Campbell University
BSN Degree Program
Catherine W. Wood School of Nursing (CWWSON)
STUDENT HANDBOOK
2018-2019

Supplement
To

College of Pharmacy & Health Sciences Academic Bulletin

Campbell University, Catherine W. Wood School of Nursing, and CPHS Guidelines

- The Pre-Nursing student accepts the latest published version of the Campbell University Bulletin Undergraduate Studies and is responsible for being completely familiar with the provisions therein.
- Upon enrollment into the BSN Degree Program, the student accepts the latest published version of the BSN Degree Student Handbook and is responsible for being completely familiar with the provisions therein.
- As the School of Nursing is part of CPHS, the student also accepts the latest published version of the CPHS Academic Bulletin whereas it applies to Nursing.

All students in the BSN Degree Program are responsible for reading and understanding the information contained in this handbook.
2019-2020
Revisions/addendums will be added as necessary with a notice to students via Blackboard and Facebook Update.

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Section I Introduction to Catherine W. Wood School of Nursing

Welcome Letter

Dear BSN Student,

On behalf of the faculty and staff of the Catherine W. Wood School of Nursing, I extend to you a wholehearted welcome. We are delighted that you chose Campbell for your college education and congratulate you on the choice of nursing as a career. It is both a meaningful and challenging profession.

Our purpose is to prepare you for initial licensure as a registered nurse. The program provides a Christian environment in which to develop the knowledge, skills, and values deemed essential for safe, quality nursing care in a complex and changing environment.

The faculty believes that our commitment is to prepare you as a baccalaureate generalist within the roles of 1) provider of care, 2) designer/manager/coordinator of quality, safe care and 3) as member of a profession, able to practice in a variety of healthcare settings. Our learner-centered environment embraces a culture of trust, respect and dignity. We believe this will promote inquiry and facilitate your ability to connect the science with the art and practice of nursing. You will become knowledgeable about health promotion, illness and injury prevention across the lifespan for the client, family, community and population.

Our goal is to educate students to function within a healthcare team setting where clinical reasoning strategies and evidence-based practices are integrated, in order to deliver the highest quality healthcare to the client. We want to build a culture of respect, which facilitates your professional growth as a leader and lifelong learner. Campbell University will graduate students who will be caring and ethical generalist nurses, capable of practice in collaborative care settings with a focus on the needs of rural and underserved populations and communities.

A career as a nurse spans several decades and instills enjoyment just from going to work every day. Our desire is that you find the BSN Degree Program a fun challenge, bolstered by connections with faculty, staff, peers and support services across Campbell University. Hoping to connect with each one of you requires an open door policy. The invitation for you to use it is extended! Again, Welcome to the Catherine W. Wood School of Nursing!

Sincerely,

Nancy Duffy, DNP, RN, CNE
Chair & Director of CWWSON
Introduction to Campbell University

Campbell University (CU), established on January 5, 1887, is a private university comprised of the College of Arts & Sciences, Lundy-Fetterman School of Business (1983), Divinity School (1996), Wiggins School of Law (1976), School of Osteopathic Medicine (2013), School of Education (1985), & College of Pharmacy & Health Sciences (CPHS) (1985), which includes Clinical Research, Pharmaceutical Sciences, Physician Assistant, Physical Therapy and Nursing. There are also several Graduate, Doctoral and Professional programs. The university has remained true to its founding principles that address the most pressing needs of North Carolina. The education of men and women for Christian service around the world is paramount. For over 125 years, Campbell has been committed to its mission of preparing men and women for purposeful lives and meaningful service. With nationally recognized academic programs and small classes taught by professors, Campbell offers thorough preparation for a successful, rewarding career.

Campbell University has developed into a major university that will enroll nearly 8,000 students during the academic year. Students typically hail from all one hundred North Carolina counties, all fifty of the United States, and over thirty-five countries of the world. Campbell University is the second largest Baptist University in the world. Open to all qualified students, Campbell’s student body includes persons from more than forty denominations and faiths.

Introduction to the Catherine W. Wood School of Nursing (CWWSON)

Our program design is to provide students with the training and education necessary to enter the workforce as a registered nurse. As part of The College of Pharmacy & Health Sciences (CPHS), we are dedicated to helping students become the best healthcare professionals they can be by offering interprofessional educational opportunities, top of the line training facilities, and first-hand experience in the healthcare needs of rural and underserved populations and communities. The Essentials of Baccalaureate Education for Professional Nursing Practice (2008), Nursing Scope and Standards of Practice (2015) and the regulations from the state of North Carolina provide the framework for the liberal arts and pre-licensure nursing education curriculum. The associated clinical experiences support concepts of client centered care, interprofessional teams, evidence-based practice, quality improvement, client safety, informatics, clinical reasoning, genetics, cultural sensitivity, professional values and practice across the life span.
Accreditation
The Commission on Colleges of the Southern Association of Colleges and Schools to award Associate, Baccalaureate, Masters, Education Specialist, and Doctorate degrees accredits Campbell University. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence that appears to support the University’s significant non-compliance with an accreditation requirement or standard. Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission’s office.

The Catherine W. Wood School of Nursing received Initial Approval Status from the North Carolina Board of Nursing (NCBON) in January 2014. In May of 2018, the NCBON completed an onsite review and acknowledged Full Approval Status.
The CWWSN BSN Program received Initial Approval Status by the North Carolina Board of Nursing in January of 2014. Approved Pre-Licensure Programs

The CWWSN BSN Program at Campbell University submitted a Substantive Change Prospectus to the Southern Association of Colleges and Schools Commission on Colleges on May 2, 2014. It was the decision of their Board to approve the program and include it in the scope of the current accreditation on July 28, 2014.

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

Mission, Vision, Values, Philosophy and Purpose

Mission
The mission of Campbell University College of Pharmacy & Health Sciences (CPHS) is to educate students in a Christian environment to be health care professionals who will function effectively as a part of an interdisciplinary team of health care providers to meet existing and future health care needs and who will provide leadership to their profession and professional organizations. Our program mission contains and supports those aspects of the College and University to include leadership, advocacy, service, professionalism, critical inquiry, and interdisciplinary learning. The evidence for Christian principles are within the shared mission through client-centered care, compassion, ethics, character, integrity and respecting cultural differences.

Vision
Our graduates will meet future healthcare needs through the provision of safe, effective, quality care, lead purposeful lives, and provide meaningful service.

Philosophy of the School of Nursing
The mission of Campbell University and the BSN Degree Program is to graduate students with exemplary academic and professional skills, prepared for purposeful lives and meaningful service as beginning practitioners of nursing. We embrace the concept of a community of learning that is committed to the
pursuit, discovery, and dissemination of knowledge. We believe that nursing is a practice discipline that relies on both science and art to provide care that addresses mind, body and spirit.

We believe that:

- The concept of baccalaureate generalist education facilitates the integration of the roles of the nurse as provider, designer/manager/coordinator of quality, safe care and member of a profession practicing in a variety of healthcare settings.
- A learner-centered environment promotes independence, inquiry, and cultivates the relationship between theory, practice and research.
- The BSN graduate applies scientific principle, nursing process and evidence based practice to reason caring practices that: promote health and well-being, prevent illness and injury across the lifespan in the care of diverse, underserved clients, families, groups and communities.
- The BSN graduate recognizes the value of interprofessional healthcare teams, lifelong learning, interdisciplinary collaboration, professional accountability and responsible use of resources.
- The BSN graduate embraces a holistic, comprehensive practice that includes the relationship between mind, body and spirit.

Program Purpose

The purpose of the Campbell University BSN Degree Program is preparation of students for initial licensure as a registered nurse.

The program provides a Christian environment in which to develop the knowledge, skills, and values deemed essential for safe, quality nursing care in a complex and changing environment. The program contributes to the mission of the university by educating students to become caring, ethical, beginning care providers with interprofessional healthcare team skills. Campbell University will educate generalist nurses to practice in collaborative care settings with a focus on the needs of rural and underserved populations.

Nursing Values

**Professionalism** is the demonstration of collaboration to achieve optimal health and wellness measures in clients, family, community and population. The nurse integrates the principles of altruism, excellence, caring, ethics, respect, communication, lifelong learning and accountability into the daily execution of nursing practice. The professional nurse reflects on his or her own practice in relation to standards, institutional policies, relevant statute, rules and regulations.

**Advocacy** is essential to the role of the professional nurse. It is a process evidenced by the demonstration of moral courage in order to assure the welfare of the client/family, community, population, or others on the healthcare team.

**Leadership in nursing** requires knowledge of organizations and complex systems to address the influences of power, politics, policy, and regulatory guidelines on these institutions. To effect change, an ethical framework must provide the foundation for personal and professional growth, decision-making, the development of effective interpersonal work relationships, communication, collaboration, care coordination, delegation, and conflict management strategies.

**Diversity** represents the range of human variation, including age, race, gender, disability, ethnicity, nationality, religious and spiritual beliefs, sexual orientation, political beliefs, economic status, native
language, and geographical background. The nurse is respectful of all individuals and values the human variation as they work to achieve a more just societal environment.

**Collaboration requires** building trust to work effectively across healthcare professions. Cooperation, collaboration, communication, and integration ensure that care is client centered, continuous, safe, high quality and reliable. The team consists of the client, the nurse, and other healthcare providers as appropriate.

**Integrity** is acting in accordance with an appropriate code of ethics and accepted standards of practice. Professional practice reflects integrity when the nurse is honest and provides care based on an ethical framework accepted within the profession.

**Service** is dedication to working alongside others in order to help enrich the profession, department, university, local and global communities.

**Adapted:**
Discrimination
In accordance with Title IX of the Education Amendments of 1972, Sections 50, 3 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Campbell University does not condone and will not tolerate discrimination. The University is committed to administering all educational programs, admissions, academic opportunities, activities, services and employment activities without discrimination as to race, color, sex, sexual orientation, gender identity, age, national origin, religion or disability, or status as a veteran, except where exemption is appropriate and allowed by law. Instances of discrimination and or harassment involving a student are reportable to the Vice President for Student Life for investigation and resolution.
Students who have self-identified their disabilities, provided documentation, and requested reasonable accommodations are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in and benefit from all educational programs and activities.
For more information on disability services, academic and tutoring services, or student success, please visit Student Success on Campbell’s homepage.

HIPAA Privacy Rule (1996)
The enrolled BSN Student must maintain client confidentiality within all realms of student life. The right of the client to confidentiality is guaranteed. Discussions of client information are respectful and conducted with those involved in their care. Clinical paperwork, case studies, electronic communications, presentations, or other means disallows the inclusion or use of any protected client information. A breech is in violation of the CPHS Honor Code.

Behavioral/Social Skills & Professionalism
Students in the Catherine W. Wood School of Nursing must demonstrate attributes of empathy, compassion, integrity, collegiality, high moral character, excellent interpersonal communication, listening, and self- motivation; as such qualities are assessed throughout the program. Students must exhibit sound judgment in the care of clients and academic inquiry along with developing appropriate and effective client relations. Additionally, students must be able to function in a collegial environment demonstrating proper levels of assertiveness, task delegation, along with organization and time management skills. Adequate emotional health is necessary to deal with strenuous environments and work effectively in demanding situations. Students must maintain good general health, self-care and hygiene throughout the program. Faculty and staff of CWWSON support the National Student Nurses' Association Code of Academic and Clinical Conduct and the Bill of Rights and Responsibilities for student nurses. These documents are congruent with statements from the CPHS Academic Bulletin.

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 nursing care. The clinical setting presents unique challenges and responsibilities 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 the nursing student in the 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.
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.
Bill of Rights and Responsibilities for Students of Nursing

1. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.

2. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom in a responsible manner.

3. Each institution has a duty to develop policies and procedures which provide and safeguard the students’ freedom to learn.

4. Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, life style, disability, sexual orientation, or economic status.

5. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

6. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

7. Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise, should be considered confidential and not released without the knowledge or consent of the student, and should not be used as a basis of evaluation.

8. The student should have the right to have a responsible voice in the determination of his/her curriculum.

9. Institutions should have a carefully considered policy as to the information which should be a part of a student's permanent educational record and as to the conditions of this disclosure.

10. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.

11. Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm, thereby taking the responsibility of furthering their education.

12. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.

13. The institution has an obligation to clarify those standards of behavior which it considers essential to its educational mission, its community life, or its objectives and philosophy.

14. Disciplinary proceedings should be instituted only for violations of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.

15. As citizens and members of an academic community, students are subject to the obligations which accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.

16. Students have the right to belong or refuse to belong to any organization of their choice.

17. Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.

18. Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

19. Dress code, if present in school, should be established with student input in conjunction with the school Director of CWWSON and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
20. Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding.

21. Students should have a clear mechanism for input into the evaluation of nursing faculty.

**Honor Code:** The Catherine W. Wood School of Nursing BSN students follow the Honor Code as set forth in the CPHS in the Academic Bulletin.

We, the students, staff and faculty of Campbell University’s College of Pharmacy & Health Sciences (CPHS), recognize that health care related professions are among the most noble and honorable callings to which one may aspire. These are professions that demand of their members the highest degree of professional competence, ethical behavior, and morality. They require continuous educational development, constant personal and professional self-examination, and an ever present awareness and sensitivity to human problems. It is the responsibility of every health care related professional, from the day that his or her professional career begins, to seek to achieve the highest aspirations and goals inherent in the profession; to exhibit honor and integrity in the use of his or her special skills for the betterment of humankind; and to act at all times in a manner which will instill public confidence in the profession. We therefore adopt this Honor Code in an attempt to set forth the minimum standards by which our conduct should be governed.

**Article 1: Academic Matters**

**A. General Statement** Recognizing that it is impossible and inadvisable to set forth with specificity a range of conduct that is prohibited, we nevertheless realize that questions arise occasionally with respect to what a student may or may not do in connection with an academic matter. This Honor Code therefore sets forth the minimum standards of conduct with the hope and expectation that a CPHS student will never approach, and certainly never fall below, these minimum standards. It is the obligation of the students and faculty to participate in making the honor system viable by reporting violations of all academic matters.

**B. Definition**

An academic matter means any one of the following: any activity which may affect a grade in a course; any activity which in any way contributes to satisfaction of the requirements of a course, or requirements for graduation, or co-curricular activities of an academic nature including student publication and competitions.

**C. Prohibited Activities with Respect to Academic Matters**

CPHS students shall not:

1. Use materials during an examination other than those specifically authorized by the instructor. To avoid even the appearance of impropriety during an examination, all books, notebooks, briefcases, and the like should be placed in the front or rear of the examination room.

2. Use of materials in any research or assignment that are specifically forbidden by the instructor. This includes reuse of the student’s own work.

3. Engage in any form of plagiarism. Plagiarism is using the words or ideas of another source directly without proper acknowledgment of that source. While it is often necessary to obtain information from other sources, the willful or inadvertent use of information from another source without acknowledging it (including all types of commercial term paper preparation services; internet or electronic database sources for term papers, journal clubs, or case presentations; and other
students’ work) is considered plagiarism. Ignorance is not an excuse. The student bears the responsibility to learn from the individual instructor the procedure for acknowledging sources and indicating quotations as required for each assignment.
4. Give, solicit, or receive information or assistance to or from any person or source during an examination, makeup examination, or written assignment unless specifically authorized to do so by the instructor.
5. Submit modified or changed tests, answer sheets, or assignments for regrading.
6. Intentionally deface, remove without authorization, or conceal any material from CPHS, the Drug Information Center, or any library.
7. Make an unauthorized or improper use of a computer or computer program, including unauthorized use of programmable calculators during an examination.
8. Fail to report to the Student Conduct and Professionalism Committee any first hand knowledge of any violation to any of the aforementioned provisions of this Honor Code.
9. Willfully conceal or misrepresent information material to an investigation of any alleged violation of this Honor Code when the information is sought by the Student Conduct and Professionalism Committee, faculty, dean, or the dean’s designee.

Article 2: Non-academic Matters

A. General Statement

CPHS students are hereby informed that in their personal and professional lives they represent not only themselves, but also CPHS and the health profession. Therefore, while they have the right and freedom to exercise individual autonomy, they also have the responsibility to exercise that autonomy in a manner that will bring honor to themselves, CPHS, and their chosen profession.

B. Prohibited Activities with Respect to Nonacademic Matters

CPHS students are subject to the same level of conduct as all Campbell University students; students residing in university housing are subject to the rules for all students who reside in university housing. Any infractions of these rules will be handled by the Student Conduct and Professionalism Committee. All students are encouraged to study the sections concerning these violations in the current Campbell University Student Handbook.

In addition, CPHS student shall not:

1. Fail to conform his or her conduct to the ethical and moral standards of the health care profession as articulated in the Student Clinical Code of Conduct (Article 9).
2. Intentionally make misrepresentation on a resume or curriculum vitae concerning class rank, grades, academic honors, work experience, or any other matter relevant to job placement.
3. Purposely furnish false information.
4. Perpetrate any form of theft, forgery, falsification, or fraudulent use of university or work-site property.
5. Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Honor Code when the information is sought by the Student Conduct and Professionalism Committee, faculty, dean, or the dean’s designee.
6. Use or remove unauthorized prescription or nonprescription drugs or appliances from the site of a clinical rotation or worksite.
Article 3: Violations: Civil Law

CPHS shall direct all cases concerning violations of civil laws to the Student Conduct and Professionalism Committee. Any violations will be handled by the faculty of the Student Conduct and Professionalism Committee as described in the University handbook. All students are encouraged to study the section concerning these violations in the Campbell University Student Handbook.

Article 4: Penalties

A. The associate dean of admissions & student affairs at CPHS may impose the following penalties for any of the violations listed above.

Recommendations to the associate dean of admissions & student affairs are submitted by the Student Conduct and Professionalism Committee. Following proper procedures listed in article 5 of this Honor Code, the Student Conduct and Professionalism Committee may recommend to the associate dean of admissions & student affairs for one or more of the following penalties:

1. Separation: Separation is a state in which the student is not permitted to continue his/her program at the university. The student shall be withdrawn from all uncompleted courses in which he/she is currently enrolled. The student will not be permitted to re-enter the College of Pharmacy & Health Sciences’ educational programs.
2. Suspension: Suspension is a temporary state of separation for definite period from the university including the programs, facilities and activities. The completion of the period of suspension does not guarantee reinstatement. The decision to readmit a student will be the responsibility of the associate dean of admissions & student affairs.
3. Probation: Probation can be of two types:
   4. **Level-one probation** Level-one probation for a stated period carries a loss of eligibility for:
      - Holding or running for elected office in student professional organizations;
      - Representing the University in any capacity both on campus and away from campus;
      - Competing for honors and distinctions;
      - Active participation as an elected representative or member of an honorary organization.

Violation of the terms of level-one probation may result in extended probation, level-two probation, or in the student’s suspension.

**Level-two probation** Level-two probation for a stated period carries a loss of eligibility for attendance at any and all CPHS sponsored activities. A student who is placed on level-two probation will automatically be placed on level-one probation. Violation of the terms of level-two probation may result in extended probation or in the student’s suspension.

The terms of probation will be enforced by the Student Conduct and Professionalism Committee. Other persons may be appointed by the associate dean of admissions & student affairs or the Student Conduct and Professionalism Committee to help enforce said terms.

1. Community Service: Community service for a stated number of hours will require a student to perform tasks that will benefit the community or CPHS. Tasks will be assigned and administered by the director of admissions & student affairs. Failure to perform required service in an appropriate fashion may result in probation.
2. Loss or Lowering of the Course Grade: All students who are found guilty of the act of cheating or plagiarism shall receive a score of zero (0) on that specific component of the course (quizzes, tests, projects, assignments, etc). Specific penalties for these violations may also include, but are not limited to, course failure, probation, suspension, and/or separation from the program and the University. A second act of cheating or plagiarism by the student will result in the separation of the student from the University.

3. Reprimand: An official reprimand will be given by the Student Conduct and Professionalism Committee when the charges are not dismissed. A summary of the offense and the reprimand will be placed in the students file in the dean’s office.

B. Any professor may define penalties for a student who violates particular course regulations. The professor must clearly state these regulations and penalties in his or her course syllabus. The student has the right to appeal such penalties to the Student Conduct and Professionalism Committee.

Article 5: Student Conduct and Professionalism Committee

A. General Statement The associate dean of admissions & student Affairs is responsible for the administration of the CPHS disciplinary system. This responsibility is exercised on behalf of the president of the University and entails the supervision of several bodies. Alleged violations of the University’s student code of conduct or civil laws will be handled by the University policies as written in the Campbell University Student Handbook. Alleged violations of the CPHS Honor Code will be evaluated by the Student Conduct and Professionalism Committee.

B. Organization The Student Conduct and Professionalism Committee is composed of faculty members from each department, students and the assistant director of student affairs (ex-officio). An ad-hoc member will be chosen to replace any member who cannot or chooses not to attend the proceedings. The associate dean of admissions & student affairs will appoint this member. The committee serves as a hearing board for incidents of misconduct involving violations of the Honor Code. The Honor Code includes standards for academic, non-academic, and clinical behavior. The Student Conduct and Professionalism Committee will make recommendations to the associate dean of admissions & student affairs. The associate dean of admissions & student affairs will then notify the student in writing of actions concerning alleged violations. A record of disciplinary actions is normally maintained by the dean’s office until the student graduates or leaves CPHS. Students may examine the contents of their file by appointment with the director of admissions & student affairs.

C. Instigation of Hearings

When there is a suspicion of academic misconduct, investigation and appropriate actions may be pursued by either the professor of the course in which the alleged misconduct occurred or by the Student Conduct and Professionalism Committee. In either case, the matter must be promptly resolved.

If the professor decides to deal with the incident, he or she should report the student’s actions to the chair of the CPHS Student Conduct and Professionalism Committee. Individual faculty policies concerning misconduct should be clearly stated in the course syllabus. The accused student has the right to appeal any action by the faculty member to the Student Conduct and Professionalism Committee, in which normal committee procedures will be followed.

Charges of misconduct may arise from a student (or group of students), professor, adjunct professor or preceptor. Within seven (7) days of the alleged misconduct or discovery of alleged misconduct, the accuser(s) should discuss the situation with either the assistant director of student affairs or the
professor in charge of the course. Dated notes should be taken to describe the discussion. Every effort should be made to maintain confidentiality in these discussions.

If the accuser(s) has (have) opted to bring the matter before the director of admissions & student affairs, the director should meet with the professor and the chairperson of the Student Conduct and Professionalism Committee to explore options. This meeting should take place no longer than seven (7) days after the matter was brought to the attention of the director. The options available for resolution of the situation include:

1. The professor can opt to deal with the situation, in which case the student(s) must be informed of allegations and afforded an opportunity to defend him or herself.
2. The case can be referred to the Student Conduct and Professionalism Committee for resolution. Referral to the committee must be by a written memo which names the student, describes the alleged misconduct (including pertinent dates and times), and summarizes the content of earlier meetings regarding this case.
3. The case may be dismissed.

Within five (5) days of referral of the case to the Student Conduct and Professionalism Committee, the chair of the committee will provide a copy of the referral memo to the accused student(s). In addition, the chairperson will schedule an initial hearing for any charged student with the committee. This hearing should be held within ten (10) days of the referral of the case to the committee.

D. Proceedings

The chair will begin preliminary investigation of the allegations. Whenever possible, this should include a personal interview with the student, witnesses, and professor involved.

Preliminary findings shall be presented at the initial meeting with the Student Conduct and Professionalism Committee. The chair shall objectively present his or her findings to the committee. The accused student(s) shall meet with the committee and be informed of the allegations and afforded an opportunity to defend him or herself. Although the purpose of this hearing is exploratory and fact finding in nature, the accused student does have the right to solicit advice and to offer witnesses to support his or her position.

The committee shall vote on whether or not preliminary findings warrant a full hearing by a simple majority vote. If a hearing is deemed necessary, the chair will notify the student and witnesses of the hearing date in writing at least three (3) days prior to the hearing. A waiver of his or her notice may be made if the student so chooses. A full hearing should be held within ten (10) days of the preliminary committee review.

If the committee votes that no hearing is warranted, the case will be dismissed. The chair will file the minutes in the permanent files of the Student Conduct and Professionalism Committee and a copy shall be placed in the dean’s office until the student graduates or leaves CPHS. Should additional information become available, the chairperson may reopen the case and ask the committee to consider the new information.

All sessions of the committee will be closed to all individuals except those immediately concerned in the case, except by the expressed wish of the accused that the hearings be open. No attorney shall be present, as this is not a court of law. In case of a closed hearing, all persons present at the proceedings
shall be bound to disclose no more than the committee does in its official report on the case. Revelation of such details will be considered a violation of the Honor Code.

In the case of closed hearings, the testimony of each witness shall be given while the other witnesses in the case are out of the room. In open hearings, the witnesses of both parties shall be present during the entire proceedings.

The committee may allow introduction of evidence other than testimony of witnesses provided that the evidence is relevant to the question before the committee on any matter. The committee shall set rules for the conduct of all cases and all arrangements connected with the taking of evidence. Time frames for instigation of hearings and proceedings may be altered if circumstances warrant. Votes on all matters shall be a simple majority.

Deliberation of the committee shall take place in private and remain secret. Voting on decisions of guilt shall be by secret ballot. If the committee determines that the student was in violation of the Honor Code, it will consider and recommend the appropriate penalty. The student should be informed immediately of the judgment and the recommended penalty in case of guilt. The associate dean of admissions & student affairs may uphold or reject any decision or penalty recommended by the committee. A letter from the associate dean’s office will serve as the official notice of judgment and sentence.

All minutes and evidence shall be placed in the permanent files of the Student Conduct and Professionalism Committee, and a copy will be sent to the associate dean of admissions & student affairs’ office where it shall remain until the student graduates or leaves CPHS.

**Article 6: Rights of the Student**

With respect to violation of the student Honor Code, a student of Campbell University is guaranteed the following rights:

1. The right to a prompt hearing;
2. The right to a reasonable amount of time to prepare for his or her hearing;
3. The right of being presumed innocent until proven guilty;
4. The right to solicit advice;
5. The right to appeal;
6. The right to know his or her accuser;
7. The right to expect that the Student Conduct and Professionalism Committee will deal with his or her case in a confidential manner.

**Article 7: Appeals Process**

Any decision reached by the Student Conduct and Professionalism Committee may be appealed to the associate dean of Health Sciences. An appeal shall be requested by the student in writing, within three (3) days following the date the student receives the decision of the Student Conduct and Professionalism Committee. All appeals to the associate dean of admissions & student affairs should be delivered in person or by registered mail to:

Campbell University  
College of Pharmacy & Health Sciences  
Office of Admissions & Student Affairs  
PO Box 1090 Buies Creek, NC 27506
Good Academic Standing

- GPA > 75 or 2.0 cum
- Clinical Evaluation Tool = Satisfactory
- Student Honor Code/Code of Conduct = No violations
- No occurrence of patient safety violation

Failure to Meet Academic Standards

Remediation

- A. Convene committee for review & recommendation
- B. Academic Probation
- C. Academic Suspension
- D. Academic Dismissal

Recommendation to Director of Nursing & Associate Dean, Health Sciences

Letter to Student via email and mail

Student has 3 days from notification receipt to appeal via a written petition to the Director & the Associate Dean, Health Sciences

Decision by Associate Dean, Health Sciences is final

From Campbell University BSN Degree Program Catherine W. Wood School of Nursing (CWWSON) Student Handbook Supplement to College of Pharmacy and Health Sciences Academic Bulletin.

Revised 07/2018
Article 8: Notes and Definitions

1. The word “student” in this manual refers to any person who is enrolled in any course offered by CPHS.
2. The words “professor” or “instructor” in this manual refer to any person who is authorized by the University to hold and teach a class sponsored by the University or precept a student during an off-campus practice experience.
3. The words “University” and “College” refer to Campbell University and the College of Pharmacy & Health Sciences of Campbell University, respectively.
4. The phrase Student Conduct and Professionalism Committee refers to the committee that is assigned by the dean at CPHS to review situations in which students are involved in academic or professional misconduct.
5. The word “handbook” in this manual refers to the current edition of the Campbell University Student Handbook.
6. The word “day(s)” refers to official school days — not holidays, weekends or summer session.

Campbell University College of Pharmacy & Health Sciences reserves the right to change, delete or modify any item in this document at any time. Proper notification concerning changes, deletions or modifications of said document will be sent to all students within four weeks.

Article 9: Student Clinical Code of Conduct

CPHS students and faculty have adopted the following code of conduct to guide ethical behavior in hospitals, community pharmacies, research and production facilities, and various rotation sites included as clinical practice experiences. We feel that the magnitude of our responsibility as health care professionals necessitates the establishment of the highest standards of professional conduct.

This code of conduct represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptors or faculty to the chair of the Student Conduct and Professionalism Committee may be investigated by this committee with respect to both the magnitude and chronicity of incidents considered. It should also be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

The Student Conduct and Professionalism Committee will be charged with the responsibility of promptly investigating alleged infractions of this code. All cases will require the submission of a report of findings and appropriate recommendations to the associate dean for admissions & student affairs in a timely manner.

Students should read, discuss and sign the Honor Code prior to enrollment to CPHS. This code of conduct was created by the students and faculty of CPHS. Modifications of this code will require majority approval of both the faculty and student body.

Grievance Policy

Refer to CU Academic Catalog for General Academic Appeals and Non-Academic student grievances. General Academic Appeals

The students attending CPHS will:
Respect and Concern for the Welfare of Clients

- Treat clients and their families with respect and dignity both in their presence and in discussions with others.
- Recognize when one’s ability to function effectively is compromised and ask for relief or help.
- Recognize the limits of student involvement in the medical care of a client and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or client care.

Respect for the Rights of Others

- Deal with professional, staff and peer members of the health care team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference or socioeconomic status.
- Respect the client’s modesty and privacy.

Trustworthiness • Be truthful in communication to others.

- Maintain confidentiality of client information.
- Admit errors and not knowingly mislead others to promote one’s self at the expense of the client.
- Not represent himself or herself as a pharmacist, physician, physician assistant, or other health professional.
- Accurately acknowledge the sources for all information reported. Failure to do so will be considered plagiarism.

Responsibility and Sense of Duty

- Participate responsibly in client care or research to the best of his or her ability and with the appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with his or her ability to perform clinical or academic tasks effectively.

Professional Demeanor

- Maintain a neat and clean appearance, and dress in attire that is accepted as professional to the population served.
- Be thoughtful and professional when interacting with clients and families.
- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.
- Adhere to the CPHS professional dress code.

Student Rights

In addition to the standards we have adopted for the conduct of ourselves, we expect to be treated with respect as participants in the delivery of health care.
CPHS students:

- Should be challenged to learn, but should not be belittled, humiliated or abused in front of clients, peers or other health professionals.
- Should not be sexually harassed, either verbally or physically.
- Should not be discriminated against on the basis of gender, race, religion or sexual preference.
- Should be a participant in client care decisions whenever possible.
- Should have his or her health care related education take priority over routine menial tasks.

If a preceptor feels a student lacks adequate knowledge or skills, he or she has the responsibility to inform and instruct that student so he or she can improve his or her performance.

If a student feels that a preceptor has committed infractions against the above standards, he or she has the responsibility of informing that preceptor, whether by direct contact or by way of an honest preceptor evaluation at the end of a rotation, of such feelings so that the preceptor can improve his or her performance.

NOTE: The above standards of conduct are based on the Code of Conduct for Duke University Medical Students and have been adapted to meet the individual needs of CPHS.

**Article 10: Pledge**

A student’s signature indicates that he or she agree to uphold the following pledge. This pledge must be signed prior to entry into CPHS.

I ______________________________, having read and receiving a clear understanding of the basis, spirit and interpretation of the Honor Code, pledge my personal honor. I will uphold this code and its standards in all matters. If at any time I violate the letter or the spirit of this pledge, I accept full responsibility for my actions.

By my signature, I also attest that I have read and understand the information presented in the academic bulletin.

____________________________________ Signature

____________________________________ Printed Name

Visit CPHS Bulletin (link on title page)
Civility

_Civility Code of Ethics: Provision 1._ The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes or the nature of health problems. (ANA, 2014, p.7.)

Civility consists of professional behaviors defined by the American Nurses Association’s Code of Ethics. These behaviors are expected of both students and faculty members and include politeness, courtesy and respect in interpersonal interactions. Conduct of civil communication applies to clinical, laboratory, classroom and online settings. Examples of civility are respectfully listening in class to a classmate’s question of the instructor and responding to classmate’s post with respect. Examples of incivility include verbal, nonverbal, or written communication that is disrespectful; as well as inattentiveness and lateness. Other uncivil behaviors are texting, reading emails, speaking on cell phones, being disruptive, and using the computer for non-class purposes such as posting on social media sites during an educational/clinical session. Civility is an expectation in all School of Nursing sessions and an expected behavior of graduates in professional practice.

Academic Conduct

The University Code of Honor states that members of the University community should be “honest in all behavior.” Each student of Campbell University, therefore, is expected to personally demonstrate academic integrity. That is, each student (1) should have an unwavering commitment to doing the best he/she can with his/her own intellectual resources, (2) should be truthful in all matters, (3) should maintain appropriate confidentiality when representing the University, and (4) should encourage academic integrity among all fellow members of the University community.

By joining this University community, each student is in acknowledgement and agrees that he/she will abide by the precepts stated above.

Communication

Significant administrative and course correspondence are conducted electronically. Students are accountable for any information communicated via a course site or Campbell issued email. Students are expected to check their course Learning Management System and school email addresses Monday through Friday and at other times as mutually agreed upon in the course. Students are expected to reply to email correspondence within 24 hours. A student’s failure to respond within 72 hours to a school communication may result in disciplinary action.

Students are to maintain current information in the Learning Management System. Electronic communication by students should be either from a course site or the school assigned email. The use of the CWSSON address and school assigned email are for school business only, not for personal use. Formal lines of communication provide guidance for students to communicate concerns, needs, and issues. Students should follow the chain of command below and initiate communication at the appropriate level.

A. Involved faculty member
B. Course Director
C. Director of CWSSON
Section II Academic Program

Program Objectives

I. Function effectively within nursing and interprofessional teams by fostering open communication, respect and shared decision-making to achieve quality outcomes in client care.

II. Collect, analyze, and synthesize data to make clinically reasoned judgments about evidence-based interventions and evaluation of outcomes for the care of diverse, underserved clients, families, groups and communities.

III. Assume accountability for quality and safety for one’s own practice and delegated nursing care.

IV. Demonstrate knowledge of the influence of policy on social determinants of health and lifestyle variations for interventions related to health promotion, risk reduction and disease prevention for individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare.

V. Use knowledge of organizations and systems leadership to design, manage, coordinate, collaborate and negotiate a plan of care with the client/family, interprofessional health care team, and to allocate physical, fiscal and human resources.

Curriculum Description

The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008]; Nursing Scope and Standards of Practice (2010) provide the framework for the development of the liberal arts and pre-licensure nursing education curriculum and the associated clinical experiences. The Essentials address the core knowledge required of nursing professionals and concepts of client centered care, interprofessional teams, evidence-based practice, quality improvement, client safety, informatics, clinical reasoning, genetics, cultural sensitivity, professional values and practice across the life span. To review the document, click on the provided link.

The curriculum is a guideline for required courses in the program. Students are free to work with their assigned advisor to create the most effective course schedule to complete the prerequisites. The BSN Degree Program strongly recommends CHRS 224 Christian Ethics as one of the electives.

The practice experience in the final two years enhances the connections with didactic content and facilitates growth across the curriculum. The rationale for sequencing of courses facilitates moving from the simple to the complex. Students begin their nursing courses by learning to assess and plan care for meeting basic needs of the independent community based adult followed by the nursing home resident at variable levels of required skill. Upon completion of the program, students are working as a team member to organize, implement, collaborate and evaluate nursing care for groups of clients/families, community groups and populations. The student evaluations demonstrate increasing expectations in clinical performance.
BSN Course Descriptions

**NURS 100 Success in Nursing Seminar**
This design of the course is to provide students with an introduction to the profession of nursing and to the Campbell University BSN Nursing Program. This course emphasizes several key concepts necessary to build students’ skill sets for their future endeavors in college as well as their chosen profession as a professional nurse upon graduation. Initially, emphasis is on success strategies that facilitate student progression both in the didactic and practice experience. The exploration of nursing content and concepts critical to the profession facilitate a realistic view of the nurse in healthcare early in the academic career.

**NURS 300 Professional Nursing Practice**
The design of the course is to review the past, present, and future of professional nursing. There is emphasis on discussion of professional values, philosophies, core competencies and the knowledge needed for professional practice. The context of socialization and successful role transitions frame current issues and trends in nursing/healthcare. The student reviews legal and ethical aspects and the responsibility and oversight of Board(s) of Nursing.

**NURS 310 Health Assessment**
The course teaches the student assessment of the healthy adult client with consideration of common variations. Emphasized in the course are communication and physical assessment skills, with instruction in the appropriate use of assessment tools. Assessment of the client is within a cultural, spiritual, member of family and community framework. The exploration of health care needs for the rural and underserved populations is within the context of the course. Students analyze assessment data for common risk factors and identify strategies for health promotion within the context of diversity, genetics and Social Determinants. The exposure of students to different levels of assessment for clients across the life span is one emphasis.

**NURS 320 Fundamentals of Nursing Practice with Older Adults**
This is the first course designed to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills that promote, maintain and restore health in older adult clients. The course design will facilitate integration of quality, safety, legal and ethical principles within the nursing process. The student is introduced to concepts of communication, teaching learning, decision-making, evidence-based care, and basic nursing skills required for application of health assessment data and pathophysiology content to nursing practice. Students will recognize health needs and plan care for older adult clients with diverse ethnic, cultural and geographic backgrounds. Care settings for the older adult will include the home and community, (independent, assisted, skilled) for the experience of health and illness. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. There is emphasis on the role of the nurse as a member of the healthcare team.

**NURS 330 Concepts of Pathophysiology and Pharmacology I**
This is the first of two courses that examine the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. There is emphasis on relationships between physiologic responses to potential or actual health problems. This course will cover selected diseases and their evaluation and treatment in clinical care. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. Basic pharmacological concepts with emphasis on drug groups and nursing implications are integrated throughout the course, preparing students with necessary knowledge for use in the clinical courses.
NURS 340 Concepts of Pathophysiology and Pharmacology II
The second course in the series that examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. There is emphasis on relationships between physiologic responses to potential or actual health problems. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. This course will cover selected diseases and their evaluation and treatment in clinical care. Pharmacological interventions are integrated throughout the course, preparing students with necessary knowledge for use in the clinical courses.

NURS 350 Research and Evidence Based Practice
This course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Selected published studies are appraised and critiqued with consideration of the utilization of the findings in clinical practice. Ethical considerations and methods of protection of human subjects are integrated throughout the course. The exploration of health care needs for the rural and underserved populations is examined within the context of the course.

NURS 360 Adult Health Nursing Practice I
This is the first course concerned with the care of adults in a broad range of settings where the role of the nurse as a member of the healthcare team is emphasized. It is designed to reinforce the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. The course design will facilitate integration of quality, safety, legal and ethical principles within the nursing process. Students will recognize health needs and plan care for adult clients with diverse ethnic, cultural and geographic backgrounds. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. Care settings for the adult will potentially include medical, surgical, orthopedic, renal, OR, and dialysis.

NURS 370 Psychiatric and Mental Health Nursing Practice
This course focuses on alterations in mental health and the theories and principles underlying nursing care of this population. Examination of predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of disorders are examined. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. Emphasis of Psychiatric nursing as a specialty area of practice with the application of psychiatric principles across the life span is integral. Personal, family, societal, political, legal, and ethical considerations pertaining to mental illness will be explored. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual’s pattern of response. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, the nurse as member of a Psychiatric-Mental Health team and evidence-based practice interventions.

NURS 400 Adult Health Nursing Practice II
This is the second course concerned with the care of adults in a broad range of settings where the emphasis is on the role of the nurse as a member of the healthcare team. The design is reinforcement of the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. The course design will facilitate integration of quality, safety, legal and ethical principles within the nursing process. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. Concepts introduced include communication, teaching-learning, decision-making, evidence-based care, and basic nursing skills required for application of health assessment data and pathophysiology content to nursing practice. Students will recognize health needs and plan care for adult clients with diverse ethnic, cultural and geographic backgrounds. Care settings for the adult will potentially include: medical, surgical, orthopedic, renal, OR, and dialysis.
NURS 410 Nursing Practice of Women and Children
This course focuses on health care needs of women across the lifespan, with a focus on childbirth and children as unique individuals within the childbearing family. The emphasis is the role of the nurse in health promotion, positive parenting and advocacy for vulnerable clients. The student examines the ability of the child to respond to changes in health status within the context of their environment. The exploration of health care needs for the rural and underserved populations is examined within the context of the course.

NURS 420 Leadership in Nursing
This course provides the student with the opportunity to explore the leadership theories, behaviors and organizational structures that enhance the delivery of safe quality care. Management techniques and nursing care decisions are examined by incorporating knowledge of communication, complex health care organizations and financing of health care delivery systems. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. This course provides the background for the nurse to coordinate the healthcare team and manage accountable, outcome based client care in diverse health care settings. Emphasis is placed on leadership and management theory, collaboration, delegation, coordination, and evaluation of multi-disciplinary work and the application of outcome-based nursing practice. The learner reflects on organizational roles, legal responsibilities, and implications for professional nursing practice.

NURS 430 Health Policy
This course focuses on health policy and issues that affect consumers of health care and nursing practice. The community or population is the unit of care. The course examines socioeconomic, environmental, epidemiological, legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in communities and society. The use of ethical frameworks to evaluate the impact of social policies on health care, especially for vulnerable populations is examined. The exploration of health care needs for the rural and underserved populations is examined within the context of the course.

NURS 450 Population Health
The design of the course is to develop student’s knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. The emphasis is community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease prevention, and health policy implications. The exploration of health care needs for the rural and underserved populations is examined within the context of the course.

NURS 460-Focused Client Experience Practicum
This course is an intensive clinical practicum whereby the student collaboratively works with faculty and a nurse preceptor in a chosen setting. The student synthesizes knowledge and skills from basic and upper-division education to plan, organize, coordinate, and deliver safe, quality care. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. The practicum provides continuity and the practice experience to role model and integrates critical thinking, evidence base practice, team collaboration/communication, appreciation of diversity into care management. The course focuses on effective NCLEX-RN test taking strategies.
NURS 470 Transitions to the Role of Professional Nurse
This design of the course is facilitation to practice with evidence based strategies that improve retention of new graduate nurses. The focus is career counseling, resume and portfolio development, the cover letter, behavioral based interviews, presentation skills and communicating value to employers. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. The course will address the need for flexible skill sets and nursing roles that include the concepts of care transitions, coordination and navigation across the health illness continuum.

NURS 480 Nursing Informatics
Nursing Informatics combines knowledge and skills from nursing, computer technology, information and cognitive science to design and implement automated systems that support practice in the delivery of care. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to improve the quality and safety of health care. The exploration of health care needs for the rural and underserved populations is examined within the context of the course. The relevant regulatory issues (Meaningful Use, HIPAA), client privacy, security, and reimbursement issues are highlighted.

Advising and Registration
Upon matriculation to the BSN Program, each student is assigned a nursing faculty advisor. The faculty advisor serves a prescriptive and developmental role with academic advising, registration, referral to campus resources and services, and in general serves as a student advocate. Any student who is anticipating a change in plans for completing the program must see the faculty advisor prior to initiating the appropriate paperwork to effect the change. Faculty advisors are also available to assist students with career advisement, clarification of policies and procedures, counsel regarding academic problems and facilitate adjustment to CU life. The ultimate responsibility for choosing/dropping classes, meeting curriculum and graduation requirements belongs to the student, not the advisor. The CWWSON will utilize a block registration process for the BSN cohorts

The student will:
Contact the advisor to schedule an appointment at least once each semester and prior to the block registration process.
Keep the advisor informed about any academic and clinical difficulties as they occur.
Request an advisor change with the Administrative Assistant, if your needs are not met.

The faculty advisor will:
Post and maintain a minimum of 2.0 office hours per week.
Be knowledgeable about CU resources and provide referrals.
Maintain confidentiality.
Authorize approvals within the schedule database system.
Consult to explore alternative courses of study when advisees are not achieving a record of academic success.
Section III Admission Policies and Requirements

Admission Process
The traditional pre-licensure nursing curriculum is offered to qualified high school graduates, university and community college transfer students. Traditional students are usually high school graduates with no prior college experience. Transfer students usually have completed courses in an academic setting such as a community college, four-year or two-year college/university. All (traditional and transfer) Campbell University (CU) applicants with intent to enter the BSN program must be admitted to Campbell University and declared B.S. General Science: Pre-Nursing. The curriculum consists of two distinct separations – Pre-Nursing and BSN. All students (traditional and transfer) are initially noted as “Pre-Nursing” students. For traditional students, each division is approximately two years.

BSN Admission Process
The competitive application to the BSN Program is restricted to students with a Pre-Nursing Advisor. The BSN application process will commence each year in January. Pre-Nursing students who have satisfactorily completed all Pre-Nursing courses at the end of the spring prior to matriculation should complete the BSN application. The admission process is a collaborative effort with the College of Pharmacy and Health Sciences (CPHS) Admissions Office and the Catherine W. Wood School of Nursing (CWWSON). The CPHS Admissions Office Nursing Program advisor facilitates the competitive application process for CWWSON participating in all CWWSON meetings relative to the admission process, selection and notification.

A completed electronic application, receipt of all official transcripts (including CU), and payment of a non-refundable application fee in the CPHS Admissions Office by the published date constitute a completed application to the BSN program. Only completed applications will be considered for admission.

Admission Criteria
There is specific prerequisite coursework that requires a minimum grade of “C” in each class. Coursework may be in progress at the time of application, but completed by the start of the student’s first semester of their third year. The application that depends on summer coursework credit is not as competitive as those with all pre-requisites completed at the end of the spring semester.

- The preferred minimum cumulative grade point average (GPA) is a 3.0 on a 4.0 scale with the minimum of 2.8. The preferred minimum cumulative grade point average (GPA) is a 3.0 on a 4.0 scale with the minimum for admission a 2.8 for all pre-requisite coursework.
- The preferred minimum science GPA is a 3.0 on a 4.0 scale with the minimum a 2.75.

The admission process may include a personal interview and submission of an essay. College of Pharmacy and Health Sciences (CPHS) Admissions Office Nursing Program Advisor alerts the CWWSON that the application is complete and that the student is ready for interview. Student notification is via email.

The CWWSON Admissions Committee will evaluate each applicant’s academic performance, essay, service history, special skills and any abilities that enhance the nursing profession. Applicants will be notified by the College of Pharmacy & Health Sciences (CPHS) Admissions Office of an admissions decision through email and an official decision letter from the School of Nursing to be delivered in the spring for a fall start. Visit CU Undergraduate Academic Catalog
Pre-Nursing students that do not achieve qualified status are advised as to meet with the CPHS Admission Nursing Program Advisor, the Director of CWWSON/faculty for alternate degree options at Campbell University.

It should be noted the Admissions Committee continues to review the results of pending coursework and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Transfer Credit for the BSN Degree Program
Students currently enrolled in an accredited nursing program that wish to transfer to Campbell University may be eligible for assignment credit. To be considered, a grade of “C” or better must have been earned in the course work and been completed within the previous three years. Transfer credit is not automatic and restricted to didactic courses with no clinical component. A letter from the Dean indicating that that the student left in good academic and professional standing is required.

The student must submit a course description, outline and syllabus to the School of Nursing for determination of course equivalency. Faculty with content expertise evaluates equivalency in conjunction with the BSN Curriculum Committee. A recommendation in writing is submitted to the Registrar’s Office. The student is notified in writing as well with the acknowledgement that the decision is final.

The subsequent admissions decisions will be handled in the same manner as all other applicants to the College by the actions of the Admissions Committee. All prerequisites must be met prior to matriculation to the BSN program at Campbell University. The application that depends on summer coursework credit is not considered as competitive as those with all pre-requisites completed at the end of the spring semester. CPHS reserves the right to make changes in requirements for admission, curriculum, standards for progression, advancement and graduation, fees and rules and regulations.

Tuition and Fees
The Board of Trustees annually reviews and approves the tuition and fee schedule. The published information is on the website and updated in March of each year. Tuition and Fees There will be additional expenses upon entry to the BSN Degree Program. These may include but are not limited to the following: scrub uniform, lab coat, skills lab kit, standardized testing, transportation to clinical, and cost of NCLEX-RN testing, CPR certification, immunizations, books, supplies and graduation expenses.

Professional Risk
Caring for individuals who are ill or injured is an everyday occurrence for those who practice in the field of nursing. Campbell University CWWSON nursing students are expected to provide care to clients who may or may not have known or unknown communicable diseases, which include but are not limited to HIV/AIDS, tuberculosis, hepatitis B, and hepatitis C. Although rare when proper preventative measures are used, such contact may result in a student’s being exposed to infectious agents and/or transmitting an infectious disease to other individuals. Application to and acceptance of an offer from the CWWSON indicates a student’s understanding and acceptance of professional risks related to nursing.
Professional Liability Insurance
Campbell University maintains student liability insurance for all students during their clinical experiences and internships. This coverage is valid only during assigned clinical activities. All students and faculty members of the program are covered by a malpractice liability insurance policy in accordance with contractual agreement with Clinical Sites.

Technical Standards for Admission, Academic Progression, and Graduation in the BSN Pre-Licensure Nursing Program

School of Nursing administration and faculty have defined the skills and abilities necessary for BSN students.

Nursing is a practice profession. As such, the School of Nursing acknowledges certain functional abilities that are essential for the delivery of safe, effective nursing care. Therefore, the following technical standards and skills are requisite for admission, progression, and graduation from the nursing program.

Standards

A. Sensory/Observation Skills
- Ability to gather data from written materials (including, without limitation) illustrations, oral presentations, demonstrations, observations of a client and his/her environment and observations of procedures performed by others.
- Ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a client’s condition,
  
  Examples of relevant activities:
  o Visual acuity – to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition.
  o Auditory ability – to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor client physiological status.
  o Tactile abilities – to detect unsafe temperature levels in heat-producing devices used in client care or detect anatomical abnormalities, such as edema or small nodules.

B. Communications
- Ability to communicate, comprehend, read, and write in English at a level that allows for accurate, clear, and effective communication.
- Ability to communicate, including ability to ask questions and receive answers, with accuracy, clarity, efficiency and effectiveness with clients, their families and other members of the health care team. This includes: expressive and receptive oral and non-verbal communications, such as interpretation of facial expressions, affect and body language.
- Communications (expressive and receptive) include: oral, hearing, reading, writing, and computer literacy.
Examples of relevant activities:

- Ability to give verbal directions to or follow verbal directions from other members of the health care team and to participate in health care team discussions of client care.
- Ability to elicit and record information about health history, current health state or responses to treatment from clients or family members.
- Ability to convey information to clients and others as necessary to teach, direct and counsel individuals.

C. Motor
- Motor and psychomotor function to execute movements required to provide general care and treatment to clients in all health care settings.
- Motor functions include: gross and fine motor skills, physical endurance, strength, stamina and mobility to carry out nursing procedures; perform basic laboratory tests and provide routine and emergency care and treatment to clients.

Examples of relevant activities:
- Perform CPR
- Manipulate small equipment such as syringes, vials, and ampules
- Physical endurance to complete assigned periods of clinical practice (from 5 – 12 sequential hours).
- Lift or carry objects weighing 25 pounds
- Mobility sufficient to carry out client care procedures, such as tracheostomy care or performing emergency airway suctioning.
- Strength to safely carry out client care procedures, such as assisting in the turning and lifting/transferring of clients.

D. Behavioral, Interpersonal and Emotional
- Attributes of empathy, compassion, integrity, collegiality, high moral character, excellent interpersonal communication, listening and self-motivation;
- Ability to relate to colleagues, staff and clients with honesty, integrity and non-discrimination.
- Capacity for the development of a mature, compassionate, respectful, sensitive and effective therapeutic relationship with clients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete client care responsibilities promptly and professionally.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism and to maintain a high level of functioning in the face of taxing workloads and stressful situations.
- Ability to participate collaboratively and flexibly as a member of a health care team.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes, as well as applicable laws and regulations governing nursing profession.
- Ability for cultural sensitivity and openness to examining personal attitudes, perceptions and stereotypes which may negatively affect client care and professional relationships.

Examples of relevant activities:
- Emotional skills to remain calm in an emergency situation.
- Interpersonal skills to communicate effectively with clients and families of diverse religious, cultural or social backgrounds.
Behavioral skills to demonstrate the exercise of good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.

E. Cognitive, Conceptual, and Quantitative

- Ability to exhibit behavior and intellectual functioning which does not differ from acceptable professional standards.
- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis and synthesis.
- Ability to gather data, develop a plan of action, establish priorities and monitor treatment plans, and modalities.
- Ability to process and understand information and demonstrate the ability to establish a plan of care and set priorities, develop problem-solving skills, and make decisions reflecting consistent and thoughtful analysis of appropriate information throughout the course of the study.
- Ability to learn effectively through a variety of modalities, including, but not limited to, classroom instruction, small group discussion, individual study, on online assignments.

Examples of relevant activities:
- Accurately calculate and administer medications.
- Collect, analyze and prioritize data.
- Synthesize and apply theory to client situations.

Other:
- Students must maintain good general health, self-care, and hygiene throughout the program.
- The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted.

References


University of Chapel North Carolina Chapel Hill School of Nursing. (n.d.). *University of North Carolina Chapel Hill School of Nursing*.


Core Performance Standards (Technical Standards) Student Assessment Form for Admissions, Academic Progression, and Graduation in the BSN Pre-Licensure Nursing Program

Student Name: ___________________________________________ Student ID: __________

Admission: _____ Junior: _____ Senior: _____ Semester: _____ Year: _____

Evaluator Name: _______________________________________________________________________

This is a student self-evaluation: Yes: ____ No: ____

The Catherine W. Wood School of Nursing purpose is to prepare each student for initial licensure as a registered nurse. The program provides a Christian environment in which to develop the knowledge, skills, and values deemed essential for safe, quality nursing care in a complex changing environment. The program contributes to the mission of the University by educating students to become caring ethical, beginning care providers with inter-professional healthcare team skills. Campbell University will educate generalist nurses to practice in collaborative safe settings with a focus on the needs of rural and underserved populations.

Please Note: The nursing degree awarded by the Catherine W. Wood School of Nursing at the completion of the educational process certifies that the individual has acquired the foundation of knowledge, skills, and values requisite for the practice of nursing at the undergraduate level. Therefore all courses in the curriculum must be completed successfully. The Core Performance Standards are a component of the essential eligibility requirements for the Nursing program. The Core Performance Standards were developed as an objective measure of a qualified applicant’s ability with or without accommodation to meet the program performance requirements as well as a matriculated student’s ability to continuously meet. As such, the School of Nursing acknowledges certain functional abilities that are essential for the delivery of safe, effective nursing care. Therefore, the following technical standards and skills are requisite for admission, progression, and graduation from the nursing program:

Instructions: Evaluator/student should initial in the appropriate column next to each description standard and sign/initial/date bottom of page 6 as directed.
## Sensory/Observation Skills

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<tr>
<th>Description</th>
<th>I do have</th>
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- Auditory ability – to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor client physiological status.  
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<td>Ability for effective clinical reasoning and clinical judgement consistent</td>
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<td>with level of education</td>
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<td>synthesis.</td>
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<td>study, on online assignments.</td>
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<td>- Synthesize and apply theory to client situations.</td>
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<td>- Identification of cause/effect relationships in clinical situations</td>
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<td>- Use of the scientific method in the development of client care plans</td>
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<td>- Evaluation of the effectiveness of nursing interventions</td>
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* If a student indicates that any core performance standard may cause them difficulty, they will be referred to the Disability Coordinator in the Student Success Office.

Student’s Signature

Initials

Date

__________________________________________________

__________________________
Infection Control
Please refer to the infection control guidelines in the CPHS Academic Bulletin General Information section. CPHS Academic Bulletin

Vehicular Requirements
All students of the nursing program at Campbell University’s College of Pharmacy & Health Sciences are required to provide his/her own transportation to and from the University as well as to the clinical rotation sites.

Register vehicles with Campus Safety and students must display the appropriate parking decal on the vehicle at all times. The student must comply with traffic and parking regulations. The Campus Safety Office is responsible for enforcing traffic and parking regulations on the University campus.

Health Insurance
All Campbell University/CPHS students are required to have health insurance coverage. CPHS Academic Bulletin

Immunization and Medical History Form
All students must complete the Immunization and Medical History Form prior to matriculation to the BSN Program.

Computer Requirements
All students of the nursing program at Campbell University’s College of Pharmacy & Health Sciences are required to provide his/her own computer and utilize his/her own Campbell e-mail account. The specific requirements of the personal computer are communicated to the student in the BSN Degree Program Admission offer letter and are listed here.
1. Intel i5 processor
2. 8 Gig Ram (Upgradeable to 16)
3. 500 Gig Hard Drive (or a 256 SSD drive)
4. Windows 8.1 or Windows 10

Campbell University’s Computer & Network Use Policy can be found here. Computer Policies
Academic Progression

A CU academic review convenes in May of each year to review the academic progress of undergraduate students. An "Academic Warning" is issued to any student who incurs a quality point deficit between 10 and 34.5 quality points. The student is referred to campus resources for resolution.

The Catherine W. Wood School of Nursing (CWWSON) has additional progression requirements and focused remediation efforts designed to protect the student and public in care delivery situations while assuring a greater opportunity for success.

1) Course completion through the BSN Degree Program is in the prescribed sequence and within 3 years of matriculation.
2) A student must earn a grade of 2.0 (75%) in each nursing course.
3) Rounding of Grades- the calculation of a grade will be based on rounding a score ranging from number + 0.5 below the number to + .49 above the number to the common whole number. For example: A grade of 75 = 74.5 through 75.49; 74 = 73.5 through 74.49. Rounding occurs only for the final course grade and not for the individual exams and assignments.
4) In the clinical nursing courses (Fundamentals of Nursing Practice with Older Adults, Adult Health Nursing Practice I and II, Psychiatric and Mental Health Nursing Practice, and in Nursing Practice of Women and Children, at least 80% of the course is dependent on test/examinations with 20% distribution among other assignments (papers, presentations, clinical paperwork).
5) A student earning a grade of less than 75% must repeat the course. If a student earns less than 75% in a second nursing course, student dismissal occurs. This dismissal results in being ineligible for readmission. The student may only repeat one nursing course.
6) If the student is required to repeat a course, the plan of study is altered and graduation delayed. The ability to register for the repeat course is on a space available basis.
7) If failure of two courses occurs in one semester, academic probation is not an option and the student is dismissed from the program. The student is referred to the
8) Incomplete grades should be authorized rarely and only because of extenuating circumstances. Students must complete the missing work within the time specified by the Instructor, but no later than 30 days after the beginning of the next term.
9) Assignments are due on the published date within the syllabus by (11:59 PM). There is a 10% per day penalty (weekends count as 2 days) will be applied to late submissions.
10) The CWWSON has an identified system to monitor student progress.
   a. A student scoring less than 75 % on a test/examination is strongly recommended to meet with the Course Director (CD) for exam review. This meeting may result in a required visit to Student Support Services or the Counseling Center. There will be an Academic Success Form/Starfish Warning for the CD to complete that documents a problem statement, recommended actions, goals and timeline, and serves as a learning contract.
   b. The Academic Success Form/Starfish Warning is available for both academic and clinical performance issues.
   c. The form is signed and retained by the Administrative Assistant in a secure file. There is a tracking system where the BSN Academic Performance and Standards Committee will review the Academic Success Form aggregate data quarterly as a means of quality improvement.
   d. Accumulation of Academic Success Forms over the course of a semester, beyond those for exam scores at 75% or less, requires review by the BSN Academic Performance and Standards Committee. The review is conducted to determine if the pattern of unsatisfactory
performance represents a failure to attain Program Outcomes and may result in assignment of a final grade of Unsatisfactory (U) for the involved clinical practicum. Additionally, a single egregious and/or knowing violation of client safety, confidentiality, or professionalism, may result in immediate review by the BSN Academic Performance and Standards Committee and possible dismissal from the program. All reviews of individual student performance are documented in the student record.

11) The CWWSON will utilize a standardized curriculum-testing vendor for utilization within the BSN program. These standardized exams are taken during the clinical courses with additional options for Health Assessment, Policy and Leadership. The exams are scored and the individual student is compared to their achievement within their school but also to a national benchmark. These exams are very useful for identifying students at risk for academic struggles and ultimate risk for NCLEX-RN failure. They will not be used to define or influence progression in the program, rather as a valid, reliable indicator of an at risk student with the need for intervention. A remediation plan within the testing program will be required for vendor selection. A student who scores below the benchmark norm will be required to demonstrate evidence of remediation and may result in additional remediation prior to the start of the following semester.

12) The evaluation of student performance is based upon the Campbell University BSN Degree Program Clinical Evaluation Tool. The clinical faculty documents a mid-term and final evaluation for each student. This summary includes clinical performance, strengths and areas for improvement. If a student receives an Unsatisfactory or Needs Improvement for the mid-term evaluation, the Course Director, clinical faculty and student, agrees to an Academic Success Plan/Starfish Warning, learning contract plan for improvement. If the student receives an Unsatisfactory or Needs Improvement for the Final evaluation, the student fails the course. The expectation is that the students meet each clinical objective/behavior with a satisfactory performance by the end of the course. The student will evaluate his/her performance on each behavior for each of the clinical outcomes at mid-term and at the end of the course. The Academic Success Plan and Clinical Evaluation Tool are signed by the professor and student and maintained in the academic record.

13) When a student’s clinical performance in a clinical nursing course indicates an inability to perform at a safe level of practice, the clinical instructor, in consultation with the CD, may assign a course grade of "0.0" regardless of the point in time such a decision is made. In such case, the student will be ineligible to continue in the course. Unsatisfactory clinical performance constitutes a course failure. Failure in either the clinical or didactic portion of the course results in a failure and necessitates repeating the course.

Withdrawal

A student may withdraw from a course without grade assignment at any time prior to the end of the fourth week of a semester. Withdrawal from a course after that period will result in a grade being assigned. In the event a student must withdraw from the College, he or she will be responsible for obtaining the required form for withdrawal from the University Registrar. It is also the student’s responsibility to complete the prescribed administrative procedures to assure notification to all individuals and offices that require this information. In cases of serious illness, injuries, or extreme circumstances which normally would require the student’s withdrawal from the College, the student may fully withdraw from all semester coursework without receiving a grade. Such cases require adequate documentation of the circumstances and approval by Director of CWWSON.
Full and Part time status
Students enter the BSN Degree Program as a full time student in order to complete the required coursework in four semesters. The nursing courses are sequenced from simple to complex thus the first semester must be completed prior to second semester coursework etc. The pre-requisites are identified in the course syllabi and the clinical learning experiences are timed to the corresponding didactic content for that semester. A part time status is reserved for the student unable to progress because of academic deficiencies or returning from Withdrawal status. Exceptions are made for students called to active duty in the United States Armed Services.

Appeal Procedures
Students have the right to file formal written and signed complaints regarding policies and procedures of the College to the dean’s office. Student complaints are evaluated by appropriate administrators as referred by the CPHS Dean.

The written grievance should include the following: student name and contact information; the date of the grievance; and a description of the specific grievance. Students should expect a timely, fair, and comprehensive review of their complaints to include personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their complaints.

A written response to a student complaint will be provided following review by the CPHS Executive Committee. The student’s original complaint and Executive Committee’s response will be kept on file for a period of six years and be subject to review by appropriate accreditation agencies. For a complete description of CPHS policies click on the link located on the title page.

Reports on academic performance and progress are generated at the mid-term and completion of each semester. The BSN Academic Performance and Standards Committee meets at the end of each academic term, or as necessary, to discuss the academic performance of all students. Any discussions regarding type of academic deficiency and remedy occurs with development of an Academic Success Plan and draft of a letter from the Director of CWWSN stating the specific academic standing described in the following sections. The letter is provided to the student via email and hard copy by mail. The letter will contain the following:
1. Description of academic standing (remediation, probation, suspension, dismissal)
2. Rationale for academic standing
3. Criteria required to regain good academic standing
4. Contact information of the program Director of CWWSON to discuss items outlined in the letter
5. Notification of appeals process

Mechanisms are in place to encourage students to seek assistance for academic performance using, routine faculty advisement, review of exams when a score of less than 75 is achieved, StarFish and test analysis programs.
Academic Standards (Good Academic Standing, Remediation, Probation, Suspension and Dismissal)

Students enrolled in the BSN program at the College of Pharmacy & Health Sciences (CPHS) are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress is defined as successful completion of didactic and experiential training in the prescribed time and maintenance of a 75% or 2.0 average cumulative grade point (GPA) based on the BSN grading criteria.

Students who fail to maintain satisfactory academic progress in the professional program are placed on academic probation. They may be required to participate in academic counseling, be enrolled in a remedial program of study, or suspended/dismissed according to the policies described in subsequent sections. The BSN Academic Performance and Standards Committee and Director of CWWSN, with notification to the CPHS Associate Dean of Academic Affairs, will recommend these actions. Student notification is by the Director of CWWSN. The following contains a description of the types of academic standing within the BSN program:

1. Good Academic Standing
   Students are considered in good academic standing providing:
   a. A semester GPA ≥75 or 2.0 average cumulative grade point (GPA) based on the BSN grading criteria.
   c. No violations of student Honor Code or Code of Conduct have occurred.
   d. No occurrence of a client safety violation

2. Remediation
   a. Students who fail to meet academic standards within a given course or clinical experience rotation may be required to remediate coursework and/or attend another clinical. In the School of Nursing remediation is an ongoing process that begins when the student initiates remediation with a Course Director. This should occur when a grade of < 75% or failure on any examination within a given course. The course director and student document the content of remediation on an Academic Success Plan. Successful remediation must occur within the identified time frame or the student is placed on academic probation. Should a student fail to improve academic and/or behavioral performance issues, they will receive a failing grade for the course. This will necessitate a delay in the graduation date.

Students will require remediation for:
   a. Failure to achieve a semester GPA ≥75 or 2.0 average cumulative grade point (GPA) based on the BSN grading criteria.
   b. A grade of D or F in any single course.
   c. Students must initiate remediation with the Course Director should a grade of < 75% or failure on any examination within a given course. The course director and student document the content of remediation on the Academic Success Plan. Successful remediation must occur within the identified time frame or the student is placed on academic probation.
Should a student fail to improve academic and/or behavioral performance issues, they will receive a failing grade for the course. This will necessitate a delay in the graduation date.

d. Remediation activities may include:
   i. Subsequent meetings with Course Director (review of exam and test strategies)
   ii. Referral to meet with Faculty Advisor, Clinical Lab Instructor or Student Success Center
   iii. Self-referral to Disabilities Coordinator, Mrs. Laura Rich

e. Continuing Needs Improvement or Unsatisfactory ranking on the Clinical Evaluation Tool


g. Any client safety issue throughout the curriculum.

3. Academic Probation

Academic probation is the initial action for a student failing to make satisfactory academic progress following remediation interventions. A student will be placed on academic probation for:

a. Inability to maintain a cumulative GPA of ≥ 75 or 2.0 based on the BSN grading criteria.

b. Failure to follow through with the Academic Success Plan (remediation)

c. Continuing Needs Improvement or Unsatisfactory ranking on the Clinical Evaluation Tool

d. A grade of D or F in any single course.

f. Violations of client safety

g. Accumulation of more than 3 Academic Success Plans in one semester.

h. If failure of two courses occurs in one semester, academic probation is not an option and the student is dismissed from the program.

A student placed on academic probation will remain so until the end of the semester.

Students who fail to complete the criteria for lifting academic probation will be considered for suspension or dismissal from the BSN program. The BSN Academic Performance and Standards Committee and Director of CWWSON, with notification to the CPHS Associate Dean of Academic Affairs, will recommend these actions. A recommendation will be made to the Director of CWWSON to restore good academic standing if:

a. A semester GPA ≥75 or 2.0 average cumulative grade point (GPA) based on the BSN grading criteria is achieved.

b. The Academic Success Plan was followed with desired results achieved.


d. No violations of student Honor Code or Code of Conduct have occurred.

e. No occurrence of a client safety violation.

4. Academic Suspension

Academic Suspension from the BSN program and CPHS are imposed for a specified period of time and must not exceed one year. Suspension occurs when a student has academic deficiencies that preclude continuation in a normal program of study, but may be expected to be able to complete the requirements for the degree under a modified program of study with or without remedial work. A student on academic suspension is not allowed to continue the standard course of study. The BSN Academic Performance and Standards Committee and program Director of CWWSON will specify the length of time of the suspension and remedial work required for reinstatement, with approval from the CPHS Associate Dean of Academic Affairs.
5. Academic Dismissal

BSN Academic Performance and Standards Committee and Director of CWWSON may recommend academic dismissal to the Associate Dean of Academic Affairs under the following circumstances:

a. Fails to make satisfactory progress during the period of probation and or suspension.
b. A single egregious and/or knowing violation of client safety, confidentiality, or professionalism.
c. Two semesters with the accumulation of 3 or more Academic Success Plans.
d. A student earning a grade of less than a 75 or 2.0 average cumulative grade point (GPA) based on the BSN grading criteria, must repeat the course. If a student earns less than 2.0 in a second nursing course, student dismissal occurs. This dismissal results in being ineligible for readmission. A repeat of a nursing course occurs one time only.
e. Unsatisfactory clinical performance constitutes a course failure.
f. If a student earns less than 2.0 in a second nursing course, student dismissal occurs. This dismissal results in being ineligible for readmission. A repeat of a nursing course occurs one time only.

Academic Status Appeals

At the end of each academic term, the Director of CWWSON with the BSN Academic Performance and Standards Committee chair will notify each student, and the CPHS Associate Dean of Academic Affairs of all BSN students that qualify for academic probation, suspension, or dismissal. The BSN Academic Performance and Standards Committee evaluates each student that is subject to suspension or dismissal in order to make a recommendation whether to retain or promote the student in the professional program. The student may appear in person before the committee. The chair of the BSN Academic Performance and Standards Committee notifies students in writing regarding any decision by the committee to require a modified course of study, to suspend enrollment, or to dismiss the student from the College and informs the Director of CWWSON, CPHS Associate Dean of Health Sciences.

Students have the opportunity to appeal any decision made by the BSN Academic Performance Standards Committee by submitting a written petition to the Director of CWWSON and the Associate Dean of Health Sciences within three (3) days of their receipt of notification. The petition must contain the specific variance requested, a description of any extenuating circumstances intended to justify granting the variance, and a proposed course of study and/or conditions for consideration should the variance be granted. The decision of the Associate Dean of Academic Affairs is final.

Grade Appeals

Students with a just reason for appealing a grade in a course within the BSN program must first appeal to the course instructor. If the issue cannot be adequately resolved with the Course Director or clinical instructor, then the student should appeal to the Director of CWWSON. If efforts within the department are not satisfactory, a student may appeal to the BSN Academic Performance and Standards Committee to seek resolution. If the student feels that the resolution is not just, the student must submit a written petition to the CPHS Associate Dean of Health Sciences within three days of the student’s receipt of notification of the Academic Performance and Standards Committee decision. The petition must contain the specific variance requested and a description of any extenuating circumstances intended to justify granting the variance. The decision of the CPHS Associate Dean of Academic Affairs is final.
Grade Appeals

Excerpt from
BSN Degree Program Catherine W. Wood School of Nursing (CWWSON) Student Handbook

1. Students with a just reason for appealing a grade in a course within the BSN program must first appeal to the course instructor.

2. If the issue cannot be adequately resolved with the Course Director or Clinical Instructor, then the student should appeal to the Director of CWWSON.

3. If efforts within the department are not satisfactory, a student may appeal to the BSN Academic Performance and Standards Committee (APSC) to seek resolution.

4. If student feels that the resolution from BSN APSC is not just, the student must submit a written petition to the CPHS Associate Dean within 3 business days of notification by the BSN APSC. The petition must contain the specific variance requested and a description of any extenuating circumstances intended to justify granting the variance.

5. The decision from the CPHS Associate Dean Health Sciences is final.

- Clinical Instructor
- Course Instructor

- Course Director
- Director CWWSON

- BSN Academic Performance and Standards Committee
- CPHS Associate Dean Health Sciences
Grading Scale
The BSN Degree Program varies from the standard grade scale and progression and remediation effort for undergraduate students. This academic rigor is essential for the assumption that the CU BSN graduate is a safe and effective care provider.

<table>
<thead>
<tr>
<th>Campbell University</th>
<th>BSN Degree Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 90-100 Pass</td>
<td>A 93-100 Pass</td>
</tr>
<tr>
<td>B 80-90 Pass</td>
<td>B 85-92 Pass</td>
</tr>
<tr>
<td>C 70-80 Pass</td>
<td>C 75-84 Pass</td>
</tr>
<tr>
<td>D 60-70 Pass</td>
<td>D 68-74 Np Pass</td>
</tr>
<tr>
<td>F &lt; 60 No Pass</td>
<td>F&lt; 67 No Pass</td>
</tr>
</tbody>
</table>

Section IV Policies for Class and Clinical

Attendance Policy for Class
The student is obligated for all required work, written and oral, in each course for which registered, whether the student attends class or not. No student will receive credit for any course in which he/she fails to attend at least 85 percent of the classes held.

Students should understand that the 15-percent absences allowed are designed for, but not limited to, personal and family emergencies, inclement weather conditions, bona fide medical needs, and officially approved representation of the University, such as athletic teams, student congresses, and assessment testing. Students whose absences fall in these categories will be allowed to make up work; it is incumbent upon the student to notify the professor in advance when possible.

Absences for reasons other than those listed above will not be excused.

Professors will keep absence records in all classes. Students who exceed the allowed number of absences will not receive credit for the course involved. Students who do not properly withdraw from a course will be given a grade of "F."

Professors have the prerogative of making their absence policy more restrictive than that of the University.

Professors will include a clear statement of their absence policy in the syllabus for each course.

Repeated violations of unexcused absences may be subject to consequences within the Student Honor Code.

Evaluations: Examinations, Tests, & Quizzes
Students are expected to take all evaluations at the scheduled time. A student arriving late for an evaluation will automatically have five (5) points based on a scale of 100 deducted from the total score. The definition for late to an evaluation is
the beginning distribution of exam booklets by faculty or release of the electronic password for access to online testing.

If a student is unable to take an evaluation at the scheduled time and would like consideration for extenuating circumstances, the student must discuss it with the course coordinator prior to scheduled test time. If unable to reach the course coordinator, students are to email and/or leave a message with the course coordinator prior to the test. If the student is given the option to reschedule the evaluation, it is the student’s responsibility to do so within 1 week of the scheduled evaluation date or the student will receive a grade of zero. If at any point, there is faculty concern that cheating is occurring, the student(s) may be required to take proctored exams/tests/quizzes for the remainder of the course. Faculty has the prerogative to:

a. Determine whether a make-up evaluation will be given.
b. Establish the date and time of any make-up evaluation.
c. Administer an alternative form of the evaluation.

Attendance Policy for Clinical Experience
Clinical, laboratory and immersion hours are mandatory and 100% attendance to all scheduled experiences is expected of every student. Exceptions regarding student attendance due to extenuating circumstances will be made at the discretion of course faculty. Failure to participate in clinical experiences threatens the ability to complete course objectives and thus complete the course. Exceptions are at the discretion of the Course Faculty or Director of CWWSON and must reflect extenuating circumstance. Excused absences may include: Absence due to serious illness, injury, or death involving the student or the student’s immediate family, and authorized representation of the College or University

When the student cannot attend the clinical session, the student must:

a. Call the assigned unit or clinical instructor at least one hour prior to the start of the clinical session; and
b. Call the assigned faculty member or Course Director, either before or early in the clinical session.
c. In the above cases, a student may be permitted to make up work missed with required documentation (e.g. obituary listing, physician note). It is the student’s responsibility to notify College officials in advance that he or she will be absent. Repeated violations of unexcused absences may be subject to consequences within the Student Honor Code
d. Any missed clinical/laboratory hours must be made up by the end of the semester. Depending on the timing and amount of missed clinical, a student may be charged with the cost of a clinical instructor for the scheduled make-up.

Dress Code for Class
The BSN student must dress and groom in a manner that reflects their association with Campbell University and the profession of nursing in a positive light. The overall impression must be modest and one of being well-groomed with clothing clean and in good repair. Class and clinical faculty will evaluate compliance to the dress code. Failure to abide will result in an initial verbal reminder followed by a written (Academic Success Form) for unprofessional behavior. Any violation after the written notice will result in dismissal from class lecture, lab or clinical experience. The ability to meet course objectives is compromised by dress code violations.
Proper professional attire signals to clients and other health professionals a student’s self-confidence, knowledge level, and willingness to participate in responsible decision making processes. Business casual attire is appropriate for classroom and examination sessions. Business casual attire for men includes collared shirts and khaki or dress slacks; for women knee-length skirts or dress slacks with tailored blouses. Closed toe shoes are required for all clinical experiences. The following dress and accessories are unacceptable in the clinic and classroom: hats, caps, t-shirts, men’s sleeveless shirts, blue jeans, shorts, mini-skirts, visible cleavage, sweat pants, athletic attire, tank tops, bare midriffs, skintight clothing, flip flops, and visible tattoos or any body piercing (other than earrings).

Clinical Dress Code
The Catherine W. Wood School of Nursing uniform and lab coat are to be worn for any clinical activity. Students may be required to change into hospital scrubs upon arrival to the clinical setting. In this event, the undergraduate uniform is worn to and from the agency. Shoes must be low heeled and black. For safety, footwear must be non-canvas with an enclosed toe and heel. The shoes can be any style black (professional or athletic) and worn exclusively in the clinical setting. The appropriate picture ID is visible at all times. Hair must be clean and groomed. For men, well-maintained facial hair is the expectation. All students with longer hair must be worn off the face and pulled back into a ponytail. Nails must be short and clean to prevent injury to clients. Artificial nails are not allowed. Students must adhere to the prevailing clinical facility policies regarding jewelry. In general, a watch, flat wedding band, and single stud earrings are appropriate. Visible body piercing including tongue stud/ring, clear nasal stud, or brow jewelry is to be removed prior to client care and not worn while in uniform. It is not acceptable to cover these areas with flesh-colored materials. Gum or tobacco products are not allowed in any professional care setting. A tattoo must be covered during a clinical experience. Fragrances are not permitted.

Unsafe Practice for Clinical Courses
Campbell University has the right to take immediate action and remove a student temporarily from a clinical course and/or clinical site if there are serious academic, Essentials Behavior, or client safety concerns necessitating investigation and resolution. Dismissal from the program is an option for unsafe clinical practice. The following are examples of unsafe activities.

- Failure to be prepared for clinical practice, failure to arrive on time for clinical, and/or failure to complete or submit accurate clinical documentation.
- Failure to recognize the need for assistance when unfamiliar with a particular nursing action.
- Failure to accurately report significant changes in client status, or to communicate changes within the clinical chain of command.
- Failure to take nursing action when such action is essential to the health and safety of the client.
- Performing any activities outside the parameters of standard nursing practice.
- Activities detrimental to the health and safety of the client.
- Leaving a client unattended without providing appropriate handoff communication.
- Violation of the rights of medication administration.
- Failure to demonstrate progression in clinical performance.
• Unprofessional behaviors such as: violation of confidentiality; dishonesty in giving information regarding nursing care, e.g., lying, falsifying documentation, or deliberately giving inaccurate information; attending clinical while under the influence of drugs or alcohol.
• Attending clinical with active infectious disease process or when health state does not allow for minimum safe practice.

Student Guidelines for the Clinical Evaluation Tool
1. The student must earn a passing grade in both the theory and clinical portions of coursework. A failure in either component will result in failure of the course.
2. The Clinical Evaluation Tool (CET) measures clinical behaviors for program objectives within each course providing client care rotations. The CET outlines strengths, weaknesses with strategies to improve performance.
3. Clinical Instructors will provide feedback on a consistent basis throughout the semester with a formal evaluation at the midterm and final week.
4. The student is responsible to complete a self-evaluation using defined performance outcome ratings for each clinical behavior in the student column (S) at midterm and final week of the semester.
5. Student clinical behaviors are under the 1) Provider, 2) Designer/Manager and Coordinator of Care and 3) Member of Profession baccalaureate generalist roles.
6. The defined performance outcome ratings:
   • **S  Satisfactory**
     This nursing practice is efficient, coordinated, and confident in implementation of nursing process; usually independent or needs occasional supportive cues; accurate each time; safe; demonstrates insight; exhibits professional behaviors; clinical pass at the end of semester.
   • **NI  Need Improvement**
     Demonstrates ability to implement the nursing process with moderate amount of guidance and skill support; seeks appropriate supervision; able to cite rationales for interventions; efficient and care coordination skills improving; inconsistent demonstration of professional behaviors; the use of this rating is only at the midterm evaluation.
   • **U  Unsatisfactory**
     Seldom or never able to implement the nursing process; lacks confidence, coordination, and efficiency; requires intense guidance, verbal and physical cues; unprepared; unsafe; exhibits a lack of professional behaviors; clinical failure at the end of the semester.
7. The score for the Clinical Evaluation will be either S, NI or U at the midterm.
8. The NI cannot be awarded post midterm or as the final grade.
9. The score for Final Clinical Evaluation will be either S or U at the end of the term. Failure to achieve S will result in a clinical failure.
10. If a student receives an Unsatisfactory or Needs Improvement for the mid-term evaluation, the Course Director, clinical faculty and student, agrees to a Student Success Plan with a plan for improvement. The U or NI rating at midterm indicates that the student must demonstrate improvement during the subsequent time period or a clinical failure is the outcome.
11. Student and Clinical Instructor discuss the performance assessment and sign the acknowledgement of findings. The original CET remains the property of Campbell University. The student is entitled to a copy of the tool at any time.
Requirements for Participation in Clinical Experiences

Once accepted into the BSN Degree Program, prior to any participation in clinical Experiences, the student will be required to:

1) Complete a criminal background check.
   a. College of Pharmacy & Health Sciences (CPHS) new applicants are required to self-disclose any misdemeanors or felony convictions, other than minor traffic violations, including deferred adjudications, with the understanding that non-disclosure or falsification may lead to dismissal and disclosure may prevent enrollment. Additionally, in response to requirements in the professional practice environment facilities must minimize the risk to clients that may be presented by persons with prior criminal activity, the check is completed on all accepted applicants prior to matriculation. Please refer to the General Information section of the CPHS Academic Bulletin. Criminal Background Check
   b. Ongoing monitoring 2025-16 pg. 6

2) Provide evidence of Immunization Status as directed to include Tetanus-diphtheria-pertussis, Polio, MMR, Hepatitis B, Varicella, Tuberculin (PPD) and Influenza.

3) Participate in all orientation activities required by a clinical agency. These may include Electronic Health Record, Fire & Safety procedures, Standard Precautions, OSHA Blood Borne Pathogens, Health Insurance Portability and Accountability (HIPAA).

4) In compliance with the affiliation agreements between Campbell University BSN Program and practice facilities/agencies, drug testing is required of all nursing students prior to beginning clinical rotations.

5) Have current AHA-Healthcare Completion Provider CPR.

6) Annual update documentation for items 1-5 (above) are required for the student to participate in ongoing clinical experiences. Clinical facilities retain the right to review all criminal background checks and may refuse to allow the student to practice at their institution.

Principles of Social Networking

The faculty and staff of the CWWSON support professional development relative to social media through endorsement of the American Nurses Association ANA’s Principles for Social Networking. (ANA Social Media for Nurses)

Nurses must not transmit or place online individually identifiable client information.
Nurses must observe ethically prescribed professional client — nurse boundaries.
Nurses should understand that clients, colleagues, institutions, and employers may view postings.
Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
Nurses should bring content that could harm a client’s privacy, rights, or welfare to the attention of appropriate authorities.
Nurses should participate in developing institutional policies governing online conduct.

Tips to Avoid Problems

Remember that standards of professionalism are the same online as in any other circumstance.
Do not share or post information or photos gained through the nurse-client relationship.
Maintain professional boundaries in the use of electronic media. Online contact with clients blurs this boundary.
Do not make disparaging remarks about clients, employers or co-workers, even if they are not identified.
Do not take photos or videos of clients on personal devices, including cell phones. Promptly report a breach of confidentiality or privacy.

References:

We further suggest that the BSN student read the North Carolina Board of Nursing article on Social Networking. [NCBON Social-Networking-and-Nurses.pdf](ncbon-social-networking-and-nurses.pdf)

**Standardized Curricular Testing**
CWWSON will utilize a standardized curriculum-testing program as a measure of NCLEX-RN preparation. The plan integrates online testing into a number of BSN courses. The intent is to establish comfort and ease for the student with online electronic testing. The standardized exams exist in all the clinical courses with additional options for Health Assessment, Policy, and Leadership. The exams are scored and the individual student is compared to their achievement within their school but also to a national benchmark. They will not be used to define or influence progression in the program, rather as a valid, reliable indicator of an at risk student with the need for intervention.

**ATI Testing Policy**
The CWWSON partners with Assessment Technologies Inc. (ATI) to assist students in mastering content knowledge and testing strategies essential for NCLEX-RN success. CWWSON incorporates ATI tutorials and practice assessments throughout the nursing curriculum (refer to ATI integration plan) as determined by the faculty. ATI proctored exams will be utilized to evaluate students’ progress at identified points in the nursing curriculum. ATI testing will include having students participate in practice assessments, proctored testing, and individualized remediation (refer to “how to” access each in ATI provided documents).

In nursing courses that administer ATI proctored assessments, the exam is utilized as a benchmark for the student to evaluate progress with nursing content and probability of NCLEX-RN success. The course syllabus will include the date(s) for proctored assessments as well as the weight of the score toward the course grade. The scores will account for no more than 10% of the course grade. In NURSU 460, the percentage will vary from this policy. Students are encouraged to achieve a minimum ATI grade of Level 2 in all proctored assessments. The testing date may be scheduled outside of lecture class time and is required to attend.

The testing process for ATI proctored assessments includes:

1) Students taking a practice assessment by the designated time on the syllabus. Students should upload/print evidence of completion of the practice assessment. This assessment can be done at a time and location convenient for the student but it should be completed without assistance or collaboration with other students.

2) After completion of the practice assessments students are to utilize the focused review provided by ATI. Completion of the remediation activities must be submitted by the designated due date. Students will not receive points for the practice assessment without completion of the focused review (refer to grading rubric for details).

3) Proctored assessments will be completed on-campus utilizing a student’s own computer. Points will be awarded points based on the level of proficiency attained on the assessment (see grading rubric).
4) Students, depending on proficiency level, will be expected to complete a specified amount of time in focused review to receive additional points (see grading rubric).
5) Additional proctored retakes will be made available for students who complete the proctored remediation, although it is not required. The retake is strongly encouraged for students receiving less that Level 2 proficiency. The retake is not calculated into the points awarded.

Description of focused reviews (Assessment Technologies Institute, Inc., 2017).

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the Topics to Review. It’s highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates. The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

How to complete the focused review:

1) Print the assessment report when assessment is completed.
2) Find “topic to review” on the assessment report.
3) Review each missed item, following the links given in the ATI Review Modules (books). Students can also access the ATI books online by creating a Focused Review. This will open the book to the chapter to review the missed content. Students should also view the short videos on the Focused Review to learn how this topic fits into the NCLEX test plan, nursing process, or QSEN competencies for expanded knowledge. In reflecting on the topics missed students should also utilize required textbooks and class notes to look up missed items to gain more in-depth information about the topic.
4) Decide upon the three most important things to know about that topic. Document these three important points to remember in bulleted form to keep it short, simple, and focused on just that missed item.
5) Also, include for each missed item the NCLEX Category of Client Need.
6) Submit the focused review per course directives. Students should also retain a copy for their NCLEX success preparation and plan.
Grading Rubric (adapted from: Assessment Technologies, Institute, Inc., 2017)

<table>
<thead>
<tr>
<th>PRACTICE ASSESSMENT</th>
<th>3 points (complete all requirements to receive points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Practice Assessment A</td>
<td>Remediation: Minimum 1 hour online focused review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROCTORED ASSESSMENT</th>
<th>Level 3= 4points</th>
<th>Level 2= 3points</th>
<th>Level 1= 1points</th>
<th>Below Level 1= 0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remediation= 3 points</td>
<td>Remediation= 3.5 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum 1-hour focused review</td>
<td>Minimum 2-hour focused review</td>
<td>Minimum 3-hour focused review</td>
<td>Minimum 4-hour focused review</td>
<td></td>
</tr>
<tr>
<td>No retake required</td>
<td>No retake required</td>
<td>Retake recommended</td>
<td>Retake recommended</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL POINTS AWARDED

| 10/10 points | 9/10 points | 7.5/10 points | 6.5/10 points |

Proficiency Levels (Assessment Technologies Institute, Inc., 2017).

RN CONTENT MASTERY SERIES 2016 PROFICIENCY LEVEL DEFINITIONS*

**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.

*Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN® performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.

NCLEX-RN Exam

Upon successful completion of the program requirements and upon recommendation by the faculty, BSN graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) leading to the registered nurse (RN) license to practice nursing. There is a four-semester plan designed to facilitate first time success on the NCLEX-RN exam. This plan includes required practice and end of course proctored exams in the clinical courses. Students complete their application to take the NCLEX-RN licensure examination dates and are expected to complete these activities within the established period.
Section V Graduation

Graduation Requirements

The BSN Requirements for Graduation

1) Completion of the nursing and general education courses prescribed by the faculty.
2) Completion of nursing courses with a minimum grade of 2.0 (75) in each course
3) Attainment of a minimum 2.0 cumulative GPA (see grading scale variation)
4) 25% of semester credit hours in residence at Campbell University
5) It is the student’s responsibility to assure that all prerequisite and BSN Degree Program requirements are met.
6) Attendance at the graduation ceremony is expected.
7) A faculty vote is required to approve students for graduation.

The BSN Degree Program appoints a faculty advisor for each student to assist the student with program planning and tracking of prerequisites and upper division requirements. However, the responsibility for assuring that all requirements are met rests solely with the student.

CU Undergraduate students must complete their degree requirements within 150% (6 semesters) of the published length of their academic program (4 semesters). Each candidate for a bachelor’s degree must complete a minimum of 124-semester hours with: a ‘C’ average in the major and a C on all work attempted at Campbell University.

In the last semester, there are additional expenses related to graduation such as: pictures, graduation regalia, NCLEX-RN State Board Licensure examination and nursing license fees.

Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation, normally, and in no case later than January registration prior to May graduation.

Delayed Graduation Policy

If a nursing student is required to re-take classes as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling nursing clinical experiences or matriculation through the curriculum will occur and the student’s graduation is delayed. Voluntary course withdrawals or a temporary leave of absence may cause a delay in scheduling nursing clinical experiences, progress through the curriculum, and a subsequent delay in graduation. Any alteration in the normal curriculum progression may affect a student’s financial aid status or qualification for education-based financial aid. For specific counseling and advice, students should contact the College’s Office of Academic Affairs and the University’s Office of Financial Aid.
Registered Nurse Licensure Exam Requirements

The North Carolina Board of Nursing (NCBON) uses the National Council Licensure Examination (NCLEX®) prepared by National Council of State Boards of Nursing (NCSBN) to measure competence for entry-level practice for graduates of Board-approved nursing education programs. The National Council of State Boards of Nursing has contracted with Pearson VUE to administer NCLEX®.
For more detailed information about the NCLEX, please visit the National Council of State Boards of Nursing.

Eligibility requirements for examination:

1. Completion of a member Board approved RN nursing education program
2. Registration with Pearson Vue is required prior to the release of an Authorization to Test (ATT)
3. All applicants must complete a criminal background check prior to the issuance of a license.
4. Students with a prior criminal conviction may not be allowed to sit for the NCLEX-RN exam.

Please note that conferring a degree to a student who has completed the curriculum does not guarantee that the Board of Nursing will issue an Authorization to Test.
Section VI Campbell University, BSN Degree Program and CPHS Guidelines

The Pre-Nursing student accepts the latest published version of the Campbell University Bulletin Undergraduate Studies and is responsible for being completely familiar with the provisions therein. 
CU Undergraduate Academic Catalog

Upon enrollment into the BSN Degree Program, the student accepts the latest published version of the BSN Degree Student Handbook and is responsible for being completely familiar with the provisions therein.

Policies & Procedures
As the BSN Degree Program is part of CPHS, the student also accepts the latest published version of the CPHS Academic Bulletin whereas it applies to nursing.
CPHS 2018-2019 Academic Bulletin

Grade Report, Records and Transcripts
Please check the link for accurate information.
CPHS 2018-2019 Academic Bulletin

Use and Maintenance of Equipment
Faculty and students will treat all equipment within the Nursing program with respect. All teaching laboratories and lecture halls will be maintained in an organized manner and equipment in working condition. The utilization of sanctioned equipment for learning and study purposes is allowed outside of scheduled class times. No person should use a piece of equipment for which no training has occurred to avoid accidental injury or equipment damage.

Safety and Emergency Preparedness
In case of emergency, students and faculty may contact security services at ext. 1911 (on campus) and 911 (off campus). A TDD line is available at 893-1912. The campus safety department can be reached on campus at ext. 1375 and off campus at 910 893-1375. Phones on campus can be used to reach security in an emergency. More information related to campus safety tips, planning, sign-up for alerts, and crime statistics can be reached at: campus-safety

Campbell University has an Emergency Preparedness Plan that involves notifications sent through text message, email, campus signage, and postings on the University website and social media outlets. By logging into Blackboard, students and faculty can register for campus alerts.

Inclement Weather
During periods of inclement weather, classes at CPHS will meet according to the decisions made by the University. Students may monitor decisions made through the University’s inclement weather website, Weather Policy. Students are encouraged to use their own good judgment relative to safety in traveling to campus. Refer to Attendance Policy for Clinical Experience
Student Resources

Counseling: On-campus counseling services are available to undergraduate students in the Avrette House Monday – Thursday, 8:30 a.m. – 4:30 p.m. and Friday, 8:30 a.m. – noon. Please contact the Counseling Center Graduate Assistant, at 910-814-5709 or visit Counseling-Services for additional information. All services are free and confidential.

Library: BSN Students have access to both the Wiggins Memorial Library centrally located on the main campus and the School of Osteopathic Medicine Library located near the Catherine W. Wood School of Nursing. There is a dedicated nursing web page maintained by library staff. Visit http://guides.lib.campbell.edu/nursing for resources.

Student Services: Students have access to services to ensure success through Student Support Services. Services include tutoring, peer tutoring, and access to writing center, academic coaching, and group review sessions. Within the CPHS, students have access to peer tutoring and faculty can utilize Starfish and ExamSoft to recognize academic challenges early in a given semester to counsel and provide options for students.

Maintaining good health is part of success in professional and academic life. Access to multiple fitness facilities on campus (Holding Student Fitness Center and Carter Gym), aquatic center, and intramural sporting activities provide students a recreational outlet. Students are issued an identification (ID) card at orientation that is utilized to access buildings and purchase items while in the program.

Career Services: The Office of Student Success exists to support students as they work to fulfill their individual, academic and professional potential by providing developmentally appropriate resources. Through collaboration with faculty, staff and alumni, the Career Services works to create a supportive and challenging environment where students can develop the confidence, competence and responsibility to achieve their goals. Career Services is located in the office of Student Success, next to the Wallace Student Center.

Computing Services: A multitude of support is available for students having questions or challenges with email, network, and Blackboard services. In addition, services are offered for technology purchases, antivirus and spyware, and computer safety. The helpdesk is available via email, phone, or live chat. The individual student can take their personal laptop to the computing services department for repair/maintenance. Computing laboratories are located in convenient locations around campus.

Registrar: Students have access to GPA calculators and information for requesting transcripts. Policies and procedures for the registrar are available at CU Undergraduate Academic Catalog.

Student Health Services: Students have access to a health clinic on the main campus that provides complete services to include medical, laboratory, vaccination, and formulary. The Student Health Center provides care for the Campbell University student body. Students may call and schedule an appointment or utilize the drop in Hours of Operation: Monday – Friday 8:30am – 12 noon and 1:00pm – 4:30pm.

Disability Services: CU is committed to providing equal educational opportunity for persons with disabilities in accordance with the nondiscrimination policy of the University and in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. Students with documented disabilities who desire modifications or accommodations must contact the
office of Student Success located in the University’s Student Services Building (located between Carter Gym and Wallace Student Center). No accommodations will be made without approval through the University’s process. The rights and responsibilities of both the student and University are provided in The Student Guide for Accessing Disability Services located at http://www.campbell.edu/student-services/student-support-services/disability-services/.

Copy Center: Students have access to the copy center for printing and design needs.

Campus Safety: Campus Safety is composed of both Harnett County and University personnel. The Campus Safety Office is located on the main campus. Campus alerts, security, safety plans, and additional safety information and services are available for all students. See CU Student Handbook, XIV, Campus Safety for information.

Emergency Preparedness: The University has an early alert system in place and contact information provided for students.

Parking: The Campus Safety Office is responsible for enforcing traffic and parking regulations on the University campus. Vehicle registration, decals, student designated parking lots and parking prohibitions are noted in CU Student Handbook, XV. Traffic and Parking Regulations. University has parking areas designated for students using sticker designation.

Financial Aid: The Office of Financial Aid is committed to helping students meet their educational goals and objectives. Approximately 88 percent of Campbell students receive some form of aid from a wide range of sources. These sources include merit-based scholarships, grants, need-based aid, loans, opportunities for student employment, and a deferred payment plan.

Scholarships, Loans and Grants
There are numerous financial aid resources available to our students. Find out more about the financial aid available for your education expenses by contacting General Admissions. Financial Aid

Financial Aid
The range of resources includes:
- Endowed Scholarships
- Federal Perkins Loan Program
- Federal Subsidized and Unsubsidized Direct Stafford Loan Programs
- Federal Direct PLUS Loan Program
- Federal Work-Study Program
- Federal Supplemental Educational Opportunity Grants
- State Grants and Loans
- Nurses First Scholarship supported by CWWSON Faculty and Staff

External Scholarship Resources
- All Nurses
- American Association of Colleges of Nursing
- College Scholarships.org
- Minority Nurse
- National Student Nurses Association
Student Employment
As the BSN curriculum is demanding and requires preparation, study time, class and clinical attendance, employment is discouraged. Required program activities and assignments cannot be altered or attendance excused for external obligations. Students who work and enroll in a full time academic load with clinical experiences place themselves at risk for academic failure.
There are courses that involve intensive clinical work requiring the student’s full time and attention. NURS 460 Focused Client Experience Practicum is an example of a rigorous clinical practicum whereby the student follows the work schedule (120 hours) of a preceptor in a chosen setting. Students should plan for such experiences in advance and it is highly recommended that students reduce or eliminate entirely other work commitments during these intensive practicum experiences.

Career Planning
The Office of Student Success (OSS) exists to support students as they work to fulfill their individual, academic and professional potential by providing developmentally appropriate resources. Through collaboration with faculty, staff and alumni, OSS works to create a supportive and challenging environment where students can develop the confidence, competence and responsibility to achieve their goals.

Career Services operates within the Office of Student Success. We help students understand the essential skills needed to successfully navigate the job market and to progress in their chosen profession through. Career Services also supports alumni through resume review services and providing access to job postings. The Career Center Staff operates under the NACE Guidelines for Professional Standards.

Student Resources-Students are to directly notify the CWSON Director if a resource is required but not available.