



BSN Program
Student Nursing Handbook
2025-26



METHODIST
UNIVERSITY

NURSING

Accreditation

Methodist University is accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC).

The baccalaureate degree in nursing program at Methodist University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202- 887-6791.

The School of Nursing is a member of the American Association of Colleges of Nursing (AACN) and is approved by the North Carolina Board of Nursing (NCBON).

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Introduction

The School of Nursing follows the policies of Methodist University as published in the Undergraduate Catalog (<http://www.methodist.edu/academic-catalogue>).

This handbook contains the policies and procedures that are specific to the School of Nursing Bachelor of Science in Nursing (BSN) Program at Methodist University. The student is responsible for reading, reviewing and adhering to the policies in this handbook.

Methodist University School of Nursing reserves the right to make changes in curricula, degree requirements, course offerings, and all regulations when, in the judgment of the faculty, the Chair, the Dean, the Provost, the President, or the Board of Trustees, such changes are in the best interest of the students and the University. The Baccalaureate Nursing Program Faculty reserves the right to review and make recommendations to revise this handbook annually. All changes will be updated electronically, and students will be notified of changes via their Methodist University student email account.

Please note: Registration at the university assumes the student's acceptance of all Methodist University published regulations, including those which appear in this as well as all other publications.

Welcome

The faculty and staff welcome you to the Methodist University College of Health Sciences & Human Services School of Nursing BSN Program. We are excited you have chosen nursing as your career path and that you have chosen our program to provide you with your educational foundation. Your education here will prepare you for a wide variety of roles in the nursing profession as well as for graduate studies when you choose to advance your career. Nurses are integral partners in the health care team, and you will play a major role in transforming the delivery of health care.

This handbook has been provided to orient you to current policies, procedures, guidelines, and resources relevant to the Methodist University Nursing Program. Please read this handbook carefully as its contents govern your enrollment in the Nursing Program for the duration of the program. Occasionally we will provide updates or addenda to this handbook, and you will always be informed when such changes are made.

The Nursing faculty and staff have many combined years of experience in nursing education and have developed this document to enhance your knowledge, skills, attitudes, and behavior appropriate to academic life and subsequent practice as a nurse. Guidelines on attendance, dress, behavior, attendance, testing, grading, and other related items are included and you are expected to be familiar with these guidelines. Do not hesitate to call on the program faculty and staff if you do not find the information you need.

You will be required to read this handbook and sign a statement verifying that you have read and understand its contents before beginning the program. Your signature will indicate that you have read, understood, and agree to abide by the guidelines presented. A copy of the signature page will be placed in your permanent student folder. As changes are made, you will be asked to re-sign to acknowledge your understanding of the changes.

The faculty and I are here to assist you to succeed with your academic and professional goals. I am looking forward to a fun and challenging academic year. Let's begin this part of your journey at Methodist University.

Sincerely,

A handwritten signature in cursive script that reads "Lori L. Cooke".

Lori L. Cooke, DNP, M.Ed., RN- BC, CNE
Interim School of Nursing Head

SECTION I
PROGRAM FOUNDATIONS

Mission of the Methodist University BSN Program

The mission of the Methodist University BSN Program is to educate nursing students to be professional, competent, and caring nurses who can think critically, communicate with compassion, and contribute to positive health outcomes for the people they serve. This will be accomplished by providing a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

Vision of the Methodist University BSN Program

The MU Nursing Program will provide a learning community of holism which promotes a partnership among administration, faculty, students, nurses, and community associates.

Values of the Methodist University BSN Program

- *Empowerment* - Promote human flourishing empowered by shared values, reflection, compassion and clarity.
- *Teamwork* - Recognize the importance of and participation in teamwork while upholding respect for the individual.
- *Balance* - Endeavor to provide balance through a holistic approach of mind, body and spirit for the health and well-being of ourselves and the people we serve.
- *Compassion* - Build relationships within the healthcare community through the integral value of compassion for the overall delivery of holistic care to our patients.
- *Excellence* – Quality that surpasses ordinary or regular performance; strive to achieve excellent performance in scholarship and performance in all areas with diligence and perseverance.
- *Global perspective* - We aim to create a learning community that embraces cultural diversity and promotes social and environmental justice.
- *Integrity* – All decisions, actions, and behaviors are based on honesty, trust, fairness, and the highest ethical standards. We will strive to maintain integrity with consistent regard and attention to internal and financial accuracy and truthfulness.
- *Wisdom* - Through knowledge, deep understanding, and introspection, we are committed to providing our students with learning experiences that help them attain sound nursing judgment.

Philosophy of the Methodist University BSN Program

The BSN Nursing Program Philosophy is centered in a commitment to human caring. We recognize the presence of spiritual, cultural, moral, compassionate, and phenomenological differences in the human experience which challenge psychosocial and physiological well-being. We provide a learning community of holism which promotes partnership among administration, faculty, students, nurses, and community associates. Learning in nursing depends on the presence of academic integrity, evidence-based nursing education and transpersonal clinical nursing experiences. We are responsible for understanding and meeting the diverse regional nursing needs for professional, competent, and caring nurses who can think critically, communicate with compassion, and contribute to positive health outcomes and disease management. It is our philosophy that all nurses are dedicated to serving society for the betterment of global health and wellness.

BSN Program Outcomes

- 1) To provide the necessary education for entry level nursing students to successfully achieve a B.S. in Nursing.
- 2) To prepare nursing students to pass the National Council Licensure Examination-Registered Nurse (NCLEX-RN) upon their first attempt.
- 3) To prepare entry level BSN graduates to contribute needed nursing talent in the face of a world-wide nursing shortage.
- 4) To prepare entry level registered nurses who sustain a career as a nurse past the national rate of RN attrition during year one of employment.

BSN Program Student Learning Outcomes

Upon completion of the Methodist University Baccalaureate Nursing Program, graduates will have the knowledge and skills to:

- 1) Synthesize knowledge from liberal arts, sciences, and nursing to provide competent person-centered care consistent with the patient's preferences, beliefs, values, and needs within a variety of health care settings.
- 2) Collaborate effectively with members of the interprofessional team to provide safe, holistic care during the planning, delivery, and evaluation of health services.
- 3) Provide ethical, evidence-based nursing care across the lifespan for individuals, families, and communities based on empirical research, clinical proficiency, and patient preferences.
- 4) Apply principles of quality improvement within systems-based practice to identify and evaluate the safety and effectiveness of healthcare policies and procedures.
- 5) Utilize nursing informatics and healthcare technologies for communication and promotion of safe, efficient, and effective patient care while upholding ethical and legal standards of nursing practice.
- 6) Demonstrate compassionate and culturally informed nursing care that recognizes and embraces diversity and holism to promote positive health outcomes within a global healthcare community.
- 7) Contribute to the professional nursing role through application of effective leadership principles, participation in scholarly initiatives, and promotion of self-care and personal growth.

Foundations of the Methodist University BSN Program

There are several essential components of all BSN programs to prepare professional nurses. The curriculum of the School of Nursing BSN Program incorporates knowledge and skills of the standards of the American Nurses Association Scope and Standards of Practice¹ and the Nurse of the Future ©². The curriculum also reflects professional nursing standards and guidelines of the Quality and Safety Education for Nurses (QSEN) and of the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education in Professional Nursing.

The American Nurses Association (ANA) Nursing Scope and Standards of Practice:

Scope of practice describes the services that a qualified health professional is deemed competent to perform and permitted to undertake – in keeping with the terms of their professional license.

The ANA Nursing Scope and Standards of Practice describes the “who,” “what,” “where,” “when,” “why,” and “how” of nursing practice:

- Who: Registered Nurses (RN) and Advanced Practice Registered Nurses (APRN) comprise the “who” constituency and have been educated, titled, and maintain active licensure to practice nursing.
- What: Nursing is the protection, promotion, and optimization of health and abilities; prevention of illness and injury; facilitation of healing; alleviation of suffering through the diagnosis and treatment of human response; and advocacy in the care of individuals, families, groups, communities, and populations.
- Where: Wherever there is a patient in need of care.
- When: Whenever there is a need for nursing knowledge, compassion, and expertise.
- Why: The profession exists to achieve the most positive patient outcomes in keeping with nursing’s social contract and obligation to society.

The Nurse of the Future © Nursing Core Competencies

- Patient-Centered Care
- Professionalism
- Leadership
- Systems-Based Practice
- Informatics and Technology
- Communication
- Teamwork and Collaboration
- Safety
- Quality Improvement
- Evidence-Based Practice

¹ <https://www.nursingworld.org/practice-policy/scope-of-practice/>

² https://www.mass.edu/nahi/documents/NOFRNCompetencies_updated_March2016.pdf

Quality and Safety Education for Nurses (QSEN)

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Using the Institute of Medicine¹ competencies, QSEN faculty and a National Advisory Board have defined quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency. The six competencies are listed below. Definitions of each competency may be found on the QSEN web page at <http://qsen.org/competencies/pre-licensure-ksas/> and are a resource to serve as guides to curricular development for formal academic programs, transition to practice and continuing education programs².

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement
- Safety
- Informatics

¹ Institute of Medicine. Health professions education: A bridge to quality. *Washington DC: National Academies Press*; 2003.

² Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., Sullivan, D., Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3)122-131.

Essentials of Baccalaureate Education¹

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing. These Essentials include 10 domains that were adapted from the interprofessional work initiated by Englander (2013) and tailored to reflect the discipline of nursing. The ten domains of the Essentials of Baccalaureate Education are:

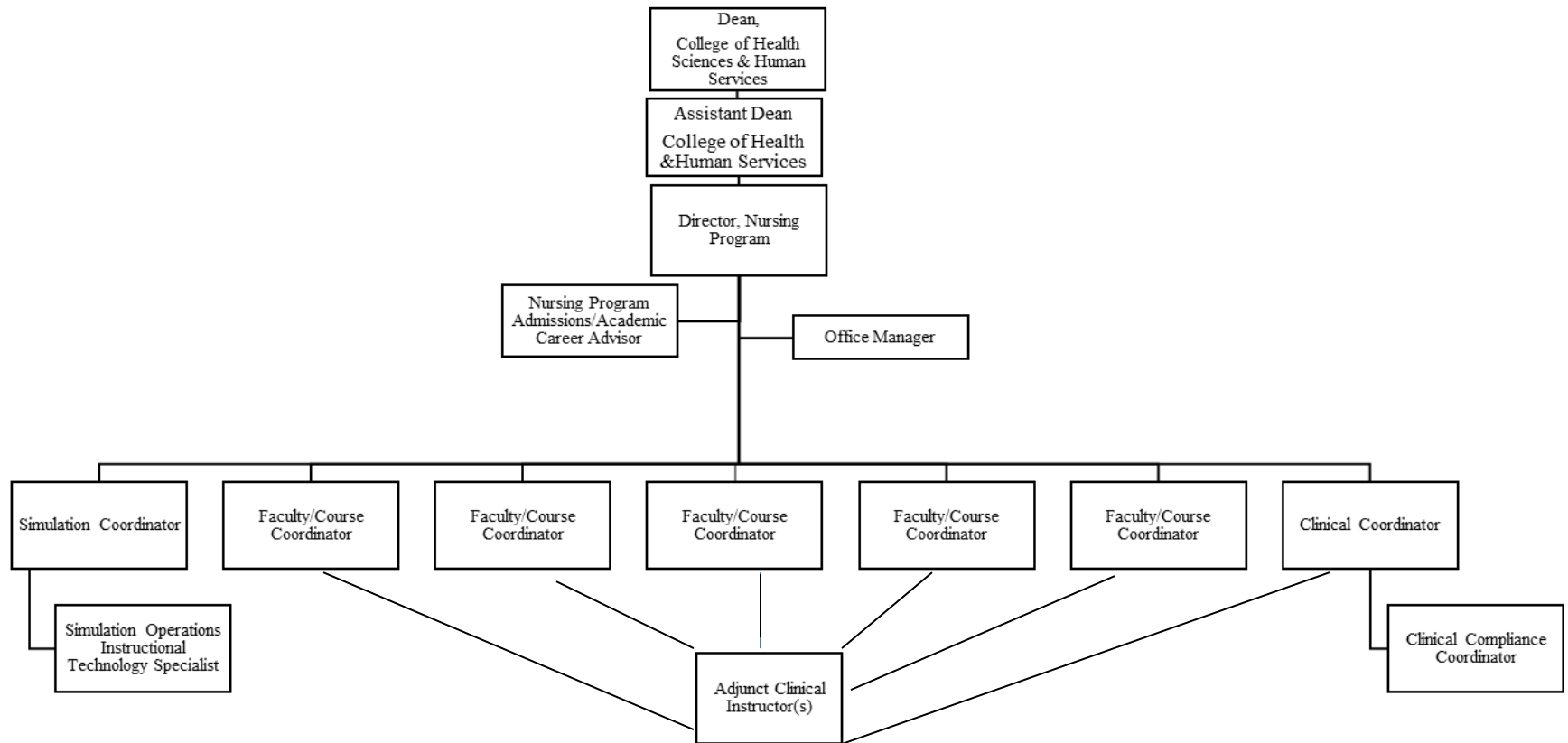
- Domain 1: Knowledge for Nursing Practice:
 - Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
- Domain 2: Person-Centered Care:
 - Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
- Domain 3: Population Health:
 - Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
- Domain 4: Scholarship for Nursing Discipline:
 - The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
- Domain 5: Quality and Safety:
 - Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
- Domain 6: Interprofessional Partnerships:
 - Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

- Domain 7: Systems-Based Practice:
 - Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
- Domain 8: Informatics and Healthcare Technologies:
 - Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- Domain 9: Professionalism:
 - Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and value.
- Domain 10: Personal, Professional, and Leadership Development:
 - Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

¹<https://www.aacnnursing.org/essentials>

School of Nursing Conceptual Model





School of Nursing Organizational Chart

SECTION II

PROGRAM OVERVIEW

Nursing Program Admissions Criteria and Procedures

The minimum admission requirements include:

1. Successful completion of the following Pre-nursing courses with a grade of “C” or higher (no C-): Clinical Nutrition for Health and Healing, Introduction to Nursing, General Psychology, Statistics, General Chemistry, 2 semesters of Anatomy & Physiology, and Microbiology.
2. Successful completion of the science courses A&P I, A&P II, and Microbiology with a “C” or higher (no C-) within the past 5 years.
3. Courses considered for admission to the Nursing Program must appear on the student’s Methodist University transcript.
4. Students may be considered for conditional acceptance to the Nursing Program with General Education core semester hours still outstanding. No more than 3 General Education core classes outstanding is recommended. All remaining General Education core requirements must be completed by the end of the summer semester prior to entering the senior year of nursing courses.
5. Cumulative GPA of 2.80 (no rounding) or higher on a 4.0 scale.
6. Signed validation of the Nursing Program Essential Functions for Admission, Progression, and Graduation form (Appendix A).
7. Submission of a completed supplemental application to the Nursing Department by the advertised deadline with all required supporting documents.
8. Interview with the Nursing Program Admissions Committee.
9. Applicants to the Pre-Licensure BSN Program must be current Methodist University students. Transfer students may be accepted but should read the section below titled “Transfer Students”.

Following acceptance into the Nursing Program, all students must provide documentation of (1) required immunizations, (2) a physical exam medically clearing the student prior to the start of fall classes, (3) a cleared background check, (4) a negative drug screen, and (5) current American Heart Association BLS CPR for healthcare professionals. In addition, Nursing students may be required to return to campus prior to the start of fall classes for orientation and certifications.

Nursing Program students are responsible for any additional expenses related to the physical exams and immunizations as well as other program related costs, including but not limited to: clothing, transportation to clinical sites, or memberships.

Nursing Program students are required to complete all NUR courses with a grade of B- (80) to progress in the program.

Transfer Students

Transfer students who wish to apply to the Nursing Program are encouraged to apply to the University early so official transcripts may be evaluated for transfer credit. Acceptance or non-acceptance of transfer courses to Methodist University will be at the discretion of the Methodist University Registrar and/or the appropriate Department Head(s). Courses required for BSN degree completion must appear on the student's MU transcript.

Transferring Nursing Students

Nursing courses from a Commission on Collegiate Nursing Education (CCNE), Accreditation Commission for Education in Nursing (ACEN), or National League for Nursing Accrediting Commission (NLNAC) accredited, or state approved professional baccalaureate program of nursing may be evaluated for transfer on an individual basis. Students must meet MU general admissions requirements as well as current Nursing Program Admissions requirements. The student must be eligible to progress in their previous program. Additional requirements may be required such as a letter of recommendation from the director of the previous nursing program including evidence of clinical and lab competency. Students wishing to transfer nursing credits should contact the Nursing Program Director for additional guidance.

Advisement Policy

Methodist University has a centralized academic and career advising model. Students are paired with a designated Academic and Career Advisor based on their declared academic major. Academic and Career Advisors are students' main points of contact for questions about course schedules, progress to degree, and career advisement. Academic and Career Advising at Methodist University is a collaborative partnership through which advisors equip, inspire, and empower students to reach their educational and professional goals. All students are assigned an Academic and Career Advisor and remain with their advisor throughout their enrollment at the university.

In addition to the designated Academic and Career Advisor, Nursing faculty support a relationship-rich educational environment by mentoring students and supporting student success. This includes:

- Adhere to Academic Policies as published in the current year Academic Catalog.
- Specify in the syllabus a set of reasonable and ethical grading practices and follow them carefully.
- Practice inclusiveness and emphasize our institutional commitment to diversity, equity, and inclusion.
- Communicate regularly with students via Canvas LMS and respond to student emails.
- Provide regular feedback, critique, and grades to students throughout the semester.
- Return graded assignments to students in a timely manner with feedback and guidance for improved future performance.
- Hold office hours and be available to meet with students outside of regular class hours in person and virtually.
- Advise and mentor students in accordance with university guidelines and current catalog academic policies.
- Write letters of recommendation for students when appropriate

Upper Division Plan of Study

BSN Curriculum

Junior Year

Fall			Spring		
MUJ 3300	MU Journey (if needed)	1	NUR 3160	Adult Health Nursing I (Didactic)	4
NUR 3001	Scholarly Writing for Nursing	1	NUR 3161	Adult Health Nursing I (Clinical)	3
NUR 3010	Health Assessment Across the Lifespan	3	NUR 3170	Community Health Nursing (Didactic)	3
NUR 3120	Pathophysiology & Pharmacotherapeutics for Nursing I	4	NUR 3171	Community Health Nursing (Clinical)	2
NUR 3140	Fundamentals Nursing Care (Didactic)	4	NUR 3220	Pathophysiology & Pharmacotherapeutics for Nursing I	2
NUR 3141	Fundamentals Nursing Care (Clinical)	2	NUR 3600	Nursing Informatics	3
	Total Semester Hours	15		Total Semester Hours	17

Senior Year

Fall			Spring		
NUR 4020	Nursing Leadership and Health Policy	3	NUR 4180	Pediatric Nursing (Didactic)	2
NUR 4160	Adult Health Nursing II (Didactic)	4	NUR 4181	Pediatric Nursing (Clinical)	1
NUR 4161	Adult Health Nursing II (Clinical)	3	NUR 4190	Maternal Child Nursing (Didactic)	2
NUR 4170	Psychiatric Mental Health Nursing (Didactic)	3	NUR 4191	Maternal Child Nursing (Clinical)	2
NUR 4171	Psychiatric Mental Health Nursing (Clinical)	2	NUR 4310	Research for Professional Nursing Practice II	1
NUR 4210	Research for Professional Nursing Practice I	2	NUR 4400	NCLEX Prep	2
			NUR 4500	Nursing Capstone Seminar	5
	Total Semester Hours	17		Total Semester Hours	15

BSN Course Descriptions

PNU 2150 Clinical Nutrition Health & Healing (3)

This course offers pre-nursing students the skills needed to provide clinically based nutrition support in the healthcare setting. The relationship between adequate nutritional intake and health and healing is emphasized. Students will develop an understanding of how the human body processes food and the role of both micronutrients and macronutrients in both preventing and treating disease processes. Food allergies, intolerances, and diets for select health conditions are also covered. Prerequisites: Pre-Nursing students only; Sophomore status. Corequisites: None

PNU 2500 INTRODUCTION TO NURSING (3)

This course introduces the art and science of nursing. The philosophy, mission, vision, and values of the nursing program are introduced to help students develop an understanding of the nursing profession. Emphasis is on history, trends, professionalism, communication, ethics and social justice in healthcare and nursing. This course will include commonly used medical vocabulary and terms and an introduction to the nursing process. Students will establish a foundation for nursing practice by developing critical thinking skills and clinical judgment.

Prerequisites: Pre-Nursing students only. Sophomore status

NUR 3001 SCHOLARLY WRITING FOR NURSING (1)

The APA Nursing Scholarly Writing course is designed to equip nursing students with the essential skills and knowledge required to excel in scholarly writing within the field of nursing. In this course, students will develop professionally written documents based on the American Psychological Association (APA) writing style. This course emphasizes the importance of precision, clarity, and adherence to APA formatting guidelines to effectively communicate the translation of research and apply evidence-based practice to quality improvement initiatives in nursing. This is an 8-week online course.

Prerequisites: ENG 1040; Nursing major only

NUR 3010 HEALTH ASSESSMENT ACROSS THE LIFESPAN (3)

This course introduces the knowledge and skills required to perform a systematic examination of a healthy adult and to document the findings. Focus is on conducting a comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessment using developmentally and culturally appropriate approaches. Health assessment is framed through the use of the nursing process. Class (2 credits), Lab (1 credit).

Prerequisite: NUR major only

Co-requisite: NUR 3000, NUR 3140, NUR 3141, NUR 3110, or permission of School of Nursing Chair

Offered: Fall

NUR 3120 PATHOPHYSIOLOGY & PHARMACOTHERAPEUTICS FOR NURSING I (4)

This is the first of two courses that highlight the role of the nurse in understanding the pathophysiology of various conditions and the medications used in the prevention, management, or curative treatment. Therapeutic and pharmacological drug classifications and principles of medication administration are explored. Topics covered include concepts related to routes of administration, medication calculations, the nurse's role in safety and rights of administration, identification of mechanism of action, adverse effects, contraindications, and pre- and post-assessments required for safe administration of medications.

Prerequisites: NUR major only

NUR 3140 FUNDAMENTAL NURSING CARE (4)

This course introduces students to the basic foundational principles of nursing practice while implementing the nursing process. This course provides a foundation for subsequent nursing courses. Prerequisite: NUR major only

Co-requisites: NUR 3000, NUR 3010, NUR 3110, NUR 3141, or permission of School of Nursing Chair

Offered: Fall

NUR 3141 FUNDAMENTAL NURSING CARE CLINICAL (2)

The Fundamentals Nursing Care Clinical Course is an introductory clinical course designed to introduce the student to the fundamental skills of clinical nursing. This course allows students to use competency-based skills to enhance their didactic knowledge of fundamental nursing care.

This course prepares students to provide nursing care to assist individuals in meeting basic human needs while providing a foundation for subsequent nursing courses. This course provides evidence-based nursing skills, critical thinking, and clinical judgment in the lab and clinical settings. Prerequisite: NUR major only

Co-requisites: NUR 3000, NUR 3010, NUR 3110, NUR 3140, or permission of School of Nursing Chair

Offered: Fall

NUR 3160 ADULT HEALTH NURSING I (4)

The Adult Health I Didactic course is designed to provide opportunities for students to integrate knowledge related to various disease pathologies, conditions, and disorders that you will encounter as a future Registered Nurse caring for patients in today's complex healthcare environments. The goal of this course is for students to gain skill competency and insight into the complexity of care required to manage both chronic and acute disease processes. In addition, students will learn to synthesize information and concepts that support evidence-based practice and sound clinical judgments.

Prerequisites: NUR major only; NUR 3000, NUR 3010, NUR 3110, NUR 3140, NUR 3141

Co-requisites: NUR 3161, NUR 3170, NUR 3171, or permission of School of Nursing Chair

Offered: Spring

NUR 3161 ADULT HEALTH NURSING I CLINICAL (3)

The Adult Health I Clinical course is designed to provide opportunities for students to apply knowledge regarding the recognition and treatment of commonly encountered conditions in the didactic portion. The goal of this course is for students to gain skill competency and insight into the complexity of care required to manage both chronic and acute disease processes. In addition, students will learn to synthesize information and concepts that support evidence-based practice and sound clinical judgments.

Prerequisites: NUR major only; NUR 3000, NUR 3010, NUR 3110, NUR 3140, NUR 3141

Co-requisites: NUR 3160, NUR 3170, NUR 3171, or permission of School of Nursing Chair

Offered: Spring

NUR 3170 COMMUNITY HEALTH NURSING (3)

An overview of community and public health nursing. Explores the role of the nurse in health promotion, disease prevention, and injury prevention across the lifespan. Students examine population-focused roles in primary, secondary, and tertiary prevention, including disaster management.

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3110, NUR 3140, NUR 3141

Co-requisites: NUR 3160, NUR 3161, NUR 3171, or permission of School of Nursing Chair

Offered: Spring

NUR 3171 COMMUNITY HEALTH NURSING CLINICAL (2)

The Community Health Nursing Clinical course is designed to provide opportunities for students to apply theoretical learning and knowledge regarding health promotion, disease and injury prevention, and disaster management. Students will rotate through a variety of community and public health settings to appreciate the full context in which nursing care is provided to individuals/families and communities/populations.

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3110, NUR 3140, NUR 3141

Co-requisites: NUR 3160, NUR 3161, NUR 3170, or permission of School of Nursing Chair

Offered: Spring

NUR 3220 PATHOPHYSIOLOGY & PHARMACOTHERAPEUTICS FOR NURSING II (2)

This second of two courses continues the discussion of additional medications that prevent, manage, or treat health conditions with a focus on intravenous medication administration. Topics covered include pathophysiological principles and the nurse's role in safe administration and calculations of intravenous medications. The identification of mechanism of action, adverse effects, contraindications, and pre- and post-assessments required for safe administration of medications will be emphasized.

Prerequisites: NUR major only; NUR 3120

NUR 3600 NURSING INFORMATICS (3)

This course introduces you to the basic concepts relevant to health care informatics and the use of computerized information systems in health care organizations. The main focus is to discover how computerized applications aid the health care team to evaluate health, wellness, and illness to provide and communicate positive patient outcomes across the lifespan.

Prerequisite: NUR major only or permission of the Department Chair of Nursing

Co-requisites: None

Offered: Spring

NUR 4020 NURSING LEADERSHIP AND HEALTH POLICY (3)

The course explores organizational and systems leadership, quality improvement, and national healthcare safety standards. Focus is placed on the importance of ethical decision-making, effective working relationships, delegation, and accountability when working in complex healthcare systems. Leadership skills to effectively negotiate change, provide safe quality care, and promote professional practice in the healthcare environment are analyzed and applied.

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171

Co-requisites: NUR 4160, NUR 4161, NUR 4170, NUR 4171, or permission of School of Nursing Chair

Offered: Fall

NUR 4160 ADULT HEALTH NURSING II (4)

The Adult Health II Didactic course continues the discussion of various disease pathologies, conditions, and disorders. The goal of this course is for students to gain skill competency and insight into the complexity of care required to manage both chronic and acute disease processes. In addition, students will learn to synthesize information and concepts that support evidence-based practice and sound clinical judgments needed to navigate the complexity of today's complex healthcare environments. Prerequisite: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR

3160, NUR 3161, NUR 3170, NUR 3171

Co-requisites: NUR 4020, NUR 4161, NUR 4170, NUR 4171, or permission of School of Nursing Chair

Offered: Fall

NUR 4161 ADULT HEALTH NURSING II CLINICAL (3)

The Adult Health I Clinical course is designed to provide opportunities for students to apply knowledge regarding the recognition and treatment of commonly encountered conditions in the didactic portion. The goal of this course is for students to gain skill competency and insight into the complexity of care required to manage both chronic and acute disease processes. In addition, students will learn to synthesize information and concepts that support evidence-based practice and sound clinical judgments.

Prerequisite: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171

Co-requisites: NUR 4020, NUR 4160, NUR 4170, NUR 4171, or permission of School of Nursing Chair

Offered: Fall

NUR 4170 PSYCHIATRIC MENTAL HEALTH NURSING (3)

The course is designed to provide an understanding of acute and chronic mental illness across the lifespan. Neurobiological sciences, psychosocial concepts and traditional/nontraditional therapies are explored. Emphasis is placed on evidence-based practice supported by the Scope and Standards of Psychiatric and Mental Health Nursing. Topics include psychiatric mental health clinical settings, psychosocial interventions, psychotropic medications, and crisis intervention.

Prerequisites: NUR major only; NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171

Co-requisites: NUR 4020, NUR 4160, NUR 4161, NUR 4171, or permission of School of Nursing Chair

Offered: Fall

NUR 4171 PSYCHIATRIC MENTAL HEALTH NURSING CLINICAL (2)

The Psychiatric Mental Health Clinical course is designed to provide opportunities for students to apply theoretical learning and knowledge regarding the recognition and nursing care of commonly encountered psychiatric and behavioral health conditions. Students will explore evidenced-based practice in actual patient care situations to foster competency and the development of clinical judgement required to care for individuals safely and compassionately with acute and chronic mental health conditions.

Prerequisites: NUR major only; NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171

Co-requisites: NUR 4020, NUR 4160, NUR 4161, NUR 4170, or permission of School of Nursing Chair

Offered: Fall

NUR 4180 PEDIATRIC NURSING (2)

This course provides students with the nursing knowledge and skills necessary to care for pediatric patients and their families. Students will examine growth and development principles, disease prevention, and health promotion models specific to pediatric populations. Students will be equipped to deliver competent, person-centered, compassionate nursing care to infants, children, and adolescents in a variety of healthcare settings.

Prerequisites: NUR major only; NUR 3160, NUR 3161, NUR 4160, NUR 4161.

Corequisites: NUR 4181

NUR 4181 PEDIATRIC NURSING CLINICAL (1)

The course aligns with the NUR 4180 Pediatric Nursing didactic course and allows students to deliver competent, person-centered, compassionate nursing care to infants, children, and adolescents in a variety of healthcare settings. Emphasis is placed on engagement with patients using age-appropriate strategies, administering safe, evidence-based care, as well as interprofessional communication.

Prerequisites: NUR major only; NUR 3160, NUR 3161, NUR 4160, NUR 4161.

Corequisites: NUR 4180

NUR 4190 MATERNAL CHILD NURSING (2)

Nursing care of women, newborns, infants, children, and families during childbearing and childrearing stages is described. Healthy transitions and physical alterations occurring from conception through adolescence are examined. The health needs of the family are discussed in terms of major morbidity/mortality risks and contemporary issues. This experience will integrate clinical experiences in a variety of acute and community clinical settings to build on theories of growth and development, pathophysiology, and evidence-based practice.

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171, NUR 4020, NUR 4160, NUR 4161, NUR 4170, NUR 4171

Co-requisites: NUR 4010, NUR 4191, NUR 4500, or permission of School of Nursing Chair

Offered: Spring

NUR 4191 MATERNAL CHILD NURSING CLINICAL (2)

This clinical course is designed to provide opportunities for students to apply theoretical learning and knowledge regarding the nursing care of women, newborns, infants, children, and families during childbearing and childrearing stages. Healthy transitions and physical alterations occurring from conception through adolescence are examined. The health needs of the family are discussed in terms of major morbidity/mortality risks and contemporary issues. The goal of this course is for students to gain skill competency and insight in a variety of acute and community clinical settings to build on theories of growth and development, pathophysiology, and evidence-based practice.

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171, NUR 4020, NUR 4160, NUR 4161, NUR 4170, NUR 4171

Co-requisites: NUR 4010, NUR 4190, NUR 4500, or permission of School of Nursing Chair

Offered: Spring

NUR 4210 RESEARCH FOR PROFESSIONAL NURSING PRACTICE I (2)

This course focuses on the appraisal of research and evidence-based standards for the rationale of current nursing care. Students will evaluate the translation of current scientific evidence intended to address nursing practice issues and improve patient outcomes. Concepts explored include research methodologies, ethics, and legal precepts; clinical judgment in knowledge development and application; and the integration of clients' needs, values, and preferences into nursing practice. Students will apply reliable evidence to inform clinical practice and nursing judgment. Students will develop an actionable project proposal to improve nursing practice and patient outcomes.

Prerequisites: NUR major only; NUR 3001, NUR 3140, NUR 3141, NUR 3160, NUR 3161

Corequisites: None

NUR 4310 RESEARCH FOR PROFESSIONAL NURSING PRACTICE II (1)

This course is the culmination of the process begun in Research for Professional Nursing Practice I. Students will apply principles of undergraduate research to address a relevant nursing practice issue. In the previous nursing research course, students created an actionable proposal. This is the conclusion of that process which will end in a quality scholarly project and presentation. Prerequisites: NUR major only; NUR 3001, NUR 3140, NUR 3141, NUR 3160, NUR 3161, NUR 4210.

Corequisites: None

NUR 4400 NCLEX PREP (2)

This is an elective course provided in the last semester of the nursing program in preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) exam. During this course, the student will be engaged in case studies and interactive learning in a relaxed, active learning environment. The course reinforces nursing knowledge and improves clinical judgment and decision-making skills using a concept-based approach.

Prerequisites: NUR major only

Co-requisites: None

Offered: Spring

NUR 4500 NURSING CAPSTONE SEMINAR (5)

This nursing capstone consists of seminars to provide an opportunity for transition to the professional nursing role and a 120-hour focused client care experience. Standardized testing is incorporated to provide feedback to facilitate analysis, synthesis, refinement, and integration of nursing knowledge. The focused client care experience is provided through a cooperatively designed learning experience under the supervision of a licensed preceptor. (Class 1 credit, clinical 3 credits).

Prerequisites: NUR major only, NUR 3000, NUR 3010, NUR 3140, NUR 3141, NUR 3110, NUR 3160, NUR 3161, NUR 3170, NUR 3171, NUR 4020, NUR 4160, NUR 4161, NUR 4170, NUR 4171

Co-requisites: NUR 4010, NUR 4140, NUR 4141, or permission of School of Nursing Chair

Offered: Spring

NUR 4110 NURSE EXTERN (1)

The Nurse Extern is an elective nursing course positioned after you have completed the NUR 3160, NUR 3161: Adult Health I course. This nursing elective course enhances your learning experience of various disease pathologies and disorders that are frequently encountered as a future Registered Nurse caring for patients in today's healthcare profession. The learning outcomes in the course are that you will provide quality, effective and efficient nursing care for patients, while working directly under the supervision of a CFV RN 413 preceptor with oversight and evaluation by course faculty. To accomplish this, it will require you: 1) to synthesize information and concepts about illness and disease, 2) provide nursing care management, and 3) to utilize critical thinking and reasoning. This course will further require that you also incorporate all prior nursing knowledge and skills acquired from previous nursing courses, classroom, and clinical settings, to be able to provide holistic care to patients with specific health deviations and needs.

Prerequisites: NUR major only and permission of the instructor

Co-requisites: None

Offered: Fall

NUR 4120 NURSE EXTERN (1)

The Nurse Extern is an elective nursing course positioned after you have completed the NUR 3160, NUR 3161: Adult Health I course. This nursing elective course enhances your learning experience of various disease pathologies and disorders that are frequently encountered as a future Registered Nurse caring for patients in today's healthcare profession. The learning outcomes in the course are that you will provide quality, effective and efficient nursing care for patients, while working directly under the supervision of a CFV RN preceptor with oversight and evaluation by course faculty. To accomplish this, it will require you: 1) to synthesize information and concepts about illness and disease, 2) provide nursing care management, and 3) to utilize critical thinking and reasoning. This course will further require that you also incorporate all prior nursing knowledge and skills acquired from previous nursing courses, classroom, and clinical settings, to be able to provide holistic care to patients with specific health deviations and needs.

Prerequisites: NUR major only and permission of the instructor

Co-requisites: None

Offered: Spring

NUR 4130 NURSE EXTERN (1)

The Nurse Extern is an elective nursing course positioned after you have completed the NUR 3160, NUR 3161: Adult Health I course. This nursing elective course enhances your learning experience of various disease pathologies and disorders that are frequently encountered as a future Registered Nurse caring for patients in today's healthcare profession. The learning outcomes in the course are that you will provide quality, effective and efficient nursing care for patients, while working directly under the supervision of a CFV RN preceptor with oversight and evaluation by course faculty. To accomplish this, it will require you: 1) to synthesize information and concepts about illness and disease, 2) provide nursing care management, and 3) to utilize critical thinking and reasoning. This course will further require that you also incorporate all prior nursing knowledge and skills acquired from previous nursing courses, classroom, and clinical settings, in order to be able to provide holistic care to patients with specific health deviations and needs.

Prerequisites: NUR major only and permission of the instructor

Co-requisites: None

Offered: summer

NUR 4850 SPECIAL TOPICS IN NURSING (1-3)

The special topics course is a course designed relating to a specific nursing topic or area of specialty. The course allows professors/instructors to offer more education relating to a specific nursing topic area of interest.

Prerequisites: Permission of instructor

Co-requisites: None

Offered: as needed

In addition to the above courses, the following elective Nursing courses are offered:

NUR 4110 - Nurse Extern, Fall semester

NUR 4120 - Nursing Extern, Spring semester

NUR 4130 - Nursing Extern, summer semester

NUR 4850 - Nursing Special Topics, as needed (topics could be pathophysiology, lactation, or other relevant nursing topic)

The Nurse Extern courses are only open to rising senior or senior nursing students.

Upon completion of all courses required, students will graduate with the Bachelor of Science in Nursing (BSN) degree and are eligible to take the NCLEX-RN licensure exam.

Calculation of Program Completion Rates

Completion Rate for full-time, first-time undergraduates measures the percentage of full-time, first-time students that complete the program within 150% of the normal completion time. This rate is calculated by dividing the number of full-time, first-time students completing the program within 150% of the normal completion time by the number of full-time, first-time students enrolled in that Class

Organizations/Committees

Methodist University Student Nurses' Association (MUSNA)

The purpose of the Methodist University Student Nurses' Association (MUSNA) is to provide pre-nursing and nursing students opportunity to engage in community service projects, develop leadership skills, and form lasting friendships. It also serves to mentor the professional development of future registered nurses and facilitate their entrance into the profession by providing educational resources and career guidance. The MUSNA meets during the school year for business and/or program meetings. Members are offered opportunities to broaden their nursing education by being exposed to guest speakers and special programs at the state convention of nursing students. Fund-raising projects are planned to provide scholarships for students to attend conventions and to provide a budget for special projects. Offices to be filled for MU Student Nurses Association are president, vice-president, secretary & treasurer. Nursing Department faculty serves as advisors for the Association.

National Student Nurses' Association (NSNA)

The NSNA is the only national organization for nursing students and the largest independent student organization in the United States. The purpose of the National Student Nurses Association is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns; and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life. Benefits of National Student Nurses Association membership include scholarships, a year's subscription to Imprint, malpractice insurance, the NSNA annual convention, uniform discounts, and a voice in Washington.

Membership to both the MUSNA and NSNA is open to all students in programs leading to initial licensure as a registered nurse. There are national, state and local dues.

Methodist University Men in Nursing (MUMN)

The purpose of the MUMN organization is to educate nursing students and promote their involvement in a professional nursing organization at Methodist University. Membership in MUMN is open to all Registered Nurses (RN), Licensed Practical/Vocational Nurses (LPN/LVN), currently enrolled nursing and pre-nursing students at Methodist University as well as the faculty, staff and administrators without regard to race, creed, religion, gender, political affiliation, sexual orientation or physical handicap.

Nursing Department Class Representatives

Students are selected by their respective nursing classmates to serve as class representative for the academic school year to represent their class at Nursing Department Faculty meetings and other university functions as needed.

Student Nursing Awards

Each spring semester, The Nursing Department Chair and faculty recognize senior nursing students who exhibit outstanding academic, clinical, and leadership qualities. Criteria for receiving each award are listed below. Minimum requirements for all categories include 1) senior nursing student status anticipating completion of degree requirements and 2) have a minimum GPA of 3.2.

Nominations for the first three categories are made and voted on by nursing faculty. The Director's Award recipient is chosen by the Department Chair with input from the nursing faculty. Only one student is chosen for each category.

The Academic Excellence, Clinical Excellence, and Leadership Excellence awards are presented during the Nursing Pinning Ceremony. The Director's award is presented during Methodist University's Awards Day Ceremony. The recipient of the Director's award will receive a certificate, an engraved plaque and an honorarium of \$100; other award recipients will receive a certificate and an engraved plaque.

- **Academic Excellence Award:** presented to the senior nursing student with the highest grade point average.
- **Clinical Excellence Award:** presented to the senior nursing student who exhibits excellent clinical practice by:
 - Establishes caring interpersonal relationships with clients
 - Functions as a client advocate in clinical interventions
 - Displays a knowledge base necessary for strong critical thinking behaviors in client interactions
 - Displays creativity during clinical experiences
 - Exhibits a high degree of clinical accountability and responsibility
 - Provides clinical role modeling behaviors for peers
 - Possesses strong communication skills in the clinical setting
 - Exhibits leadership skills in peer and community relations.
- **Leadership Excellence Award:** is presented in recognition of outstanding leadership characteristics. The criteria for the recipient is:
 - Participation in pre-professional or professional activities in a leadership role. Examples include holding an office in a nursing student organization or serving on Department and College committees.
 - Participation in community activities.
 - Sharing of special expertise with student peers, or other activities that represent service and commitment to the betterment of society and their chosen profession.
- **Director's Award:** The student receiving the Director's Award will exemplify outstanding academic and professional achievement. This student will:
 - Have outstanding overall academic and clinical achievement
 - Exhibit leadership in pre-professional (e.g., leadership in a nursing student organization; service on department or college committees; community activities) or professional activities (e.g., participation in nursing student organizations or other nursing specialty activities; nursing service to the community).

Nursing Leadership Circuit: The Methodist University (MU) Nursing Leadership Circuit has five pillars designed to encourage engagement, personal development, and socialization into the role of professional nurse. The five pillars are: Mentorship; Service; Organizational Participation; Knowledge of the Healthcare Environment; and Health and Wellness. Students that complete the MU Nursing Leadership Circuit will be presented with a Certificate of Completion and a Nursing Leadership Cord at the Nursing Pinning Ceremony.

Technology/Equipment Required for Nursing Major

All students admitted to the upper division nursing major are required to have a laptop computer that meets specifications recommended by Methodist University Computer Services Department. For more information visit. <https://www.methodist.edu/offices-services/its/laptops>

Consent to be Photographed or Videotaped

The Nursing Auditorium and all areas of the Simulation Hospital are equipped with video and audio recording equipment. All nursing students who participate in nursing classes or simulation exercises must agree to be photographed or videotaped (with or without sound or with sound only) and must further agree to allow Methodist University to use the recordings or photos for educational purposes and/or to promote the University. The release form is found in the last section of this handbook and must be completed and signed before participating in nursing program activities.

White Coat, Pinning, and Graduation Ceremonies

White Coat Ceremony

Nursing students participate in a White Coat ceremony during the fall semester of their first year in the Nursing Program. During the ceremony students are cloaked in their clinical white lab coats by the nursing faculty marking the beginning of their clinical experience. Students recite an oath signifying the importance of their commitment to provide high quality patient care to all. Students also receive a specially designed pin that will serve as a visual reminder of their oath.

Pinning Ceremony

In addition to the University commencement ceremony, nursing students also have the honor of participating in the Nursing Pinning Ceremony held the Thursday immediately preceding the University commencement. The ceremony itself is steeped in tradition where the nursing graduates, dressed in white uniforms, are presented with the school's nursing pin. Candles or lamps are lit and the Nurse's Pledge is recited. The ceremony usually takes place in a church setting and the event is shared with the student's family, friends, and loved ones. Dress requirements will be relayed to senior nursing students by the spring semester of their senior year.

Graduation

Students meeting all requirements for the BSN degree at Methodist University will have the opportunity to participate in the University's graduation commencement exercises held in May of each year. For detailed policies regarding graduation requirements and commencement participation, please refer to your Academic Catalogue.



School of Nursing
Estimated Program Costs

MU Tuition for Full-Time Day Students (2025-2026)

- Tuition (Day): \$42,424
- Average Traditional Room*: \$7,380
- Meals ([compare plans here](#)): \$7,170
- Student Activity Fee: \$750
- Residential Hall Fees: \$136
- Estimated NC Sales Tax on Meals (varies per meal plan): \$526
- Total (Resident Student) **: \$58,386
- Total (Commuting Student) **: \$43,174

The above fees are for two semesters (one year).

**Room charges vary depending on residence hall assignment. Does not include fees for parking or residence hall damage deposit.*

*** Fees represent estimated charges.*

Nursing Program Specific Fees

When will the costs occur?	What do the costs cover?	What is the cost?
During the application process and prior to starting the Nursing Program	Criminal Background check, Drug Test, and Immunization Tracker	\$136.50 initially, \$36.99 per year afterwards
	Immunizations & Medical Exam	\$0 - \$200 (Varies)
	CPR Healthcare Certification	\$65
Junior Nursing Year	Laptop (required)	\$300 – \$1500 (Varies)
	Textbooks	\$1700

	Nursing Technology/Lab Fee (\$550 per semester)	\$1100
	Uniforms/Shoes/Lab Coat	\$200
	Lab Kit	\$150
	Stethoscope/BP Cuff	\$50 - \$350 (Varies)
Senior Nursing Year	Nursing Technology/Lab Fee (\$550 per semester)	\$1100
	Criminal Background check, Drug Test, and Immunization Tracker	\$36.99
	Textbooks	\$765
	White Uniform for Pinning Ceremony	\$80
	Nursing Cap	\$27
	Sitting fee for Composite Picture	\$45
	NCLEX Application	\$200
	Criminal Background check required by NCBON before NCLEX exam	\$38.00
	NCBON Licensure Application Fee	\$75

In addition to the costs listed above, students are also responsible for their own transportation to and from clinical sites.

SECTION III

**ACADEMIC PROGRESSION &
POLICIES**

Essential Functions for Admission, Progression and Graduation

Purpose

The purpose of the Essential Functions for Admission, Progression and Graduation form (Appendix A) is to validate the academically accepted undergraduate student's ability to meet cognitive, affective, and psychomotor requirements of the curriculum with or without academic adjustments and/or auxiliary aids and services. Any student requiring accommodations due to one or more disabilities must bring the appropriate documentation to the Methodist University Student Access & Accommodation Services no later than the first week of classes during the semester in which the accommodations are required. Together the student and personnel of the Student Access & Accommodation Services will decide upon the accommodations to be implemented.

Methodist University and the Nursing Department will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The Program has established the Essential Functions guidelines in an effort to provide a framework to balance several competing interests:

- 1) The rights of applicants and students.
- 2) The safety of students, their co-workers and patients.
- 3) The significant clinical component of the curricula.
- 4) The requirements imposed on the Department by the Commission on Collegiate Nursing Education, the accreditation body, and by clinical agency agreements allowing the Program to place students in various health care organizations for clinical education.
- 5) The conditions for licensure of graduates.

These competing interests and the nature of nursing educational activities may prevent some prospective and current students with disabilities from qualifying for enrollment or continued enrollment.

This policy applies to all prospective, pre-nursing, and current undergraduate students enrolled in the Nursing Program.

Policy

Full acceptance into the Methodist University Nursing Program is contingent upon 1) Academic acceptance based on established criteria and review of application, 2) Nursing Candidate Interview Process, 3) Receipt and approval of the "Essential Functions" form found in the last section of this Handbook and 4) completion of all clinical compliance documents. Current students must continue to meet these essential functions throughout the Program. Students who are no longer able to meet the standards MUST notify their academic advisor immediately or face dismissal from the nursing Program. If a student's inability to satisfy an essential function is of a temporary nature, every reasonable effort will be made to rearrange the student's schedule in such a way as to provide the opportunity for satisfactory completion of the curriculum. In some cases, this may require students to extend their plans of study.

Procedure

- 1) Initial Verification
 - a. As part of the Admissions process to the Nursing program, students will be asked to review, sign and date the Essential Functions Form. Statements contained in the form are further supported and verified by the Physical Exam form applicants are required to submit.
 - b. Applicants who do not meet all Essential Functions will be referred to the Disabilities office for consultation.
 - c. Students for whom there is no clear decision point about ability to meet the Essential Functions will be presented to the Nursing Department Admissions Committee for further review.
- 2) Yearly Verification
 - a. To remain in the program students must continue to meet these essential functions throughout the Program. Students who are no longer able to meet the functions **MUST** notify their academic advisor immediately.
- 3) Episodic Verification
 - a. If a student is injured, becomes ill, or encounters any situation that changes her/his ability to meet the essential functions, the Nursing Program Director, with input from faculty, may request health care provider verification of the student's continued ability to meet the standards.
 - b. A copy of the " Essential Functions" form and a cover memo from the health care provider to verify that the student can meet the essential functions will be provided to the medical practitioner by the student.
 - c. The student will return the health care provider-completed and signed form to the Nursing Program Director.
 - d. The Nursing Program Director and Nursing faculty will review the verification and evaluate any request for academic adjustments and/or auxiliary aids and services to determine the adequacy of the supporting documentation and the reasonableness of the requested academic adjustments and/or auxiliary aids and services and then follow the same process as outlined for initial verification.
 - e. Until a final decision is made, a student whose inability to meet the essential functions being considered under this process will not be allowed to participate in clinical courses.

Misrepresentation

Any identified misrepresentation, falsification, or material omission of information by the applicant discovered during the acceptance process and deliberation or failure to disclose a change in status may exclude the student from continued clinical or classroom participation or immediate dismissal.

Appeal of Dismissal Due to Essential Functions

A continuing student may appeal, in writing, the decision to the College of Health Sciences & Human Services Dean within ten (10) working days from the student's receipt of notice of the decision. The decision of the College of Health Sciences & Human Services Dean on appeal shall be final.

Grading Scale

There will be no rounding of grades. Students must achieve an overall score of 80% or higher in the Nursing Program.

Percentage	Letter Grade	Percentage	Letter Grade
94 - 100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
*80-83	B-	60-63	D-
77-79	C+	<60	F

Academic Progression and Continuation Standards

- 1) Students must achieve a grade of “B-” (80%) or higher in all nursing courses (classroom and clinical/lab). Students who do not achieve a minimum grade of “B-” (80%) will be placed in a probationary status within the Nursing Program. While in probationary status student must maintain a GPA of 2.80 or higher and they have the following options:
 - a. Continue in the Nursing Program in non-clinical nursing courses. Students must submit a progression plan for readmittance into courses into which they were unsuccessful. The progression plan must be submitted to the Nursing Program by September 1st for spring semester and January 31st for fall semester.
 - b. Students may step out of the program and reapply during the next application period. The student must apply for readmission to the Nursing Program by September 1st for spring readmission and January 31st for fall readmission and adhere to the policies stated below in the section titled “Requirements for Readmission”.
- 2) Students who subsequently receive a second grade of below “B-” (80%) in any nursing course will be dismissed from the Program and are not eligible for readmission.
- 3) All remaining General Education core requirements must be completed by the end of the summer semester prior to entering the senior year of nursing courses.
- 4) Students must complete the Program of required nursing courses within five years of initial entry into the Program. Students who exceed the five-year time limit will be dismissed from the Program and are not eligible for readmission.

Grade Appeals Process and Complaints

See below link to the Grade Appeal Policy

<https://www.methodist.edu/academics/appeals-complaints/>

or

see page 26 of the

[2025-2026 MU Undergraduate Academic Catalog](#)

Requirements for Readmission

All students seeking re-entry to the Methodist University Nursing Department BSN Program must complete an application for readmission, submit a progression plan, and interview with the Admissions, Progression, and Retention Committee. Re-entry Applicants will be evaluated with other program applicants for that admission cycle.

When a student applies to re-enter the Nursing Program, she/he will be expected to meet the same academic and clinical requirements as other students who will be enrolling in the same nursing course(s). It is expected that the re-entering student will review the skills and content that have been presented in the previous nursing courses and to be as proficient in the clinical lab as the other students. Proficiency will be demonstrated by any combination of written exams deemed appropriate by the faculty and by satisfactorily performing required clinical skills. It is the responsibility of the student to review the skills and content and to seek assistance from the nursing faculty when necessary. Applicants will be notified of readmission status as soon as decisions are made.

As part of the re-admission process, the student must attest that he or she meets the MU Nursing Department Essential Functions required of a nursing student. Additionally, readmitted students are accepted contingent upon a physical examination, drug screen, and complete background check (CBC) that must be submitted from vendors approved by the Nursing Department and display safe levels and satisfactory results. If the student has been out of the program for less than one year, repeating the physical exam, CBC, and drug screen may not be required.

Accommodations

Any student requiring accommodations due to one or more disabilities must bring the appropriate documentation to the Methodist University Student Access and Accommodations (SAAS) office no later than the first week of classes during the semester in which the accommodations are required. Together the student and personnel of the SAAS office will decide upon the accommodations to be implemented.

Student Success Plan

The Student Success Plan (see form Appendix D) is a collaborative effort between student and faculty to assist the student in reaching their educational goals. It is designed to encourage success in any students needing improvement in the following areas: professionalism, academic performance, clinical preparation, or clinical performance. This form outlines areas needing improvement and a specific plan to help the student be successful.

Academic Success Plan

If a student has not achieved a passing grade of a B- (80%) by midterm in a course, the student will be required to meet with the course faculty to develop a success plan. The plan is intended to assist the student in competency of the course material, and must include the following components:

1. A description of the objective(s) to be met (see Student Success Plan).
2. A firm timeline to meet the objective(s). The timeline may vary depending on the course and may extend into the next semester as needed.
3. A scheduled meeting with the course faculty to discuss study habits and develop an individualized study plan. A referral for additional support or resources may be made as needed.
4. A meeting will also be scheduled with the Student Success Coordinator. This will occur via a referral from the course faculty.

Exam Review

A student who earns a grade of less than B- (80%) on any nursing examination, except for course final examinations, will be required to review the examination material with course faculty. This review will consist of learner-centered activities directed at enhancing the student's understanding and mastery of the material. These activities will be at the discretion of the course faculty.

Assessment Examination Testing Policy

Methodist University Nursing Department use standardized tests to measure proficiency of knowledge in nursing courses and at the end of the nursing program.

Standardized Exam Policy for Course Content Mastery

1. Students must complete the Kaplan assessments for the nursing course in which they are enrolled. The end of course assessment will be administered as assigned by course instructor prior to taking the standardized end of course final exam.

2. Kaplan Integrated Tests will be worth 5% of the course grade. Failure to reach the designated threshold on the test will result in the following:

- a. If the student meets threshold, they will receive the full 5% Kaplan course grade.
- b. If the student meets 90% of threshold, they will receive 4% for the Kaplan course grade.
- c. If the student meets 80% of threshold, they will receive 3% for the Kaplan course grade.
- d. If the student meets 70% of threshold, they will receive 2% for the Kaplan course grade.
- e. If the student meets 60% of threshold, they will receive 1% for the Kaplan course grade.
- f. If the student is below threshold, they will remediate according to the Kaplan Remediation Plan. Upon completion of remediation, the student will receive 1%, to be applied to the Kaplan course grade.

Kaplan Standardized Exam Policy for End of Program Capstone (NUR 4500)

Students must complete all assigned Kaplan Online Practice Assessments as assigned in order to sit for the Kaplan end of course Assessment Examination. Remediation is required of any student not meeting the threshold in any Kaplan proctored exam listed in the course calendar. Per policy of the MU Nursing Program, the ***Kaplan Final Predictor Exam*** will be worth 5%, and:

- If the student meets threshold, the student will receive the full 5%
- If the student reaches 90% of threshold, the student will receive 4%
- If the student reaches 80% of threshold, the student will receive 3%
- If the student reaches 70% of threshold, the student will receive 2%
- If the student reaches 60%, the student will receive 1%

If the student is below threshold, the student will remediate according to the Kaplan Remediation Plan and will receive 1%, to be applied to the Kaplan course grade.

Drug Computation Competency Guidelines

Program based drug computation competency exams are required by all students each semester. **Competency for all students is 90% accuracy.**

A grade of pass or fail will be recorded in the student's file with a passing score reflecting competency. Depending on the schedule, computation competency exams may be administered outside of class times or they may be within campus orientation times. Students may take the competency test three (3) times in order to receive a passing grade. Each test will be different but cover the same concepts. **The requirement must be met before the student can administer medication in clinical.** If a clinical day is missed because calculation competency has not been established, a '0' will be given for the clinical day(s) missed. **Students who fail to meet the drug competency on the third attempt will not continue in the Nursing Program.**

Professional Standards

Professionalism

Behavior consistent with high professional, ethical and moral standards is paramount in the practice of nursing. Professional behavior refers to those acts reflecting the status, character and standards of a profession. Nursing students are stewards of Methodist University and the Nursing Department and behaviors in all public venues should reflect the mission and values of Methodist University and the Nursing Department.

Professional Behavior and Code of Ethics

Professional behavior and adherence to the provisions of the American Nurses Association (ANA) (2015) Code of Ethics for Nurses with Interpretive Statements is expected by all nursing students in the Methodist University Nursing Program. The nursing faculty supports and upholds the provisions of the Code. The nine major provisions of the Code may be found on the ANA webpage at <https://www.nursingworld.org/coe-view-only>.

The Methodist University Honor Code (refer to current MU Academic Catalogue)

see page 37 of the [2025-2026 MU Undergraduate Academic Catalog](#)

Students at Methodist University will maintain high standards of honesty and integrity in all their academic work. Students will not cheat, steal, plagiarize, or misrepresent themselves or their work.

Behavioral Expectations during Learning Activities

Students enrolled in the Methodist University Nursing Program are expected to demonstrate appropriate professional behavior during all learning activities, including classroom, laboratory, experiential, group, community and clinical experiences.

The following behavioral expectations serve as a guide to students in the academic setting.

Students are expected to:

- 1) Attend and participate in all scheduled learning activities at the scheduled times. Students who are unable to attend class due to personal illness or emergency are required to notify the course faculty prior to the scheduled class time. Respect your faculty and your classmates; be on time.
- 2) Make optimal use of time during learning experiences.
- 3) Complete assigned readings, watch podcasts/videocasts, homework assignments, and projects according to assigned dates/times in order to be prepared for learning experiences.
- 4) Be active participants by engaging in fair and collegial group activities.
- 5) Recognize learning problems and seek faculty guidance. Students are expected to recognize learning difficulties and ask the course faculty for guidance. Students should develop a plan of learning that may include additional learning strategies, tutorial assistance, and use of University and external resources.
- 6) Abide by the Methodist University Honor Code. Academic dishonesty will not be tolerated in any form and under any circumstance. Issues of academic improprieties will be addressed according to the guidelines outlined in the MU Nursing Student Handbook.
- 7) Abide by the ANA Code of Ethics and uphold all legal statutes that govern and/or impact the practice of nursing. (e.g., HIPAA)
- 8) Wear appropriate classroom attire and portray the appearance of a responsible health care professional.

Safe and Professional Nursing Behaviors

Nursing students in the BSN Program are expected to provide safe nursing care and maintain standards as described in the Methodist University Catalog, the Methodist University Student Handbook, and the Nursing Department BSN Student Handbook.

The Nursing Program Director and Nursing faculty members have academic, legal and ethical responsibilities to protect the safety of the public. Nursing students are subject to warning, probation, suspension, or dismissal from the Nursing Program and/or the University for either academic or professional (non-academic) reasons, congruent with NCBON 21 NCAC 36.0320 and established MU policies. Dismissal from the Nursing Program does not necessarily constitute dismissal from the University. A violation of the following guidelines during clinical or school sponsored activities may result in disciplinary action up to dismissal:

- 1) An act or behavior that violates the Nursing Practice Act, State of North Carolina;
- 2) An act or behavior that violates the Code for Nurses of the American Nurses Association;
- 3) An act/behavior, or pattern of acts/behaviors which threaten the physical, emotional, mental, or environmental safety of a patient, a family member or significant other, another student, a faculty member, or other health and professional care provider;
- 4) Unsafe clinical practice that reflects deliberate, negligent, omission or commission acts;
- 5) Physical or emotional problems to a degree that interferes with ability to practice nursing and do not respond to appropriate treatment or counseling within a reasonable period of time;
- 6) Use of alcohol or any illicit or illegal drugs during school sponsored activities;
- 7) An act or behavior that constitutes nursing practice for which a student is not authorized or educated to perform at the time of the incident;
- 8) Violation of the Methodist University Academic Honor Code Or a violation of any clinical agency policies.

Unsafe and Unprofessional Nursing Behaviors

Behaviors or problems that violate the expectations of the profession and/or the University and occur during school sponsored activities may be grounds for dismissal. Such behaviors include, but are not limited to:

- 1) academic misconduct;
- 2) lying;
- 3) stealing;
- 4) abuse of client(s);
- 5) mental or bodily harm;
- 6) manufacture, distribution, sale, offer for sale, or possession of drugs or narcotics;
- 7) substance and/or alcohol use;
- 8) falsifying nursing data;
- 9) physical disability that prevents satisfactory performance of safe/effective nursing care;
- 10) disclosing confidential information; or
- 11) use of defamatory and derogatory images or language on social media.

Process related to violation of Safe and Professional Nursing Behaviors

When a faculty member determines a student's behavior is in violation of safe and professional nursing behaviors:

- 1) The faculty member shall notify the student verbally and in writing.
- 2) If the student is participating in a clinical experience, lecture, lab, simulation or other nursing program sponsored activity they shall immediately cease attendance.
- 3) The faculty member will verbally notify appropriate chain of command as follows and complete the Report of Unsafe Behavior/Unprofessional Practice form (Appendix E) as soon as possible.
 - a. Clinical faculty will notify the Lead Course Faculty member and the Clinical Coordinator;
 - b. Course faculty will notify the Lead Course Faculty member, the Chair of the Admissions, Progression, and Retention Committee (APRC), and the Nursing Program Director.
- 4) The student may provide a written statement to the Chair of the APRC.
- 5) A copy of the report will be filed in the student's record in the Nursing Department and maintained until program completion.
- 6) Normally a meeting will be convened by the APRC or their designee within 5 business days to discuss the event(s) that initiated the investigative inquiry. The following will normally be present: faculty who initiates investigative inquiry, lead course faculty, and the members of the APRC or other faculty and/or staff involved in the situation, and the student.
- 7) If a student fails to appear at the called meeting, the meeting will proceed.
- 8) The APRC will submit final recommendations to the student and the Nursing Program Director within one business day unless additional time is required to gather information.
- 9) In situations resulting in suspension or dismissal, the student will be notified by the Nursing Program Director.

If a student's dismissal is due to failure to meet academic progression and continuation standards, that policy and procedure will be followed (see page 29 of this handbook).

Disciplinary Definitions

A student placed on a particular status will remain on the assigned status until the end of the academic year of initial status placement (e.g. if placed on Warning Status in October then the status remains until next May, etc.). This does not apply to program dismissal.

- 1) **Warning Status** – is recommended when a student has been found guilty of any professional or safety violations according to the Nursing Program's guidelines and policies as outlined in the Nursing Student Handbook and other published material. (Assigned by APRC)
- 2) **Probation Status** – is greater than a warning in that a student has fallen into difficulty due to professional or safety reasons and is considered "Not in Good Standing" with the Nursing Program and is at risk for program suspension or dismissal. (Assigned by APRC)
- 3) **Suspension Status** – is a temporary stop in program progression until the following academic year. (APRC recommendation; final decision by the Nursing Program Director)
- 4) **Program Dismissal** – is expulsion from the Nursing Program and the inability to reapply. (APRC recommendation; final decision by the Nursing Program Director)

Appeal of Dismissal due to Unsafe Behavior and/or Unprofessional Nursing Practice

Students who are dismissed from the nursing program for violation of unsafe behavior and unprofessional nursing practice may appeal the dismissal. Students are limited to a single readmission over the course of an academic program in nursing. Late requests for appeals will not be considered.

Procedure for Appeal of Dismissal due to Unsafe Behavior and/or Unprofessional Nursing practice

- The appeal process must be initiated by the student within 5 University business days of the dismissal notification.
- The appeal may only be submitted on the “Appeal of Dismissal Form” (Appendix F)
- Students must address each item on the form.
- Do not submit additional forms, letters, or letters of support/ reference.
- Only information on the “Appeal of Dismissal Form” will be used in the review process.
- Students will not be granted meetings with University Administration while the appeal is being considered.
- Students submit the appeal via email to the Program Director.
- Appeals will be reviewed by the Program Director and the Admissions, Progression, and Retention Committee.
- Normally, decisions will be rendered within 10 university business days unless additional information gathering extends the time frame.
- If no resolution of the issue can be made at this stage, the student should request a meeting with the College of Health Sciences & Human Services Dean.

If these conferences do not satisfactorily resolve the issue, the student may request a meeting through the Office of the Provost.

Alcohol/Drug Policy

The Nursing Department encourages students to make responsible decisions about the use of alcoholic beverages and promotes safe, legal, and healthy patterns of social interaction. We recognize our students to be responsible adults and believe that students should behave in a manner that is not disruptive or endangering to themselves or others and is in compliance with state and local laws regarding the possession, consumption, sale, and delivery of alcohol.

The College of Health Sciences & Human Services, Nursing Department, prohibits members of its community to manufacture, sell, deliver, possess, use, or be under the influence of a controlled substance without legal authorization. A controlled substance includes any drug, substance or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens. The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

In addition to current matriculation processes, i.e., criminal background checks, satisfactory completion of all academic requirements as documented by final official transcripts, MU College of Health Sciences & Human Services, Nursing Department, requires drug testing of all entering nursing school students at the time of matriculation. Consistent with existing state and federal laws and other applicable or other clinical education training site policies and procedures, diversion of controlled substance, record falsification, theft of controlled substances, and drug substitution are prohibited and shall result in corrective action up to and including academic dismissal. Cases of confirmed diversion will be reported to appropriate agencies, including but not limited to state boards and DEA.

Details outlining this policy are stated below:

Policy Requirements

A. Drug and Alcohol Use

- 1) The illegal use, and/or sale or possession of narcotics, drugs or controlled substances by a student at any time is grounds for dismissal from the nursing program.
- 2) The consumption of alcoholic beverages is prohibited during any academic or clinical-related activity (including parking lot and grounds).
- 3) Students who are perceived to be impaired and represent a potential danger to themselves, other students, employees, or patients will be removed from the site and disciplined according to established University policy.
- 4) The Nursing Department or clinical agency may require that the student submit to a random or for cause drug screen. Refusal to be tested is considered equivalent to a positive test. Students who refuse testing are prohibited from participating in clinical experiences. Each missed experience for this reason is considered unsatisfactory performance for that activity.
- 5) Any student violating the Alcohol/Drug Policy will be subject to disciplinary action ranging from temporary removal from clinical or academic setting to dismissal from the nursing program and University sanctions.

- 6) Facilities requiring random or for cause drug screens may require students complete drug screens at their facility.
- 7) Students are responsible for the cost of drug screens.

B. Required Disclosure of Drug Use/Non-Use for Students Program

- 1) Whenever a nursing student's academic or clinical performance is impaired, particularly in the clinical setting, the Nursing Department reserves the right to require the student to submit to drug testing.
- 2) Failure to provide the above required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the Program. However, prior convictions related to chemical substances will be considered along with all other information pertaining to the individual and will not produce automatic dismissal from the Program. Discovery that false or fraudulent or misleading information was provided prior to matriculation will be grounds for dismissal from the Program.

C. Student's Agreement to Submit to Drug Testing by Affiliating Clinical Agencies and to Consent to Release of Test Results to University Officials

- 1) For all affiliating clinical agencies that require nursing students to be subject to the agency's drug/alcohol testing policies, the student may be tested in accordance with the affiliating agency's policies.
- 2) Prior to being assigned to an affiliating clinical agency and as a pre-requisite for placement at any affiliating clinical agency, the nursing student shall a) submit to any drug/alcohol testing required by the affiliating clinical agency; and b) to release a copy of any and all drug/alcohol test results to the Director of the Nursing Program. Failure to do so shall be grounds for non-placement at an affiliating clinical agency and may result in dismissal from the Program.
- 3) The cost of all drug/alcohol testing required by affiliating clinical agencies shall be borne by the student or affiliating clinical agency, as determined by the affiliating clinical agency. Neither the University nor the Nursing Department, or any of its officers or employees, shall absorb drug/alcohol testing costs arising out of any nursing student's placement at an affiliating clinical agency.
- 4) A positive substance abuse test shall result in delayed progression in the Program on the basis that the student is not able to meet the course objectives for classroom and/or clinical experiences. The Director of the Nursing Program will notify a student who has a positive drug test. If a student tests positive for a prescribed drug, however, the person must obtain a written statement from a qualified physician stating that the drug level is within prescribed limits and that the level does not indicate abuse. The physician must indicate that the drug will not interfere with safe practice in the clinical area.
- 5) A student's failure to submit to a required drug screen, or attempting to tamper with, contaminate, or switch a sample will result in the student not being allowed to meet objectives for the course; therefore, progression in the Program will not be permitted.

D. Student Self Disclosure of Prohibited Substance Use

- 1) A student who self-identifies use of a prohibited substance and is requesting help to deal with the problem should contact the Director of the Nursing Program. The Director will institute the drug testing procedure. The cost of all drug/alcohol testing required by the Nursing Department shall be borne by the student.
- 2) A student who has a positive test for prohibited substances will be denied progression in the nursing Program.

E. Confidentiality

All drug testing results will be treated by the Nursing Department as information that is received in confidence and shall not be disclosed to third parties unless disclosure is required by law, the information is needed by appropriate school officials to perform their job functions, disclosure is needed to override public health and safety concerns, or the student has consented in writing to the release of the information. The Department and the University shall have the right to use and disclose the results of drug testing required by this policy in connection with internal academic purposes and in connection with the defense of any student grievance and any claims filed by a student, or by his/her personal representative, in any court of law or with any state or federal administrative agency.

Procedures for Readmission after Positive Drug Test

A. Readmission Prerequisites

- 1) A student who is denied progression in the Nursing Department due to a positive drug test will be considered for readmission if the following conditions are met:
 - i. Submission of a verifiable letter from a recognized drug treatment agency stating that the student has successfully completed a substance abuse program.
 - ii. Submission to a drug test prior to readmission. This drug test will be at the student's expense. A positive drug test will result in ineligibility for readmission.
 - iii. Submission to drug tests as requested by the Nursing Department or clinical agencies after readmission.

B. Incidence of Reoccurrence after Readmission

A student who is readmitted to the Nursing program after an alcohol or drug-related violation to the Nursing Program and thereafter violates the alcohol/drug policy will be permanently dismissed from the Nursing Program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the Nursing Program.

C. Appeal Process

A nursing student may appeal the Department decision to dismiss or not readmit a student through the established Methodist University Student Grievance Procedure.

Cell Phone Use

Students with cell phones are to turn them **off** during class and during any clinical practice, whether on campus, in the hospital, or in community-based learning experiences.

Texting in class is inappropriate and unacceptable. Cell phone use in the clinical area is **PROHIBITED** due to protection of patient privacy, confidentiality, and potential violation of Health Insurance Portability and Accountability Act (HIPAA) regulations.

Violation of this policy may result in dismissal from the Nursing Program.

Student Use of Audio, Video, or Photographic Devices

Students are not permitted to use audio/video recording and/or photographic devices in the classroom, learning laboratory, faculty office or other premises without the expressed permission of the instructor. No recording of any nature or photography is permitted in **ANY** clinical setting or clinical activity.

Social Media Policy

The increase of new technology platforms for social media requires guidelines as we integrate these new technologies into our professional encounters. Social media can provide a number of benefits. It can be used for professional networking; educating patients, family members, and even other healthcare professionals; and communication. With appropriate approval of the IRB, content and meaning of social media communications may also be used in research. In addition, nurses frequently use blogs, forums, and social networking sites to share experiences and methods. These are useful outlets for expressing emotions as well as seeking and receiving support. However, these services must be used within the confines of the healthcare and nursing industry standards, specifically in regard to confidentiality and privacy (HIPAA). Many employers and clinical nursing experience sites often conduct web searches on job candidates and students, who perform nursing clinical experiences, and the information they find can impact their decision to extend clinical practice experiences and potential employment offers. Even ostensibly private posts and online activity can be uncovered with simple search engine queries. Therefore, prudent and professional use of social media is imperative to your role as a student at the Methodist University Nursing Program. As a member of such, you have a duty to protect the reputation of your school, your classmates, your patients, and yourself.

The MU Nursing Department upholds the American Nurses' Association Principles for Social Networking (2011). (Content in brackets reflects MU specific language.)

- 1) Nurses must not transmit or place online individually identifiable patient [instructor, classmate, or College of Nursing official] information.
- 2) Nurses must observe ethically prescribed professional patient-nurse [instructor-student, student-student, MU representative-student] boundaries.

- 3) Nurses should understand that patients, colleagues, institutions, and employers may view postings.
- 4) Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
- 5) Nurses should bring content that could harm a patient's [faculty, classmate, representative of MU] privacy, rights, or welfare to the attention of [nursing faculty and/or nursing administration].
- 6) Nurses should participate in developing institutional policies governing online conduct.

In addition, the American Nurses Association offers "6 Tips to Avoid Problems"

- 1) Remember that standards of professionalism are the same online as in any other circumstance.
- 2) Do not share or post information or photos gained through the nurse-patient relationship. Do not share or post information or photos gained through faculty-student, student-student or MU representative-student relationships unless permission granted.
- 3) Maintain professional boundaries in the use of electronic media. Online contact with patients [faculty, MU representatives] blurs this boundary.
- 4) Do not make disparaging remarks about patients, employers, or co-workers, [faculty, students, MU representatives] even if they are not identified.
- 5) Do not take photos or videos of patients on personal devices, including cell phones.
- 6) Promptly report a breach of confidentiality or privacy.

Violations of social media guidelines should be reported to course faculty and/or the Program Director for investigation. Violations may result in sanctions up to and including dismissal from the nursing Program. In addition, violations of HIPAA may result in federal prosecution, fines, and imprisonment.

References:

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Boards of Nursing. (2011, August) White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.

Approved, 5/23/14

National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide safe, quality nursing care. The clinical setting presents unique challenges and responsibilities for the nursing students while caring for human beings in a variety of health care environments.

The *Code of Academic and Clinical Conduct* is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for nursing students in their personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development.

Therefore, within these environments we;

- 1) Advocate for the rights of all clients.
- 2) Maintain client confidentiality.
- 3) Take appropriate action to ensure the safety of clients, self, and others.
- 4) Provide care for the client in a timely, compassionate and professional manner.
- 5) Communicate client care in a truthful, timely and accurate manner.
- 6) Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- 7) Promote excellence in nursing by encouraging lifelong learning and professional development.
- 8) Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- 9) Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- 10) Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.

- 11) Encourage faculty, clinical staff, and peers to mentor nursing students.
- 12) Refrain from performing any technique or procedure for which the student has not been adequately trained.
- 13) Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- 14) Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- 15) Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- 16) Strive to achieve and maintain an optimal level of personal health.
- 17) Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- 18) Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA Board of Directors, October 27, 2009 in Phoenix, AZ. Amendments were adopted by the House of Delegates at the NSNA Annual Convention on April 8, 2022, in Salt Lake City, Utah

See: [Code of Ethics.pdf \(dropbox.com\)](#) updated code of ethics with amendments

SECTION V

CLINICAL, SIMULATION AND LAB RESPONSIBILITIES

Clinical Practicum Nursing Requirements

The following is a list of general policies and requirements that all MU Nursing students must meet or adhere to in order to participate in clinical activities. Please note that this is a representative list and other requirements may be asked of you. **Unless otherwise indicated, students are responsible for all costs associated with the requirement.**

Immunizations

Upon admission to the Nursing Program: Tdap (Tetanus/Diphtheria/Pertussis), MMR (Measles, Mumps, Rubella), Varicella (Chicken Pox), Hepatitis B, and the flu vaccine. Having a disease in childhood is not proof of immunity. Students must provide medically documented shot records or blood titer results with lab report. Students are also required to have a negative 2-step TB skin test. Positive TB results require a chest x-ray and follow up care.

Required yearly: A negative 1-step TB skin test and seasonal flu vaccine.

Physical Exam

Students are required to submit proof of a physical examination prior to entering the Nursing Program which demonstrates the student is able to perform safely in the clinical environment.

Drug Screen

All students are required to undergo urine drug screening as part of the admissions process to the Nursing Program. Subsequent testing may be required as deemed appropriate by the clinical agency or the Nursing Department.

Criminal Records Check

A criminal records background check (CRC) for the purpose of participation in clinical practicum courses is required. The fees for the CRC search(s) are the responsibility of the student. *Any arrest or conviction after admission to the Nursing Program must be reported to the Director within 30 days.* An additional criminal records check may be required before students begin the senior nursing year. ***See page 71 of this handbook for more information on North Carolina Board of Nursing records check.**

CPR Certification

Before beginning clinical in a health care agency, every student is required to have current American Heart Association Basic Life Support (AHA-BLS) for the **Healthcare Provider** CPR certification. The certification must be current the entire time that the student is enrolled in the nursing Program.

Release of Your Personal Information to Clinical Agencies

In order to document care using computerized systems in some health care facilities, student social security numbers may be released to an authorized individual of the facility.

Personal Health Insurance is required for all nursing students. If you do not currently have coverage and need assistance with options, please contact our Student Health Services Office at (910) 630-7164. Cost of personal health insurance is the responsibility of the student.

Liability Insurance

Students are covered for clinical practica by the University; however, it is strongly recommended that registered nurse students carry their own liability and malpractice insurance.

Transportation to Clinical Experiences

Students are expected to provide their own transportation for all clinical experiences.

Patient Confidentiality

Students will be providing nursing care to clients in health care agencies and in their homes in the community. Because the HIPAA law protects client information, students are to maintain the confidentiality of all clients. For some clinical agencies, students will be asked to sign agency specific confidentiality forms. At no time are students to photocopy any part of the client's chart or remove components of the chart. No client identification information can be written down in connection with the data that students may obtain in order to provide necessary and safe care. **A breach in patient confidentiality may result in failure of the course and dismissal from the Program.**

HIPPA and OSHA Training

All students must meet **annual** clinical agency OSHA (Occupational Safety and Health Administration) and HIPAA requirements. Each clinical agency you attend may have its own training and you will be required to complete the training for each facility. Training may include patient confidentiality, fire, safety, hazardous materials, and infection control. A completed health form from the clinical agency may also be required.

Dress Code Policy for Clinical/Simulation/Lab

Personal appearance is a critical factor in the professional image of a baccalaureate nurse. The approved student uniform is versatile to meet the appropriate requirements of clinical facilities. Unless otherwise stated, students are required to wear the official uniform while in the clinical and simulation lab areas.

Uniforms and Equipment

The following items are required:

- Uniforms – 2 Tops (embroidered with the MU Nursing logo) and 2 pairs of Pants, minimum, from approved vendor. *Optional* items students may purchase include an undershirt, in either white, black, or navy, and a matching navy scrub jacket with school logo.
- White lab coat with MU Nursing patch from approved vendor.
- White lab coats are to be worn over uniform entering and exiting clinical facilities.
- Shoes –professional, non-porous (no canvas), closed toe, closed heel in white or black (socks should match the shoe color).
- Small pocket calculator.
- Black ink pen.
- Wristwatch with a second hand.
- Stethoscope with bell and diaphragm.
- MU Nursing Supply Kit from approved vendor.
- Students must wear the MU Student Nursing ID badge (provided by the Nursing Program) in addition to any ID badge required and issued by the clinical facility.

Additional Requirements

- Hairstyle must be clean, neat, and pulled up and off the collar.
- Facial hair must be neatly trimmed, and beards may not be longer than two inches below the jaw line.
- Jewelry
 - Wedding rings or a single plain band are allowed.
 - Earrings - singular, stud earrings are acceptable.
 - Nose, lips, eyebrow, tongue, or multiple ear piercings are not allowed in the clinical area.
 - No bracelets.
- Visible tattoos must be covered.
- Fingernails must be short (end of fingertips). No artificial nails, no artificial nail tips, and no nail polish are allowed.
- No cologne, perfumes, or body sprays are allowed.

Simulation Laboratory

The clinical simulation laboratory represents a state-of-the-art facility that encourages all learners to engage in an exceptional clinical education experience in a safe, realistic and effective environment. In the simulated environment learners can practice in a risk free and realistic environment that enables students to build self-confidence through skills mastery. Individual students can schedule use of the simulation lab for self-appraisal and practice, faculty can use the simulation lab for evaluative purposes and remediation.

Simulations and case scenarios mimic the clinical setting and are designed to help the student develop problem-solving and decision-making skills. Simulations include all environmental factors to make learning realistic and authentic. The simulations help students think on their feet and facilitate the transition from lab to a clinical setting. The faculty will provide debriefing and positive feedback; students will self-analyze their performance and use critical thinking during the reflection process. For an enhanced learning experience, students must come to the simulation lab experience prepared by completing all pre-lab assignments.

Experiences in the high-fidelity simulation rooms may be photographed, videotaped or audio recorded by faculty. These recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff, and students.

Goals

- Enhance and promote patient safety and quality health care by integrating simulation within the Health Sciences curriculum.
- Allow students the opportunity to learn in a risk-free environment and to practice to mastery of skills and clinical decision making.
- Improve the competency and efficiency of our students' clinical skills through simulation experiences and repetitive practice in a realistic setting.
- Provide opportunity for self-reflection to improve and practice patient care utilizing clinical simulation to meet the self-regulatory needs of all health professionals
- Provide the opportunity for interprofessional learning to enhance collaboration, communication and understanding of professional roles.

WHY USE SIMULATION?

- Reduces human error
- Increase learner's skill development
- Practice skills in a controlled and safe environment
- Facilitate on-demand access to patients

WHAT SKILLS MAY BE TAUGHT WITH SIMULATION

- Assessment and decision-making skills
- Communication skills
- Hemodynamic monitoring
- Appropriate and affective behavior

Skills Competency Remediation Plan

In courses including graded skills checkoffs to demonstrate competence of the specific clinical skills learned, every student is expected to meet passing standard or a score of B- (80%) on each skills check-off in order to "pass" the course and be eligible to proceed in the curriculum and/or begin a clinical education experience.

Those who do not earn a passing score on a skills check-off, even though having strong performance in all other components of the course (e.g., written exams, assignments, projects, papers etc.), will follow the skills check-off success plan which includes the following steps:

1. Immediately following the unsuccessful performance on an initial attempt of a skills check-off, the skills evaluator will provide a copy of the grading rubric and a written summary to the student indicating areas needing improvement.
2. Once notified, the student will schedule a meeting with the course coordinator and/or evaluator to develop a skills check-off success plan.
3. Suggested activities and strategies to be used to enrich content and skill mastery should include but are not limited to:
 - a. Schedule supervised practice lab time.
 - b. Review skills videos and/or tutorials.
 - c. Discuss study habits and learning resources with faculty mentor.
4. The skills check-off success plan must include the following components:
 - a. A description of the activities to achieve goals;
 - b. A timeline to complete the success plan;
 - c. A description of the outcomes should the student not meet the goals set forth in the plan.
5. After completing the skills check-off success plan, the student will perform a skills check-off re-examination (which may be videotaped).
6. If successfully completed, the student will receive a passing score.

If a student is unsuccessful on the 3rd attempt for skills check-off re-examination in a single course, they will not be allowed progression in the program.

Medication Administration Competency

To promote safe medication administration in the clinical setting, each student will complete a medication administration competency by the end of the semester.

This competency encompasses skills practiced throughout the course including:

- review and verification of orders on a medication administration record (MAR).
- verification of patient allergies.
- medication knowledge (includes assessments/labs required prior to administration)
- patient education regarding prescribed medication, dosage calculation, administration technique and documentation.

Students will be provided with a time frame of 30 minutes to gather supplies, perform medication checks both independently and with an instructor, and complete all portions of the competency skills.

Students who are not able to successfully complete the required competency will receive additional practice prior to the next attempt. Please see **Skills Competency Remediation Plan** listed in the BSN Student Handbook for details.

This competency will be graded as follows:

- 100% for successful completion on first attempt
- 90% for successful completion on second attempt.
- 80% for successful completion on third attempt.
- 0% if unable to successfully complete by the third attempt.

Attendance Policy Clinical, Simulation, and Laboratory

Clinical competencies and course objectives are achieved through clinical learning which includes all clinical, simulation, and lab experiences. Attendance is mandatory. Consistent, on-time attendance allows faculty to make the determination of the student's ability to meet course objectives. Also, clinical, simulation, and lab absences (partial or complete) create an undue burden to the MU Nursing faculty and/or the hosting facility as they must make allowances and/or provide staffing for rescheduling outside what has already been allotted for the course.

Definitions

1. A partial absence is defined as not being present for the full duration of the assigned time of clinical, simulation, or lab experience. **Two (2) partial absences equal one (1) complete absence.**
 - a. All partial absences will be documented on the summative/formative clinical evaluation and tracked by the Simulation Coordinator.
 - b. Two (2) partial absences = students are required to meet with the Student Success Coordinator.
 - c. Four (4) partial absences = students are required to meet with the Nursing Program Admissions, Progression, and Retention Committee.
 - d. It is the clinical instructor's professional discretion if the student may participate in the clinical experience after a late arrival.
 - e. If the student remains in the clinical, their performance on that day will be evaluated as part of their course performance but will not negate the consequences of the late arrival.

2. An absence is defined as any day that a student is not present in a clinical, simulation, or lab experience. **Students may have no more than three (3) absences per semester.**
 - a. In the event of an absence, for any reason, the student must notify the clinical instructor and clinical coordinator/preceptor **at least 60 minutes prior** to the time that the clinical, simulation, or lab experience is scheduled to begin. The clinical coordinator/clinical instructor will designate the way they should be notified (text, email, phone call).
 - b. Absences will be documented on the summative/formative clinical evaluation and tracked by the Simulation Coordinator and Clinical coordinator.
 - c. Students who have more than three (3) clinical, simulation, or lab absences throughout the entire semester, will earn a grade of "unsatisfactory" in clinical.
 - d. If an "unsatisfactory" is earned in clinical, then the highest possible overall grade for the course will be a 79 percent.

Illnesses/Emergencies

While it is expected that students will be present at all scheduled clinical, simulation, and lab experiences, the faculty recognizes that reasonable accommodations must be made for illness with some consideration given for other emergencies.

1. Students who miss more than two days of clinical experiences due to pregnancy, childbirth, or recovery from any chronic or acute medical conditions, must provide documentation from a healthcare provider stating that they are unable to participate in clinical. All documentation should be submitted to the course faculty and clinical coordinator.
2. Students may be asked to provide documentation and progress reports from a healthcare professional, including

a statement that the student may return to full activities and/or participation in clinical.

Make-up dates outside of pre-arranged dates will not be supported by Methodist University Nursing Department.

In the event of unplanned clinical cancellation such as but not limited to weather, faculty illness, or university closure, there will be an additional clinical date or alternate activity assigned.

Your signature below indicates you understand and agree to abide by this Clinical, Simulation, and Laboratory Attendance Policy.

Student Signature

Date

Print Name

Title IX compliance: Students who anticipate absences because of pregnancy, childbirth, recovery from any related conditions or parenting should consult with the program chair.

ADA compliance: Student situations requiring temporary accommodations under the ADA will be reviewed on a case-by-case basis. These types of situations may include but are not limited to the student wearing a brace or cast, use of crutches, lifting restrictions or concussions. The clinical agency reviews the student's ability to perform and/or their policy concerning assistive devices in the clinical setting and makes the final decision to permit a student's participation in clinical experiences at that agency. Each agency evaluates the situation based upon their policies and procedures. If a clinical agency denies permission to participate in clinical experience, the school is under no obligation to provide alternate experience until the situation is resolved.

updated 07/2024

Inclement Weather Policy

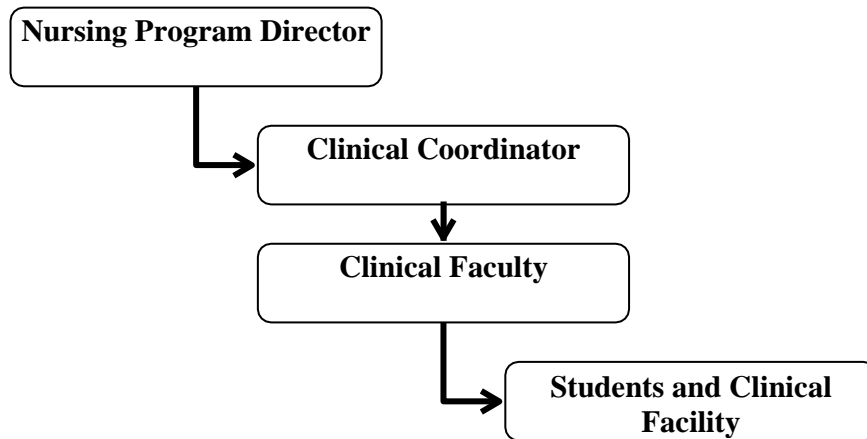
The inclement weather policy establishes the specific operating schedule for the University.

University Classes Canceled: Students do not report for class or clinical.

University Classes Delayed: Students report to class or clinical at time indicated.

Decisions about canceling or delaying class will be made by the University Provost or designee. However, nursing students are often traveling, or preparing to travel to clinical, before University inclement weather announcements are made. For clinical experiences, the Nursing Program Director will make the decision to cancel or delay clinical. Unless changes are posted, assume that clinical experiences will meet as scheduled.

Students should NOT call the Nursing Department or clinical faculty. Notification will occur as follows:



In the case of inclement weather students must use their own judgment regarding travel to class or clinical sites. Students are not expected to risk their personal safety in order to attend clinical, but **time for missed clinical will have to be made up regardless of whether the university has or has not officially closed.** The means to make-up classes will be determined on a case-by-case basis.

Clinical Practice Event Policy

Policy

The faculty of the Nursing Department strives to promote a learning environment in which students practice and provide care based on evidence, standards of practice, and professional values. When an event occurs in which a student fails to perform at the expected level of practice based upon their level in the program or the student compromises the values of the nursing profession, the event will be assessed under the North Carolina Board of Nursing (NCBON) *Just Culture* philosophy using the Student Practice Event Evaluation Tool (SPEET) and the Student Practice Event Report (Appendix G and H).

Events related to academic cheating, confidentiality, inappropriate use of social media, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, and mental or physical impairment are not subject to the *Just Culture* philosophy. These events will be addressed with the appropriate policies and procedures of the Nursing Department or Methodist University.

Procedure

- A Student Practice Event Report may be initiated by any faculty member when a student fails to meet the expectations of performance or behavior for a student at that particular level of any nursing program. Examples of events that may initiate a report are (but not limited to):
 - Any event that triggers the equivalent of an agency incident report
 - Student unable to recall content knowledge or skills from previous semesters
 - Student unable to recognize or accept responsibility for errors in practice or judgment
 - Negligence or failure to act according to policy or standards of practice
 - Near misses
 - Concealing or hiding errors

- Please refer to the following links for reference:
 - <https://www.ncbon.com/just-culture-speet>
 - <https://www.ncbon.com/sites/default/files/documents/2024-03/just-culture-speet.pdf>
 - <https://www.ncbon.com/sites/default/files/documents/2024-03/just-culture-speet-cue-card.pdf>

- The faculty member observing the event will complete the Student Practice Event Report and SPEET according to their observation of the situation.
 - Clinical faculty members may use their professional judgment about removing the student from the clinical setting at the time of an event or permitting them to finish the clinical day.
 - The faculty member observing the event will discuss the event with the student and request the student to submit a SPEET.

- Notification
 - Clinical faculty will notify and consult with the Clinical Coordinator about the event who will review the outcome of the SPEET with the lead faculty member and Program Director.

- The Clinical Coordinator will coordinate remediation that may continue into the subsequent semester.
- Any faculty member may consult an Educational Consultant at the NC Board of Nursing about the event. All consultations must be documented on the SPEET form, including outcomes of the consultation.
- Response to SPEET
 - Events deemed to be Human Error:
 - Console the student
 - When indicated, develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
 - Events deemed to be At-Risk Behavior:
 - Develop a remediation plan for student improvement. The faculty member initiating the report is responsible for evaluating the result of remediation.
 - Faculty member initiating the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.
 - Events deemed Reckless Behavior:
 - Student is subject to disciplinary action according to the policies of the Nursing Department or Methodist University
 - Students who remain enrolled are required to complete a remediation and coaching plan. The faculty member who initiated the report will monitor and coach the student until the end of the timeframe designated on the remediation plan. Normally, the minimum amount of coaching is to the end of the semester. If less than three weeks remain in the semester, monitoring and coaching will continue through the end of the subsequent semester.
- All documentation of the event, including the Student Event form, SPEET completed by faculty member and student, remediation, coaching, and follow-up will be filed in the Student Clinical File.

Clinical Placement for Senior Undergraduate Capstone Experience

In the last semester of the senior year, students are placed at a practice site based on their clinical interest, clinical strengths, and preference of geographical location. This opportunity provides an invaluable experience for students to integrate their knowledge and clinical skills into the professional nursing role. Because students are guests at the clinical agencies and because placements are highly competitive with other area nursing Programs, the following guidelines have been established for student placement.

- 1) The Clinical Coordinator will meet with students prior to beginning the placement process to discuss the capstone experience and the placement process.
- 2) Undergraduates will be placed after consideration of their academic performance in preceding courses and their score obtained on the Kaplan Integrated Exams.
- 3) Students will not be assigned in a clinical setting (i.e., the unit) where employed.
- 4) Students are not to contact preceptors or facilities for capstone placements. The Clinical Coordinator and/or faculty will inform students of their placement.

SECTION VI

METHODIST UNIVERISTY
COLLEGE OF HEALTH SCIENCES &
HUMAN SERVICES
MEDICAL EXPOSURES POLICIES

Methodist University

Medical Exposures and Injury Incident Student Policy

A. Methodist University Blood / Bodily Fluid Exposure

Purpose

During their training, students within the College of Health Sciences and Human Services (CHSHS) will be involved in direct patient/client/student care and consequently at risk for potential exposure to blood and bodily fluid. It is the policy of Methodist University to:

1. Limit exposure to infectious agents by directing and educating students in the practice of universal precautions.
2. Establish a protocol that will allow students to be evaluated and tested promptly following exposure.
3. The program within the CHSHS shall help coordinate and ensure students are appropriately evaluated and tested promptly but shall not be involved in any discussion with the students regarding the results of any lab testing.

Immunizations

Prior to matriculation, students accepted into a CHSHS academic program must provide proof of immunization (or documented contraindication) with Methodist University Health Services. Please see the program's Student Handbook or Clinical Manual for specific information regarding immunizations required for each program.

Universal Precautions

The Centers for Disease Control (CDC) has developed precautions to reduce the risk of the spread of infectious diseases due to exposure to blood or bodily fluid. Students will follow these guidelines while participating in simulated and actual patient care, expecting possible blood or bodily fluid exposure.

- Hand washing (or using an antiseptic hand rub)
 - After touching blood, body fluids, secretions, excretions, and contaminated items
 - Immediately after removing gloves
 - Following and between patient contact
- Gloves
 - Use in cases of any anticipated contact with blood, body fluids, secretions, and contaminated items
 - For contact with mucous membranes and non-intact skin
- Masks, goggles, face masks
 - Protect mucous membranes of eyes, nose, and mouth when contact with blood and body fluids is likely
- Gowns
 - Protect skin from blood or body fluid contact
 - Prevent soiling of clothing during procedures that may involve contact with blood or body fluids
- Linen
 - Handle soiled linen such that it prevents touching skin or mucous membranes
 - Do not pre-rinse soiled linens in patient care areas
- Patient Care Equipment
 - Handle soiled equipment in a manner to prevent contact with skin or mucous membranes and prevents contamination of clothing or the environment
 - Clean reusable equipment before reuse
- Environmental cleaning
 - Routinely care, clean, and disinfect equipment and furnishings in patient care areas
- Sharps
 - Avoid recapping used needles- use self-capping safety needles if available
 - Avoid removing used needles from disposable syringes
 - Avoid bending, breaking, or manipulating used needles by hand

- Place used sharps in puncture-resistant containers
- Patient resuscitation
 - Use mouthpieces, resuscitation bags, or other ventilation devices to avoid mouth-to-mouth resuscitation and direct contact with blood/bodily fluid.
- Patient Placement
 - Place patients who contaminate the environment or cannot maintain appropriate hygiene in private rooms.

Training

Students within the CHSHS programs shall have appropriate didactic and practical training in universal precautions in preparation for their clinical/fieldwork rotations. Each program shall determine the training necessary for students within that discipline.

Methodist University Environmental Health Services shall also have available training materials related to bloodborne pathogen exposure. (Bloodborne Pathogen and Exposure Plan)

Students will receive training for preventing the transmission of tuberculosis annually. All students who have the potential for exposure to TB may be Fit tested at the clinical sites (if necessary) for National Institute of Occupational Safety and Health (NIOSH) certified personal respirator protective devices. These devices are considered personal protective equipment and must be purchased by the student if deemed a requirement.

Student Injuries

A student who is injured at a clinical/fieldwork site must notify their direct supervisor, other facility personnel, and their academic program contact immediately or as soon as possible after the injury/incident occurs. The student must complete the facility's incident report and the Methodist University Incident Report form. Workplace injuries include but are not limited to physical injury, falls, assault, exposure to hazardous material(s), and needle sticks. Students should keep a copy of the incident report and submit a copy to the program representative. The student will follow the facility policies regarding injuries and may require care at the facility. The student should clearly understand their health insurance policy regarding coverage for accidental injury or exposure before starting their clinical rotation/fieldwork experience as the policy may not cover care rendered by the affiliating institution.

Incident Reporting

Incidents involving needle sticks and exposure to body fluids or potential blood-borne pathogens require immediate action to protect a student's health and safety. If a student sustains a needle stick or is exposed to infectious materials, s/he should:

1. Immediately wash the exposure site thoroughly with soap and water for five minutes (or water only for mucous membranes)
 - a. Wash needle stick and cuts with soap and water
 - b. Flush the nose, mouth, or skin with water
 - c. Irrigate eyes with clean water, saline, or sterile irrigants

2. Notifications

- a. Students should inform their respective programs within the CHSHS at Methodist University.
 - **For PA Students:** Contact the Clinical Coordinator as soon as reasonably possible.
 - **For Nursing Students:** Contact the nursing program Clinical Coordinator as soon as reasonably possible.
 - **For Physical Therapy Students:** Contact the Director of Clinical Education as soon as reasonably possible.
 - **For Occupational Therapy Students:** Contact the Academic Fieldwork Coordinator as soon as reasonably possible.
 - b. If an exposure occurs during didactic coursework, students should notify the course coordinator, and the course coordinator should direct the student to seek care immediately at Methodist University Health Services, a primary care provider, a community urgent care, or emergency department at their own expense. In addition, the course coordinator should assist in filling out the Incident Report Form and reporting the incident to the program director.
 - c. Student may follow up with Methodist University Health Services, a primary care provider, a community urgent care, or emergency department at their own expense if follow-up care is needed.
 - d. A link to the Incident Report Form will be provided by the academic program.
1. Students are recommended to seek medical attention for necessary lab work and post-exposure prophylaxis
 - a. If the preceptor/clinical site has an established blood and bodily fluid exposure protocol, the student is to follow that protocol for the initial evaluation and lab work. The student should also make a follow-up appointment for re-evaluation, discussion of the results of the initial lab work, and any necessary repeat lab work at MU Health Services, a primary care provider, a community urgent care, or emergency department. The student will be responsible for all expenses for care.
 - b. If the clinical site does not have an established protocol for exposure, the student should seek care on their own. Potential options for care would be MU Health Services, a community urgent care, or the local emergency department.
 - c. Students should receive post-exposure prophylaxis within hours of the exposure or within 72 hours per CDC recommendations **if** the status of the source patient is deemed high risk or if there is uncertainty about the source patient's status. The student should seek medical attention at the nearest available facility (please note: the MU Health Services cannot provide this service).
 - d. If the patient is deemed high risk, the student must seek medical attention at the nearest available facility that can provide such care and inform the clinical department and the MU Health Services of this risk.
 2. Although the preceptor or clinical supervisor may contact Methodist University directly, it is still the responsibility of the student to contact their respective program as soon as reasonably possible but within a maximum of 72 hours of the exposure to finalize the incident report.
 - a. The Incident Report should be completed electronically, and the link will be provided by the program.

- b. If an incident report was filed at the rotation site, a copy must be sent the clinical coordinator in the respective academic program to be maintained in the student's file.
 3. If a student is instructed by a healthcare provider to cease participation in the clinical experience due to the nature of the incident, they must provide clearance to return to the clinical rotation/fieldwork experience by a healthcare provider. Any extended time out of the clinical rotation/fieldwork experience may alter completion dates and will follow program policies for completion of necessary clinical requirements.
 4. In the event of an exposure, The National Clinician's Post-Exposure Prophylaxis Hotline (844) 275-6222, Occupational PEP consultations are available from 11 a.m. – 8 p.m. ET, seven days a week. Non-occupational PEP consultations are available from 9 a.m. – 8 p.m. ET Monday – Friday, and 11 a.m. – 8 p.m. ET on weekends and holidays, to provide guidance in managing exposures.
- B. Exposure to Potentially Hazardous Materials
- Full participation in CHSHS classroom and lab experiences involves limited exposure to hazardous substances at levels that are not believed to be harmful to humans. Students who are pregnant, may become pregnant, are breastfeeding, or are otherwise concerned about such exposure should consult their physician. Methodist University will attempt to make reasonable accommodations for students who have a medically documented reason to avoid exposure to such substances.

Incident Report Form

This form is to be completed when an injury occurs, on or off campus, including exposure to occupational bloodborne pathogens during school-related activities. For injuries that occur on campus, students must contact public safety immediately for additional reporting. For injuries that occur off campus during clinical rotations/fieldwork experiences or other school-related activities, please complete the following report.

Name: _____ Report Date: _____
Date of Birth (mm/dd/yyyy): _____
Student Address: _____
City: _____ State: _____ Zip: _____
Phone: _____

Methodist University Department or Program You are Enrolled: _____
Associated Course Listing (Department, Course Number, Course Title): _____
Professor/Supervisor/Clinical Instructor: _____

Date of Incident/Injury: _____ Time of Incident/Injury: _____
Date Injury Reported: _____
Body Part: _____ Injury Type: Choose an item. _____ Other: _____
Have you had a previous injury/condition to a body part/area affected? Yes No
If yes, please explain: _____
Location Where Incident/Injury Occurred (Facility/Physical Location): _____
Witnesses: Yes No Name of Witnesses (if applicable): _____

Potentially Infectious Material Involved (e.g., blood, etc.): Yes No
Material (if applicable): _____
Personal Protection Equipment Worn at Time of Incident: Yes No
Type of PPE: Gloves _____
Was an Incident Report at the Facility/Location completed? Yes No

Please provide a description and details of the Injury/Incident:

What contributed to the Injury/Incident? How could the Injury/Incident have been prevented?

Actions Taken at Time of Incident (e.g., soap/water clean-up, reporting, etc.):

My typed signature signifies that the above information is accurate to the best of my knowledge.

Student Signature (please type name):

Date:

If completed by an alternative person:

Employee Name:

Relationship to Student:

Employee Signature (please type name):

Date:

SECTION VII
CREDENTIALING

Registered Nurse Licensure

Upon successful completion of the Methodist University Bachelor of Science in Nursing degree, and with endorsement by the Director of the Nursing Program, graduates will be eligible to apply to take the National Council Licensure Examination (NCLEX-RN) for licensure as a registered nurse.

Application instructions may be found on the North Carolina Board of Nursing website at [RN/LPN by Examination | North Carolina Board of Nursing \(ncbon.com\)](http://www.ncbon.com) Costs for licensure are the responsibility of the student.

Information for licensure throughout the United States can be obtained at <http://www.ncsbn.org/>.

NCBON Guidelines for Licensure Applicants with Prior Convictions

In accordance with the Nursing Practice Act, all candidates applying for Licensure by Examination are required to undergo a fingerprint-based State Bureau of Investigation (SBI) and Federal Bureau of Investigation (FBI) criminal history check.

The Board of Nursing may deny an applicant on the basis of a conviction of a crime only if the board finds that the applicant's criminal conviction history is directly related to the duties and responsibilities for the licensed occupation, or the conviction is for a crime that is violent or sexual in nature. The Board of Nursing must specifically consider the following factors by law when denying an applicant for licensure due to a criminal conviction:

- 1) The level and seriousness of the crime.
- 2) The date of the crime.
- 3) The age of the person at the time of the crime.
- 4) The circumstances surrounding the commission of the crime, if known.
- 5) The nexus between the criminal conduct and the prospective duties of the applicant as a licensee.
- 6) The prison, jail, probation, parole, rehabilitation, and employment records of the applicant since the date the crime was committed.
 1. The completion of, or active participation in, rehabilitative drug or alcohol treatment.
 2. A Certificate of Relief granted pursuant to G.S. 15A-173.2.
- 7) The subsequent commission of a crime by the applicant.
- 8) Any affidavits or other written documents, including character references.

Applicant's denied licensure in whole or in part because of a criminal conviction have the right to appeal the decision of the Board within 30 days after receipt of the Board's decision to the superior court located in the county where the applicant resides or where the Board is located pursuant to NC. Gen. Stat [§90-171.37B\(a\)](#) and [§150B-43 et al.](#)

In order to complete the criminal history check, please follow these instructions:

All applicants must provide their fingerprints and the appropriate forms and fee to facilitate a [Criminal Background Check](#) prior to the issuance of a license

Certified Nursing Assistant Guidelines

Certified Nursing Assistant I (CNA I)

Nursing students who have completed their first semester Junior year nursing courses, may be eligible to take the CNA I state exam by following the steps below:

- Make an appointment with the Nursing Program Director to verify eligibility.
- Review the Candidate Handbook at <https://credentia.com/storage/handbooks/nc-handbook.pdf>.
- Create your Credentia CNA365 Account. Detailed instructions can be found at <https://credentia.com/test-takers/ncna/>
 - For eligibility route, select “North Carolina State Approved Student Nurse Training Candidates”
 - Choose Methodist University from the drop-down list on the next page.
 - Select the last day of December for the course completion date.
 - Complete remainder of application following prompts and submit application.
- Once you’ve submitted your application, the MU Program Director is notified and will confirm your eligibility for the exam. You will be notified by email once this step is complete, but you can also check the status of your application in your CNA365 account.
- Schedule your exam through your CNA365 account. You must pass both the written **and** skills test to be placed on the CNA I registry.

Certified Nursing Assistant II (CNA II)

Nursing students who have completed their second semester Junior year nursing courses, and who are listed on the CNA I registry, may be eligible to apply for listing on the **CNA II** registry.

If you not already listed as a current CNA I on the registry, follow the steps above. Once you are on the Registry, continue with the steps below:

- Review the CNA II task list at:
<https://www.ncbon.com/sites/default/files/documents/2024-03/nurse-aide-ii-tasks.pdf>
- Print out the form located on the next page and sign at the bottom certifying you have reviewed and practiced the skills listed (you must have performed the skills in lab and/or clinical).
- Make an appointment with the Nursing Department Chair to review your petition.
- If approved, the Nursing Department Chair will verify online that you have completed the necessary skills.
- You may then go online using the Nurse Gateway (<https://portal.ncbon.com/index.aspx>) and complete the application for CNA II registry listing and pay the required fees.

Updated 07/16/2024

NORTH CAROLINA BOARD OF NURSING NURSE AIDE II TASKS*

OXYGEN THERAPY - Room Set-Up - Monitoring flow-rate	WOUND CARE (wound over 48 hrs old) - Sterile dressing change - Wound irrigation	SUCTIONING - Oropharyngeal - Nasopharyngeal
TRACHEOSTOMY CARE	ELIMINATION PROCEDURES - Ostomy Care	URINARY CATHETERS - Catheterizations
I.V. FLUID – ASSISTIVE ACTIVITIES - Assemble/flush tubing during set-up - Monitoring flow-rate - Site care/dressing change Discontinuing peripheral intravenous infusions		
NUTRITION ACTIVITIES - Oral/nasogastric infusions (after placement verification by a licensed nurse) - Gastrostomy feedings, percutaneous endoscopic gastrostomy tube (PEG), and jejunostomy tube (JT) feedings - Clamping tubes - Removing oral/nasogastric feeding tubes		

ROLE OF NURSE AIDE II ON HEALTH CARE TEAM

*The licensed nurse maintains accountability and responsibility for the delivery of safe and competent care. Decisions regarding delegation of any of the above activities are made by the licensed nurse on a client-by-client basis. The following criteria must be met before delegation of any task may occur:

- Task is performed frequently in the daily care of a client or group of clients;
- Task is performed according to an established sequence of steps;
- Task involves little to no modification from one client situation to another;
- Task may be performed with a predictable outcome;
- Task does not involve on-going assessment, interpretation or decision-making that cannot be logically separated from the task itself; and
- Task does not endanger the client’s life or well-being

As part of accountability, the registered nurse must validate the competencies of the NAIi prior to delegating tasks. The licensed nurse (RN or LPN) must monitor the client’s status and response to care provided on an on-going basis.

I, _____, certify that I have reviewed all CNAII Modules and have performed all skills during my junior year of nursing school at Methodist University.

CNAI Listing #: _____

Date of Birth: _____

Student Signature

Date

Approved by:

Dr. Lori L. Cooke, Interim School Head
Methodist University School of Nursing

Date

Revised 6/2025

SECTION VIII
APPENDICES/FORMS



School of Nursing

Essential Functions Required for Admission, Progression, and Graduation

Nursing is an occupation which involves daily contact with individuals and requires the ability to perform a wide variety of activities. Indicated below are essential functions which all MU Nursing students will be expected to perform for admission to, progression in, and graduation from the MU BSN Program.

Core Performance	Standard	Examples of Necessary Activities (not all-inclusive)
Communication	Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.
Mobility	Physical abilities sufficient to lift up to 50 lbs. unassisted, move from room to room, and maneuver in small spaces.	Move around in client rooms, workspaces and treatment areas, administer cardio-pulmonary procedures, and lift, pull and transfer up to 50 lbs. unassisted.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment, position clients, administer medications orally and parentally.
Hearing	Auditory ability sufficient to monitor and assess health needs.	Hears monitor alarms, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care.	Observe client responses; recognizes subtle physical changes.
Tactile	Tactile ability sufficient for physical assessment and performance	Performs palpation, functions of physical examination and/or those activities related to therapeutic nursing interventions, e.g. insertion of a catheter or starting an IV.
Critical Thinking	Sufficient for clinical judgment and a trusting relationship	Identify cause/effect relationships in clinical situations, develop nursing care plans.
Smell	Detect odors sufficient to maintain environmental safety and client needs	
Behavior	Mental and physical ability to demonstrate good judgment in decision making, in order to maintain safety and security of clients and to behave appropriately with clients, staff, students, and supervisors	
Accountability and responsibility	Ability to understand and abide by legal and ethical standards	

I certify that I have read, understand, and meet the MU Nursing Department Essential Functions Required for Admission, Progression, and Graduation in the BSN Program. Any misrepresentation, falsification, or material omission of information from the applicant/student may exclude the student from continued clinical participation or immediate dismissal from the Program.

Printed Name _____

Student Signature _____ Date _____



**School of Nursing
Photo/Videotaping Release Form**

I, *(print your name here)* _____, consent to and authorize the use and reproduction by Methodist University, College of Health Sciences & Human Services School of Nursing, of any and all photos and/or videotapes which have been or will be taken of me. I fully understand that the photos and/or videotapes taken of me will be used for the educational needs of the School of Nursing faculty and students or to promote Methodist University through brochures or other advertisements.

Signature/Date:

I consent to my name being used with my photograph:

Yes _____ No _____



**School of Nursing
Grade Appeal Form-Academic Grievance Form**

This form is to be used in the event of an unresolved situation which has affected a student's grade or academic standing in some fashion, other than in cases involving Honor Board violations.

Honor Board appeals should be directed to the Chair of Academic Affairs, who can be contacted through the Office of the Provost.

Student _____(print)

Instructor _____(print)

Course _____

Semester _____

The student should meet with the instructor first to see if the situation can be resolved without a formal appeal. If the situation cannot be resolved, the student should fill out the information above and the first step of this form on the next page. Then the student should meet again with the instructor.

Appendix C

Step 1: Student's Statement

The student **MUST** state the nature of the grievance and the proposed remedy to the situation. Additional pages can be attached, though the statement should be concise and focused on the matter at hand. For example, "I believe that my grade of should be changed to a grade of because ." The student **MUST** attach any supporting evidence at this time, such as copies of the original assignment or any other documentation to be considered evidence.

Student _____ **Date** _____ (sign)

Appendix C

Step 2: Instructor's Response

The instructor should reply, briefly explaining the rationale for the original grade. Additional evidence can be attached at this stage, if necessary. If the matter is resolved, briefly describe the resolution and sign below. No further action is necessary. If the matter remains unresolved, the instructor should retain a copy of the appeal, and the student may schedule a meeting with the instructor's Department Chair or Academic Coordinator.

Resolved

Unresolved

Instructor _____ Date _____ (sign)

Student _____ **Date** _____ (sign)

Appendix C

Step 3: Meeting with the Department Chair or Academic Coordinator

The student may meet with the Instructor's Department Chair or Academic Coordinator. The Department Chair or Academic Coordinator may offer input or a recommendation at this stage in the space below. If the matter is resolved to the instructor's and student's satisfaction, briefly describe the resolution below. No further action is necessary. If the matter remains unresolved, the student may schedule a meeting with the instructor's school dean.

Resolved Unresolved

Chair _____ Date _____ (sign)

Student _____ Date _____ (sign)

Step 4: Meeting with School Dean

The student may meet with the School Dean. The School Dean may offer input or a recommendation at this stage in the space below. If the matter is resolved to the instructor's and student's satisfaction, briefly describe the resolution below. No further action is necessary. If the matter remains unresolved, the student may schedule a meeting with the Provost, who will forward the appeal and forms to the Chair of the Academic Standards Committee.

Resolved Unresolved

Dean _____ Date _____ (sign)

Student _____ **Date** _____ (sign)

Appendix C

Step 5: Appeal to the Academic Standards Committee

The student may contact the Provost, who will forward the appeal and forms to the Chair of the Academic Standards Committee. The Chair of the Academic Standards schedules a meeting of the committee to hear the appeal. The original instructor and the student will be invited. The committee's decision is final and will be forwarded to the Provost.

Decision of the Academic Standards Committee:

Academic Standards Chair _____ Date _____ (sign)



**School of Nursing
Student Success Plan**

The Student Success Plan is a collaborative effort between student and faculty to assist the student in reaching their educational goals. It is designed to encourage success in any students needing improvement in the following areas: professionalism, academic performance, clinical preparation, or clinical performance. This form outlines areas needing improvement and a specific plan to help the student be successful.

Student: _____ Date: _____ Course: _____

Category of Concern: *(indicate all that apply)*

<i>Professionalism</i>	<i>Academic Performance</i>	<i>Clinical Preparation</i>	<i>Clinical Performance</i>
<input type="checkbox"/> Communication	<input type="checkbox"/> Course Grade	<input type="checkbox"/> Pathophysiology	<input type="checkbox"/> Documentation
<input type="checkbox"/> Assignments	<input type="checkbox"/> Test-Taking Skills	<input type="checkbox"/> Data Collection	<input type="checkbox"/> Care Delivery
<input type="checkbox"/> Accountability	<input type="checkbox"/> Study Habits	<input type="checkbox"/> Plan of Care	<input type="checkbox"/> Med Administration
<input type="checkbox"/> Attendance	<input type="checkbox"/> Math Competency	<input type="checkbox"/> Medication	<input type="checkbox"/> Dress Code
<input type="checkbox"/> Tardiness	<input type="checkbox"/> Utilization of Support Sources (text, practice questions, etc.)	<input type="checkbox"/> Procedures	<input type="checkbox"/> Other:
<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

<p>Description of Area Needing Improvement</p> <p><i>(Completed by faculty; link to course/clinical objectives to be met)</i></p>	
------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Plan for Success</p> <p><i>(Completed by faculty with student input and timeline)</i></p>	
-----------------------------------------------------------------------------------------------------	--

<p>Additional Support Systems</p>	<p>The following is to assist the student in meeting course/clinical objectives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assignment: <input type="checkbox"/> Meet with <input type="checkbox"/> faculty / <input type="checkbox"/> advisor _____ x per week <input type="checkbox"/> Assigned study times <input type="checkbox"/> Review utilizing Kaplan <input type="checkbox"/> Assigned lab time for practice <input type="checkbox"/> Appointment with writing Center <input type="checkbox"/> Other:
------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Appendix D

Referral to:	Follow-up to this student success plan to be completed by: <input type="checkbox"/> Student Success Coordinator <input type="checkbox"/> Clinical Coordinator <input type="checkbox"/> Faculty Advisor <input type="checkbox"/> MU Center for Personal Development <input type="checkbox"/> Other: <input type="checkbox"/> No referral at this time – <i>student success plan will be followed by initiating faculty</i> <input type="checkbox"/>
Follow-Up Plan <i>(Describe follow up plan with timeline)</i>	<input type="checkbox"/> Follow-up plan to be determined by referral above. <input type="checkbox"/> Follow-up with student (<i>specific date/time frame</i>) _____ <input type="checkbox"/> Other:

Student Name (*print*): _____

Faculty Name (*print*): _

Student Signature: _____

Faculty Signature: _

Follow-Up

Date Plan Reviewed: _____

Objectives met/concerns resolved: Yes – *no further action needed* No

Original success plan continued: Yes No

Changes to current success plan or new success plan initiated: Yes - *see new success plan* No

See notes below

Notes:

Student Name (*print*): _____

Faculty Name (*print*): _

Student Signature: _____

Faculty Signature: _

Follow-Up

Date Plan Reviewed: _____

Objectives met/concerns resolved: Yes – *no further action needed* No

Original success plan continued: Yes No

Changes to current success plan or new success plan initiated: Yes - *see new success plan* No

See notes below

Notes:

Student Name (*print*): _____

Faculty Name (*print*): _

Student Signature: _____

Faculty Signature: _



School of Nursing
Report of Unsafe Behavior/Unprofessional Practice

Student Name: _____ Date: _____

Course: _____ Semester: _____

Step 1 - Summary of Student occurrence by Faculty:

Step 2 - Summary of Student occurrence by Student: (optional)

I have read the statements above and understand that these actions could result in further disciplinary action, up to and including dismissal from the MU Nursing Program.

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

Appendix E

Step 3 – Clinical/Course Coordinator’s Comments:

Step 4 - Nursing Program Director’s Comments:

Clinical/Course Coordinator Signature: _____ Date: _____

Director Signature: _____ Date: _____

The Director will meet with the student after this form is complete to discuss any disciplinary outcomes. Faculty involved will also be notified and a copy of this form will be placed in the student’s permanent official file.



**School of Nursing
Appeal of Dismissal Form**

This form is to be used in the event of dismissal from the Nursing Program due to a violation of unsafe behavior and/or unprofessional nursing practice. *This form is not to be used for Academic appeals or Honor Board appeals.*

Student Name: _____

Student ID: _____ Date of Dismissal: _____

Procedure for Appeal of Dismissal

- The appeal process must be initiated by the student within 5 University business days of the event.
- The appeal may only be submitted on the “Appeal of Dismissal Form” available in the MU Student Nursing Handbook.
- Students will not be granted meetings with University Administration while the appeal is being considered.
- Students must submit the appeal via email to the Program Director.
- Appeals will be reviewed by the Program Director and the Admissions, Progression, and Retention Committee.
- Normally, decisions will be rendered within 10 university business days unless additional information gathering extends the time frame.
- If no resolution of the issue can be made, the student may request a meeting with the College of Health Sciences & Human Services Dean.

Appendix F

Step 1: Student's Statement

Please review the dismissal and appeal policies in the Nursing Student Handbook and provide an explanation below, based on those policies, about why you are appealing your dismissal.

Student Signature _____ Date _____

Appendix F

Step 2: Program Director and Admissions, Progression, and Retention Committee Response

Reply should briefly explain the rationale for the original decision of dismissal. If the matter is resolved, briefly describe the resolution and sign below. No further action is necessary. If the matter remains unresolved, the student has the option of requesting a meeting with the College of Health Sciences & Human Services Dean. All documentation regarding the appeal will be forwarded to the Dean upon request by the student.

Appeal Resolved? _____ Yes _____ No

Signatures:

Student _____ Date _____

Nursing Program Director _____ Date _____

Admissions Committee Chair _____ Date _____

Appendix F

Step 3: Meeting with the Dean, College of Health Sciences & Human Services

If the matter has not been previously resolved, the student may request a meeting with the School Dean. The School Dean may offer input or a recommendation at this stage in the space below. The appeal is then returned to the Nursing Program Director for review. (Note: Due to the nature of the dismissal and the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director.)

Appeal Resolved? _____ Yes _____ No

Signatures:

Student _____ Date _____

School Dean _____ Date _____

Appendix F

Step 4: Nursing Program Director, final review and decision

The Program Director will take into consideration any recommendations made by the School Dean and the Nursing Program Admissions, Progression, and Retention Committee and will briefly describe the final outcome of the dismissal appeal below. (Note: Due to the nature of the dismissal and the rules set by the North Carolina Board of Nursing that govern Nursing Programs in North Carolina, the final decision will rest with the Nursing Program Director.)

APPEAL DECISION - FINAL

Student Reinstated in Nursing Program _____ Yes _____ No

Signatures:

Student _____ Date _____

Nursing Program Director _____ Date _____

**North Carolina Board of Nursing (NCBON)
STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)**

Event(s): _____ Event Number: _____

Criteria	Human Error	At Risk Behavior			Reckless Behavior		Score
	0	1	2	3	4	5	
G General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non-related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
U Understanding expected based on program level, course objectives/outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this instance, failed to obtain sufficient info or consult before acting	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/unsafe act" and demonstrated no regard for patient safety.	
I Internal Program or Agency Policies/standards/inter-disciplinary orders	Unintentional breach or no policy/standard/order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D Decision/choice	Accidental/mistake/inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor judgment.	Clearly a prudent student would not have done. Unacceptable risk to patient/agency/public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	
E Ethics/credibility/accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Criteria Score: _____

**North Carolina Board of Nursing (NCBON)
STUDENT PRACTICE EVENT EVALUATION TOOL (SPEET)**

Mitigating Factors – check all identified		Aggravating Factors – check all identified	
<input type="checkbox"/>	Unavailable resources (inadequate supplies/equipment)	<input type="checkbox"/>	Especially heinous, cruel, and/or violent act
<input type="checkbox"/>	Interruptions/chaotic environment/emergencies – frequent interruptions/distractions	<input type="checkbox"/>	Knowingly created risk for more than one client
<input type="checkbox"/>	Inadequate supervision by faculty or preceptor	<input type="checkbox"/>	Threatening/bullying behaviors
<input type="checkbox"/>	Inappropriate assignment by faculty or preceptor	<input type="checkbox"/>	Prior formal student disciplinary record for practice issue(s)
<input type="checkbox"/>	Non-supportive environment – interdepartmental/staff/student conflicts	<input type="checkbox"/>	Other (identify)
<input type="checkbox"/>	Lack of response by other departments/providers		
<input type="checkbox"/>	Other (identify)		
<input type="checkbox"/>			
<input type="checkbox"/>			
Total # mitigating factors identified		Total # aggravating factors identified	

Criteria Score (from page 1)	
Mitigating factors (<u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	
Aggravating factors (<u>add</u> 1 point for each identified factor)	
Total Overall Score	



Human Error	At-Risk Behavior	Reckless Behavior
# criteria in green= ____	# criteria in yellow= ____	# criteria in red = ____
IF 3 or more criteria in Green OR Address event by consoling student and/or improvement plan with student	IF 3 or more criteria in yellow OR Address event by coaching student, and/or developing remedial improvement plan with student	IF 3 or more criteria in red OR Consider disciplinary action and/or remedial event with student

Evaluator: _____

School Name: _____

Date of Event: _____

NCBON Consultant: _____

Action Taken: _____

NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.

- Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.
- At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.
- Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.
- Consoling = Comforting, calming; supporting student while examining event.
- Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.
- Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.
- Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.
- Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.



**School of Nursing
Student Practice Event Form**

Student: _____ Date of Event: _____ Time of Event _____

Program: _____ Course: _____ Type of Event: Clinical Other

Name of Faculty Member initiating report process: _____

Describe the event (include witness, context, etc. Do not include patient names.):

Student Practice Evaluation Tool (SPEET) Scores:

SPEET Score (Faculty): _____

SPEET Score (Student): _____

Human Error

Human Error

At-Risk Behavior

At-Risk Behavior

Reckless Behavior

Reckless Behavior

Student Comments:

Appendix H

Student Practice Event Form, continued

Outcome:

- Console Student
- Coaching by _____ until (date) _____
- Remediation plan to be monitored by faculty member completing report:
 1. Goals of remediation (list course objective, professional behaviors, etc.)
 2. Method to achieve goals:
 3. Timeframe to achieve goals (may include step-by-step description):
 4. Evaluation of Goals
- Disciplinary Action (to be completed and documented per policy)

Resolution of Event (to be signed with all elements of Outcome are complete):

Student Signature **Date**

Faculty Signature **Date**

METHODIST UNIVERSITY

Incident Report Form

Incident Report Form for an Occupational Bloodborne Pathogen Exposure

Name:

Report Date:

Street Address:

City:

State:

Zip:

Methodist University Department or Program You are Enrolled:

Athletic Training Physical Therapy Physician Assistant Studies Professional Nursing Studies

Supervisor/Clinical Instructor:

Date of incident:

Time of incident:

Facility and Specific Location of Incident:

Job description (description of general duties):

Potentially Infectious Material Involved (e.g., blood, etc.):

Source of Potentially Infectious Material (e.g., needle-stick, cut, bite, etc.):

Circumstances Surrounding Exposure (e.g., work performed):

Route of Exposure (e.g., stick, splash, etc.):

How Exposure Occurred (e.g., equipment malfunction):

Appendix I-A

Personal Protection Equipment Worn at Time of Incident:

Actions Taken at Time of Incident (e.g., soap/water clean-up, reporting, etc.):

Recommendation for Avoiding Repetition:

My typed signature signifies that the above information is accurate to the best of my knowledge.

Student Signature (please type name):

METHODIST UNIVERSITY

Source Individual's Consent or Refusal Form

Source Individual's Consent or Refusal Form

The Source Individual is the person whose blood or bodily fluids provided the source of exposure. This form is used for the Source Individual to provide consent for HIV, HBV, and HCV infectivity testing.

Note: Complete this form and submit it to the health care professional and Methodist University Student Health.

Exposed Individual's Information

Name:

Methodist University Department or Program:

Athletic Training Physical Therapy Physician Assistant Studies Professional Nursing Studies

Telephone Number:

Exposure Date:

Source Individual's Statement of Understanding

I understand that employers are required by law to attempt to obtain consent for HIV, HBV, and HCV infectivity testing each time an employee is exposed to any individual's blood or bodily fluids. I understand that a Methodist University student intern or employee has been accidentally exposed to my blood or bodily fluids and that testing for HIV, HBV, and HCV infectivity is requested. I am not required to give my consent, but if I do, my blood will be tested for these viruses at no expense to me.

I have been informed that the test to detect whether or not I have HIV antibodies is not completely reliable. This test can produce a false-positive result when an HIV antibody is not present, and a follow-up test may be required.

I understand that the results of these tests will be kept confidential and will only be released to medical personnel directly responsible for my care and treatment, to the exposed healthcare worker for their medical benefit, and only to others as required by law.

Consent or Refusal & Signature

I hereby consent to:

HIV Testing:

HBC Testing:

Appendix I-B

HCV Testing:

I hereby **refuse** consent to:

HIV Testing:

HBC Testing:

HCV Testing:

Source Individual Identification

Source Individual's Printed Name: _____

Source Individual's Signature: _____

Date Signed: _____

Relationship (if signed by other than the source individual): _____

METHODIST UNIVERSITY

Refusal of Post-Exposure Medical Evaluation for Bloodborne Pathogen Exposure

Refusal of Post-Exposure Medical Evaluation for Bloodborne Pathogen Exposure

Supervisor or Clinical Instructor: Print and complete this form only if the exposed individual refuses post-exposure medical evaluation by a health care professional. Send this completed form to Methodist University Student Health.

Exposed Individual Information

Name: _____ Student ID: _____

Methodist University Department or Program You are Enrolled:

Physical Therapy Physician Assistant Studies Professional Nursing Studies

Occupational Therapy

Date of incident: _____

Exposure Information

Facility and Department Where the Incident Occurred: _____

Type of Protection Equipment Used (gloves, mask, etc.): _____

Describe how the Exposure Occurred: _____

Explain How to Prevent This Type of Exposure: _____

Appendix I-C

I have been fully trained in Methodist University's Bloodborne Pathogen Exposure Control Plan, and I understand I may have contracted infectious diseases like HIV, HCV, or HBV. I also understand the implications of contracting these diseases.

I have been offered follow-up medical testing to determine whether or not I contracted an infectious disease such as HIV, HCV, or HBV. I have also been offered follow-up medical care in counseling and medical evaluation of any acute febrile illness (new illness accompanied by fever) that occurs within twelve weeks post-exposure.

Despite all the information I have received, I freely decline this post-exposure evaluation and follow-up care for personal reasons.

Exposed Individual's Signature: _____ Date: _____

Witness Name: _____ Signature: _____

NORTH CAROLINA BOARD OF NURSING NURSE AIDE II TASKS*

OXYGEN THERAPY

- Room set-up

- Monitoring flow-rate

SUCTIONING

- Oropharyngeal

- Nasopharyngeal

TRACHEOSTOMY CARE

WOUND CARE

- (Wound over 48 hours old)
- Sterile dressing change
 - Wound irrigation

I.V. FLUID – ASSISTIVE ACTIVITIES

- Assemble/flush tubing during set-up
- Monitoring flow-rate
- Site care/dressing change
- Discontinuing peripheral intravenous infusions

URINARY CATHETERS

- Catheterizations

NUTRITION ACTIVITIES

- Oral/nasogastric infusions (after placement verification by licensed nurse)
- Gastrostomy, **PEG, and ***JT feedings
- Clamping tubes
- Removing oral/nasogastric feeding tubes

ELIMINATION PROCEDURES

- Ostomy Care
- Irrigation

ROLE OF NURSE AIDE II ON HEALTH CARE TEAM

*The licensed nurse maintains accountability and responsibility for the delivery of safe and competent care. Decisions regarding delegation of any of the above activities are made by the licensed nurse on a client-by-client basis. The following criteria must be met before delegation of any task may occur:

- Task is performed frequently in the daily care of a client or group of clients;
- Task is performed according to an established sequence of steps;
- Task involves little to no modification from one client situation to another;
- Task may be performed with a predictable outcome;
- Task does not involve on-going assessment, interpretation or decision-making that cannot be logically separated from the task itself; and
- Task does not endanger the client's life or well-being.

As part of accountability, the registered nurse must validate the competencies of the NAII prior to delegating tasks. The licensed nurse (RN or LPN) must monitor the client's status and response to care provided on an on-going basis.

* Core tasks which the North Carolina Board of Nursing has determined are appropriate for inclusion in NAII education programs.

**Denotes: percutaneous endoscopic gastrostomy tube (PEG)

***Denotes: jejunostomy tube (JT)

The "Decision Tree for Delegation to UAP" (www.ncbon.com – Position Statements) is an additional tool to assist the RN and LPN in making appropriate decisions related to delegation of tasks to UAP.



Acknowledgment of Receipt of Student Nursing Handbook

I have received a copy of the current Academic Year MU BSN Program Student Nurses Handbook. I understand and agree that I am responsible for knowing, understanding and following the rules, policies and procedures contained in this handbook as well as those listed in the complete MU Student Handbook.

I further understand that updates to this Handbook may be made throughout the school year and will be reflected in the online Handbook posted on the MU Nursing web page. I will be notified of any changes via my MU student email account.

Failure to abide with the requirements stated herein will result in appropriate action by the Nursing Department.

Printed Name of Student

Student Signature

Date

Please note: Registration at the university assumes the student's acceptance of all Methodist University published regulations, including those which appear in this as well as all other publications.

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