The University of North Carolina Wilmington

SCHOOL OF NURSING

STUDENT HANDBOOK

Master of Science (MSN)
Nurse Educator Program

2017

UNIVERSITY of NORTH CAROLINA WILMINGTON
SCHOOL of NURSING MSN NURSE EDUCATOR
PROGRAM

STUDENT HANDBOOK

PREFACE

The purpose of this Student Handbook is to assist in understanding the policies, procedures, and general information specific to the MSN Nurse Educator program options of the University of North Carolina Wilmington (UNCW) School of Nursing (SON). The information in this guide is a supplement to the published current issues of *The University of North Carolina Wilmington Graduate Catalogue accessible at* http://catalogue.uncw.edu/index.php?catoid=40

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The University of North Carolina Wilmington is committed to and will provide equality of educational and employment opportunity for all persons regardless of race, sex (such as gender, marital status, and pregnancy), age, color, national origin (including ethnicity), creed, religion, disability, sexual orientation, political affiliation, veteran status or relationship to other university constituents—except where sex, age or ability represent bona fide educational or occupational qualifications or where marital status is a statutorily established eligibility criterion for state-funded employee benefit programs. (*The University of North Carolina Wilmington Graduate Catalogue 2016-2017*).

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SECTION I

The University of North Carolina Wilmington School of Nursing

Overview and History of the School of Nursing

In the early 1960s, the New Hanover County Commissioners consolidated James Walker Memorial Hospital and Community Hospital creating the New Hanover Memorial Hospital, which has since become New Hanover Regional Medical Center (NHRMC). With the acquisition of Cape Fear Hospital, the current designation as New Hanover Health Network (NHHN) evolved. The New Hanover Memorial Hospital Board of Directors discontinued the diploma nursing programs that had existed at James Walker Memorial Hospital and Community Hospital. In response, county officials requested that Wilmington College establish a two-year associate degree program in nursing. The first Wilmington College nursing class graduated with an Associate of Arts degree in nursing in 1967.

During the 1970s, UNCW initiated plans for a Bachelor of Science program with a concentration in professional nursing. In 1980 a baccalaureate program was recommended to meet the needs of both first-time nursing students and registered nurses wishing to earn a four-year degree. In 1984, the UNC Board of Governors approved establishing the UNCW baccalaureate program in nursing. The curriculum received initial (provisional) approval from the Board of Nursing in June 1984. Having acquired approval from the University of North Carolina System and the North Carolina Board of Nursing, UNCW established the School of Nursing (SON) on July 1, 1984.

Authorization to plan the graduate program was granted by the University of North Carolina General Administration in Fall 1997, with authorization to establish the program in July 1998. The first cohort of students (ten full-time and ten part-time) was admitted in Fall 1998. The planning year and the first two years of the program were supported partially by grants totaling over one million dollars from the United States Department of Health and Human Services and the Cape Fear Memorial Foundation. The first Master of Science in Nursing class of nine students graduated in May 2000. In 2004, continuing accreditation was granted the baccalaureate and MSN programs by the NLNAC for the maximum period of eight years (2012). In 2004, the SON admitted three students into the inaugural class of the Master of Science in Nursing – Nurse Educator Option (MSN NE). In response to the critical shortage of registered nurses in professional practice, and the need to produce more faculty to accommodate increased student enrollment, the Nurse Educator Option was approved as the second option in the MSN program.

In June 2003, the Office of the President of the University of North Carolina approved the intent to plan the Bachelor of Science in Clinical Research (non-nursing major). The following year in Fall 2004, a cohort of five students commenced the program of study. This inaugural class of five students graduated in May 2006 and the second and third cohorts graduated nine in May 2007 and nine in May 2008 respectively. Enrollment has increased steadily in the CLR program and is projected to continue to increase for the foreseeable future. This initiative was a collaboration of the UNCW SON and

Pharmaceutical Product Development, Inc. (PPD). In the Spring of 2010 the General Administration of the University of North Carolina approved the proposal to begin a Master of Science Degree in Clinical Research Management and Product Development and will enroll the first students in January 2011.

The UNCW School of Nursing has continuously been approved by the North Carolina Board of Nursing (NCBON). In 2002 the SON was reviewed and reaccredited by the Southern Association of Colleges and Schools (SACS), as a part of the overall UNCW reaccreditation review. The university was awarded the maximum ten·year reaccreditation (2012). The master's degree program in nursing at the UNCW School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

Since 2004, the SON has offered health education programs in nursing and clinical research. With both nursing and clinical research, the SON began to actualize the vision reflective of a College of Nursing and Health Professions.

The SON is an integral part of UNCW and a vital contributor to the healthcare community in New Hanover County and the surrounding southeastern region. The faculty is committed to preparing nursing graduates at the baccalaureate and master's levels to become vital members of the workforce contributing to the health of the community. The faculty is also committed to interprofessional collaboration in teaching, scholarship, and service to promote, support, and maintain the health of the citizens.

The SON moved into the new state-of-the-art building designated for nursing in August, 2010 and the building was dedicated as McNeill Hall on April 18, 2011. A task force was charged with examining the state health related programs at UNCW in 2007. The Report of the Task Force on the Future of Health related Programs at UNCW envisioned the establishment of a College of Health and Human Services (CHHS) to foster a transdisciplinary model. Subsequently, the UNCW Board of Trustees and the UNC Board of Governors established the formation of a CHHS in 2008 and to be operationalized in 2010. An Interim Dean was appointed in 2010 and the Founding Dean, Dr. Charles Hardy, was appointed July 1, 2011. The CHHS includes the School of Nursing, the School of Health and Applied Human Sciences, and the School of Social Work. In March 2016, a North Carolina Bond of $66 million was approved for an Allied Health & Human Services Building. In August 2016 the Doctor of Nursing Practice (DNP) program was initiated.

CHHS Fact Sheet

SON Fact Sheet

MISSION STATEMENT

Vision

UNCW will be recognized for excellence in everything it does, for its global mindset and for its community engagement.

Mission

The University of North Carolina Wilmington, the state's coastal university, is dedicated to the integration of teaching and mentoring with research and service. Our commitment to student engagement, creative inquiry, critical thinking, thoughtful expression and responsible citizenship is expressed in our baccalaureate and master's programs, as well as doctoral programs in areas of expertise that serve state needs. Our culture reflects our values of diversity and globalization, ethics and integrity, and excellence and innovation.

School of Nursing Mission Statement

The mission of the UNCW School of Nursing is to educate nursing and clinical research professionals through excellence in teaching, scholarship, service, and community engagement. Emphasis is placed on educating individuals to improve health outcomes and quality of life in diverse populations.

School of Nursing Vision Statement

The UNCW School of Nursing will be recognized as a center of excellence in education, practice, and research that prepares professionals to shape a dynamic healthcare environment and to serve a diverse community.

School of Nursing Philosophy

The School of Nursing actively promotes dedication to the professional values of individual and population·centered care, lifelong learning, quality care and patient safety. We believe that these professional values are essential to the unique discipline of nursing and the holistic perspective that is inherent in all aspects of professional nursing. The conceptual framework for the School of Nursing curriculum reflects the complex interactions of these core values and the concepts of Patient, Environment, Nursing and Health Maintenance to define Professional Nursing. The core values and concepts have been adapted to guide the curriculum throughout the programs are from the standards of the National Research Council, The National Academies Report (2003), the AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008), the NCLEXℕRN Test Plan Structure, Client Needs and Integrated Concepts and Processes (2010), and the ACHNE, Essentials of Baccalaureate Nursing Education for Entry Level

Community/Public Health Nursing (2000), and the Essentials of Master's Education in Nursing (2011), and the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006).

School of Nursing Program Accreditation

The master's degree program in nursing at the UNCW School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791. The pre-licensure program is approved by the North Carolina Board of Nursing.

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910.962.3208
Fax: 910.962.4921
Email: chhs@uncw.edu
www.uncw.edu/oss/students.html
http://www.uncw.edu/oss/DNPCHHSUNC
W.html

Graduate School James Hall
910-962-7303
Fax: 910-962-3787
http://uncw.edu/gradschool/admissions.
html

Financial Aid Office
(910) 962-3177
Email: finaid@uncw.edu
http://www.uncw.edu/finaid/process.html

Nursing, M.S.N. – Nurse Educator Concentration

Purpose

The online Master of Science Nurse Educator concentration prepares a nursing professional who uses educational theory in health care teaching situations. The program is designed to produce a professional with teaching and learning skills to prepare health care educators for future health care delivery systems. The 33 credit hour curriculum prepares the graduate for full-time educator roles in institutions of higher education or health care service settings. The four semester program includes foundational course work and a faculty-guided nursing education practicum and evidence-based project. The curriculum core focuses on Advanced Health Assessment and Diagnostic Reasoning, Pathophysiology for Advanced Practice Nurses, Advanced Pharmacotherapeutics, Collaboration for Population Health, Finance, & Policy, Health Care and Nursing Practice Informatics and Technology. The educational cognates integrate educational theories and research; the design and delivery of nursing education curriculum and instruction; and teaching and learning evaluation into three specially designed courses that emphasize the learning needs in health care; didactic instruction, clinical instruction, and distance learning. Finally there are two courses, NSG 596 Nursing Education Practicum I & NSG 597 Nursing Education Practicum II, at the end of the curriculum which provide field experiences to apply the skills learned. The program is delivered in a nationally accredited school of nursing. The Nurse Educator option provides advanced theory and practicum experiences emphasizing:
- Nursing education in institutions of higher education for students in a variety of health care education programs.
- Health care education for patients and families across the life span in a variety of health care contexts.

The completion of the program or the post-master's certificate courses will enable nurse educators in the state of North Carolina to meet the requirements for the North Carolina Board of Nursing and enable the graduates to be eligible to take the Certification for Nurse Educators (CNE) examination sponsored by the National League for Nursing.

AACN Essential Competencies

The Master of Science in Nursing (MSN) Nurse Educator Option prepares advanced practice nurse educators who possess the knowledge, skill, attitudes, and values to meet the challenges of the 21st Century Health Care Delivery System.

The Nurse Educator Option reflects the Essentials of Master's Education in Nursing as set forth by the American Association of Colleges of Nursing (AACN, 2011). The

Essentials reflect the profession's core values and provide the necessary curricular elements, framework, and outcomes expected of all graduates of master's nursing programs.

Essential I: Background for Practice from Sciences and Humanities
Essential II: Organizational and Systems Leadership
Essential III: Quality Improvement and Safety
Essential IV: Translating and Integrating Scholarship into Practice
Essential V: Informatics and Healthcare Technologies
Essential VI: Health Policy and Advocacy
Essential VII: Interprofessional Collaboration for Improving Patient and
Essential VIII: Clinical Prevention and Population Health for Improving Health
Essential IX: Master's-Level Nursing Practice

MSN PROGRAM OUTCOMES

Upon completion of the Master's curriculum, the new graduate will be able to:

1. Design health care-centered curricula and programs with an altruistic concern for the welfare of students, patients, and communities while supporting autonomy and respecting human dignity.
2. Design health care-centered curricula and programs aimed at clinical prevention and population health.
3. Lead organizations and systems in the principles of nursing education through ethical decision making related to health promotion.
4. Integrate evidence into practice and quality improvement measures that support legal and ethical standards of health care education in diverse settings.
5. Use technology to educate health care providers and facilitate interprofessional collaboration to improve outcomes of all populations.
6. Evaluate domestic and global health integrating the principles of health care education for delivery systems, policies, epidemiologyand the environment.
7. Promote the health of patients through the education of providers to enable them to integrate interprofessional management of risk reduction, disease prevention and the management of illness.
8. Demonstrate professional role competencies of nursing education through the teaching and learning of advanced practice principles and theories.

Degree Requirements

1. A total of thirty-three (33) graduate credit hours is required for the nurse educator concentration. Students who need to maintain full-time status will complete 33 graduate credit hours in four semesters. No minor is required.
2. All courses required in the program are open to qualified graduate students and those who are approved to take courses as a non-degree seeking status.

3. A total of twelve credit hours of transfer credit may be accepted with approval from the program coordinator.
4. With the exception of twelve approved transfer credits, all graduate study must be completed in-residence at UNCW depending upon the degree concentration pursued.
5. An MSN student must have a "B" or better in each required course. If a student earns a "C", he/she must repeat the course and must earn a "B" or better to progress. A student will only be allowed to repeat one course, one time and must do so before they progress in the program. A student must maintain a cumulative GPA of 3.0 to graduate.
6. Faculty-guided evidence-based education project after successful completion of NSG 513, NSG 524, and NSG 525, is required and will be presented in NSG 597 – Nursing Education Practicum II. A scholarly presentation is required to disseminate findings from the research activity.
7. Successful completion of an oral presentation and a written paper of the evidence-based education project will be a culminating required assignment in order to apply for graduation.
8. Each student must complete an approved course of study within five years of the date of the first registration for graduate study to be eligible for graduation.

Required Courses

NSG 501- Health Care and Nursing Practice Informatics and Technology – Credits 3

NSG 510 – Advanced Health Assessment and Diagnostic Reasoning - Credits: 3

NSG 512 – Advanced Pharmacotherapeutics - Credits: 3

NSG 513 – Foundations and Evidence-Based Practices for Nursing Education Didactic Instruction – Credits 3

NSG 514 – Pathophysiology for Advanced Practice Nurses – Credits 3

NSG 524 – Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction – Credits 3

NSG 525 – Foundations and Evidence-Based Practices for Nursing Education Distance Learning – Credits 3

NSG 593 – Collaboration for Population Health, Finance, and Policy Applied to Nursing Education - Credits 3

NSG 596 - Nursing Education Practicum I - Credits 3

NSG 597 - Nursing Education Practicum II – Credits 3

Elective – Credits 3

Graduate Nursing Core – 6 credits
Functional Area Content – 15 credits
Direct Care Core – 9 credits
Elective – 3 credits

Course Sequence

NSG 513 is pre-requisite to **NSG 524** and **NSG 525**. Enrolling in **NSG 513** before other nursing education foundation courses will prepare the enrollee for subsequent course work and lay a foundation for the MSN-NE program essentials.

NSG 513, NSG 524, NSG 525 are prerequisite to **NSG 596 Nursing Education Practicum I & NSG 597 Nursing Education Practicum II.** Taking these courses in sequence will prepare new enrollees for the teaching practicum experience and the development of an evidence-based project.

NSG 596 is prerequisite to **NSG 597**.

COURSE DESCRIPTIONS

NSG 501 - Health Care and Nursing Practice Informatics and Technology (3)
This course examines clinical information systems, health care technology and medical languages as informatics concepts are used, and applied for investigative inquiry. The focus is on the impact of informatics and technology on health care systems and nursing practice.

NSG 510 - Advanced Health Assessment and Diagnostic Reasoning (3)
Focuses on assessment of health status of individuals and families throughout the lifespan addressing cultural and developmental variations. Diagnostic reasoning is emphasized as the decision making process which differentiates normal from abnormal health states.

NSG 512 - Advanced Pharmacotherapeutics (3)
Provides the advanced practice nurse a rational basis for pharmacologic management of clients. The principles of pharmacology and the process of pharmacological reasoning for primary care of common acute and chronic illnesses will be presented. The core topics will examine advanced nursing roles in the management of pharmacotherapeutics for clients across the life-span in rural and urban underserved communities.

NSG 513 - Foundations and Evidence-Based Practices for Nursing Education Didactic Instruction (3)
This course provides the essential elements which define and operationalize the process of didactic instruction. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation

to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 514 - Pathophysiology for Advanced Practice Nurses (3)
An advanced course in the pathophysiology of human conditions. Emphasis is on selected disease and conditions of various body systems and the adaptation of those systems to disease across the life span**.**

NSG 524 - Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction (3)
Pre-requisite: NSG 513-800. This course provides the essential elements which define and operationalize the process of clinical instruction. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 525 - Foundations and Evidence-Based Practices for Nursing Education Distance Learning (3)
Pre-requisite: NSG 513-800. This course provides the essential elements which define and operationalize the process of distance learning. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 593 - Collaboration for Population Health, Finance, and Policy Applied to Nursing Education (3)
An online course focusing on social, psychological, cultural, economic, political, legal, and ethical trends and issues which shape health care delivery systems and health education. Advanced nursing practice is studied relative to inter-professional relationships and leadership in health policy, health care reform, health care delivery systems, health care education, poverty research, and interdisciplinary health management.

NSG 596 - Nursing Education Practicum I (3)
Prerequisites: NSG 513, NSG 524, NSG 525. This practicum is a faculty guided nursing education practicum for application and synthesis of the nurse educator role in academia or health care settings. Students will assess learning needs and design, implement, and evaluate an instructional module which includes didactic, clinical, and/or distance learning principles under the direction of an approved nurse faculty mentor.

NSG 597 - Nursing Education Practicum II (3)
Prerequisites: NSG 596. This practicum is a faculty guided nursing education practicum for application and synthesis of the nurse educator role in academia or health care settings. Students will assess learning needs and design, implement, and evaluate an instructional module that includes didactic, clinical, and/or distance learning principles, and builds on the instructional module in Practicum I, and under the direction of a selected nurse faculty mentor. They will disseminate findings in a manner consistent with the educator role.

Elective (3)
An elective course offered in the School of Nursing or other disciplines in UNCW related to the student's interests.

Nursing Education Practicum Requirements

All MSN-NE students will complete and log a minimum of 168 practice hours within their practicum courses. Practice hours are designed to demonstrate synthesis of expanded knowledge acquired within the MSN Nurse Educator curriculum. Practical learning experiences are structured across a series of two practicum courses that include course objective strategies for meeting overall program outcomes. The series of courses provides the student the opportunity to design, implement, and evaluate a theory-based educational project and disseminate findings to the academic community. The project reflects and demonstrates synthesis of the student's knowledge from all courses and unique practice experiences in the student's specified area.

Students, with faculty guidance, are responsible for identifying an educational site where the project will be designed and implemented. One site will be used for NSG 596 and NSG 597. Examples of sites for the practicum include nursing education programs at community colleges, colleges, universities; staff development programs at hospitals, clinics, community-based agencies, and long-term care facilities. All educational sites must be approved by the program coordinator and a signed 'agreement' must be in place at least 5 weeks prior to the start of NSG 596. Students are required to comply with all policies requirements of the educational or clinical site.

Students, with faculty guidance, are responsible for identifying one MSN-prepared nurse educator at the selected educational site who will serve as a preceptor for the practicum courses. The preceptor will work in conjunction with the student and course faculty and provide direct oversight of the student. Preceptors will provide information about student work to course faculty but will not be responsible for evaluating student learning. All preceptors must be approved by the program coordinator and a signed 'agreement' must be in place at least 5 weeks prior to the start of NSG 596.

Preceptor Qualifications

- Current license in state where practicum is located.
- Master of Science degree, preferably with a nursing education concentration, from an accredited nursing program.
- Minimum of three years of teaching experience in educational or clinical setting.
- Employed at the educational or clinical site where practicum course will be completed.

Guidelines for Selecting a Preceptor

- A nurse educator working in area of focus such as staff development, client education, higher education, or an area of specific interest to the student.
- A nurse educator with expertise that aligns with the educational goals of the student: classroom teaching, online education, staff development, community education, etc.
- A nurse educator who is well established in the clinical or educational agency and can assist student in networking with other professionals.
- A nurse educator who has experience mentoring new graduates and/or graduate level nurses and understands the implications of the preceptor role.
- A nurse educator who has the time and resources to allocate to the preceptor role.

Nurse Educator Post-Master's Certificate, PCRT

Purpose

The purpose of the post-master's certification program in nursing education is to prepare a nursing professional who uses educational theory in health care teaching situations. The curriculum allows for a balance between didactic instruction, clinical instruction and distance learning instruction. The innovative integration of educational theory, curriculum design and instruction, and teaching and learning evaluation in each of these instructional areas will prepare the graduate for a variety of professional health care education roles.

The post-master's certificate program is designed for:
1. Advanced practice nurses who would benefit from learning nursing education principles and theories that can be used to address educational issues on a regular basis.
2. Nursing educators in associate and baccalaureate degree programs who have a master's degree in nursing or other health related areas critical to nursing but no specialized training in nursing education and perceive the

need for additional skills.
3. Nurses who have earned graduate degrees and perceive the need for nursing education knowledge in their future careers or are simply interested in a deeper understanding of nursing education theory as it relates to their area of practice.

The completion of the post-master's certificate courses will enable nurse educators in the state of North Carolina to meet the requirements for the North Carolina Board of Nursing and enable the graduates to be eligible to take the Certification for Nurse Educators (CNE) examination sponsored by the National League for Nursing.

Program Outcomes for the Post-Master's Certificate, PCRT

Upon completion of the Post-Master's curriculum, the new graduate will be able to:
1. Design health care-centered curricula and programs aimed at clinical prevention and population health.
2. Lead organizations and systems in the principles of nursing education through ethical decision making related to health promotion.
3. Use technology to educate health care providers and facilitate interprofessional collaboration to improve outcomes of all populations.
4. Demonstrate professional role competencies of nursing education through the teaching and learning of advanced practice principles and theories.

Required Courses

NSG 513 – Foundations and Evidence-Based Practices for Nursing Education Didactic Instruction – Credits 3 (pre-requisite to NSG 524 – 800 and NSG 525-800)
NSG 524 – Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction-Credits 3
NSG 525 – Foundations and Evidence-Based Practices for Nursing Education Distance Learning-Credits 3

Course Sequence

NSG 513 is pre-requisite to **NSG 524** and **NSG 525**. Enrolling in **NSG 513** before other nursing education foundation courses will prepare the enrollee for subsequent course work and lay a foundation for the post master's certificate essentials.

Course Descriptions

NSG 513 - Foundations and Evidence-Based Practices for Nursing Education Didactic Instruction (3)
This course provides the essential elements which define and operationalize the

process of didactic instruction. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 524 - Foundations and Evidence-Based Practices for Nursing Education Clinical Instruction (3)
Pre-requisite: NSG 513-800. This course provides the essential elements which define and operationalize the process of clinical instruction. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

NSG 525 - Foundations and Evidence-Based Practices for Nursing Education Distance Learning (3)
Pre-requisite: NSG 513-800. This course provides the essential elements which define and operationalize the process of distance learning. The student will explore relevant teaching and learning theories from the perspectives of education and nursing as a foundation to, critique curriculum models, choose pedagogies, and analyze evaluation strategies that are appropriate to achieve the outcomes of this method of learning. They will analyze factors that influence program development, curriculum design, development, implementation and evaluation.

Support Services

Academic Support Services

The University Learning Center (ULC) provides academic support services in a variety of areas. Visit the ULC website for details about services that are available to all UNCW students (http://uncw.edu/ulc/).

The ULC offers online writing consultation to assist students with academic writing. It is recommended that students submit drafts of written assignments at least one week before the assignment is due. Additional information is available at http://uncw.edu/ulc/writing/onlineresponse.html.

Technology Support Services

The Technology Assistance Center (TAC) provides technology support to all UNCW students. Students can call TAC at 910-962-HELP for assistance. Hours of operation vary and are posted on the TAC homepage (http://uncw.teamdynamix.com/TDclient/home/).

Office of e-Learning

The Office of e-Learning provides a wide variety of 'How-to' instructional materials for students enrolled in online course. The resources include step-by-step directions and videos to help guide students with use of technology in online learning. Visit the OEL website to access these resources (http://uncw.edu/oel/studenthowto.html).

Health and Counseling Services

The Abrons Student Health Center on the UNCW campus provides health services to UNCW students. Visit their website for additional information (http://uncw.edu/healthservices/).

The Counseling Center on the UNCW campus provides a broad range of psychological, counseling, and educational services to UNCW students.   Visit their website for additional information and to access stress reduction resources (http://uncw.edu/counseling/about.html)

Student Governance

The Graduate Student Association of the University of North Carolina Wilmington is the student government association   representing all graduate students at UNCW. The organization works to advance interests and welfare of graduate students within the university (UNCW GSA Constitution, 2011).   Membership is granted to all full and part-time graduate students at UNCW. Learn more about participating in university level governance by visiting the GSA website at http://student.uncw.edu/org/gsa/about.html.

Nursing students have the opportunity to contribute to program governance within the School of Nursing by serving as the student representative on each of the school's governance committees including: Faculty Council, Program Councils, Program Evaluation, and Curriculum   Committees. Students are notified of committee vacancies by the program coordinator and can self-nominate to serve in this importance governance role.

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SECTION II

GENERAL PROCEDURES AND POLICIES

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Maintenance of RN Licensure

All MSN Nurse Educator (NE) program and certificate students are required to maintain continuous RN licensure during enrollment in the program. If a student's RN license is renewed during the program, the student must provide documentation of this

renewal to the nursing faculty adviser. If the student's RN license lapses or becomes encumbered due to a disciplinary action, the student is required to notify the program coordinator immediately and can be dismissed from the MSN NE program.

Software Requirements

Students are required to have Microsoft Office when taking courses in the MSN programs. Additional software requirements will be listed on course syllabi.

Browser Requirements

Students are required to use browsers that are compatible and recommended for UNCW's current version of Blackboard or other learning management system used by UNCW. The current recommendation is for Firefox Extended Support Release (ESR). Visit http://uncw.edu/dl/gettingstarted.html for updates and to learn more. Students are to complete a browser test to ensure the web browser is properly configured. The browser test is accessible after logging into Blackboard.

Hardware Requirements

It is recommended that your computer/laptop be no more than three years old. A web camera and microphone may be used. Additional hardware requirements will be listed on course syllabi. Students must have access to a reliable high-speed internet connection. Assignment due dates will not be extended due to disruptions in internet access. Students must have computer operating system and internet browser will vary so it is important to check for compatibility before beginning a course using Blackboard. The School of Nursing reserves the right, at any time, to use distance learning technologies (e.g. interactive video to and from remote sites) in the delivery of educational offerings.

Orientation

Students are required to complete MSN Nurse Educator Program, UNCW Graduate School, and Blackboard Orientations within the first 3 weeks of beginning the program.

Retention and Progression Policy

Refer to "Retention Policy" as outlined in the University of North Carolina Wilmington Graduate Catalogue under "Academic Regulations and Procedures" section for graduate school policy. However, note that the following are School of Nursing specific policies related to retention and progression. Students are responsible for knowing and abiding by all Graduate School and SON policies related to retention and progression.

- Student must maintain a grade of "B" (3.0)" in each required course in the programs in order to remain in the program. A student who receives less than

a "B" (3.0), but no lower than a "C" (2.0), in any course will be allowed to repeat the one (1) course. A student will only be allowed to repeat one (1) course. A student who is unsuccessful on the second attempt in a nursing course or a student who receives a grade of "C" or below in two or more nursing courses will be dismissed from the program. In accordance with the graduate school progression policy, a student must maintain a cumulative GPA of 3.0 at all times. Further, if a student falls below the required 3.0 GPA at any time, he or she goes on academic probation. The student will be given the opportunity to repeat the course a maximum of one time when the course is offered again.

- An incomplete grade ("I") indicates that the student was passing the course at the time of consideration for Incomplete, and due to circumstances beyond the student's control, is unable to complete the course requirements. It also indicates that the student received consent from the course faculty member to complete the work for which the "I" grade is awarded. An "I" grade must be removed no later than one calendar year from the time the grade is awarded. An "I" grade not removed will be converted to an "F."

- In order to progress in each course in the curriculum, students are expected to adhere to professional standards of advanced nursing practice and exhibit behaviors demonstrating role readiness. Examples of readiness include: 1) availability to the program; 2) collaborative interpersonal skills; 3) emotional stability; 4) ethical behavior and legal behavior; 5) clinical skills, and 6) personal and professional accountability. Students deemed clinical unsafe will be dismissed from the program and will not be eligible for readmission.

Grading

The University of North Carolina Wilmington uses the quality point system and semester hour credit for calculating student achievement. Grade symbols and equivalent quality points used are as follows Graduate Grading:

Grade	Points	Grade Point	
A	100-90	4.00 qp	Excellence
B	89-80	3.00 qp	Completely satisfactory
C	79-70	2.00 qp	Minimally acceptable
F	<70	0 qp	Failure
I/F		0 qp	Failure
P/F			Pass/Fail
S			Satisfactory progress (thesis)
U			Unsatisfactory progress (thesis)
I/U			Unsatisfactory progress (thesis)
I			Work incomplete
W			Withdraw passing

Grade Appeal Procedure

Any student considering an appeal of a final course grade should understand that each faculty member has the academic freedom and responsibility to determine grades according to any method chosen by the faculty member. However, prejudiced or capricious academic evaluation by a faculty member is a violation of a student's rights and valid grounds for a grade appeal. Any intent to appeal a final course grade must be made in writing to the Graduate School within 30 days of issuances of the grade. Any student who contests a course grade shall first attempt to resolve the matter with the instructor involved. Failing to reach a satisfactory resolution, the student may appeal the grade in accordance with the procedures outlined by the Graduate School. Please visit the Graduate School Grade Appeal Procedure website for additional information.
http://www.uncw.edu/gradschool/currentstudents/gradeappeal.html

Academic Grievance Procedure
Students enrolled in the MSN Nurse Educator programs are to follow the Graduate School Academic Grievance Procedure for academic or procedure concerns (not grade-related).

> *Graduate students who have academic or procedural concerns, other than grades, should attempt to resolve those concerns at the lowest academic level as soon as possible (and no more than 90 days) after the event giving rise to the complaint. The first level for redress is with the appropriate faculty member. Within 30 days of failing to reach a satisfactory resolution with the faculty member, the student may appeal to the department chairman. Failing resolution at the department level, the student may, within 10 business days, appeal jointly to the dean for the student's academic area and to the dean of the Graduate School. The deans (or their designees) will conduct interviews with all parties to arrive at a resolution of the issue. The mutually agreed upon decision of the deans will be final and not subject to further appeal. Complaints that fall within the categories of sexual harassment, improper personal relationships, personal discrimination, unlawful workplace harassment, or workplace violence should be filed in accordance with Appendix J of the UNCW Code of Student Life (UNCW, 2016)*

UNCW Graduate School (2016). *Academic grievance procedure*. Retrieved from http://catalogue.uncw.edu/content.php?catoid=40&navoid=5219#Academic_Grievance_Procedure

Code of Ethics

All School of Nursing programs subscribe to the Code of Student Conduct of the University of North Carolina Wilmington.

Student Standards of Conduct:

Students share in the responsibility for maintaining an environment in which the rights of each member of the academic community are respected. When asked to report to any university office, a student is expected to appear at the time specified or to arrange another appointment. All students and their guests shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are respected.

In addition, students and faculty of UNCW SON subscribe to the American Nurses Association (ANA) Code of Ethics whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the university, school, or the nursing profession.

Academic Conduct

All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned school work.

Professional Conduct

Professional misconduct is construed as any violation of the following provisions:

1. Faculty and students assume responsibility for individual and professional judgments and actions. Also, it is expected that they will seek consultation and clarification on professional actions in which there is uncertainty. It is expected further that they will continue to maintain the competence of their practice.
    1.1. The student nurse assumes responsibility and accountability for individual nursing judgments and actions at his/her level of knowledge and expertise.
    1.2. Nursing faculty and nursing students exercise informed judgment and use individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
2. It is expected that faculty and students will respect and uphold the rights of all their patients and their students.
    2.1. By providing services with respect for human dignity and the uniqueness of the patient and/or student unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
    2.2. By safeguarding the patient's/students right to privacy by

judiciously protecting information of a confidential nature.
3. It is expected that faculty and students will protect patients and students against incompetent, unethical, or illegal practice.
   3.1. By participating in the profession's efforts to establish and maintain conditions of practice conducive to high quality of nursing care.
   3.2. By participating in the profession's efforts to implement and improve standards of nursing and nursing education.
   3.3. By participating in the profession's efforts to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.
   3.4. By collaborating with members of the health profession and other citizens in promoting community and national efforts to meet the health needs of the public.
   3.5. By assuming responsibility for reporting incompetent, unethical, or illegal practice to the appropriate authority (i.e., incident reports, etc.)
4. It is expected that faculty will respect and uphold the rights of students.
   4.1. By maintaining confidentiality of students' records.
   4.2. By obtaining or disseminating to the appropriate persons only information strictly pertinent to student's current academic performance.
   4.3. By treating the student as a person of worth and dignity.
5. It is expected that students will respect and uphold the rights of faculty.
   5.1. By maintaining confidentiality of faculty records.
   5.2. By obtaining or disseminating to the appropriate persons only information strictly pertinent to faculty's current academic performance.
   5.3. By treating the faculty member as a person of worth and dignity.

Student Misconduct & Academic Integrity

Every student attending the School of Nursing is expected to adhere to the UNCW Honor Code. Any violation of the above is considered an act of misconduct and warrants disciplinary action appropriate to the violation. A student has the right to contest any allegation of misconduct or disciplinary action. Whenever possible, allegations of misconduct should be settled at the lowest possible level—between the individuals involved. Allegations of misconduct should be resolved as quickly as possible. When a faculty member believes that a student has engaged in misconduct or scholastic dishonesty, the faculty member will submit a report to the Office of Student Affairs. The student may then be required to meet with a staff member to discuss the matter. If a student disagrees with the outcome of the case and does not wish to accept an informal resolution, the Campus Conduct Board composed of faculty and students will hear the case. When students are found responsible for scholastic dishonesty, the sanctions can include but are not limited to the following options: failing grade on an assignment, failing grade in a course, completing a required assignment, being placed on disciplinary probation, being suspended, or being expelled. Be advised

that University policy prohibits withdrawing from a course to avoid a grade penalty due to scholastic dishonesty. The School of Nursing does not allow a student to withdraw from a class if accused of scholastic dishonesty. A student has the right to a hearing and to appeal any disciplinary action. Records of academic misconduct are kept on file in the college office and in the Office of Student Conduct.

Confidentiality Statement

As a student assigned to a clinical or educational agency via Contractual Agreement or Memorandum of Understanding between the School of Nursing and the agency, you are allowed access to records of your students. Student information from any source and in any form, including paper records, oral communication, audio recording, and electronic display, is **strictly confidential**. Access to confidential student information is on a need to know basis and must comply with policies of the educational agency and the Family Education Rights and Privacy Act (FERPA).

It is the policy of the UNCW School of Nursing that students, faculty, and staff of the school shall respect and preserve privacy and confidentiality of patient and student information, regardless of the agency to which the student or faculty is assigned. Violations of this policy include, but are not limited to:

- accessing information that is not within the scope of one's assignment
- misusing, disclosing without proper authorization, or altering patient, student, or personnel information
- disclosing to another person one's sign-on code and password for accessing electronic or computerized records
- using another person's sign-on code and password for accessing electronic or computerized records
- leaving a secured application unattended while signed on and
- attempting to access a secured application without proper authorization.

Violation of this policy by students, faculty or staff to any agency with which the UNCW School of Nursing has a Contractual Agreement or Memorandum of Understanding, may constitute grounds for corrective action up to and including loss of agency privileges, dismissal or termination from the school in accordance with applicable agency, school, or university procedures. Violation of this policy by any member of the school's student body, faculty, or staff may constitute grounds for termination of the contractual relationship or other terms of affiliation between the school and the agency. Unauthorized release of confidential information may also result in personal, civil, and/or criminal liability and legal.

Equal Opportunity, Diversity, and Unlawful Harassment

The SON follows the policies and procedures related to Equal Opportunity, Diversity and Unlawful Harassment as outlined in the Undergraduate and Graduate Academic Catalogues.

Civility Statement

The School of Nursing embraces the UNCW Respect Compact
http://uncw.edu/diversity/src.html
The School of Nursing is dedicated to creating and maintaining a civil community that supports respectful discourse and openness to opposing viewpoints.
Members of the School of Nursing Community are asked to:
- Assume goodwill approach situations positively
- Communicate respectfully
- Address issues to the person directly involved. Follow the chain of command if not resolved when discussed with person involved.
- Abide by the American Nurses Association Position statement about civility.

Statement of American Nurses Association Position (2015):

ANA's Code of Ethics for Nurses with Interpretive Statements states that nurses are required to "create an ethical environment and culture of civility and kindness, treating colleagues, co-workers, employees, students, and others with dignity and respect." Similarly, nurses must be afforded the same level of respect and dignity as others (ANA, 2015a). Thus, the nursing profession will no longer tolerate violence of any kind from any source. All registered nurses and employers in all settings, including practice, academia, and research must collaborate to create a culture of respect, free of incivility, bullying, and workplace violence. Best practice strategies based on evidence must be implemented to prevent and mitigate incivility, bullying, and workplace violence to promote the health, safety, and wellness of registered nurses and to ensure optimal outcomes across the health care continuum. This position statement, although written specifically for registered nurses and employers, is also relevant to other health care professionals and stakeholders who collaborate to create and sustain a safe and healthy interprofessional work environment. Stakeholders who have a relationship with the worksite have a responsibility to address incivility, bullying, and workplace violence (para. 1, 2).

American Nurses Association (2015). *Incivility, bullying, and workplace violence.* Retrieved from http://www.nursingworld.org/IncivilityBullying-and-WorkplaceViolence-PositionStatement

Literary Format

In order to provide consistency, uniformity, clarity, and standardization for written documents in all School of Nursing programs, the *Publication Manual of the American Psychological Associate* (latest edition) is the adopted style for all written documents in the School of Nursing. This format should be used by all students in writing papers as part of course requirements (unless otherwise specified.) The above titled book is often referred to as the "APA Style Manual."

Institutional Review Board (IRB)

All student and faculty conducting research projects involving human subjects must secure approval of the UNCW Institutional Review Board. All IRB policies, procedures and forms can be accessed at http://uncw.edu/research/compliance/human.html.

Substance Abuse Policy

Students, faculty members, administrators, and other employees of the University of North Carolina Wilmington are responsible, as citizens, for knowing about and complying with the provisions of North Carolina Law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Article 5 of Chapter 90 of the North Carolina General Statutes. Any member of the university community who violates that law is subject both to prosecution and punishment by the civil authorities and to disciplinary proceedings by UNCW. It is not "double jeopardy" for both the civil authorities and the university to proceed against and punish a person for the same specified conduct. The university will initiate its own disciplinary proceedings against the student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interest of the university.

For a complete account, please reference the current issue of *The University of North Carolina Wilmington Student Handbook and Code of Student Life*, The Code of Student Life and The University of North Carolina Wilmington Student Handbook/Catalogue: www.uncw.edu/catalogue.

Drug Screening Program

1. **Pre-practicum Drug Screen**
   Prior to a nursing student's initial clinical practicum experience and at other times as mandated by clinical agencies, the student must obtain a 12 panel urine drug screen at a NIDA certified laboratory. The report must be issued from a National Institute of Drug Abuse (NIDA) approved laboratory. The Panel must include Amphetamines (AMP), Barbiturates (BAR), Benzodiazepines (BZO), Cocaine (COC) Metabolite, Marijuana (THC), Methadone (MTD),

Methamphetamine (mAMP), Ecstasy (MDMA), Opiate (OPI), Phencyclidine (PCP), Propoxyphene (PPX), and Oxycodone (OXY). (Appendix A, CertifiedBackground.com) A Medical Review Officer (MRO) consults confidentially with any student that tests positive to verify if there is a valid medical explanation. Complete and accurate results are typically available within 48 hours. At any time a student can access, view and print his/her completed confidential report results from their online account.

Students will be required to submit to random urine drug screening throughout their practicum courses. When a random urine drug screen is required, individual students will be notified by email and will have 24 hours to complete the screening. Test results will be made available to the School of Nursing and the student. No individual test results of the drug screen will be provided to clinical agencies. There will be a group list of those qualified to attend clinical as a result of the screen. Before these results are available, student must not attend off-campus clinical experiences. All expenses associated with drug testing are the responsibility of the student.

2. **Testing based on Reasonable Suspicion**

   a) A student may be subject to testing at any time when, in the judgment of a faculty member, there is reasonable cause to suspect the student is engaging in the use of non-prescribed or illegal drugs/alcohol. Such individualized reasonable suspicion may be based on information from any source deemed reasonable by the faculty member, including but not limited to:
      1) observed possession or use of substances that reasonably appear to be illegal drugs or legal drugs used illegally.
      2) conviction for a criminal offense related to the possession, use or trafficking in drugs/alcohol.
      3) observed abnormal appearance, conduct or behavior, including unusual patterns of absence from school or excessive tardiness that is reasonably interpretable as being caused by the use of drugs/alcohol.
   b) Individualized reasonable suspicion means: if the available facts were conveyed to a (hypothetical) reasonable person unfamiliar with the student, that person would conclude that there is a factual basis for determining that the student is using a prohibited drug/alcohol.
   c) When individualized reasonable suspicion is found to exist, the student shall be subject to the SON Policy on Dismissal for Unsafe Practices.
   d) In the case of individualized reasonable suspicion drug testing, the SON shall contract with a private laboratory. Once the student has been confronted by the faculty member of the need for reasonable suspicion drug testing, the faculty member will remove the student from the clinical setting and will coordinate

transportation for the student to be screened by the identified laboratory. For student and public safety, the faculty member may request that the student take a cab to the drug testing laboratory. The student must present for drug testing within 2 hours of being confronted by the faculty member. The student is responsible for all expenses associated with drug testing. A consent and release form will be signed by the student for drug testing Validated copies of the drug test results will be sent to the SON and, subsequently, to the student.

e)   Once the faculty member has confronted and removed the student from the clinical setting, the faculty member shall notify the Program Coordinator, Associate Director of Graduate Programs, School of Nursing, and /or Associate Dean for Academic Affairs.

3. **Consequences of Failure to Participate in or Cooperate with Testing**

An instance of failure or refusal to participate in or cooperate with testing shall be deemed to be an occasion of impermissible drug use that justifies dismissal under the SON Policy on Dismissal for Unsafe Practices.

4. **Consequences of Impermissible Drug Use**

When prohibited drug use has been confirmed through positive test results, the student shall meet with the Director of the School of Nursing or designated representative of the Director. The following consequences may apply:

a)   Student may be subject to dismissal under the SON Policy on Dismissal for Unsafe Practices.

b)   Referral to UNCW Counseling Center for assessment, treatment recommendations, and follow up monitoring.

1)   If a student chooses not to participate in the referral and/or treatment prescribed by the UNCW Counseling Center, the student will be subject to dismissal under the SON Policy on Dismissal for Unsafe Practice.

2)   If a student chooses to participate in the treatment prescribed by the UNCW Counseling Center, the student may continue theory courses. The student may not attend clinical until the prescribed treatment program has been completed. The treatment program must contain at least the following:

- Student agrees to assistance, to be drug free, and if there is a relapse, the student must report this to the counselor immediately.
- Student will obtain the prescribed counseling for a specified length of time and provide documentation to the UNCW Counseling Center on a regular basis.
- Student will submit to random drug testing as determined by the UNCW Counseling Center.

c) Once a student has successfully completed the treatment program and is released by the UNCW Counseling Center, the student must submit a letter to the Associate Director and Program Coordinator requesting re-entry into practicum courses. If approved, the student will continue to be subject to the substance abuse policy and must report any relapse immediately to the course and/or Program Coordinator, as well as the Associate Director and Director.

5. **Confidentiality of Information Concerning Drug Use**
Any information concerning a student's alleged or confirmed use of drugs shall be restricted to institutional personnel and North Carolina Board of Nursing as required, and to parents of minors or dependent students. No individual test results of the drug screen will be provided to clinical agencies. There will be a group list of those qualified to attend clinical as a result of the pre? clinical drug screen. No other release of such information will be made without the student's written consent, unless in response to appropriate judicial process. The institution, however, will not voluntarily disclose such information in the absence of a subpoena or court order.

Pre-practicum Criminal Background Check (CBC)

A criminal background check must be completed by each student prior to beginning a practicum course and may be required at admission as directed by the graduate school. The purpose for completing a criminal background check is to meet the requirements of UNCW's clinical agency partners to participate in practicums.

Current statute of limitation: If students maintain continuous enrollment, they generally will not be required to repeat a background check unless an educational or cl site specifically requires an updated report. All applicants to the School of Nursing must submit a statewide criminal background history for all states of residency during the past seven years. A student having had residency in more than one state in the past seven (7) years must submit statewide criminal background histories for each state of residency during that period. International students are required to submit an international criminal background history. Any change from the student's initial criminal background history must be reported to the School of Nursing immediately. Failure to report any change will result in dismissal from the program. Information received from the student's criminal background history will become part of the student's confidential academic file.

CBC reports are typically completed within ten working days (depending on the number of residences and volume of information covering the seven year period that need to be researched). At any time a student can access, view and print his/her completed, confidential report via their online account. The Office of the Director and Student Success Services can access and view online the current status of a student's report.

School officials will evaluate the CBC check report to clear students for practicum experiences. Any questionable incidents on the CBC that would inhibit participation in a practicum will be addressed individually.

Practicum Health REQUIREMENTS

Student credentialing documents for practical nursing courses will be submitted to the Castle Branch student-created online account. Students will be sent information on creating the account after acceptance to the School of Nursing. The documentation for all of the following clinical credentials (**except** for the urine drug screening and annual flu vaccine) is due the session before the first clinical practicum NSG 596. If documentation is not received before the above designated date, the student will not be allowed to engage in clinical activities and may be un-enrolled from courses.

- **Liability insurance:** fee covered in student fees.
- **Health Insurance:** submit copy of insurance card (front and back) with student's name imprinted.
- **Required Immunizations** (according to CDC Guidelines for Health Care Personnel, 2011). Written documentation of:
    1. **Measles, Mumps and Rubella (MMR):** vaccination with 2 doses of MMR **or** laboratory evidence of immunity.
    2. **Chickenpox (Varicella):** vaccination with 2 doses of varicella vaccine **or** laboratory evidence of immunity.
    3. **Hepatitis B (HBV):** completion of the three dose vaccination series, completed no later than 6 months from starting the nursing program **or** laboratory evidence of immunity.
    4. **Influenza Vaccine:** completion of annual flu vaccine by October 1 of each year **or** completion of "Waiver/Declination of Influenza Vaccination" form due to qualifying medical condition or objection based on religious practice/belief.
    5. **Tetanus, Diphtheria, and Pertussis:** Both of the following are required:
    3 doses of tetanus/diphtheria toxoid (primary series) AND a booster dose of tetanus/diphtheria/pertussis (Tdap) within the past 10 years. The renewal date will be set at 10 years from administered date of Tdap vaccine.
    6. **Polio:** documentation of completed primary series. There must be a record of at least 3 vaccinations.

- **TB Screening**

    1. One of the following is required:
        a. for students who have no documentation of TB screening in the previous 12 months: an initial two-step baseline TB Screening with a TST (Tuberculin Skin Test) (A two-step screening involves an initial skin test followed by a repeat skin test in 1-3 weeks if the initial skin

test is negative) **or** a single (BAMT) (blood assay for M. tuberculosis) **or**

b. for students with documentation of negative TST screening in previous 12 months: single TST upon admission PLUS documentation of single TST screening within previous 12 months**or**

c. for students with history of positive TB screening: upload written documentation of adherence to any prescribed follow-up therapeutic regimen from preferred health care provider PLUS evidence of negative chest X-ray at least one year following initiation of treatment.

2. Renewal date will be set for before the start of classes in the Fall semester for submission of single TST **or** single (BAMT) (blood assay for M. tuberculosis) **OR** for students with past positive results, TB Annual Screening Form documenting an annual tuberculosis screening.

3. Any TST test result must be recorded in mm of induration.

4. Students with a history of a positive screening will:
   a. Adhere to the follow-up/therapeutic regimen or his/her health care provider.
   b. Submit written documentation of adherence to any prescribed Follow-up therapeutic regimen from preferred health care provider.
   c. Present evidence of negative chest X-ray at least one year following initiation of treatment.
   d. Submit a completed TB Annual Screening Form documenting an annual tuberculosis screening.

5. Students with a negative screening on admission will complete an annual TST.

Initial & annual training/self·study and testing in requisite clinical content for: bloodborne pathogens, tuberculosis &, infection control, and healthcare worker safety. An online educational program can be completed at www.nhrmc.org‖ at the bottom of the screen, under 'Resources', select 'For Employees'. Under 'Getting Started', choose 'Student Orientation', under 'Online Orientation for Student', click on ''CBL (computer·based learning) module', and complete the 'Online Orientation'. Submit the certificate of completion to your online credentialing account, as directed, following successful completion of the CBL.

- **Completed "Health and Physical Assessment" documented by a healthcare provider.**

- **Negative 12·panel Urine Drug screen:** report from a National Institute of Drug Abuse (NIDA) approved laboratory, purchased by the student when they create their online credential account.   The Panel must include Amphetamines (AMP), Barbiturates (BAR), Benzodiazepines (BZO), Cocaine (COC) Metabolite, Marijuana (THC), Methadone (MTD), Methamphetamine (mAMP), Ecstasy (MDMA), Opiate (OPI), Phencyclidine (PCP), Propoxyphene (PPX), and

Oxycodone (OXY). Refer to Urine Drug Screening Policy. Students in the Pre-Licensure option will be required to complete a random urine screening in the first semester of the program and repeated prior to their senior year.

- **CPR certification:** documentation of current **American Heart Association (AHA) certification: BLS (Basic Life Support) for Healthcare Providers**, which includes the course and written test, skills practice, and skills testing (Parts 1, 2, & 3) for adult, child, and infant. A totally online BLS course or a Red Cross course are **NOT** acceptable. Renewal date will be set based on expiration of certification.

- Criminal Background Check (CBC): **Purchased by the student when they create their online credential account. School officials will evaluate the CBC report to clear students for clinical and any questionable incidents on the CBC will be handled individually.**

  - **Completion of the following forms:**

    - Handbook Acknowledgement Form
    - Signed Confidentiality Statement

NOTE: It is the responsibility of the student to submit evidence of all required annual updates of immunizations and certification renewals. Students will not be permitted to participate in practicum learning experiences until all information is received, and consequently, may be unable to meet program requirements or experience a delay in program completion

UNIVERSITY OF NORTH CAROLINA WILMINGTON
SCHOOL OF NURSING
DEGREE PROGRAMS STUDENT SIGNATURE PAGE

I have been instructed to access the online copies of the following publications:

University of North Carolina at Wilmington School of Nursing MSN Nurse Educator Program Student Handbook University of North Carolina at Wilmington Catalogue

University of North Carolina at Wilmington Graduate Catalogue

University of North Carolina at Wilmington Student Handbook and Code of Student Life

_____	_____	_____
Signature	I.D. Number	Date

_____

I have attended the New Student Orientation, where the importance of the following publications has been explained:

University of North Carolina at Wilmington School of Nursing MSN Nurse Educator Program Student Handbook University of North Carolina at Wilmington Catalogue

University of North Carolina at Wilmington Graduate Catalogue

University of North Carolina at Wilmington Student Handbook and Code of Student Life

_____	_____	_____
Signature	I.D. Number	Date

_____

I understand that it is my responsibility to thoroughly read and understand all information detailed within the following publications:

University of North Carolina at Wilmington School of Nursing MSN Nurse Educator Program Student Handbook University of North Carolina at Wilmington Catalogue

University of North Carolina at Wilmington Graduate Catalogue

University of North Carolina at Wilmington Student Handbook and Code of Student Life.

_____ _____ _____
Signature   I.D. Number   Date

CONFIDENTIALITY STATEMENT

As a student, faculty, or staff member assigned to a clinical or educational agency via Contractual Agreement or Memorandum of Understanding between the School of Nursing and the agency, you are allowed access to patient and student records. Patient and student information from any source and in any form, including paper records, oral communication, audio recording, and electronic display, is **strictly confidential**. Access to confidential patient information is permitted only on a need-to-know basis.

It is the policy of the UNCW School of Nursing that students of the School shall respect and preserve privacy and confidentiality of patient and student information, regardless of the agency to which the student or faculty is assigned. Violations of this policy include, but are not limited to:

- * accessing information that is not within the scope of one's assignment
- * misusing, disclosing without proper authorization, or altering patient or personnel information
- * disclosing to another person one's sign-on code and password for accessing electronic or computerized records
- * using another person's sign-on code and password for accessing electronic or computerized records.
- * leaving a secured application unattended while signed on and
- * attempting to access a secured application without proper authorization.

Violation of this policy by students to any agency with which the UNCW School of Nursing had a Contractual Agreement or Memorandum of Understanding, may constitute grounds for corrective action up to and including loss of agency privileges, dismissal or termination from the School in accordance with applicable agency, School or University procedures. Violation of this policy by any member of the School's student body may constitute grounds for termination of the contractual relationship or other terms of affiliation between the School and the agency. Unauthorized release of confidential information may also result in personal, civil, and/or criminal liability and legal penalties.

I have read and agree with the terms of the above statement and will read and comply with agency and School of Nursing policies and standards relative to information security.

_____   _____

Printed/Typed Name   **Student ID Number**

_____   _____

Signature   **Date**