monitoring the School of Nursing response to student behavior.

Section 2: General Professional Policies

Attendance and Tardiness

Students are expected to be on time for all clinical experiences. In the event a student is late to clinical, the student may be dismissed from the clinical experience and will be required to make it up. However, the faculty's professional judgment will be used in determining whether a student is allowed to remain in the clinical area when being late.

The following factors will be used to determine whether the student needs to be dismissed or will be allowed to remain for the remainder of the experience:

- a. The nature of the clinical experience.
- b. The amount of time missed.
- c. The student's roles and responsibilities during the experience.
- d. The anticipated length of the experience.
- e. The nature and seriousness of the reason for the denial or dismissal.

Patterns of absences or tardiness will be reflected in the student's clinical evaluation and may result in failure of the course. Tardiness on the clinical evaluation will be addressed in the following manner:

1. A warning will be given for the first clinical tardy.
2. An unsatisfactory will be given for the second clinical tardy.
3. The third clinical tardy will result in failure of the clinical course.

Students who are late to clinical three times in a course will fail the clinical performance portion of the course which will result in failure of the course as per School of Nursing Policy. Three times in a single course includes clinical faculty supervised experiences, precepted clinical experiences, observation clinical experiences, and simulation experiences. (Please see simulation policy for additional information specific to the simulation environment)

Any student who leaves the clinical agency/facility during the scheduled time for the experience without permission of the clinical course coordinator will be considered absent from the clinical experience and may be subject to additional penalties including permanent dismissal from the clinical experience for the course.

In the event a student is ill or has other extenuating circumstances and needs to miss clinical the student is required to notify the clinical faculty for the experience and the clinical coordinator as soon as possible prior to the clinical experience. Failure to notify faculty will result in a zero for the day and may result in dismissal from clinical. In order to successfully complete the course the student will be required to make up the missed clinical experience.

Section 3: Addressing Unprofessional Behavior

Faculty at the LRU School of Nursing are responsible for timely response to unprofessional behavior. The response to the unprofessional behavior depends on the seriousness of the behavior and the frequency of the behavior. Certain behaviors are serious enough to warrant permanent dismissal from the clinical setting the first time the behavior occurs. Other behaviors may warrant counseling and the development of a remediation plan. Behavior that is repeated may be subject to dismissal from the clinical experience.

Clinical faculty and preceptors are responsible for identifying the unprofessional behavior and communicating it to the course coordinator/clinical coordinator. Serious unprofessional behavior warrants immediate action by the clinical faculty/preceptor, and the course coordinator/clinical coordinator. In the case of serious behavior, the clinical faculty/preceptor is to immediately contact the clinical course coordinator or if that person is not available, the Chair of the School of Nursing.

Faculty may dismiss students from clinical experiences for any of the reasons listed below. The student:

1. Is unprepared for client care.
2. Appears to be either physically and/or psychologically ill and unable to fulfill the roles and responsibilities assigned for the experience.
3. Appears to be under the influence of alcohol and/or drugs.
4. Is unaware of his/her own limitations or fails to seek help appropriately, thereby creating an unsafe environment for client care.
5. Is unkempt and/or unclean.
6. Is deemed to be unsafe in the clinical area.
7. Violates facility/agency policies in a way to put self and/or others at risk for harm.
8. Will have missed a significant part of the clinical experience.
9. Exhibits unprofessional behavior in the clinical environment (See Sections 1 & 2).

Addressing Violations of Professional Behavior Policy

Students who have violated this policy but the violation did not merit immediate dismissal from the clinical area are required to meet with the Clinical Coordinator or other specifically designated person (Team Leader, School of Nursing Chair, etc.) to develop a plan to address the behavior. During this meeting the Clinical Coordinator will develop a remediation plan. If the student fails to meet the requirements of the remediation plan they will fail clinical.

When a student has been dismissed from clinical they are required to meet with the Clinical Coordinator or other specifically designated person (Team Leader, School of Nursing Chair, etc.) before they are allowed to return to the clinical area. During this meeting the student and faculty will discuss the behavior and determine the course of action. The courses of action include:

- Remediation plan. Faculty will outline in writing the steps required to address the reason for dismissal. A student that fails to complete the remediation by the deadline outlined by clinical faculty, will receive an unsatisfactory on the related clinical evaluation and will fail the course.
- Permanent dismissal from clinical. Faculty within the School of Nursing have a duty to provide for the safety of public therefore some behavior is serious enough to warrant dismissal from the clinical area even the first time it occurs. Such behavior includes any behavior that puts the student or others at serious risk for harm or behavior that violates the law. A demonstrated pattern of repeated behavior is also grounds for permanent dismissal from clinical. A pattern of repeated behavior can be demonstrated across more than one semester. If a student had a remediation plan for a specific behavior in a previous course, and demonstrates the same behavior in another course, the student may be dismissed from clinical if the same behavior is repeated in a subsequent course.

In the event that a student is permanently dismissed from a clinical site for the semester, the student will receive an F in the course associated with the clinical as a satisfactory clinical evaluation is necessary in order to pass the course. Students failing a course in this manner are subject to the School of Nursing policy regarding course failures.

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