

**FAYETTEVILLE STATE UNIVERSITY
SCHOOL OF NURSING**

“Together We Can Change the Future of Nursing”



**Bachelor of Science in Nursing
Student Handbook
2023**

STUDENTS ARE SUBJECT TO THE HANDBOOK IN FORCE AT THE TIME OF THEIR
ADMISSION TO THE SCHOOL OF NURSING

Students will sign an affidavit indicating that they will adhere to the policies and procedures set forth in this handbook.

The School of Nursing follows the policies of Fayetteville State University as set forth in the Undergraduate Catalog. This handbook contains the policies and procedures that are specific to the School of Nursing at Fayetteville State University. The student is responsible for reading, reviewing and adhering to the policies in this handbook, the Fayetteville State University Student Handbook, the Website www.uncfsu.edu, and the Fayetteville State University Undergraduate Catalog.

This handbook is subject to change based on meeting the requirements of regulatory agencies. The handbook will be maintained on the School of Nursing website. All changes will be updated electronically, and students will be notified of changes via their Bronco email account.

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Welcome to the nursing program at Fayetteville State University.

Our journey in achieving nursing excellence began in 1992 with our RN to BSN program. This vibrant program has thrived through-out our history to meet the needs of Registered Nurses in this region and beyond. We continue to educate a large number of nurse leaders who play a significant role in the health maintenance of citizens in North Carolina and the rest of the country. Our pre-licensure program boasts amazing graduates who continue to impact health outcomes of citizens in the communities they work in and beyond.

Our guiding philosophy of Caring is palpable in all we do, and is an expectation of our faculty, staff, students and graduates.

We are located in the state-of-the-art Southeastern North Carolina Nursing Education and Research Center which is technologically enhanced to support nursing education of the 21st century as well as the Clinical Simulation Center where you will experience the best in human patient simulation.

Best Wishes,

Afua O. Arhin, RN, PhD Professor and Dean, Lloyd College of Health, Science and Technology



Dear Students,

Welcome to the School of Nursing and the Bachelor of Science in Nursing program. You are joining a community of excellence. As a nursing student, you will have the opportunity to engage in interactive, hands-on learning with dedicated faculty who not only excel in scholarly endeavors, but also clinical practice. You have access to a state-of-the-art facility with smart classrooms and multiple clinical simulation laboratory spaces.

The faculty and I are committed to your success as a nursing student in the Bachelor of Science in Nursing program. We seek pathways to support your success, working in partnership and collaboration with you to support the attainment of your educational goals. There are multiple resources across campus and in the School of Nursing that are available to you as a student. We engage in a mentorship program to foster relationship building and professional competence as you develop your professional identity as a nurse. We look forward to your journey and success as a nursing student.

Thank you again for choosing FSU. I wish you tremendous success this year and beyond and look forward to seeing the countless and diverse contributions each of you will make globally and to our FSU community. And remember, it is a great time to be a #bronconurse!

Take Care,

A handwritten signature in black ink that reads "Jennifer Johnson Edwards".

Jennifer Johnson Edwards, DNP, RN, WHNP, CNE, LANP-F
Interim Associate Dean / Assistant Dean / Associate Professor
School of Nursing
Fayetteville State University

CONTACT INFORMATION**Fayetteville State University School of Nursing**

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Contact information for faculty and staff members is available at <https://www.uncfsu.edu/academics/colleges-schools-and-departments/college-of-arts-and-sciences/school-of-nursing/faculty-and-staff>

Contact information for the North Carolina Board of Nursing is available at <https://www.ncbon.com/>

Contact information for the Commission on Collegiate Nursing Education is available at <http://www.aacn.nche.edu/ccne-accreditation>

SCHOOL OF NURSING DEGREE PROGRAMS**Generic (Pre-Licensure) Bachelor of Science (BSN) in Nursing Curriculum**

The nursing curriculum is composed of two components: pre-nursing and upper division nursing. The pre-nursing component is composed of three academic semesters and one summer semester of prerequisite courses or the equivalent. The upper division comprises four academic semesters one summer session after admission to the upper division:

http://acalog.uncfsu.edu/preview_program.php?catoid=5&poid=742&returnto=101

INSTITUTIONAL AND PROFESSIONAL LICENSURE DISCLOSURES FOR ENROLLED AND PROSPECTIVE STUDENTS

FSU's prelicensure degree program satisfies the professional licensure and certification requirements in North Carolina and prepares students to sit for these exams. However, provisions in other states may be different.

If you are considering a degree program that may or potentially lead to a professional license and certification, please note that FSU may or may not be able to advise whether a program meets requirements outside of North Carolina. Before enrolling in a degree program, please discuss this important topic with the Associate Dean at 910-672-1105 (See Attachment 2).

RN to BSN Completion Program

This program is designed for **Registered Nurses** seeking a Bachelor of Science degree in Nursing.

http://acalog.uncfsu.edu/preview_program.php?catoid=5&poid=686&returnto=101

ACCREDITATION/APPROVAL

The Generic (Pre-Licensure) BSN program is approved by the North Carolina Board of Nursing and both programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The North Carolina Board of Nursing approves pre-licensure programs.

MISSION

Consistent with the mission of the university, the mission of the School of Nursing at Fayetteville State University is to educate culturally competent, ethical, and caring nurses for a global society. Nursing is a discipline that builds on knowledge from nursing theory; the natural, social, and applied sciences; and the humanities. The School of Nursing is committed to educating graduates who will provide evidence-based and patient-centered care. The faculty value the systematic and purposeful application of the nursing process to promote the optimal health of clients throughout the life cycle and in a variety of settings. The School of Nursing strives to produce graduates who appreciate lifelong learning and are contributing members to the profession of nursing, the community, and society.

PURPOSE

The purpose of the BSN program at Fayetteville State University is to develop professional nurses who are committed and are able to make sound clinical decisions in providing high quality healthcare to diverse populations in a variety of healthcare settings while meeting the market demands. Upon completion of the program, FSU graduates will possess knowledge, attitudes, values, psychomotor skills and behaviors that define professional nursing. Graduates will also possess the knowledge base appropriate for future graduate study.

CONCEPTUAL FRAMEWORK AND PHILOSOPHY

The faculty of the School of Nursing decided on Jean Watson's theory of Caring as the conceptual framework that guides the program. The faculty, consistent with Jean Watson's theory, believes that for nurses to develop humanistic philosophies and value system, a strong liberal arts background is necessary, as demonstrated in our curriculum. The faculty also believe in Jean Watson's seven assumptions about the science of caring. These assumptions suggest that:

- Caring consists of carative factors that result in the satisfaction of certain human needs.
- Caring can be effectively demonstrated and practiced only interpersonally.
- Effective caring promotes health and individual or family growth.
- Caring responses accept the person not only as he or she is now but as what he or she may become.
- A caring environment is one that offers the development of potential while allowing the person to choose the best action for himself or herself at a given point in time.
- Caring is more "healthogenic" than curing. A science of caring is complementary to

- the science of curing.
- The practice of caring is central to nursing.

The faculty members believe that a humanistic value system undergirds the construction of the science of caring in nursing. The faculty members also believe in the application of Watson's primary carative factors in nursing education which include the following:

- The formation of a humanistic-altruistic system of values.
- The installation of faith-hope.
- The cultivation of sensitivity to one's self and to others.
- The development of a helping-trust relationship.
- The promotion and acceptance of the expression of both positive and negative feelings.
- The systematic use of the scientific problem-solving method for decision making.
- The promotion of interpersonal teaching-learning.
- The provision for a supportive, protective and /or corrective mental, physical, socio-cultural and spiritual environment.
- Assistance with the gratification of human needs.
- The allowance for existential-phenomenological forces.

Consistent with the theory, the School of Nursing employs the systematic use of the scientific problem-solving method for decision making. According to Watson, the scientific problem-solving method is the only method that allows for control and prediction, and that permits self-correction. She also values the relative nature of nursing and supports the need to examine and develop the other methods of knowing to provide a holistic perspective.

The caring philosophy also encompasses the promotion of interpersonal teaching-learning. In the context of nursing education, the caring nurse, and nurse educator, must focus on the learning process as much as the teaching process. Provision for a supportive, protective and /or corrective mental, physical, socio-cultural and spiritual environment is also essential to this theory.

This philosophy and value system provide a solid foundation for the approach to nursing education at Fayetteville State University as well as providing a foundation in extending our expertise and caring to a wide range of communities in the future.

EDUCATIONAL PROGRAM GOALS

The overall goals of the nursing program are:

- Maintain full approval from the North Carolina Board of Nursing.
- Maintain continuing accreditation by the Commission on Collegiate Nursing Education (CCNE).
- Maintain first time pass rate on the NCLEX-RN within at least 95% of the national average pass rate.
- Graduate no less than 75% of students entering the program.
- Recruit, enroll, retain and graduate a more diverse workforce for nursing.
- Emphasize the development of skill sets of our graduates to contribute to the reduction of health disparities currently experienced by citizens of North Carolina.
- Supply military stakeholders with sufficient professional nurses to meet health demands, and expand the capacity to provide high quality, accessible, educational programs to

those students seeking baccalaureate degrees in nursing.

EDUCATIONAL PROGRAM OUTCOMES

The educational program outcomes for nursing program are consistent with the mission of Fayetteville State University, the standards of the Commission on Collegiate Nursing Education (CCNE) and the North Carolina Board of Nursing and are as follows:

- Synthesize empirical and theoretical knowledge from nursing, the natural, social and applied sciences, and the humanities to achieve optimal health care outcomes for clients throughout the lifecycle in a variety of settings.
- Demonstrate competency in the utilization of systematic and purposeful application of the nursing process to promote the optimal health of clients throughout the life cycle in a variety of settings.
- Collaborate with interdisciplinary teams to provide culturally competent, patient centered care to clients throughout the lifecycle.
- Utilize the principles of economics and social justices to enhance accessibility to healthcare and thereby decreasing health disparities.
- Utilize critical thinking and ethical decision making to enhance quality improvement in the outcomes of patient care and the health care needs of the community.
- Integrate informatics and technological advancement into the delivery of nursing practice.
- Utilize knowledge and leadership skills to manage systems that are responsive to the health care needs of southeastern North Carolina, the state, the nation and the global society.
- Apply research findings to support evidence-based best practices in the delivery of nursing interventions to improve health care of a diverse population.

REQUIRED COURSES

Complete nursing program information (course descriptions and curriculum plans) can be viewed by clicking on the following links:

<https://www.uncfsu.edu/Documents/School%20of%20Nursing/CURRICULUM%20EVALUATION%20SHEET%20RN%20to%20BSN.pdf>

http://acalog.uncfsu.edu/preview_program.php?catoid=5&poid=686&returnto=101

http://acalog.uncfsu.edu/preview_program.php?catoid=5&poid=742&returnto=101

GENERAL INFORMATION

Change of Name, Address, and/or Telephone Number

If there is a change in the name, address, and/or telephone number of a student while enrolled in the Nursing Program, the student must report the change to the School of Nursing. Please keep an updated emergency phone number with the School of Nursing office.

Transportation

Transportation to and from all classes and clinical learning experiences is the responsibility of each individual student. Faculty does realize the importance of carpooling, but it is not always possible for clinical rotations.

Confidentiality

Confidentiality is a component of accountability and must be observed at all times. Discussions, written information, and medical record pictures concerning client(s) must be limited to pre-and post-conferences and nursing theory classes. At no time shall a client be discussed while at break, on the elevator, in the dining area, on campus, at home, or any other similar setting. Confidentiality cannot be over-emphasized. Noncompliance is cause for dismissal from the program.

HIPAA Compliance

All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need-to-know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, when administering a medication, the healthcare provider would have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all information that could identify the patient/client must be removed from student papers, such as care plans and case studies. Information to be removed includes the individual's name, initials, address, phone number, fax number and Social Security number. Student papers may not be copied for careless circulation and handling. Written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information.

Confidentiality and privacy also extend to oral communications which extend beyond the need to know for treatment and/or educational purposes.

Clinical agencies are also mandated to follow HIPAA regulations. Students will therefore be required to meet any and all of the clinical agency's requirements as part of the clinical affiliation.

Academic Advisors and Faculty Mentors

Each student is assigned a professional academic advisor who will assist the student with class scheduling and program progression related issues. Each student will select a faculty mentor during the first semester of upper division nursing courses. The faculty mentor will serve as an additional resource for the student and is available during office hours or by special request.

Student Access to Instructors

Full-time faculty members will post office hours to inform students of their availability for interaction and academic assistance. Part-time faculty members will notify students of their availability outside of class and clinical.

Telephone Calls

No telephone calls are to be received in the clinical area except in the case of an emergency. Out-going personal calls of an emergency nature may be made from the clinical area only after securing permission from the clinical instructor. Students must keep their cell phones, pagers, and any other personal communication devices off and is prohibited in the patient care areas. Taking pictures, recordings, etc., of a patient or patient information or posting pictures, recordings, etc., on the internet, through email, or other electronic mediums by cell phone or other personal communication devices without the patient's prior written consent or in violation of the clinical agency's policy may be a violation of HIPAA. Failure to adhere to this policy may subject the student to disciplinary action which may include suspension, dismissal and/or legal action by the clinical agency or patient.

Conflict Resolution and Student Complaints

If a student encounters conflicts or concerns in a nursing course or practicum area, the student should first approach the faculty member involved in the course. If an acceptable resolution is not achieved, then the student should follow the hierarchical listing below:

1. Course Faculty
2. Program Coordinator, if applicable
3. Assistant Dean, School of Nursing
4. Associate Dean, School of Nursing
5. Dean, College of Health, Science, and Technology
6. Chair, Graduate Council
7. Provost

The process for filing a formal student complaint with FSU is located online at <https://www.uncfsu.edu/faculty-and-staff/divisions-departments-and-offices/division-of-academic-affairs/student-complaint-process>

Student Professional Behaviors

Students are expected to adhere to the University's Code of Conduct located at <https://www.uncfsu.edu/assets/Documents/Office%20of%20Legal%20Affairs/CodeofStudentConduct2017.pdf>, the Code of Ethics for Nurses located at <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/> and the following professional behaviors:

1. Demonstrate professional responsibility and accountability in providing nursing care by:
 - a. Showing self-direction in providing care of client(s).
 - b. Reporting promptly to the clinical area.
 - c. Leaving assigned experience area by reporting off duty appropriately.
 - d. Identifying own assets and limitations with instructor.
 - e. Accepting and utilizing constructive feedback and suggestions.

- f. Submitting assignments punctually.
2. Complete responsibility for assigned client(s) prior to post conferences by:
 - a. Completing charting and reporting is completed by designated time.
 - b. Terminating client relationship prior to leaving each day.
 - c. Organizing care to utilize time effectively.
 - d. Leaving work area neat, clean, and resupplied.
 3. Inform instructor at appropriate intervals during clinical by:
 - a. Assuming responsibility for assignments.
 - b. Reporting pertinent observations promptly.
 - c. Participating in learning situations.
 - d. Accepting responsibility for own errors and actions.
 - e. Calling attention to own errors which the instructor or staff may not notice.
 4. Students provide quality care to all clients by:
 - a. Reporting immediately to the clinical instructor and charge nurse all personal injuries.
 - b. Following clinical facility policy for alleged injuries.
 - c. Reporting immediately to the clinical instructor any ethical dilemma or conflicts that arise during provision of care.
 5. Assume responsibility for meeting personal and professional behaviors by:
 - a. Accepting professional responsibility by practicing courteous, cooperative, pleasant, and helpful interaction with others (this includes verbal and nonverbal communication).
 - b. Accepting personal responsibility for one's own actions.
 - c. Utilizing moral, ethical, professional, and legal principles.
 - d. Representing Fayetteville State University in a professional manner at all times.
 - e. Wearing professional attire essential to maintain a professional image.
 - f. Recognizing performance strengths and limitations and accepting responsibility for proactively implementing a remediation plan of action.

ACADEMIC POLICIES

Grading System

The grading scale for the School of Nursing is as follows:

- A – 93 -100
- B – 85 – 92
- C – 78 – 84
- D – 70 – 77
- F – 69 and below

Academic Standards for Progression

1. All NURS courses will be evaluated based on satisfactory completion of all components (class and/or laboratory/clinical/practicum). The classroom competency standard requirement is 78% (C). Students are required to achieve satisfactory

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evaluation in the laboratory/clinical/practicum components. For those NURS courses that only have a practicum component standard requirement is 78% (C). Numerical grades below 78% (C) in the NURS courses and/or an unsatisfactory laboratory/clinical/practicum evaluation for the semester are considered unsatisfactory attainment of course competencies. Students must satisfactorily complete all components of the course in order to progress in the program. A failure (unsatisfactory) of the laboratory/clinical/practicum component will result in a course grade of “F” for unsatisfactory attainment of course requirements. The grade the student receives in the didactic component of the course will be the recorded grade for the course.

2. Students must earn a grade of “C” or higher in each non-NURS and NURS course in order to progress in the nursing program.
3. Students who do not score a minimum of 78% competency on each unit test in pre- licensure NURS courses, are required to meet with the instructor following the test, and complete remediation. Remediation must be completed as assigned by the instructor or progression in the course will be denied. Documentation will be maintained by faculty on completed assignments. Students are encouraged to meet with a counselor in student services unless it has been determined by faculty to be a requirement for remediation. Students must also meet with their academic advisor if placed on academic probation.
4. A nursing course may only be repeated one time.
5. A course final grade of a “D” and/or “F” in any two nursing courses will result in an automatic dismissal from the nursing program. Students should be aware that re-entry into a course is based on space available.
6. Pre-licensure nursing students will be required to take a number of standardized tests throughout the nursing program to monitor the student’s retention of course content. The scores from these tests may be used as part of the course grade. Students with standardized test scores less than the norm/standard score as defined by the testing service, will be required to complete remediation. (See NURS Course Syllabus for specific procedural details and Attachment I that explains the Learning Assessment and Support Program Policy).
7. All written assignments/activities for class, lab or clinical/practicum must be satisfactorily completed. Failure to satisfactorily complete assignments/activities by the specified time period as identified in the NURS course syllabus/Learning Management System will result in a meeting with nursing faculty to determine cause and program progression. A pattern of noncompliance will result in a course grade of “F.”
8. A medication dosage calculation test will be administered in each pre-licensure NURS clinical course. Students must achieve a 90% score on the medication dosage calculation test. Remediation will be provided after the first and second unsatisfactory attempts. Failure to achieve a 90% score after an unsuccessful third attempt will result in the student being placed on a Clinical Performance Improvement Plan (CPIP). The student will be remediated 1 week after the last unsuccessful exam and will have another test attempt the following week. Students are unable to pass medications in the clinical setting until they successfully pass the dosage calculation exam and will receive a 0 on this criterion on the clinical evaluation form. The student will remain on a CPIP until they have successfully passed dosage calculation. The Assistant/Associate Dean will be notified of all students who do not pass dosage calculation

after the third attempt.

9. Pre-licensure nursing students must adhere to the curriculum sequenced plan for progression. A student may take non-nursing courses in advance but cannot take them late as the course may become pre-requisite or co-requisite to the next NURS course. Students who do not receive a satisfactory grade in the required pre-requisite or co-requisite courses within the curriculum sequence will not be able to progress in the nursing program. (See NURS Course Syllabus for specific requirements)

10. Maintain current American Heart Association Cardiopulmonary Resuscitation (CPR) certification; all immunization and vaccination requirements; liability and health insurance while enrolled in the nursing program.

11. Adhere to all policies of the university, nursing program, and clinical agencies.

12. Maintain an unrestricted, current RN license (RN-BSN students only).

Re-Entry Students

Students unable to progress in the Nursing program course sequence may re-apply to the nursing program one time. The student desiring to reapply to the program must wait two semesters before reapplying and will be re-evaluated for program placement based on individual circumstances and program requirements.

Acceptance is contingent upon the following:

1. Meeting the current admission and graduation requirements in effect at the time of re-application.
2. Admission testing for re-entry students are only required for first semester NURS courses.
3. Availability of space.

Final approval for re-entry has to be granted by the associate dean of the School of Nursing following a thorough review of the student's record by the nursing faculty. The associate dean of the School of Nursing will communicate the faculty's decision to the Admission, Progression, Retention, and Policy Committee.

If a grade of incomplete (I) is assigned in any nursing course, the student must follow the completion plan outlined by the School of Nursing administration and faculty of each course. The student must also follow the policy of the university in removing incomplete grades. All final plans for removing incomplete grades must be approved by the Associate Dean of the School of Nursing or designee.

Nursing Course Transfer Policy

Transfer credit will not be awarded for required NURS courses.

Nursing Course Advancement Placement Credit Policy

Credit by exam or advancement placement credit will not be awarded for required NURS courses

Grade Appeal Policy

Grade appeals will follow the university's grade appeal policies and procedures which can be accessed at <https://www.uncfsu.edu/faculty-and-staff/departments-and-offices/office-of-the-registrar/academic-appeals> and described as follows:

A student may appeal a final grade if she or he thinks the grade is inaccurate. The student must first consult with the faculty member who awarded the grade. The university expects the majority of grade appeals to be resolved by the student and instructor. If the faculty member upholds the appeal, they will process a grade change form in accordance with the universities' policies and procedures. If the faculty member does not approve the appeal the student may initiate a formal grade appeal.

The formal grade appeal submitted by the student must include documentation that one or more of the following occurred: 1) the instructor made an error in calculating the final grade; 2) the final grade was based on criteria and/or standards at variance with the course syllabus; and/or 3) the final grade was based on factors other than student achievement/performance. Students must recognize that they bear the burden of proof in the grade appeal process and that it is very unlikely that an appeal will be successful without appropriate documentation. The student must submit the written appeal to the faculty member's associate dean and dean, and finally the provost and vice chancellor for Academic Affairs. The grade appeal will be considered at each administrative level only after it has been reviewed by the faculty member and at each previous administrative level. The associate dean and dean of the College of Arts and Sciences will respond to the grade appeal either by upholding the original grade or working with the faculty member (and, in the case of the dean, with the associate dean) to propose a means of re-evaluating the student's final grade. The associate dean and dean do not have the authority to change a student's grade. If the student's concerns are not resolved by the associate dean and dean, the student may submit the written appeal to the provost and vice chancellor for Academic Appeals, who will forward the appeal to the Academic Credits Committee, which is comprised exclusively of faculty members. The Academic Credits Committee will recommend that the original grade be upheld or will recommend a new grade. If the committee upholds the original grade, the student will be informed in writing of the decision of the committee. If the committee recommends a new grade and the recommendation is approved by the provost and vice chancellor for Academic Affairs, the committee's recommendation will be forwarded to the Registrar, with a copy to the faculty member, for notation on the student's record. A complete record of the grade appeal process will be placed in the student's permanent file. The decision of the provost and vice chancellor for Academic Affairs regarding a grade appeal is final and may not be appealed further.

Timeline for Formal Grade Appeal Process

Students must initiate the formal grade appeal process no later than the last day of the next fall or spring semester after the contested grade was received. Grade appeals submitted after this deadline will not be considered. Faculty members, department chairs, associate deans, and deans must reply in writing to formal grade appeals within 15 business days of receipt of the appeal. Failure to reply by this deadline is equivalent to a rejection of the appeal. Students wishing to appeal the rejection of a grade appeal to the next administrative level must do so within 15 business days of notification of the rejection of the appeal or the expiration of the 15-day period. Failure to appeal within the 15-day period is equivalent to dropping the appeal. The Academic Credits Committee will make a recommendation to the Provost and Vice Chancellor within twenty business days of receiving the request from the Provost and Vice Chancellor for Academic Affairs to consider the appeal.

Graduating seniors who initiate a formal grade appeal in the same semester that they plan to graduate should be aware that the grade appeal will very likely NOT be resolved in time for graduation clearance.

Graduation Policy

The university awards the Bachelor of Science degree to those students who successfully complete the requirements set forth for their degree program. Degree candidates **must** complete an application for graduation and pay the required university fee. Graduating nursing students are expected to check with the Registrar and their advisor or the associate dean concerning completion of requirements for graduation. Candidates for graduation from the School of Nursing must complete the curriculum with an overall GPA of **2.0 or better**. All courses in the nursing curriculum must be completed with a grade of “C” or better. Graduates are expected to attend the graduation ceremony. Information regarding graduation, including fees, will be disseminated by the Registrar.

CLINICAL/LAB POLICIES

Clinical Learning Experiences

Professional nursing education provides rich and varied opportunities for practice experiences, both direct and indirect care practice experiences, across four spheres of care. These four spheres of care include: 1) disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients; 2) chronic disease care, which includes management of chronic diseases and prevention of negative sequelae; 3) regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally requires care in a mega-acute care institution; and 4) hospice/palliative/supportive care, which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care (AACN, 2019).

Clinical experiences are essential for students to care for a variety of individuals, families, groups, and communities. Clinical learning provides opportunities for a student to enhance the provision of care and gain the skills needed to be an effective member of the interprofessional team. Students in all professional nursing education programs need sufficient clinical practice experiences, direct and indirect, to demonstrate end of program learning outcomes. All students in nursing education programs in the School of Nursing will engage in direct care practice experiences in all four spheres of care and across the lifespan. Additionally, all students in nursing education program in the School of Nursing will have an immersion experience, towards the end of their program, which allows integration for learning and transition to professional practice.

Examples of direct care experiences include provision of nursing care directly to patients, which are defined as individuals, families, groups, communities, or populations; but also may include

- Working with other providers in any setting where health care is delivered, including the community, to identify gaps in care and implement a quality improvement strategy
- Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence based
- Working with an interprofessional team to evaluate the outcomes of a new practice guidelines and implement recommended changes
- Designing and implementing a coordinated, patient centered plan of care with an interprofessional team. (AACN, 2012).

Indirect care practice experiences and simulation learning may be used as is appropriate. Simulation experiences represent an important component of clinical education, serving as a valuable augmentation to direct and indirect care within health settings. These experiences provide an effective, safe environment for learning and demonstrating competencies. However, direct care experiences continue to be the most important component of clinical education. Simulation and indirect care experiences cannot be used as a

Indirect care refers to nursing decisions, actions, or interventions that are provide through or on behalf of patients. Examples of indirect care experiences include:

- Educating other health care providers regarding the safe and effective use of new technology
- Writing a policy and working with other stakeholders to have the policy approved
- Working with community leaders to develop a disaster/emergency preparedness plan
- Collaborating with the facility information staff to design or implement an electronic health record
- Working with staff to write an administrative policy (AACN, 2021).

American Association of Colleges of Nursing. (2012). Expectations for practice experiences in the RN to baccalaureate curriculum. <https://www.aacnnursing.org/Portals/42/News/White-Papers/RN-BSN-Expectations-White-Paper.pdf>

American Association of Colleges of Nursing. (2019). *The essentials: Core competencies for professional nursing education*. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Clinical Experience

Each pre-licensure student will be assigned to a clinical facility where the student will apply concepts and psychomotor skills learned in the classroom and laboratory under the supervision of a faculty member. Students should always present to the clinical site on time, dressed in the approved School of Nursing uniform (please refer to “Uniform and Dress Code” guidelines).

No student may participate in a clinical setting/unit where he or she is employed. This policy allows the student the freedom of inquiry needed in the educational process.

Requirements for Rotation Manager:

Mandatory for all students in the School of Nursing (pre-licensure, RN-BSN and MSN)

- Criminal background check
- Drug screen
- CPR certification (American Heart Association BLS Healthcare Provider)
- Influenza vaccine
- Tuberculosis (Tb) skin test
- Physical exam form and immunization (please use the form provided in rotation manager)
- Signed handbook receipt
- Verification of your license record (RN-BSN and MSN students only)
- Liability insurance (RN-BSN and MSN students only. Liability insurance must be personal RN, they need to know you are in a student status, worth 1 million, and employer-based liability is not accepted)

Not Mandatory

Covid vaccine (The Covid-19 vaccine is not required by the School of Nursing; however, some clinical agencies may require the Covid-19 vaccination. If this vaccine is required by the clinical agency that you are assigned, then you will be required to submit proof of vaccination into Rotation Manager.)

Students will not be able to attend clinical experiences without a current and completed Rotation Manager account which shows documentation of completion of all requirements. Failure to complete the required Rotation Manager documentation may result in the assignment of an incomplete grade for the course or failure to progress in the program.

Clinical Attendance

Absence from the clinical area should be avoided. If a student must be absent for illness or other unavoidable circumstances, makeup assignments will be at the discretion of the faculty.

Attendance in the clinical area is an expectation of professional responsibility and absenteeism reduces the achievement of clinical objectives. Absences from on-campus laboratory and off-campus clinical experiences will be documented. Students who are late three or more times are documented as one absence. The student who is late for clinical may be sent off the unit based on patient safety issues.

Clinical experiences are essential and of such critical importance to the student's learning process in nursing, that attendance is mandatory and cannot routinely be made up. If an emergency occurs and the student cannot attend the clinical experience, the student must contact the clinical instructor at least one hour prior to the required clinical time.

Students are expected to arrive to the clinical site (lab or assigned facility) fifteen minutes prior to the start of the shift (or as designated by the instructor); and to leave the clinical site (lab or assigned facility) only when instructor has given permission.

In the event clinical is cancelled for inclement weather, etc., the clinical instructor will provide an alternative experience for that day to meet the clinical hour's requirement.

Consequence for Failing to Meet Clinical Attendance

Failure to meet clinical attendance requirements may result in unsatisfactory evaluation. Missed clinical experiences will be handled individually and more than one clinical absence will result in unsatisfactory evaluation for the semester. The course coordinator will discuss and evaluate extenuating circumstances with the assistance of the associate dean, if necessary.

Skills Lab

Skills labs offer the student an opportunity to practice hands-on learning. Prior to attending each lecture and lab, the student should:

1. Read the required readings.
2. Become familiar with the terminology included in the reading assignments.
3. Study the objectives and performance requirements.

While demonstrating skills, students may be questioned by the instructor about material covered by objectives in each unit. This serves as an evaluation of student's understanding of principle and rationale for skills demonstrated. Students may be required to reschedule skill demonstration if the instructor feels that knowledge base is inadequate.

Skills lab attendance is mandatory and there will be extremely limited make-up opportunities. It is the student's responsibility to reschedule a missed lab by contacting the skills lab instructor within twenty-four hours of the missed lab.

Liability Insurance

All students are required to have liability (malpractice) insurance to practice in the clinical areas.

Immunizations

Students are required to update their immunizations according to the Centers for Disease Control (CDC) guidelines to complete the admission process.

Cardiopulmonary Resuscitation

American Heart Association CPR certification (Basic Life Support for Health Care Providers) is required for all nursing students prior to beginning the program and throughout their matriculation in the program. Attaining and maintaining certification is the student's responsibility. Documentation must be provided.

Uniform and Dress Code

The purpose of the dress code is to assist in providing an environment which maximizes psychological and physical safety of both client and student. Proper uniform assists the client and the staff in clinical areas to identify the student as a member of the Fayetteville State University Nursing Program.

Uniforms will be ordered from a designated company. Compliance with the dress code is a critical requirement for the clinical areas. Noncompliance may result in dismissal from the clinical area for the day. Dismissal from the clinical area will be recorded as a clinical absence.

Primary Clinical Sites/Simulation Clinical Uniform

Female:	Standard uniform skirt or pants with program specific top, white hose (no ornate hose), all white leather shoes (no canvas types), FSU issued name badge & clip (no lanyards) and white lab coat. Clogs must be secured with strap around heel. All white duty socks may be worn with pants and must extend above the ankle.
Male:	Standard uniform pants, program specific top, white socks, all white leather shoes (no canvas type), FSU issued name badge & clip (no lanyards), and white lab coat.

Alternative Site Clinical Uniform will be determined by faculty and the clinical site.

Dress Code

1. Uniform dress length shall be no higher than mid-knee.
2. Shoes and shoelaces are to be clean.
3. A white lab coat may be worn during clinical experiences but is not required.
4. Lab coats must be 3/4 or full length, white only with the Fayetteville State University emblem displayed on the left upper sleeve.
5. Wear solid white or neutral colored underclothes under uniform.
6. A plain white (no print) short- or long-sleeved t-shirt may be worn under the uniform top if it is white or the same color as the uniform color. It must be a rounded crewneck type shirt. The hem of the shirt must be tucked in and not exposed.
7. If time does not permit a complete change of clothes upon return to campus from the clinical area, students will wear lab coat over uniform.

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8. FSU School of Nursing issued name badge & clip (no lanyards) and/or agency badge when required will be worn at all times in the clinical area.
9. Special Dress
 - a. Hospital specialty areas (obstetrics, operating room, isolation areas, etc.) require special attire.
 - b. The student will comply with the special dress requirement when assigned to a special area.
10. Hair and Nails
 - a. Hair must be of a natural hair color.
 - b. Hair may be worn down but pulled back and secured at the back of head or neck or single braided down the back. Hair must not fall forward or interfere with safety considerations in providing client care.
 - c. Beards, mustaches, and sideburns will be kept clean and neatly trimmed.
 - d. Fingernails will be kept short and clean. They should not extend beyond the end of the finger. Nail polish, sculptured or artificial nails are not permitted.
 - e. No ribbons, beads or decorative hair clips will be worn. Hair clips should be neutral in color and blend with hair color.
11. Jewelry
 - a. No rings except wedding bands are to be worn.
 - b. Students with pierced ears may wear one pair of small post earrings (1/4 inch in diameter). These may be white pearl, gold or silver studs. One earring per ear. No visible piercings such as facial rings (i.e. nasal or tongue rings) are permitted.
 - c. Chains, necklaces and bracelets are not to be worn during clinical experiences
 - d. A watch with a second hand is required
12. Makeup and Perfume
 - a. Bathing, deodorants, and oral hygiene will be practiced to control body odors.
 - b. Scented perfume, perfumed deodorant, cologne, powder, etc., is not to be worn.
 - c. Light subtle make-up may be worn. Artificial eyelashes are not permitted.
13. Body Art
 - a. Body art must be covered during client care assignments.
 - b. A plain white turtleneck shirt should be worn to cover any neck body art.
14. Other
 - a. Most clinical campuses are tobacco free. No tobacco use in clinical uniform, to include vaporizers and electronic cigarettes.
 - b. Chewing gum, use of tobacco products, or eating is not permitted in client areas.

Criminal Background Check

To comply with clinical agency contractual requirements and to provide the public with nurses and nursing students who demonstrate personal and professional behaviors consistent with the standards of the nursing profession, the School of Nursing shall require all students to undergo a Criminal Background Check (CBC).

The CBC shall be required:

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- 1) upon admission to the nursing program
- 2) upon readmission to the program
- 3) transfer from another school
- 4) if the student notifies the school there has been a change in status including charges and/or convictions before the next scheduled clinical date.

Students are responsible for the costs of any required screening for CBC. Criminal background information released to the School of Nursing will be used only for purposes of clinical placement. Refusal to provide consent for investigation will result in exclusion from nursing courses and termination from the nursing major. If the background check includes information that the student claims is untrue or inaccurate, these concerns or issues must be addressed by the student. It is the responsibility of the student to resolve these issues. Students are to be advised that pending charges, convictions and/or prayer for judgment rulings may render the student ineligible for clinical placement. Additionally, pending charges during enrollment may result in receiving an incomplete for a clinical course and possible expulsion from the program if a conviction is made. Progression may be affected.

The CBC must be performed by a qualified vendor selected by the college and will meet the following criteria:

- CBC to be completed prior to admission and at other times as stated above.
- CBC may cover the past 10 years, or the time period since the student's 18th birthday, whichever is less. International students must include the time since they entered the United States or the past 10 years, whichever is less.
- CBC may cover all states where the student has lived or worked during the last 10 years or since turning 18 years of age.
- CBC must address all felony and misdemeanor crimes (except minor traffic related violations).

In addition, students must sign a consent form which allows the school to share information obtained in the CBC with clinical agencies for securing a clinical placement as part of the student's educational experience. Students must agree to report any felony or misdemeanor charges and convictions (excluding minor traffic related violations), which occur during their enrollment in the nursing program to the School of Nursing clinical coordinator or designee. Failure to submit a comprehensive report within 5 (five) school days will be considered a violation of academic integrity and may serve as grounds for dismissal from the nursing program. Upon receipt of any charges (excluding minor traffic related violations), students must not enter any clinical agency as a Fayetteville State University nursing student until cleared to do so by the School of Nursing clinical coordinator or their designee.

The school agrees to use the student information only for the process of obtaining educational placements for students in clinical agencies. If the CBC reveals an event of concern, the clinical coordinator will discuss the issue directly and immediately with the student, prior to sharing the information with the clinical agency. The clinical agency makes the final decision about if a student will be placed at that site. The associate dean for the School of Nursing or designee will hear student appeals of administrative actions taken as a result of CBC findings.

Students will be required each semester to sign a form stating that there have been no changes in their criminal background standing and that they will inform the School of Nursing clinical coordinator of any charges brought against them within five (5) school days of the occurrence.

Revised 12/15/2020, 8/3/2023, 12/01/2023

Upon receipt of any charges (excluding minor traffic related violations), students must not enter any clinical agency as a Fayetteville State University nursing student until cleared to do so by the School of Nursing clinical coordinator or their designee.

Drug Screen

Requirements for the drug screen revolves around protecting the public's health and ensuring patient safety by complying with clinical agency policies and the North Carolina Board of Nursing policy [21 NCAC 36.0320(d)]. With admission into the nursing program students must complete the drug screen process. As a condition of admission and progression in the nursing program, students are required to comply with this protocol and submit a written statement of informed consent.

The student is responsible for the costs of the drug screen. Students will be eligible for clinical placement and continued clinical placement pending a negative drug screen. Students with a positive drug screen may be denied clinical placement in compliance with clinical agency

policies. After clinical placement, the clinical agency may perform a random drug screen at any time during a clinical rotation. Failure to comply with any clinical agency policy, including the random drug screen, will result in the clinical failure and failure of the course.

Students with a positive drug screen will be contacted by the clinical coordinator or designee for follow up. The associate dean for the School of Nursing or designee will hear student appeals of administrative actions taken because of drug screen findings.

Guidelines for Use of Social Media

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

General Guidelines

- As dictated by both legal and ethical guidelines for nursing education and professional practice, all stakeholders are bound to uphold the ethical and legal obligations regarding privacy and confidentiality including but not limited to patient/family, faculty, clinical faculty, staff and current, past or future clinical sites.
- Maintain confidentiality: Use good ethical judgment and follow the Health Insurance Portability and Accountability Act (HIPAA) and (Family Educational Rights and Privacy Act (FERPA) guidelines.
- Maintain privacy: Do not discuss a situation involving named or pictured individuals; do not post anything that you would not present in any public forum; do not record any individual without their permission.
- All students must abide by clinical agency guidelines related to social media.
- Do no harm: To the SON, University or yourself.
- Understand your personal responsibility for the content that you post on any type of social media. Be mindful that what you publish will be public for a longtime.
- Be aware of liability: You are responsible for what you post on your own site as well as others' sites.
- Maintain transparency: The line between professional and personal business is sometimes blurred. Be thoughtful about your content and potential audiences.

- Correct mistakes: If you make a mistake, admit it. Make it clear when you modify previous posting.
- Respect others: Be constructive and respectful.
- Think before you post: There is no such thing as a “private” social media site. Comments can be forwarded and copied. Archival systems save information even if you delete a post. If you are frustrated, angry or passionate about something, delay a posting until you are calm and clear-headed.

Social Media Guidelines when Posting as an Individual

- Be authentic: Be honest with your identity. If you identify yourself as a Fayetteville State University student, be clear that you are sharing your personal views and are not speaking as a formal representative of Fayetteville State University. Ensure that your profile and related content are consistent with how you wish to present yourself to colleagues. A common practice among individuals who write about the industry in which they work (or study) is to include a disclaimer on their site, usually on their “About Me” page. If you discuss higher education on your own social media site, we suggest you include a sentence like this:
“The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the Fayetteville State University.” This is particularly important if you could be perceived to be in a leadership role at Fayetteville State University.
- Use a disclaimer: If you publish content to any website outside of Fayetteville State University and it has something to do with the work you do or subjects associated with Fayetteville State University, use a 19 disclaimer such as the: “The postings on this site are my own and do not represent Fayetteville State University’s positions, strategies, or opinions.”
- Do not use the Fayetteville State University logo: Do not use any of the Fayetteville State University logos or images on your personal online sites. Do not use the Fayetteville State University name to promote or endorse any product, cause, political party or candidate. Be aware of the Fayetteville State University logo and trademark guidelines, which are located on the university webpage.
- Take the high ground: If you identify yourself with Fayetteville State University in your comments, readers may associate you with the University, even with the disclaimer that your views are your own. Remember that you are most likely to build a high-quality following if you discuss ideas and situations civilly. Do not pick fights online.
- Do not use pseudonyms: Never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to the authors. Protect your identity: Do not provide personal information that scam artists or identity thieves could use. Do not list your home address or telephone numbers. It is a good idea to create a separate e-mail address that you use only with social media.
- Does it pass the publicity test? If the content of your message would not be acceptable for face-to-face conversation, over the phone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, “Would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?”
- Respect your audience: Do not use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the Fayetteville State University community and as outlined in the Student Code of Conduct. Also show proper consideration for others’ privacy and for topics that may be considered sensitive, such as politics and religion.
- Monitor comments: While most people who maintain social media sites welcome comments (to build credibility and community), you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments, to delete spam, and to block any individuals who repeatedly post offensive, insensitive, or frivolous comments.

Examples* of social media include text, images, audio and video communicated via such tools as:

- Blogs, and micro-blogs (Twitter)

- Social Networks (Facebook, Instagram, Snapchat, TikTok)
- Professional networks (LinkedIn)
- Video sharing (YouTube, vlogs – video logs)
- Audio sharing (Podcasts)
- Photo sharing (Flickr, Photobucket)
- Social bookmarking (Digg, Redditt)
- Public comment sections of webpages
- User created web pages (Wikis, Wikipedia)
- Virtual game worlds (World of Warcraft)
- Virtual social worlds (Second Life)
- Any other internet-based social media application similar in purpose/function to applications described above.

*examples only – not a finite list as this modality is ever-changing.

Safety and Privacy Tips for Social Media Networking

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

- Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.
- How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.
- Is the image I am projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?
- What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site's privacy and caching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you have completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.
- Have I asked permission to post someone else's image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA or HIPAA privacy rules?
- Does my equipment have spyware and virus protections installed? Some sites collect profile information to SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.

Consequences

Violation of the Fayetteville State University School of Nursing Social Media Guidelines may result in disciplinary action, including but not limited to formal reprimand, suspension, course and/or clinical failure or dismissal from the program.

In addition, the individual may be held liable for civil or criminal penalties resulting from the violation of state, local, or federal law or regulations. A sub-disciplinary committee will convene, to include

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nursing faculty, student peers and staff, for any student found to be in violation the SON Social Media Guidelines. Recommendations from this committee will be forwarded to the Associate Dean of the SON for a final decision on disciplinary action. 25

Social Media Related Resources

HIPAA -- <http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html> FERPA –
<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html> NCSBN –
https://www.ncsbn.org/Social_Media.pdf
NCBON Nursing Bulletin -- <http://www.ncbon.com/myfiles/downloads/course-bulletin-offerings-articles/bulletin-article-winter-2014-complaint-reporting-resolution.pdf>
FSU Honor Code --
<https://www.uncfsu.edu/assets/Documents/Office%20of%20Legal%20Affairs/CodeofStudentConduct2017.pdf>
FSU Policy on use of Computer Resources --
[https://www.uncfsu.edu/assets/Documents/Office%20of%20Legal%20Affairs/UseofComputerResources\[Rev.%2010-17\].pdf](https://www.uncfsu.edu/assets/Documents/Office%20of%20Legal%20Affairs/UseofComputerResources[Rev.%2010-17].pdf)
FSU Social Media Guidelines --
<https://www.uncfsu.edu/assets/Documents/FSU%20Social%20Media%20overview%20and%20guidelines%20%20Updated%2011-16-2018.pdf>

Adapted by the FSU SON: 10-24-22

Source: UNC Charlotte School of Nursing Undergraduate and Graduate Student Handbook 2021-2022 Academic Year

BSN HANDBOOK RECEIPT

I have access to the Fayetteville State University Nursing Student Handbook, read its contents, agree to its terms, and sign this form voluntarily.

I understand and agree that in the performance of my duties as a student at various clinical agencies I must hold all clinical information (paper and/or electronically stored) in strict confidence. I will access information only as it is needed to perform my clinical duties and responsibilities and will not share my access code with others. I understand that any violation of the confidentiality of clinical information shall result in punitive action.

Student's Name (Print)

Student's Signature

Witness

Date

Attachment I

Learning Assessment and Support Program Policy

Purpose:

All pre-licensure BSN students are required to participate in the School of Nursing's Learning Assessment and Support Program. The program supports the learning process so that (1) students will have the greatest opportunity to successfully complete the nursing program and (2) graduates will have the nursing knowledge required for licensure and entry-level competence for professional nursing practice.

The School of Nursing has chosen to use Assessment Technologies Institute (ATI)'s Assessment-Driven Review program which is designed to provide students with various learning tools that assists them in reviewing course content, identifying strengths and weaknesses, improving test taking abilities, and ultimately successfully entry to practice.

Student Responsibilities for Purchasing of Supplement Learning Access:

At this time, the Fayetteville State University School of Nursing (SON) has absorbed the cost of Assessment Technologies Institute (ATI) integration and use. The SON is currently undergoing cost analysis of student fees. Students may be expected to incur ATI fees

Content-Specific Course Examinations:

The School of Nursing has adopted the use of ATI for utilization in content mastery of core content in the curriculum. Placement of ATI content mastery examination is determined based on the curriculum as follows:

ATI Assessment Name	Minutes/Questions	Curriculum Alignment
Critical Thinking Entrance*	40/40	NURS 326 Concepts Basic to Nursing
RN Fundamentals	70/70	NURS 350 Adult Health I
RN Pharmacology	70/70	NURS 365 Pharmacology
RN Nursing Care of Children	70/70	NURS 360 Pediatric Nursing
RN Maternal Newborn	70/70	NURS 361 Obstetrics and Women's Health
RN Adult Medical Surgical	100/100	NURS 451 Adult Health II
RN Mental Health	70/70	NURS 405 Psychiatric Nursing
RN Community Health	60/60	NURS 406 Community Health
RN Leadership	70/70	NURS 410 Nursing Leadership
Critical Thinking Exit*	40/40	NURS 481 Capstone Theory
RN Comprehensive Predictor	180/180	NURS 481 Capstone Theory

*Used as program benchmark, not for grading purposes.

ATI Assessment Driven Review Program Guidelines:

Fayetteville State University (FSU) School of Nursing (SON) uses the following combination of the practice and proctored assessments to achieve 5-10% of the course grade. Eight week courses may utilize one of the ATI Practice Assessments at the discretion of the instructor.

ATI Content Mastery Series Grading Rubric

Practice Assessment			
Practice Assessment A		Practice Assessment B	
1. Complete Practice Assessment A 2. Complete a minimum of 1hr Focused Review on initial attempt. <ul style="list-style-type: none"> For each topic missed, complete a <i>handwritten</i> active learning template* and upload into the learning management system (Canvas). Take Post study Quiz (if available) and complete a <i>handwritten</i> active learning template* for each topic missed. 		1. Complete Practice Assessment B 2. Complete a minimum of 1hr Focused Review on initial attempt. <ul style="list-style-type: none"> For each topic missed, complete a <i>handwritten</i> active learning template* and upload into the learning management system (Canvas). Take Post study Quiz (if available) and complete a <i>handwritten</i> active learning template* for each topic missed. 	
2pts		2pts	
Standardized Proctored Assessment			
Level 3	Level 2	Level 1	Below Level 1
Performance exceeds most expectations in this content area.	Performance exceeds minimum expectations in this content area.	Performance meets the absolute minimum expectations in this content area.	Performance does not meet the absolute minimum expectations in this performance area.
4pts	3pts	1pts	0pts
Remediation			
-Minimum 1hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 2hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 3hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 4hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.
2pts	2pts	2pts	2pts
Total Points			
10/10	9/10	7/10	6/10
*Use of active learning template vs three critical points, or acceptance of typed vs handwritten focused reviews, are at the discretion of the instructor.			

Fayetteville State University (FSU) School of Nursing (SON) uses the following combination of the practice and proctored assessments to achieve 5-10% of the course grade.

ATI Comprehensive Predictor Grading Rubric

Practice Assessment	
Practice Assessment A	Practice Assessment B
1. Complete Practice Assessment A 2. Complete a minimum of 1hr Focused Review on initial attempt. <ul style="list-style-type: none"> For each topic missed, complete a <i>handwritten</i> active learning template* and upload into the learning management system (Canvas). Take Post study Quiz (if available) and complete a <i>handwritten</i> active learning template* for each topic missed. 	1. Complete Practice Assessment B 2. Complete a minimum of 1hr Focused Review on initial attempt. <ul style="list-style-type: none"> For each topic missed, complete a <i>handwritten</i> active learning template* and upload into the learning management system (Canvas). Take Post study Quiz (if available) and complete a <i>handwritten</i> active learning template* for each topic missed.
2pts	2pts

Proctored Comprehensive Predictor			
95% or above passing predictability	90% or above passing predictability	85% or above passing predictability	84% or below passing predictability
4pts	3pts	1pts	0pts
Remediation			
-Minimum 1hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 2hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 3hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.	-Minimum 4hr Focused Review. -For each topic missed, complete a <i>handwritten</i> active learning template* and upload into Canvas.
2pts	2pts	2pts	2pts
Total Points			
10/10	9/10	7/10	6/10
*Use of active learning template vs three critical points, or acceptance of typed vs handwritten focused reviews, are at the discretion of the instructor.			

Criterion Referenced Proficiency Levels Guidelines:

BELOW LEVEL 1: Scores meeting Below Proficiency Level 1 standard can be considered to not meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to not meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

LEVEL 1: Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

LEVEL 2: Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area.

ATI advises these students to engage in continuous focused review in order to improve their knowledge of this content.

LEVEL 3: Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

ATI RN-Comprehensive Predictor Examination:

This 180-item test offers an assessment of the student's comprehension and mastery of basic principles including fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nutrition, leadership, and community health nursing. The percentage of questions from all major NCLEX® client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEX- RN®. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review, and Individual Scores (% Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Areas, QSEN, NLN Competency, and BSN Essentials).

School of Nursing



Regarding: Professional Licensure for Students

Dear Students,

The curriculum for Fayetteville State University's prelicensure nursing program is designed to meet the licensure requirements in North Carolina (NC). Our curriculum prepares students to become eligible to test for the National Council Licensure Examination (NCLEX-RN) and practice in NC. Licensure boards in each State are responsible for setting the requirements for their State. It is highly recommended that you understand the professional licensure/certification requirements if you plan to practice in another state before continuing in our nursing program. Academic degree programs and individual graduates must meet standards set by that State's licensure requirements to be eligible for that State's license. Please visit the following websites:

NC-SARA Professional Licensure Directory - <https://nc-sara.org/resources/professional-licensure>

The NC-SARA Professional Licensure Directory can be accessed at the link below and has complete and updated information for all state licensing boards.

NCSBN – Board of Nursing Professional Licensure Requirements - <https://www.ncsbn.org/14730.htm>

The sites above will provide you information on whether our curriculum and your practice state's curriculum plan:

1. Meets the same educational requirements for professional licensure that our program does,
2. Does not meet the State's academic requirements for professional licensure based on our curriculum, or
3. Was undeterminable if our curriculum meets the State's educational
4. requirements.

If you have further questions, please contact me at the email below. Thanks for your immediate attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Sheila Cannon".

Sheila Cannon, Ph.D., PMHCNS / PMHNP, BC
Interim Associate Dean & Associate Professor - School of Nursing
Email: scannon3@uncfsu.edu

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