

**UNDERGRADUATE  
STUDENT HANDBOOK  
FOR  
NURSING MAJORS  
(Pre-licensure Tracks)**

Supplemental  
to  
Western Carolina University  
*Student Handbook*  
and  
*The Record* (Undergraduate Catalog)

Updated **April 2009** by  
Undergraduate Student Affairs Committee

**All students in the nursing program are responsible for  
reading and understanding the information contained in this handbook.**

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## Welcome

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*Welcome or welcome back to the School of Nursing at Western Carolina University. Your educational experience will be challenging, rewarding, and exciting.*

*The faculty knows that you are committed to your studies. Your course work is just a small fraction of the knowledge you need to excel within your profession. It is up to you to go beyond that course work by immersing yourself in the professional literature, seeking new and challenging learning experiences, and involving yourself with student or professional organizations in the community.*

*This handbook contains important information about the nursing program at Western Carolina University. The School of Nursing policies and procedures are presented and are to be used in concert with University requirements, policies, and procedures. In addition, the handbook contains other useful information such as suggestions for coping with the stress of being in the program. Please review the handbook and retain it for future reference.*

*I am very glad that you selected WCU and its nursing programs. I wish you success in your studies. If you need to meet with me for any reason, please feel free to make an appointment.*

Vincent P. Hall, Ph.D., R.N.  
Director, School of Nursing

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## INTRODUCTION TO WESTERN CAROLINA UNIVERSITY AND THE NURSING PROGRAMS

### *Introduction to Western Carolina University*

Western Carolina University (WCU) is a comprehensive state-supported university comprised of the Graduate School and five undergraduate colleges: College of Health and Human Sciences (which includes the School of Nursing), Arts and Sciences, Business, Fine and Performing Arts, and Education and Allied Professions. Teaching and learning constitute the central mission of WCU. The commitment of the WCU community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society.

The WCU general catalog, *The Record*, contains authoritative information concerning the University, student services, academic regulations, the University calendar, and degree requirements. *The Record* is published in both undergraduate and graduate versions. Students are to obtain a copy of *The Record* at their level and refer to it for guidance.

### *Introduction to the Baccalaureate Nursing Program*

The North Carolina Legislature, at the urging of Western Carolina University and the people of the western counties, established a baccalaureate program in nursing at WCU in 1969 and appropriated funds for its support. The baccalaureate nursing program is accredited by the National League for Nursing and the Commission on Collegiate Nursing Education as well as approved by the North Carolina Board of Nursing.

The **Pre-licensure BSN** program leads to a Bachelor of Science in Nursing (BSN) degree. Upon graduation, Pre-licensure students sit for the National Council of State Boards of Nursing licensure examination for registered nurses (NCLEX-RN). The **Accelerated Entry Option** (AEO) enables candidates already holding a baccalaureate or higher degree to complete the requirements for the BSN program over a shorter time-span.

The **RN-to-BSN** program awards the BSN degree to persons with diplomas or associate degrees who currently hold a license to practice as a Registered Nurse. Cooperative transfer agreements between WCU and several western North Carolina community colleges facilitate the entry of registered nurse alumni from those community colleges into the RN-to-BSN track.

Theory classes are conducted in Cullowhee the junior year for Pre-licensure students and at Enka the senior year for Pre-licensure students. Classes for the Accelerated Entry Option are held at Enka. RN-to-BSN program coursework is conducted on-line (distance learning) with orientation sessions and other required meetings at Enka. For all programs, clinical nursing experiences are held at health care agencies throughout western North Carolina.

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## MISSION, PHILOSOPHY, AND CONCEPTUAL MODEL

### ***Mission of the School of Nursing***

The School of Nursing (SON) adheres to and supports the mission of Western Carolina University. The School prepares professional nurses at the baccalaureate and graduate levels to address the health care needs of diverse populations in the region. In accordance with its teaching mission, the School provides a scholarly atmosphere that stimulates service, research, and creative activities by its faculty and students.

### ***Philosophy of the School of Nursing***

The philosophy of the SON reflects beliefs and values of the faculty and gives direction to the baccalaureate curricula. Faculty believe their major responsibility is guiding the learning process to foster the holistic development of undergraduate and graduate students.

Faculty believe that the core concepts of the discipline are interactive and dynamic. These concepts are patient, environment, health, and nursing. The focus of nursing care is the patient, defined as an individual, family, group, community, or population. Patients have intrinsic worth and the right to self-determination in responding to their unique health care needs. Environment is the internal and external phenomena which are the context for the development, expression, and satisfaction of human needs. Health is not merely the absence of infirmity or disease but is a dynamic process of patient-environment interaction; health is defined individually and culturally. Nursing is an evolving practice discipline based on scholarship derived from theory, research, and experience. Nursing practice involves contextual awareness of the physical, emotional, sociocultural, and spiritual state of the patient. Faculty emphasize a holistic approach to caring in the human health experience across the life-span, exemplified by recognition of and appropriate interventions for human responses to actual or potential health concerns. This approach is facilitated by self-awareness, effective communication, and reflective, creative critical thinking.

Faculty and students are expected to demonstrate the spiritual and humanistic values of a caring profession. These include respect and concern for persons of diverse cultures and lifestyles, advocacy for social justice, and an ethic of public service. Within an atmosphere of mutual trust and respect, faculty and students exhibit integrity, honesty, and accountability for their own actions. Faculty encourages student participation in the processes of self-nurturance and life-long learning to promote and maintain professional growth.

The nursing curricula are developmental. Faculty believes that the study of liberal arts and sciences is foundational for nursing education. In addition to generating and utilizing its own unique body of knowledge, nursing synthesizes knowledge from other fields and disciplines. The baccalaureate graduate is a generalist who designs, provides, manages, and coordinates nursing care in a variety of health care settings. Master's education in nursing builds on this foundation and prepares nurses for specialist roles and doctoral education. The master's graduate is prepared for an expanded nursing role either as a nurse practitioner or a nurse educator. Graduates at both levels effectively engage patients in health education and collaborate with other disciplines in promoting, preserving, and restoring health across the life-span. Graduates are involved in scholarly inquiry and the application of nursing research. Graduates develop and enhance their roles in leadership of the profession and interdisciplinary management of health care while exhibiting autonomy appropriate to their level of practice.

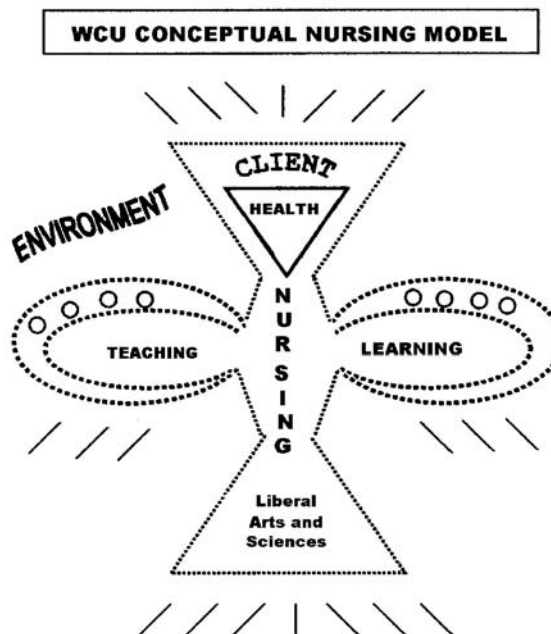
### ***WCU Nursing Conceptual Model***

The dynamic and interactive nature of the WCU Nursing mission, philosophy, and objectives are graphically depicted in the WCU Nursing Conceptual Model. Note the lines in the model are dotted. These lines represent the permeability through which all factors in the model influence and are influenced by the ENVIRONMENT. Environment is defined by faculty as “the internal and external phenomena which are the context for the development, expression, and satisfaction of human needs”

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The lines at the bottom of the model represent the entrance into the WCU system of prospective basic and RN-to-BSN (Capstone) students, with unique life experiences from diverse backgrounds. It is the belief of the faculty that Liberal Arts and Sciences are the foundation upon which nursing education is built. The three sides of the triangle that encloses the Liberal Arts and Sciences represent the functions of service, research, and creative activity which are nurtured by WCU, beginning in the freshmen and sophomore years and carried upward into the nursing program.

NURSING presents in the center of the model denoting that it is the central concept. The faculty believe nursing is an evolving practice discipline based on scholarship derived from theory, research, and experience. Nursing faculty emphasize a contextual and holistic approach to nursing and believe that self awareness, effective communication, and reflective critical thinking facilitate this approach. NURSING is positioned vertically representing the faculty's belief that nursing education is a developmental process moving from the simple to the complex. Thus BSN curriculum begins addressing wellness, moves upward to illness, and then on to complex illness. This upward progression of complexity continues as the MSN curriculum builds on the BSN preparation and develops nurses for advanced practice.



The double interconnected ellipses in the central plane of the model symbolize the infinite process of TEACHING and LEARNING. The outer line of the ellipses represents faculty while the inner line signifies students. The permeable boundaries not only represent environmental influence, but also interchangeability of teacher and learner roles. The lines beneath this elliptical plane represent the re-entrance into this process by Master's level students. The small circles within the boundaries of the inner and outer ellipses symbolize the concepts valued by faculty and woven through the nursing curriculum at all levels. Concepts include, but are not limited to: critical thinking, communications, holistic caring, appreciation for diversity, accountability/responsibility, theory/research/knowledge based practice, inter/intra disciplinary collaboration, health education, resource management, advocacy, leadership, political awareness/activism, ethical/legal practice, group process, nursing process, and career planning.

The dynamic TEACHING-LEARNING process is shown flowing beneath, creating, and supporting NURSING. The upward movement of the model into the upper inverted triangle denotes the focus of nursing which is the HEALTH of the patient. The faculty believe health is not merely the absence of infirmity or disease, but an individually and culturally defined dynamic process of patient-environment interaction. The holistic concept of health, which includes body, mind, and spirit, is represented in the three sides of the triangle surrounding HEALTH. Represented by the outer triangle is the concept of three levels of health care: primary, secondary, and tertiary. In addition, the illness-wellness continuum of health is represented. Illness is represented at the apex of the inverted triangle with health ever increasing, evolving outward and upward to the broad base. HEALTH is focused upward onto and supports PATIENT.

The faculty believe the PATIENT is the focus of nursing care and may be an individual, family, community, or population. Further, "Patients have intrinsic worth and the right to self-determination in responding to their unique health care needs." PATIENT is presented in a curvilinear fashion depicting the lifespan focus of patient healthcare.

The lines emerging from the top of the model represent the graduating nurses leaving the WCU Nursing learning community. They are ready to practice nursing at the level for which they have been prepared, addressing the health care needs of diverse populations in the region.

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**PROGRAM AND LEVEL OUTCOMES**  
**Program and Level Outcomes for the BSN Nursing Curriculum**

<b>Program Outcomes</b>	<b>Level I and II Outcomes (Freshmen &amp; Sophomore Years)</b>	<b>Level III Outcomes (Junior Year)</b>	<b>Level IV Outcomes (Senior Year)</b>
1. Base practice on current knowledge, theory, and research.	<p>Acquire knowledge from the sciences and the liberal arts that supports the science of nursing.</p> <p>Develop skills in critical thinking as presented in liberal studies courses.</p>	<p>Critically apply knowledge from the sciences, nursing, and the humanities in formulating, implementing, and evaluating holistic care of well and ill patients.</p> <p>Identify evidence-based findings as a significant resource when making nursing decisions related to patient care.</p> <p>Identify key theories from nursing and other disciplines that guide nursing decisions.</p>	<p>Synthesize knowledge from the sciences, nursing, and the humanities in designing, implementing, and evaluating holistic care in partnership with patients who have complex health care needs.</p> <p>Critically apply evidence-based findings in making nursing decisions related to care of patients who have complex health care needs.</p> <p>Plan patient care based on theoretical foundations.</p>
2. Demonstrate responsibility and accountability for practice.	Recognize the importance of honesty, integrity, and responsibility in the university and global community.	<p>Apply ethical and legal standards integral to the practice of professional nursing.</p> <p>Identify processes that facilitate safety and decreased errors in patient care.</p>	<p>Synthesize ethical and legal standards integral to the practice of professional nursing.</p> <p>Participate in quality improvement process to develop or ensure positive patient outcomes.</p>

<b>Program Outcomes</b>	<b>Level I and II Outcomes (Freshmen &amp; Sophomore Years)</b>	<b>Level III Outcomes (Junior Year)</b>	<b>Level IV Outcomes (Senior Year)</b>
3. Advocate for patients and the nursing profession.		<p>Articulate the values of the nursing profession.</p> <p>Discuss the impact of nursing's professional values on the well-being of patients</p> <p>Apply the values of the nursing profession when advocating for patients.</p>	<p>Promote agendas that enhance high quality health care and the advancement of the profession.</p> <p>Collaborate with patients, nurses, and other disciplines in the advocacy process.</p>
4. Practice effectively across a variety of settings and with diverse populations.	Discuss the effects of culture, race, beliefs, and values on behavior.	<p>Articulate the ways health behaviors are affected by culture, race, religion, gender, lifestyle, and age.</p> <p>Demonstrate respect for human diversity in planning and performing nursing interventions.</p> <p>Demonstrate effective use of technology for communication and the documentation of patient care.</p>	<p>Advocate for holistic health care that is congruent with the needs of diverse patients.</p> <p>Collaborate with patients and health care providers from diverse backgrounds across a variety of settings.</p> <p>Utilize informatics to manage knowledge and support decision making in the provision of safe patient care.</p>
5. Serve as a member and leader within interdisciplinary health care teams.	Recognize leadership skills in self and peers.	<p>Participate as an effective member of the interdisciplinary health care team.</p> <p>Use professional communication techniques in interactions with members of the health care team.</p>	Demonstrate effective leadership skills within the interdisciplinary health care team.

<b>Program Outcomes</b>	<b>Level I and II Outcomes (Freshmen &amp; Sophomore Years)</b>	<b>Level III Outcomes (Junior Year)</b>	<b>Level IV Outcomes (Senior Year)</b>
6. Form partnerships with patients and with other health care professionals.	Develop collaborative relationships with peers and faculty within the university community.	<p>Develop therapeutic relationships with individual patients for the purpose of providing holistic nursing care.</p> <p>Recognize issues of power and conflict in relationships with patients, peers, and other healthcare professionals.</p>	<p>Utilize networking skills to form partnerships with patients and other health care professionals for the purpose of decision-making and care management.</p> <p>Apply conflict resolution strategies in relationships with patients, peers, and other healthcare professionals.</p>
7. Provide health education to patients and peers.	Acquire knowledge from the sciences and the liberal arts that supports the science of nursing.	<p>Assess cultural values, developmental capacity, readiness, and motivation of learners.</p> <p>Provide health promotion and disease prevention teaching to patients across the life span.</p> <p>Use appropriate technology when developing, delivering, and evaluating teaching to patients and peers.</p>	<p>Provide symptom management teaching to patients with complex health care needs.</p> <p>Synthesize the nursing roles of competent provider, counselor, and advocate when teaching patients.</p>

<b>Program Outcomes</b>	<b>Level I and II Outcomes (Freshmen &amp; Sophomore Years)</b>	<b>Level III Outcomes (Junior Year)</b>	<b>Level IV Outcomes (Senior Year)</b>
8. Manage human and material resources within the health care system.	Develop organizational and time management skills.	<p>Demonstrate accountability when managing time and organizational resources in the delivery of nursing care.</p> <p>Consult with faculty and staff in determining appropriate referrals in a variety of settings.</p> <p>Discuss the ethical concepts underlying health care leadership and management.</p>	<p>Use critical thinking when applying management principles.</p> <p>Analyze the impact of organizational theory and culture on resource management.</p> <p>Analyze the effects of fiscal policy on nursing care.</p>
9. Participate in political and regulatory processes that affect the health and well being of society.	Acquire knowledge regarding social and political processes that affect society.	Discuss the importance of the nurse's involvement in professional organizations.	<p>Identify political processes that enhance health care and the advancement of the profession.</p> <p>Discuss the role, scope, and accountability of health care accrediting bodies.</p>
10. Assume responsibility for life-long learning and professional career development.	Develop a pattern of self-directed learning.	Describe the importance of life-long learning and career development.	Document a plan for professional development and continued competence.

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## PROGRESSION AND RETENTION POLICIES

The Undergraduate Student Handbook for Nursing Majors is available on the SON Web page and must be downloaded and read by the student. The student is responsible for following the SON policies as presented in this document.

As noted in the WCU Record, the SON reserves the right to modify school policies and procedures. Students must periodically consult their nursing faculty advisor to obtain current information. The SON will make every effort to notify currently enrolled majors of any changes. Changes and updates to student information will be posted on the SON web page. Students must keep the school informed of their current address, phone numbers, and email address.

A form acknowledging the student's receipt of the information in this Handbook is found at the end of this document. Another copy of this form will be provided for the student to sign; the signed copy will be placed in the student's academic file.

### ***Policy for Core Competencies Necessary for Students to Achieve Program Outcomes***

It is the policy of the SON and the College of Health and Human Sciences to adhere to the requirements of the Americans with Disabilities Act. Students admitted to the SON are expected to be able to complete curriculum requirements which include physical, cognitive, communication and behavioral core competences that are essential to the functions of the professional nurse. These core competencies are considered to be the minimum and essential necessary to protect the public. An applicant for any of the degree programs in Nursing must be competent in the following areas: observation, communication, motor, and intellectual-conceptual. An applicant must meet the competencies in spite of any handicap with or without reasonable accommodation.

Examples of competencies for each of the areas follow. Note that these descriptions are intended to be examples rather than all-inclusive.

*Observation:* The applicant must be able to observe a patient accurately at a distance and close at hand. Observation relies on the functional use of vision and touch, enhanced by the sense of smell.

- *Communication:* The applicant should be able to speak, hear, and to observe patients to obtain information, describe changes and perceive non-verbal communication. A candidate must be able to communicate effectively and sensitively with patients and peers. Communication includes speech, writing, and reading. The applicant must be able to communicate effectively and efficiently in oral and written form with patients, families, peers and other members of the health care team.
- *Motor:* An applicant should have sufficient motor function to obtain information from patients by palpation, auscultation, percussion, and other assessment techniques. The applicant should be able to execute motor movements reasonably required to perform general care and emergency treatment of patients such as (but not limited to) cardiopulmonary resuscitation, administration of intravenous medications, and manipulation of life support devices. These actions require coordination of both gross and fine motor muscular movements, equilibrium, functional use of the senses of touch and vision, and the ability to think critically.
- *Intellectual-Conceptual, Integrative and Quantitative Abilities:* The applicant must be able to demonstrate critical thinking and problem solving skills required of nurses. Essential intellectual abilities include measurement, calculation, reasoning, analysis and synthesis.

The SON makes every effort to provide reasonable accommodation for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must contact Student Support Services at 137 Killian Annex (phone 227-7127). The letter received from this office, documenting required accommodations, should be presented to the professor as early in the semester as possible. Information regarding Student Support Services is available on the web at: <http://www.wcu.edu/cap/sss/sss.html>

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A student applying for admission to the nursing program is not required to disclose any disability prior to admission. After the student has been admitted, the student will receive a packet of information which will also include a statement to be signed by the student that the student is capable of meeting the core competencies. This statement will become part of the student's record.

### ***Full-time and Part-time Student Status***

Pre-licensure students are admitted to the upper-division nursing major on a full-time basis and should complete the program in four academic semesters (with summers as needed for electives). Nursing courses are sequenced; that is, in the Junior year, all First Semester courses must be successfully completed before enrolling in Second Semester courses; all Junior level courses must be completed before enrolling in Senior Level Courses. Pre-licensure students who need to consider part-time study should consult with their advisers. Students who take longer to graduate may find themselves penalized by the University of North Carolina's tuition surcharge policy.

In all clinical courses full-time students will receive preference when seats are limited. Clinical courses and their corresponding classroom courses must be taken together in the same semester (NSG 353/383, 357/387, 466/486, 468/488). Exceptions will be made for students called to active duty in the United States military services.

### ***RN-NCLEX Preparation/standardized Testing Program (ATI)***

Junior and Senior year students enrolled in the Basic (pre-licensure) BSN program are required to participate in a proprietary RN-NCLEX preparation/standardized testing program selected by faculty. The product in current usage is provided by Assessment Technologies Institute (ATI). Failure to participate in this program will result in failure to progress in the Nursing major. Proctored ATI assessment examinations are administered periodically throughout the Junior and Senior years. Acceptable performance on these exams, as defined by course syllabi, is required for progression in the nursing major.

### ***Documentation Required Upon Admission to Nursing Programs and Thereafter as Specified***

All required documentation for students must be submitted by deadlines as defined in this section. All materials must be submitted prior to starting the student's first clinical course with the following submission deadlines: **August 1** for fall semester, **December 1** for spring semester, and **May 1** for summer session. For students admitted to the AEO track the deadline is specified in the letter of acceptance. Students must supply documentation covering the inclusive period of time in which they are enrolled in clinical courses, and must conform to the same due dates. **Failure of any student to conform to any documentation deadline will result in dismissal from the nursing program.**

#### ***Required Documents:***

***Student Health Form:*** All students in a clinical course must have on file with the SON a completed SON Health Form. The SON Health Form remains current for the time the student is enrolled in the program. The student must inform the level director of any changes in physical and emotional health which would interfere with providing safe care during the time the student is enrolled in the program.

***Proof of Completion of Cardiopulmonary Resuscitation (CPR) Training:*** All students must submit current proof of the successful completion of a course in basic cardiac life support. Each student will provide a photocopy (front and back) of a card that documents successful completion. The American Heart Association Health Care Provider Life Support (BCLS) is preferred; if the American Red Cross program is chosen, it must include adult, child and infant CPR. Some cards expire in 12 months; others are in effect for 24 months. The School will abide by the expiration date specified on the card. It is the student's responsibility to maintain a current status.

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*Professional Liability (Malpractice) Insurance:* All students in a clinical course must annually submit a photocopy of their professional liability insurance policy, specifying the inclusive dates of insurance coverage and showing that the dollar amount of the policy is at least \$1 million per claim and \$3 million in the aggregate. Renewing the annual policy and resubmitting a photocopy are the student's responsibility. (Note: Liability insurance for Pre-licensure students usually does not cover any work outside of clinical course experiences. Employer-provided liability insurance coverage for RNs does *not* cover student experiences.)

*Tuberculosis Testing:* Results must be submitted annually and expire 12 months from the test date. If student learning activities take place at any clinical agency that requires more frequent TB testing, students assigned to that agency will be required to comply.

*OSHA Bloodborne Pathogens and HIPAA Training:* Training must be documented annually and expires after 12 months. A training session/module is offered at the beginning of each school term (fall, spring, and summer).

*Hepatitis B:* Proof of immunization series, or a signed refusal-of-immunization form, must be submitted prior to starting the first clinical nursing course (one-time submission only). The signature form will be supplied by the SON

*Varicella: Proof of vaccination (series of 2 at least 28 days apart), or positive serum titer, or medical verification of having had Chicken Pox.*

*Other Immunizations may be added as required by clinical facilities.*

### ***Criminal Background Checks***

While the SON does not require criminal background checks or submission of conviction records for admission, students should be aware that the North Carolina Board of Nursing requires these documents for initial licensure. The statement may be found at [www.ncbon.org](http://www.ncbon.org): select Licensure Information, then Initial Licensure (in the grey box at the top), then Licensure by Exam, and scroll down to Licensure Applicants with Prior Convictions and/or Disciplinary Action. Further details are embedded in the NC Nursing Practice Act, available on the web site given above. Students who might be affected by this policy should consult closely with their academic advisors in the SON as to whether they and the School should commit time and resources to attaining the BSN if RN licensure is questionable. Students who plan to apply for initial licensure in a state other than NC should explore the requirements of that state's Board of Nursing (see [www.ncsbn.org](http://www.ncsbn.org) for addresses and web sites).

Students should also be aware that criminal background checks are required by some clinical facilities. Students are advised to check the SON web page for further information as it becomes available.

### ***Academic and Clinical Competency Requirements***

The School of Nursing academic and clinical competency requirements assure that graduates of the program have demonstrated the knowledge and behavioral competencies required to provide safe and effective patient care. An undergraduate nursing major must pass with a grade of C (2.00) or better all required courses in sequence (as indicated in curriculum plans), and demonstrate professional and safe nursing practice. Students who fail to meet these retention standards will be dismissed from the upper-division nursing major. See Academic Standards in this document for the SON grading scales. Pre-licensure students should note that ND 338 is a required course in the nursing major.

Courses which combine selected content areas require the student to demonstrate competency in each content area by achieving a minimum exam score average of C (77%). If the average exam score for a designated content area is less than 77%, then the final course grade will be based upon the lowest of the content area scores. NSG 466 combines three nursing content areas; Mental Health, Pediatric and Maternal-Newborn. NSG 468 combines two nursing content areas; Community Health and Medical/Surgical. Course syllabi provide detailed information regarding calculation of exam score averages and final course grades.

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Students are expected to maintain a running calculation of their status as exam and paper grades accumulate. Students who find themselves in danger of falling below the standards should consult with their academic advisors about their weaknesses and available resources. Students who find it necessary to withdraw from a course or from the University are responsible for following procedures in the *WCU Record* or run the risk of F grades on their transcripts. Any student who is dismissed has the option of appealing the decision (see Appeals) and/or of reapplying to the appropriate program.

All clinical nursing courses are graded Satisfactory/Unsatisfactory (S/U). Evaluation of student performance using the standard Clinical Evaluation Tool (see course syllabus) is provided at mid and end-rotation/semester with suggestions for improvement. Students are expected to be familiar with these criteria and to seek clarification from faculty when needed. Student performance judged to be unsatisfactory during the experience by the clinical professor will be documented on the clinical evaluation tool; the professor will conduct a conference with the student and develop a plan for meeting the clinical criteria. The document will be signed by professor and student and copies will be given to the student, placed in the student's academic file, and given to the director of the SON. Unsatisfactory performance that is not corrected will result in a "U" in the course and failure to progress in the major.

### ***Health and Behavioral Problems***

The student who, in the opinion of the faculty, has a physical, emotional, or behavioral health problem that interferes with safe practice will be removed from learning experiences until the problem is resolved to the satisfaction of the School. A health problem is defined to include behavior that is injurious or potentially injurious to either the student, her/his patients, or other persons, or that results in conduct detrimental to a classroom, seminar, clinical, or laboratory experience.

Professional ethics and North Carolina law require a nurse to protect patients from unsafe practice. Thus, the nursing student is obligated to reveal to nursing faculty her/his own or others' questionable conduct that might interfere with safe practice. The faculty believes that most health problems are responsive to treatment and will not necessarily end a student's professional future when an evaluation and treatment program have been completed.

#### ***Removal from a learning experience***

If the problem behavior is detrimental to a classroom, seminar, clinical, or laboratory experience, the student will be removed from that learning experience. At such time a conference will be scheduled between the faculty and student as soon as practical to discuss the behavior problem and possible alternative experiences that will guarantee both safe practice and accomplishment of course objectives. A written record of this conference will be placed in the student's file, and the student will be given opportunity to make written comments of her/his own. The student may be required to obtain professional help for any health problem that is not temporary. The entire cost of such help shall be the student's responsibility. The student must give the person providing help permission to report to the SON that the student is receiving help.

#### ***Dismissal from the nursing major due to a health problem***

Dismissal from the nursing major due to a health problem may occur in the following situations

- If the conduct persists and the student does not get the required professional help.
- If the health problem is so long-term that missed experiences cannot reasonably be made up before the end of the session. The student may in this situation either withdraw from the course or negotiate for a grade of incomplete. The granting of an incomplete shall be solely at the discretion of the faculty.
- If the health problem is not responsive to treatment, or the student continues to demonstrate insufficient improvement in safe practice can be demonstrated by the student, she/he will be dismissed from the major and remain ineligible for readmission until safe practice can be demonstrated. Before the student is dismissed, a conference will be scheduled between the faculty and student to discuss the health problem. A written record of this conference will be placed in the student's file, and the student will be given opportunity to make written comments of her/his own.

#### ***Dismissal for Improper Conduct***

**Any single safety or professionalism violation that is disruptive to the learning environment and/or results in actual or potential harm may warrant an immediate Unsatisfactory in the course at the discretion of the professor, and failure to progress in the major.**

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The nursing faculty have academic, legal, and ethical responsibility to protect members of the public, students, and of the health care community from unsafe or unprofessional conduct. It is within this context that students can be academically sanctioned, disciplined, or dismissed from the nursing major.

Improper conduct is defined as:

- An act or behavior of the type that is prohibited by the *North Carolina Nursing Practice Act* or *Administrative Code* (Rules) (available online at [www.ncbon.org](http://www.ncbon.org)).
- An act or behavior that violates the American Nurses Association statement of ethical standards, the *Code of Ethics for Nurses* (available online at [www.nursingworld.org](http://www.nursingworld.org))
- An act or behavior that threatens, or has the potential to threaten, the physical, emotional, mental, or environmental safety of the patient, family member, another student, faculty member, other health care provider, or any member of the public.
- An act or behavior that constitutes a practice a student is not prepared, authorized, or permitted to perform.
- An act or behavior that is disruptive to the learning environment.

#### ***Investigation and Evaluation of Improper Conduct***

When an incident occurs that a faculty member judges to be improper conduct, he/she will notify the student and may instruct the student to immediately leave the setting. When an incident occurs, the SON handles the fact finding, the determination of the degree of seriousness of the student's conduct, and the referral to the next level of discipline, if any. If the student is dissatisfied with the outcome of the School's deliberation, he/she may appeal in accordance with the Academic Appeals Procedures.

#### ***Composition-Condition (CC) and Oral Competence-Condition (OCC) Policy***

The SON conforms to WCU policies about CC and OCC marks. Refer to the current WCU Record (catalog).

#### ***Medical Terminology Competency***

The Curriculum Committee of the SON strongly recommends that all pre-licensure nursing students who have not taken a medical terminology course for credit work complete a medical terminology workbook prior to beginning nursing courses. Students will be responsible for all terminology in each nursing course.

#### ***Readmission***

Prior admission to the upper-division nursing major does not guarantee or give priority for readmission. Any student who is not retained in or withdraws from the upper-division nursing major must submit an application for readmission and meet all current admission criteria. Readmission to the upper-division nursing major is competitive and depends upon the applicant's qualifications. Students who have failed (earned a course grade less than C) two or more nursing courses, or the same course twice, are not eligible for readmission. TO FACULTY

Application for re-entry into the first term of the program must be submitted during the regular admissions cycle; deadlines for application for re-entry into subsequent terms will be due October 15 for spring re-entry, and March 15 for summer and fall.

The School of Nursing Undergraduate Student Affairs Committee, acting as the program Admissions Committee will:

- Inquire into the reasons why the student did not progress normally.
- Ask what measures the student has taken to resolve any problems that had previously interfered with progress.
- Request letters from at least two nursing faculty addressing the student's previous performance and potential for successful completion of the nursing curriculum if readmitted.
- Require the student to submit a written plan for success in the program.
- Specify additional requirements or conditions as deemed appropriate.

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## ***NURSING (NSG) COURSE POLICIES***

### ***Transfer of Upper-Division Nursing Credits***

Any student seeking transfer of upper division nursing credit must provide a letter from the director of the School of Nursing where the credit was earned, verifying that the student is in good standing with that program. According to *The Record*, “the applicability of transferred credits toward degree requirements is determined by the Registrar’s Office and the SON Director of the student’s major. In some cases, due to accreditation standards, validation of a course by successful completion of more advanced work in the same discipline or by examination may be required.” The work must have been done at an institution “accredited by a nationally-recognized regional accrediting agency.” Nursing credits must also come from a program accredited by a national agency, either NLN-AC or CCNE.

*The Record* goes on to note that “there is no time limit on the course work accepted for undergraduate transfer credit. However, students who plan to schedule courses with stated prerequisites should consider auditing the prerequisite courses if no work has been attempted in the field within the past five years.” For the upper-division nursing major at WCU, no more than a year should have elapsed since the last clinical course, and we may require evidence that clinical skills have remained current through employment. The student must also go through the regular admissions process to the major and have met all of the prerequisites. There must be an available seat in the cohort the student is joining.

For faculty to evaluate the nature of transferred upper-division nursing courses, the student must submit course materials, including syllabus, learning packet, and any papers returned to the student. A grade of C or better must have been earned in each course. Nursing faculty who teach the comparable course at WCU will check these materials and make recommendations to the Director of the SON. The student may be required to enroll for one or more hours of Independent Study during the term the comparable course is taught at WCU in order to attend lecture, seminar, laboratory, or clinical experiences that may be missing in the transferred course.

### ***Credit by Examination***

Credit by examination is another option for students wishing to “place out” of upper-division nursing courses. The WCU policy set forth in *The Record* is adhered to by the SON. Students who want to try this option should contact the Professor of Record at least 30 days before the term starts to obtain course materials. The examination will be comprehensive, based on course objectives, and may contain both written and simulation components. Each examination attempted must be completed prior to the first class meeting in that course, so that if credit is not earned, the student may progress by taking the course as offered.

### ***Grading Standards***

*Grading Scale:* The SON uses a standard grading scale for all non-clinical BSN courses taught in the major: A+= 98-100, A = 93-97, A- = 91-92, B+ = 88-90, B = 85-87, B- = 83-84, C+ = 80-82, C = 77-79, C- = 75-76, D+ = 72-74, D = 69-71, D- = 67-68, F = 0-66. It is a SON practice to round up the final course grade when the first number to the right of the decimal point is a 5 or higher; e.g., 90.5 is an A-, but 90.49 is a B+. Clinical courses and independent study are graded Satisfactory/Unsatisfactory.

*A minimum passing grade on exams as defined by each course syllabus must be achieved for progression in the major.* Grading for elective nursing courses is at the discretion of each professor.

### ***Use of References for Papers***

The nursing faculty expect students to use references no older than 5 years. For variations to this policy, the student must consult the faculty. The standard reference manual for the SON is the *Publication Manual of the American Psychological Association*, 5th edition (2001).

### ***Penalties***

*Grade penalties* are outlined in the Attendance Policy and in the criteria for each paper. All papers have a due date and time. Work handed in after the deadline will lose a minimum of 5% for each calendar day (including weekends) that it is late.

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## ***Academic Honesty***

Honesty and integrity are fundamental values for the nursing profession and the University. Students will not lie, steal, or cheat in their academic endeavors, nor will the student tolerate the actions of those who do. It is the student's responsibility to be aware of the consequences of violating academic honesty policies and the impact such violations can have on their standing in the Nursing program, the University, and in their careers.

Nursing students are held to the Western Carolina University Academic Honesty Policy, published in *The Record* (Undergraduate Catalog), and also available on the web at [www.wcu.edu/studenthomepage/handbook](http://www.wcu.edu/studenthomepage/handbook). To maintain the public's trust in nurses, dishonesty will not be tolerated. Professors have the right to determine the appropriate sanction or sanctions for academic dishonesty. Acts of academic dishonesty may result in penalties ranging from a grade of zero on the paper/project/test, or a "U" in a clinical course, to failure of the entire course and immediate dismissal from the program. Circumstances of the act of academic dishonesty and consequent sanctions will be documented in the student's academic file and reported to the SON Director in accordance with WCU policy.

### *Examples of academic dishonesty:*

- Cheating: intentionally using or attempting to use unauthorized materials information, or study aids in any academic exercise.
- Fabrication: intentional falsification or invention of information or citation in any academic exercise.
- Plagiarism\*: representing the words or ideas of someone else as one's own in any academic exercise.
- Facilitation of academic dishonesty: intentionally or knowingly helping or tempting someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise, or being aware of academic dishonesty by another student and not reporting to the Professor of Record.

Specific guidelines about avoiding plagiarism are available at: <http://www.wcu.edu/writingcenter/plagiarism.asp>

## ***Policy on Attendance***

Students are expected to attend **all scheduled learning activities**, such as orientation, lectures, seminars, labs, observations, clinical practica, evaluation, conferences etc. Refer to individual course syllabi for course specific attendance policies. No other activities are to be planned that conflict with learning activities. Students are responsible for resolving any conflicts that may arise. Students are responsible for their own transportation to and from clinical practice sites. Attendance means arriving on time and staying for the duration of all learning experiences. Students who fail to comply with attendance policies may be issued a failing or unsatisfactory grade for the involved course. Students are accountable for all course content and achievement of all learning objectives, so that all students receive comparable levels of instruction. Students who believe that an entire course is redundant for them should ask if they may get credit for the course by examination (see *WCU The Record*).

Students who do not complete assigned preparation for clinical have committed a safety violation; they may also be removed from the clinical site for the day at the discretion of the professor. See the section on Health Problems for removal from a clinical experience for a health problem.

Inclement weather plans are left to the judgment of the professor. A plan for weather related clinical closings will be discussed with each individual clinical rotation group with safety being the priority concern.

### ***Examinations:***

Students are expected to write examinations on the scheduled dates. If a student is unable to write a scheduled exam, for whatever reason, she/he must notify the **professor** of the anticipated absence **the day of the exam**. Failure to notify the professor will result in a **grade of zero** for that exam. Patterns of missed exams will be evaluated individually by faculty in consultation with the SON Director.

The student must make arrangements to make-up the exam when she/he notifies the professor that the exam cannot be written as scheduled. Class time will not be used for make-up exams. At the discretion of the professor, the exam generally must be made up within two working days of the original scheduled exam time. Failure to make up the exam at the rescheduled time will result in the **grade of zero** for the exam. The format of the make-up exam is at the discretion of the faculty. The allocated time period for an exam will not be extended for a student who is late.

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### ***Tardiness***

Students are expected to attend all scheduled learning activities on time. Every effort should be made to notify the appropriate faculty member when unavoidable circumstances will cause lateness. Since late arrival is disruptive to a class/clinical setting, the faculty member has the option to exclude the student from the learning activity. Exclusion from class/clinical learning activity due to tardiness results in absence and will be treated as such.

***Absence:*** When absence from a scheduled learning activity cannot be avoided, the student must notify the appropriate faculty member. **Notification of faculty prior to the absence is expected** but when that is not possible, notification should be carried out as soon after the absence as possible. Absences from any scheduled learning activity may delay the student's progress in the program. If any scheduled learning activities are missed, the student will need to make-up these learning activities or withdraw from the course. The decision regarding making up of learning activities or consequent withdrawal from the course will reside with the Professor of Record and the clinical professor. **All absences from assigned clinical experiences require a conference with the Clinical Professor to arrange for make-up assignment. The absence will be documented in the student file. A pattern of absences may result in a grade of Unsatisfactory for the course.**

### ***Professional Behaviors Policy***

Upon entry into the nursing major, you are beginning your socialization into the profession. Faculty expect students to behave in a professional manner at all times in class, clinical, and when interacting with patients, clinical agency personnel, faculty, peers, staff in the School of Nursing, and the public in general. Basic to professionalism is maintaining an attitude of RESPECT - towards others AND yourself. See [Appendix B](#) for the complete policy.

### ***Mandatory Orientation to Online Courses***

Participation with orientation to online courses is required. Students who miss the orientation to online courses without prior permission of the professor will be dropped from the course.

### ***Textbooks and Supplemental Course Materials***

Students are responsible for obtaining the required textbooks and/or electronic materials from the appropriate sales agency. Each nursing course's professor-prepared materials (syllabus, learner packet,) are combined into one package of course material. Course materials will be made available online at the beginning of the semester for students to download prior to the first meeting of classes. Most course materials will be available on the SON Web site and must be downloaded and printed by the students prior to the beginning of class. Excessive printing of course materials is discouraged using university-operated equipment.

### ***Guidelines for Dress in the Clinical Setting***

In all instances students should dress and groom themselves in a manner that declares their affiliation with Western Carolina University and reflects pride in their status as professional nursing students. Overall appearance must be modest; cleavage and midriffs must not be visible.

- ***Identification:*** Departmentally approved identification badges are to be worn whenever the student goes into any clinical agency in any variation of professional attire or when representing Western Carolina University in a student capacity. Students who change their names must obtain new identification badges.
- ***Uniforms:*** The standard uniform consists of Cherokee® uniform pants in the color eggplant (purple) and a white uniform top with the *Western Carolina University Nursing* arm patch securely sewn on the left sleeve. Students will wear the standard uniform for all patient care activities, unless directed otherwise by their clinical professor. Uniforms must be modest in that they do not reveal cleavage, midriffs, or undergarments; they must be clean and wrinkle-free. A white lab coat and the name pin are required for whenever the student will be in the clinical area without a uniform. In this case, clothing worn under the lab coat should be professional attire, such as khaki pants, or skirts, with nice shirt or blouse. No blue jeans or t-shirts are to be worn in the clinical setting.
- ***Shoes:*** Solid white, professional leather shoes must be worn with the hospital uniform. Athletic shoes are acceptable if they have all-leather uppers and are all white, including the soles. Clogs with solid white uppers are acceptable. Shoes with large holes on the top of the shoe are not acceptable. No open toed shoes, sandals or flip-flops are allowed in any clinical setting at any time, including orientation or tour days.

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- **Hosiery:** White hose or all-white socks are required in hospital clinical settings.
- **Hair:** Hair must be off the face. Longer hair must be pulled back into a ponytail or bun.  
**Nails:** Artificial nails are not allowed; nails should be kept short and clean to prevent injury to patients and also for asepsis.
- **Jewelry:** Students must adhere to the prevailing clinical facility policies regarding professional appearance and safety. The student must have a watch with either a second hand or a timer that is easy to read; watchbands should be simple rather than decorative bracelet-type. No visible necklaces or bracelets are allowed in the clinical setting. Rings are limited to one flat wedding band – rings with stones can easily damage patient skin as well as be an infection control risk. Students may wear one pair of non-dangling pierced earrings; other types of pierced jewelry (tongue, eyebrow, nose rings, etc.) are not allowed in the clinical setting. Neither the SON nor the clinical agency will be responsible for lost or damaged jewelry.
- **Gum:** Not allowed in any professional setting.
- **Tattoos:** Tattoos may not be visible in the clinical setting. If you have a tattoo on your forearm or upper neck, you must wear clothing that will cover the tattoo.
- **Community health experience:** Students wear an all-white top or shirt and navy blue slacks. A white lab coat or sweater may be worn. The SON arm patch and name pin must appear on the outermost layer of clothing. Neutral or navy hose or socks and dark, comfortable shoes complete the uniform.

**Exceptions to these guidelines will be made by the professor depending on clinical activities.**

### ***Placement of Students for Clinical Laboratory Assignments***

Placement for clinical nursing experience is influenced by a variety of factors such as consideration of students' learning needs, availability of appropriate assignments, and availability of faculty or preceptors. Placement for clinical experiences is the responsibility and prerogative of faculty.

### ***Transportation to and from Clinical Laboratory Assignments***

Students must provide their own transportation to and from the clinical areas. Some clinicals may start as early as 6:30 AM and others may end as late as 11:00 PM. Students will be informed in each clinical nursing course orientation of the hours of the clinical experience.

### ***Dosage Calculation Quiz***

Upon admission to the program, students will purchase a self-directed study book to assist in their review of basic mathematical principles and dosage calculations. A dosage calculation test will be administered to Pre-licensure students in NSG 383, Clinical Practicum I, and during the clinical portions of NSG 387 (Clinical Practicum II), NSG 486 (Clinical Practicum III), and NSG 488 (Clinical Practicum IV). The senior student should be prepared to take the first calculation test during the first clinical week for NSG 486 and NSG 488. Students will be notified in advance of the dates the test will be given, and will have a maximum of two attempts to pass the test. Passing scores for the calculation tests are 90 percent. Failure to achieve a passing score by the completion of the second calculation quiz will result in a grade of unsatisfactory for the respective courses. Calculation problems and medications may also be included on unit examinations and final examinations throughout the curriculum.

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## ***Appeals Procedures for the School of Nursing***

The University procedure for academic appeals may be found in the current *WCU The Record*. Students may consult with their faculty advisor or any other faculty member during the appeals procedure. In the event that either party plans to bring another person to any conference, she/he must let the other party know in advance who that person is and why that person is being included. All appeals must be brought within 10 working days.

Both students and faculty should keep statements during an appeal objective and focused on the issue, and avoid raising extraneous issues. The student must put in writing what she/he is asking the faculty to do and why such action is desirable. This becomes the issue of the appeal, and its content should not be changed during the process. Both parties may, by mutual agreement, invite a third party to serve during conferences as a recorder/clarifier, whose only function will be to give feedback and help keep the discussion focused on the issue.

*The process for appealing a course grade is as follows*

1. Appeal to the professor issuing the grade first. The student or the professor may request a conference, to which each should bring all relevant documentation. A memorandum of this conference will be written by the professor, and the student will have opportunity to add her/his written comments. The memorandum will be filed in the student's academic folder, to which the student has access. Only the professor can change a grade.
2. If the issue is still not resolved, the next level of appeal is to the level or track coordinator.
3. If the issue is still not resolved, the next level of appeal is to the Associate Director.
4. If the issue is still not resolved, the next level of appeal is to the Director.
5. The next level of appeal is to the Dean of the College of Health and Human Sciences.
6. The student may also appeal to the Academic Problems Committee of the University, but must have exhausted options #1 through #4 first.
7. The Academic Problems Committee makes a recommendation to the Provost, whose decision may be appealed to the Chancellor.

*The process to appeal a School of Nursing policy is as follows*

1. The appeal is submitted in writing to the Undergraduate Student Affairs Committee, through its chairperson. Students submitting an appeal are expected to clearly document in the letter of appeal the reason they were unable to adhere to the policy, and plans for correcting the situation. The committee may request to interview the student prior to making a decision. The committee will make every effort to adjudicate appeals in a timely manner.
2. A student may appeal the decision of the Undergraduate Student Affairs Committee, in writing, to the SON Director within ten days of the decision. The student must specify reasons for disagreement with the committee's decision.
3. A student may appeal the decision of the SON Director, in writing, to the Dean of the College of Health and Human Sciences within 5 days of the Director's decision. The student must specify reasons for disagreement with the Director's decision.

### ***Conflict Resolution***

Faculty, recognizing that nurses, in the pursuit of patient advocacy and related professional issues must develop skill in conflict resolution and consensus building techniques, encourage students to attempt to resolve conflicts with faculty or student colleagues through open and honest communication. When necessary, student concerns, for students at any level, which fall outside of the provisions of the Appeals Procedure, as defined in the preceding section, may be addressed through the following process:

1. Unresolved student concerns may be presented as a formal complaint to the Undergraduate Student Affairs Committee. The complaint must be submitted in writing to a faculty or student member of the committee. The committee will discuss the complaint at their next scheduled meeting and will vote on a plan for resolution. The plan for resolution will be communicated in writing to the student who initiated the complaint.
2. In the event that the student feels the decision of the Student Affairs Committee fails to provide satisfactory resolution to the problem, they may request that the complaint be forwarded to the SON Director.
3. In the event that the student feels the decision of the SON Director fails to provide satisfactory resolution to the problem, they may request that the complaint be forwarded to the Dean of the college.

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## **MATTERS PERTAINING to the NC BOARD of NURSING (Pre-licensure students)**

The North Carolina Board of Nursing adopted rules regarding unlicensed personnel (nurse aides) which became effective in 1989. The rules require those persons employed as Nurse Aide II to be listed on the Nurse Aide Central Registry, NC Board of Nursing. At this time, Nurse Aide I certification is still in the province of the NC Division of Facility Services, the office that takes care of nursing homes and other such agencies. However, Nurse Aide I Certification must be obtained before an application can be made for Nurse Aide II Certification.

### ***Nurse Aide I (NA I) Certification***

The NA I certification may be secured through an approved program prior to entering the nursing major. It is also available through the WCU School of Nursing after completion of portions of the nursing curriculum. Beginning Summer 2006 a standardized competency test administered by a vendor is required for listing on the Nurse Aide I registry. The vendor fee for the written and skills exam is \$92. More information regarding this change in NA I listing procedures will be reviewed with students during the fall semester.

### ***Nurse Aide II (NA II) Certification***

To obtain the NA II listing, WCU nursing faculty have approved completion of

NSG 340, 341,350, 353, 357, 383, 387 and ND 338 with grades of C (2.0) or better. Any grade of less than C (2.0) in these courses requires a written appeal to the SON Director for further consideration. Students meeting the NA II criteria may have their names placed on the Central Registry by completing the following before leaving campus for the summer:

1. Secure an Application for Listing as an NA II from the program Administrative Support Assistant.
2. Complete the application following the directions on the form.
3. Return your completed application to the Administrative Support Assistant along with a money order, cashier's check, or certified check. The NC Board of Nursing will not accept cash or personal checks.
4. At this time the Administrative Support Assistant will also need to see your NA I certificate and verification of high school graduation or GED.

Students planning to work over the summer as rising seniors in facilities that do not require the NA II listing (e.g., the Veteran's Administration Medical Center) might want to get the listing anyway, as it could be of use in another facility until the RN license is secured.

**When the Registrar has posted the spring grades and if all above listed grades are a C (2.0) or better, the Administrative Support Assistant and SON Director will complete the school's portions of the application, and mail the original to the Board of Nursing. Students should allow three weeks for receipt of certification.**

### ***National Council Licensure Examination for Registered Nurses (NCLEX-RN)***

Pre-licensure students are qualified, upon graduation, to sit for the NCLEX-RN in North Carolina or another state. Graduating seniors will receive application packets and instructions in their SON mailboxes. Please read the instructions and follow them carefully when completing the forms. Failure to follow the directions will result in the documents being returned and could even prevent writing the examination. More information about applying for and taking the NCLEX-RN is available on the Board of Nursing Web site ([www.ncbon.org](http://www.ncbon.org))

Early in the week following graduation, the SON Director will complete and submit the verification of applicant credentials form to the WCU Registrar's Office for completion and application of the University seal. The Registrar's Office works as quickly as possible to complete the nursing verification forms as well as verification forms for many other WCU graduates. However, please be advised that the forms will probably not reach the NC Board of Nursing for 7 to 12 days **after graduation**.

After the verification form reaches the Board of Nursing, 7 to 10 days are required to process the materials and issue examination information. For the verification forms, the SON Director will use the permanent address provided in the SON student file unless the student transmits to the SON Director, in writing, another permanent address by the date specified in the directions.

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If a student requires the SON Director's assistance with completing an out-of-state NCLEX-RN application, the student **must make an appointment (via the Enka-based Administrative Support Assistant ) and inform the SON Director in writing** of the tasks to be completed. The student should secure an application from the state in which he/she desires licensure before this meeting. These forms can typically be obtained from the state board of nursing website.

## CAMPUS LIFE

### *Introduction to WCU*

Due to the unique characteristics of the nursing program, faculty provide required orientation sessions at the beginning of each new academic year. Transfer students new to WCU are strongly encouraged also to attend orientation sessions arranged by the University. All students should familiarize themselves with the WCU Student Handbook and the behaviors expected of WCU students.

### **Mailboxes**

Each student who has been admitted to the professional sequence has an individual mailbox and email account. Junior student mailboxes are located near the SON's Cullowhee office. Senior and RN to BSN student mailboxes are located in the Student Lounge at the Enka campus. All School, College, and University announcements pertaining to nursing majors, as well as other campus and off-campus mail, will be distributed to you via your mailbox or WebCat sites. **If you do not use your campus e-mail, it is your responsibility to notify the SON of the address you use.**

### *Class Schedule*

Post online each semester, it contains important deadlines for pre-registration advisement, registration, filing an application for diploma/graduation, etc.

### **Office Hours**

Faculty schedules are posted individually. Office hours are indicated for walk-in conferences. Other times should be arranged by appointment.

## ADVISING and REGISTRATION

### *Advising*

The School Administrative Support Assistant will assign an advisor for each Pre-licensure student and notify the student of his or her academic advisor. Students are advised during their junior year by full-time faculty in the Cullowhee nursing offices. During the senior year, these students are advised by full-time faculty in the Enka nursing offices. Each student should make an appointment to see the advisor before registration and whenever assistance is needed. For most advisees, appointments should be scheduled during the 9-month academic year.

**Please note:** The ultimate responsibility for choosing classes, dropping classes, and meeting curriculum and graduation requirements belongs to the student, not the advisor.

*The student advisee is expected to:*

- Consult the *WCU Record* and the Schedule of Classes to become familiar with procedures and deadlines.
- Contact the assigned advisor to schedule an appointment, especially during early registration.
- Do preliminary planning and course selection prior to the advisor appointment; the later the registration date, the more options in courses and sections should be prepared.
- Fill out forms completely and accurately.
- Make final course selection and do course scheduling *after* having consulted with your advisor.
- Let your advisor know if major problems are expected or encountered (not just a section change).
- Keep your advisor informed about academic difficulties AS THEY OCCUR.
- Ask about changing advisors if the assigned advisor is not meeting your needs.

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*The Academic Advisor is expected to:*

- Post and keep office hours, including expanded schedules for early registration.
- Help you find answers to questions regarding Liberal Studies and major requirements.
- Know about university resources and make referrals as needed.
- Authorize COMPLETED registration forms.
- Explain the grade point average, effect of repeats, probation status, and the readmission process.
- Maintain confidentiality.
- Consult to explore alternative courses of study when advisees are not achieving a record of academic success.

### ***Registration***

Dates, materials, and instructions for pre-registration are published in the *WCU Record* and the Class Schedule that is available in late October and February. Web registration is now required. You may obtain your access number to register only by scheduling an advisement appointment with your advisor. Directions for Web registration are printed in the Schedule of Classes. Final grades may also be accessed by students through MyCat.

## **CAREER PLANNING**

**WCU's Career Services Center** offers a unique service by helping students (and alumni) identify employment opportunities, refine interviewing skills, and develop a professional file of reference letters and other documents for the Resume Referral Service. The Resume Referral Service is free and can be used indefinitely after graduation provided the file is kept current. To obtain instructions for developing a professional file, call the Career Services Center (828/227-7133) or check online with the Career services web page.

**Letters of reference** are ordinarily required for job applications. Although not obligated to do so, faculty are pleased to complete references on request. Students are asked to seek references only for serious employment considerations and/or to develop a file at the Career Services Center. References cannot be sent without the student's or graduate's written consent; the individual who wants a reference letter must first provide a signed consent for release of information, whether working with an individual faculty member or through the Career Services Center. Release forms for requesting references can be obtained from the Career Services Center or from the SON Administrative Support Assistant. Alumni should indicate their year of graduation and student ID number as well as any name changes to facilitate finding their files. It is a courtesy to request a faculty member to complete a reference before submitting that person's name, and to allow ample time for the request to be completed.

## **STUDENT INVOLVEMENT in ORGANIZATIONS**

Students are encouraged to take advantage of the opportunities to become involved in governance within the SON, College, and University. Organizations offer a wide variety of activities and learning experiences, as well as the opportunity to develop leadership skills and a peer network. You are encouraged to keep your academic schedule needs and student involvement responsibilities in balance.

### ***Activities open to all***

#### ***Association of Nursing Students (ANS).***

ANS at Western Carolina University is a pre-professional organization patterned after its parent organization, the American Nurses Association. Pre-licensure students are strongly encouraged to join and participate at the local (WCU ANS), state (NCANS), and national levels (NANS). RN-to-BSN (Capstone) students are encouraged to be active members of the NCNA (the state organization of the American Nurses Association). The purpose of the

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association is to promote professionalism through leadership opportunities, professional contacts, networking, and applied community service learning. Both Basic and RN-to-BSN (Capstone) students are welcome at NCNA regional and state meetings.

The WCU ANS is open to all Pre-licensure, pre-nursing, and Capstone nursing majors. Yearly dues provide membership at the national, state, and local level. In addition to the membership benefits inherent in the association's purpose, members receive five issues of *Imprint*, the official magazine for nursing students; a state newsletter, and reduced rates for the semi-annual state conventions.

#### ***North Carolina Nurses Association (NCNA).***

NCNA is open to registered nurse students. Yearly dues provide membership at the national, state, and local level. In addition to membership benefits inherent in the association's purpose, members receive the Tar Heel Nurse, The American Nurse, The American Journal of Nursing, continuing education opportunities, involvement in community activities, and reduced rates for the annual state convention. Students are welcome at NCNA meetings.

#### ***Nurses Christian Fellowship.***

Nurses Christian Fellowship provides an opportunity for nursing students, faculty, and staff to share spiritual concerns from a Christian perspective. The group is loosely organized, and each class can determine the meeting times and goals that would best meet the needs of the members. Membership is open to any interested nursing student, faculty, or administrator.

#### ***Visiting Scholars, Professional Meetings, & University Events.***

When the SON is involved in extracurricular events, there will be opportunities for students to participate. Faculty will determine whether such events may constitute course requirements or extra credit. Regardless, students are encouraged to take advantage of these opportunities to participate in the professional or social life of the SON, College, and University.

#### ***American Academy of Nurse Practitioners (AANP).***

AANP is open to any registered nurse currently enrolled in a program preparing nurse practitioners. Yearly dues provide membership at the local, state, and national level. In addition to the benefits inherent in the organization's mission, members receive the Journal of the American Academy of Nurse Practitioners, the Academy Update and other publications and position statements, web site and dedicated list serves for Academy interest groups and forums, extensive representation and lobbying in health policy arenas, continuing education opportunities, and reduced rates for national conferences and certification examinations for FNPs. The Academy also offers scholarships for students in nurse practitioner programs. More information is available at [www.AANP.org](http://www.AANP.org)

### ***Activities for Elected Representatives***

#### ***Undergraduate Curriculum Committee.***

The Undergraduate Curriculum Committee is composed of undergraduate faculty and one Junior and one Senior pre-licensure student. In addition, one RN-to-BSN student may sit on the committee. Student representatives are elected by their peers at the beginning of the academic year. Students serve in an advisory capacity. This committee usually meets monthly during the academic year to evaluate and further develop policies and procedures related to curriculum, to ensure conformity and current-ness with present-day trends, and to provide leadership in developing the framework and design of the curriculum.

#### ***Undergraduate Student Affairs Committee.***

The Undergraduate Student Affairs Committee is composed of at least four faculty members, with at least one from each BSN program, and one Junior and one Senior pre-licensure students. In addition, one RN-to-BSN student may sit on the committee. The student representatives are elected by their peers. Students serve in an advisory capacity. Duties of this committee include annually reviewing policies and procedures concerning admission to undergraduate nursing programs and making recommendations for modifications as needed. The committee will act on appeals from students regarding admission, retention, and promotion. The committee develops student related policies for the SON.

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## ***Activities Open by Invitation Only***

### ***Eta Psi Chapter of Sigma Theta Tau, International Nursing Honor Society.***

The purposes of Sigma Theta Tau are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. The honor society is open to seniors, graduates, and community leaders by invitation. Students are eligible for nomination after completing at least half of their nursing courses. However, only the top 35% of the class is invited to membership; Basic and RN-to-BSN (Capstone) students are invited separately. More information is available at [www.nursingsociety.org](http://www.nursingsociety.org)

### ***College of Health and Human Sciences Dean's Student Advisory Committee.***

This is a committee created to enhance students' ability to communicate with faculty and administration. It is open to students selected and is comprised of representatives from all programs. The committee meets once a semester with the Dean to discuss student issues and to plan College events.

### ***School of Nursing's Student Advisory Council (DNSAC).***

This is a committee created to enhance students' ability to communicate with nursing faculty and administration. A student is selected to represent each level and type of program in the SON. The representatives meet once a semester with the SON Director and invited faculty to discuss student issues and goals and to plan SON events. Don't hesitate to contact your representative at any time if you have an idea or a concern.

## **SCHOLARSHIPS, LOANS, and GRANTS**

Various financial sources, e.g., work study, grants, and loans, including the NC Nurse Scholarship Loan Program, are available to nursing students. To become eligible, application for financial assistance is made by contacting (1) the WCU Financial Aid Office in Room 230 of the Robinson Administration Building, telephone 828-227-7290. Financial aid recipients are expected to comply with the guidelines established by each specific granting or loaning agency.

### ***Scholarships***

Most scholarships are contingent upon funding from outside sources. Recipients are expected to comply with the guidelines established by each specific funding agency or private donor. Generally, a scholarship award pays, or contributes a portion of the cost of tuition and fees. In most cases, eligibility criteria are provided in the scholarship application guidelines: However, most scholarship awards stipulate that recipients must meet the nursing program progression requirements and maintain at least a 3.00 average to retain eligibility for scholarship assistance. The intent of most scholarship awards is to allow students to devote full-time attention to nursing study and thus, complete their program in the shortest time possible and to remain in the nursing profession or join the work force at the earliest possible date. The following provides information about some of the scholarships available to WCU nursing majors. Please contact the WCU Admissions Office for additional scholarship information and/or assistance.

### ***WCU***

To learn about scholarships available to all qualified WCU students, contact the WCU Admissions Office in Room 219 of the Robinson Administration Building, telephone 828-227-7317 .

### ***Health Care Agencies***

Several western North Carolina health care agencies provide scholarships and/or tuition reimbursement programs for their employees enrolled in nursing programs. Information about employer scholarships and/or tuition reimbursement is available usually from the personnel office of your employing health care agency.

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### ***NC Nurse Scholars Program***

This program, funded by the North Carolina Legislature in 1989, awards individuals money for Bachelor of Science in Nursing education. The award may begin in the recipient's freshman year and is renewable for up to 4 years at \$5,000 a year. The program also awards rising juniors \$3,000 a year, renewable for 1 year, and awards RNs accepted to enter a BSN program up to \$3,000 a year. Eligibility criteria include a minimum of an overall B average, North Carolina residency, and (for Pre-licensure students) high SAT scores. Information is available from WCU's Financial Aid Office in January and from the NC Nurse Scholars Website at [www.CFNC.org](http://www.CFNC.org) or by telephone at 1-800-600-3453.

### ***Andrea Culpepper Scholarship***

The award is given in memory of Andrea Culpepper, BSN Class of 1986. The scholarship fund was established through the generosity of Andrea's family and friends. The recipient must be a senior Basic nursing major, have at least a 3.00 GPA, provide two professional nursing references addressing his or her potential for successfully completing the senior year and practicing as a professional nurse, and demonstrate a financial need. An award of approximately \$400-\$500 is available to assist with the payment of tuition, book rental, or other required fees. Individuals meeting the criteria and desiring to be considered for the award should secure an application from the program Administrative Support Assistant .

### ***The Mary Kay Kneedler Award***

Mrs. Kneedler was the originator of the WCU SON. She and her late husband have designated this award, in the amount of approximately \$1,000 per academic year, generally divided between two Basic senior students. The Cullowhee Administrative Support Assistant can supply eligibility information and applications.

### ***Antonio Bonarrigo Scholarship Information***

Born in Salem, New Jersey in 1927, Antonio Bonarrigo served in the US Army during World War II. He was hospitalized several times afterwards because of his experiences during the war. He was a very reclusive person but kept his job and worked faithfully. After his father died he took care of his mother until she passed away. He was a hardworking man who was devoted to his family. He died in 2001 at the age of 73.

Alumnus Nicholas Bonarrigo, Class of 1950 in agreement with The Western Carolina University Foundation has established an endowed fund in memory of his brother, Antonio Bonarrigo, to provide scholarship support for deserving nursing students attending Western Carolina University.

Awards of approximately \$500 each are available to assist two full-time pre-licensure nursing students with the payment of tuition, book rental, or other required fees.

## **PREPARATION for GRADUATION**

### ***Scholastic Status Check*** (Source: *The Record*)

**"Each student is expected to know the information in the catalog and to verify that quantitative and qualitative requirements for a particular class rank and for proper progress toward graduation are being met. All students should check official records periodically to confirm their status. The university does not assume responsibility for the student's unexpected failure at the last minute to meet all requirements for graduation, whether failure is due to misunderstanding or negligence concerning those requirements or to an inability to meet them."**

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## ***Filing Application for Diploma (Filing for Graduation)***

All students must submit a diploma application (application for graduation). The application needs to be completed and sent to the Dean's office by the dates provided by the senior advisors. *It is the student's responsibility to initiate and complete the application for diploma process. Students and advisors collaborate to fulfill this important task.*

Students are expected to confirm in person and/or in writing any anticipated changes to their academic transcript in the final semester of course work (including any elective credits, transfer credits, credit by examinations, and/or any credits not yet appearing on their official transcript/degree audit) with both their senior advisor and the Registrar's office to avoid any unexpected crisis in the weeks prior to graduation.

## ***School of Nursing Convocation***

A School of Nursing Convocation is planned near the time of the Spring commencement exercise by the Recognition Council with the SON to recognize students who have completed the Bachelor of Science in Nursing (BSN) degree during the preceding academic year. It provides an opportunity for students to reflect upon their educational experience, celebrate their graduation, and recognize the contributions of others in helping them achieve their nursing educational goals.

Responsibilities of all students/graduates include participating in decision-making as requested by the council, getting a picture taken for the class photograph, ordering class pins, graduation announcements etc. if desired, and responding promptly to all information distributed by the council, submitting payments due, and attending the Recognition Ceremony.

## ***Commencement***

Commencement is held at the end of the spring, summer, and fall semesters. Information concerning the graduation ceremonies, rehearsals, ordering caps and gowns, and so forth is mailed to students by the University. Watch your SON mailbox and/or email for specifics.

## ***Awards for Graduating Seniors***

The SON recognizes outstanding graduates through a variety of awards presented at the SON Recognition Ceremony, and at the College of Health and Human Sciences Awards. Nursing faculty nominate eligible graduates. Information may be solicited from the nominees to facilitate faculty voting on the recipients. Awards may be initiated or added to by alumni and friends of the SON; contact the SON Director to make arrangements.

### ***The Deitz Outstanding Student Award.***

These cash awards honoring Dr. Vivian Deitz, who was Head of the SON from 1988 through 1996, are presented to a Basic, RN-to-BSN (Capstone) and MSN graduate or alumna who have demonstrated outstanding qualities as a student.

### ***Eta Psi Leadership Award.***

This cash award is given by Eta Psi Chapter of Sigma Theta Tau to a student member who has demonstrated leadership qualities.

### ***Ethics Award.***

This cash award was funded by a graduate in honor of Dr. Barbara Cosper and Dr. Sharon Jacques and is given to a Basic student who has demonstrated high ethical standards.

### ***ANS Award.***

The WCU ANS Chapter recognizes the ANS member who has made the most significant contributions to the organization for the academic year.

*Additional awards* may be made available by various non-University sponsored agencies or organizations on a year-to-year basis.

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## ALUMNI

To maintain up-to-date records of alumni, graduates are asked to keep the School and the University informed of current addresses and employment. Graduates are encouraged also to recruit qualified students into the SON and to support the School's current students and special projects.

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## Appendix A

# BLOOD-BORNE PATHOGENS

### *Introduction*

On December 6, 1992, Federal OSHA promulgated a new occupational health standard intended to eliminate or reduce the health risks associated with exposure to the Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV), and other blood-borne pathogens that can be transmitted through exposure to blood and other potentially infectious materials. This federal rule was adopted verbatim in North Carolina by the Commissioner of Labor with an effective date of March 6, 1992.

The occupational health standard addresses employees who could come in contact with blood or body fluids as part of their work. Nursing students are addressed in the most current OSHA standard (Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-exposure Prophylaxis, US School of Health and Human Services, Centers for Disease Control and Prevention, June 29, 2001, Vol. 50, No. RR-11, p. 2) Furthermore, the School has always recognized that nursing students and faculty are at risk of exposure to human body fluids and thus, faculty teach and implement infection control procedures in on-campus laboratories and clinical agencies. The School's infection control, i.e., exposure control plan, is presented below and was adapted from the OSHA rule 29 CFR 1910.1030 Subpart Z.

### *Exposure Control Plan*

*Standard precautions* will be observed with all human body fluids. According to the concept of standard precautions, all human body fluids are treated as if known to be infectious for Human Immunodeficiency Virus and Hepatitis B Virus and other blood-borne pathogens. The following guidelines are to be implemented in the on-campus nursing laboratory and in clinical settings. All faculty, staff, and students must attend an annual exposure control workshop. Additionally, each faculty member will review the following, as well as **specific agency guidelines**, at the beginning of each semester for on-campus laboratory experiences and at the beginning of each new clinical rotation.

1. Use nonsterile gloves when handling blood, body fluids, secretions or excretions. Disposable gloves must be replaced as soon as practical when contaminated. Utility gloves may be decontaminated for reuse if the integrity of the glove is not compromised. (See paragraph 4 in this section). Gloves will be changed after contact with each patient and before touching environmental surfaces.
2. Gowns or lab coats must be worn if soiling of clothes with blood or other body fluids is anticipated. Eye wear and a mask/face shields are necessary only when splatter of body fluids is possible.
3. Needles, syringes, and other sharp objects should be disposable and should be disposed of in rigid puncture-resistant, leak-proof containers. Further, needles should not be recapped, nor should they be removed from a disposable syringe, because needle stick injuries are most likely to happen during these activities. The use of needle cutting devices is not recommended for needles attached to disposable syringes but may be practical for vacutainer systems when disposable jackets are used or when intravenous sets are withdrawn. All needles shall be considered contaminated. Broken glassware which may be contaminated must not be picked up directly with the hands. Use a brush, dust pan, forceps, etc.
4. Instruments, work areas, and non-disposable items contaminated with blood or body fluids should be safely decontaminated with 1:10 dilution of 5.25% sodium hypochlorite (Clorox) and water or tuberculocidal disinfectants (e.g., osyl or septsol).
5. Reusable containers shall be handled with gloves.
6. There will be no eating, drinking, applying of lip balm, manipulation of contact lenses, or smoking in an on-campus laboratory or any potential exposure areas. There will be no storage of food in an on-campus laboratory or instructional/work areas or any potential exposure areas.
7. At present, commercially obtained laboratory reagents or controls derived from blood products should be treated as potentially contaminated specimens.
8. Infectious waste and items contaminated with body fluids (paper towels, sponges) shall be "red bagged" in leak proof containers which are labeled with the "Biohazard" symbol and autoclaved properly before discarding in the trash.
9. All students and faculty should wash their hands following the completion of on-campus laboratory activities, after removal of gloves and protective clothing, and before leaving the on-campus laboratory or

contaminated work area of the clinical agency. If hand washing facilities are not available, antiseptic hand cleansers are to be used. Hands are to be washed as soon as feasible.

10. In the event of an exposure to eyes, mouth, mucus membrane, non-intact skin or parenteral contact, the area contacted should be washed with soap and water immediately. A medical evaluation should be performed immediately and the WCU Safety Officer and the SON Director notified as soon as feasible by the faculty member for either student or faculty member exposure. See section on "Post-Exposure Evaluation and Follow Up."

11. In the on-campus laboratory, any laundry suspected of possible contamination shall be handled wearing gloves and placed in "Biohazard" marked orange or red bags immediately after use. It should be handled minimally and not separated in the work area. In a clinical agency, contaminated laundry shall be handled according to the specific agency policy.

### ***Post-exposure Evaluation and Follow-Up***

In the event of exposure to body fluids, the student and faculty member adhere to the following guidelines.

1. If the exposure occurs on campus, the faculty member will inform the student to seek immediately a medical evaluation from his or her physician/health care provider, the WCU or UNCA Health Services (i.e., Infirmary), the local health School, or an emergency treatment center. The faculty should remind the student to follow the procedures and/or recommendations of the individual(s) providing the medical evaluation. The student shall be responsible for any health care fees or charges associated with implementation of this policy. If the student refuses a medical evaluation, the faculty member will record this declination in the student's School record. The faculty member will also document the exposure incident in the student's School record.

2. If the exposure occurs in an off-campus location not owned or operated by the University and the exposure occurs while the student is completing a nursing course assignment, the faculty member will inform the student to seek immediately a medical evaluation at an emergency treatment center or from the student's physician/health care provider, the WCU or UNCA Health Services (i.e., Infirmary), or the local health School. The faculty should remind the student to follow the procedures and/or recommendations of the individual(s) providing the medical evaluation. The student shall be responsible for any health care fees or charges associated with implementation of this policy. If the student refuses a medical evaluation, the faculty member will record this declination in the student's School record. The faculty member will record likewise the exposure incident in the student's School record.

The student shall have the responsibility of following through with the protocol suggested by the individual(s) providing the medical evaluation. While the School cannot prescribe the protocol to be followed by a student, OSHA recommends that the following steps be taken by the individual(s) providing the post-exposure evaluation and follow-up:

1. Documentation of the route(s) of exposure, and the circumstances under which the exposure incident occurred.
2. Identification and documentation of the source individual, unless the School or the clinical agency can establish that identification is infeasible or prohibited by state or local law.
  - a. The source individual's blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV and HIV infectivity. If consent is not obtained, the School or the clinical agency shall establish that legally required consent cannot be obtained.
  - b. When the source individual is already known to be infected with HBV or HIV, testing for either is not required.
  - c. Results of the source individual's testing shall be made available to the exposed student within 15 days of the completion of the evaluation, and the student shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
3. Collection and testing of the exposed student's blood for HIV and HBV serologic status.
  - a. The exposed student's blood shall be collected as soon as feasible and tested after consent is obtained.
  - b. If the student consents to baseline blood collection, but does not give consent at that time for HIV serologic testing, the sample shall be preserved for at least 90 days. If, within 90 days of the exposure incident, the student elects to have the baseline sample tested, such testing shall be done as soon as feasible.
4. Post-exposure prophylaxis should be administered when medically indicated.

5. Counseling on the immediate and long term effects of potential infectious agents should be discussed with the exposed individual.
6. The exposed student will be encouraged to report all related diseases and problems to his or her physician or health care provider for follow-up.
7. All information should be recorded by the evaluator and made available to the student. The student may be asked to provide documentation that he or she is complying with the recommended protocols.
  1. Medical records should be maintained by the medical evaluator for 30 years following the completion of the evaluation.

### ***Preventive Education***

Each student is required to attend initial and ongoing instruction about the School's infection control, i.e., exposure control plan.

## **HEPATITIS B VIRUS (HBV)**

Viral Hepatitis B (also called serum hepatitis) is a severe liver disease of adults and children and accounts for about one-half of all hepatitis cases in the United States. It is spread between human beings by contaminated needles, by intimate contact with an infected person, and by blood transfusions. Health care professionals are at increased risk for acquiring Hepatitis B virus infection. Acute Hepatitis B is characterized by fever, loss of appetite, nausea, vomiting, abdominal pain, enlargement of the liver, jaundice (yellow skin) and occasionally by rash and pain in the joints. About 10% of people do not recover from their infection but become carriers of the virus throughout their lifetime. This carrier state is associated closely with the development of cirrhosis of the liver, which can be fatal, and the development of liver cancer.

No specific treatment of Hepatitis B is available. However, there is one type of vaccine available. This is synthetic. The vaccine is generally well tolerated. No serious adverse reactions attributable to the vaccination have been reported for the vaccine. As with any vaccine, there is the possibility that broad use of the vaccine could reveal rare adverse reaction not observed in the clinical trials. Of the reported reactions, approximately half of them were injection site soreness. Low grade fever, less than 101 F, occurs occasionally and is usually confined to the 48 hour period following vaccination. Systemic complaints including malaise, fatigue, headache, nausea, dizziness, myalgia, and arthralgia are infrequent and have been limited to the first few days following vaccination.

Adult individuals should receive 3 doses of the vaccine intramuscularly. The second dose is given one month and the third dose is given six months after the first dose. The duration of the protective effect of the vaccine is unknown at present.

### ***Precautions***

The following precautions should be noted.

- Female personnel who are pregnant or who are nursing mothers should consult their health care providers, who must give written authorization prior to the vaccine being administered.
- Personnel who have any known cardiopulmonary compromise or who are dialysis patients or immunocompromised should consult their health care providers, who must give written consent prior to the vaccine being administered. Individuals who have well documented allergic reactions to formalin (formaldehyde) or thimerosal (mercury derivative) or yeast should receive special consultation from his or her health care service personnel prior to the administration of the vaccine.
- **ALTHOUGH THE VACCINE PROTECTS AGAINST HEPATITIS B, IT DOES NOT PROTECT ONE FROM OTHER INFECTIONS SUCH AS HEPATITIS A OR C WHICH CAN BE TRANSMITTED BY BLOOD AND OTHER BODY FLUIDS. FOR THIS REASON, TECHNIQUES FOR CAREFUL HANDLING OF THESE FLUIDS CANNOT BE RELAXED.**

### ***Availability of Vaccine for Nursing Students***

Students who work for a health care agency may have received the vaccinations as a condition of their employment. Other sources of the vaccine might be the student's local health School or personal health care provider. The student is responsible for the cost of the vaccinations.

### ***Hepatitis B Vaccination or Refusal***

All students admitted to the nursing major must provide either evidence of vaccination, plans to begin vaccination, or refusal to receive vaccination prior to beginning clinical nursing courses. See the immunization record in the Student Health Form and the nursing School's hepatitis immunization refusal form. These documents will be kept in the student's School file.

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**Appendix B**  
Western Carolina University  
College of Health and Human Sciences  
School of Nursing

Expected Classroom Behaviors  
Testing Policy  
Expected Respectful and Professional Behaviors

Upon entry into the nursing major, you are beginning your socialization into the profession. Faculty expect students to behave in a professional manner at all times in class, clinical, and when interacting with patients, clinical agency personnel, faculty, peers, staff in the School of Nursing (SON), and the public in general. Basic to professionalism is maintaining an attitude of *respect* - towards others *and* yourself.

Expected classroom behaviors:

1. **Investment:** Your outcome in each course and the nursing program overall is based on what you invest. You are expected to come to class prepared, having done the assigned reading and completing assignments as posted.
2. **Integrity:** Academic integrity is fundamental and expected of all nursing students; see the handbook for student nurses.
3. **Attendance:** Prompt attendance at all learning activities is expected of all students. Arriving late to class is disruptive to other students as well as disrespectful to faculty and peers. Please arrive on time to class and remain in class until it is over. If an emergency causes you to arrive late, sit in the back of the room and speak with the professor about the reason for the tardiness after class. Unannounced quizzes can be expected in any class at any time. There will be no make up of unannounced quizzes.
4. **Class breaks:** Professors will schedule breaks as appropriate. Please plan bathroom visits and snack times for breaks. Return from breaks promptly.
5. **Talking:** Talking to other students (side conversations) in class causes *at least 2* people to miss what is being presented or discussed. Students may be asked to leave the classroom if this behavior occurs. If you have a question or comment, raise your hand and wait to be called on.
6. **Seating:** Seats may be assigned by the professor, and if a pattern of socialization is disruptive, students can be asked to move their seats, or leave the classroom.
7. **Sleeping in class:** Students cannot learn if they are sleeping and it is a tremendous distraction to other students who watch them nod off.
8. **Cell Phones:** Cell phone, beepers, and pagers must be turned off and placed out of sight during class. Texting or talking on cell phones during class is prohibited. You will not be permitted to use the calculator on your cell phones during exams.
9. **Guests:** No children, friends, or guests are allowed in the classroom. Only registered WCU students may attend class.
10. **Taping:** Taping or recording of class is allowed with the permission of the professor.
11. **WebCAT:** You should check WebCAT daily. This is our primary avenue of communication with students and will have information about assignments, and what items you are to bring to class. Additionally, if a

class must be cancelled or postponed, it will be posted on WebCAT. Please be aware that student activity on WebCAT can be tracked.

12. **Computers:** Laptops may be used in the classroom for taking notes. Games, emailing, web surfing, etc are prohibited.
13. **Our Responsibility:** Faculty take seriously the responsibility we bear for maintaining a learning environment for *all* students. If you disturb others or do not adhere to the required behaviors, faculty will dismiss you from class.

Testing policy:

1. During testing, no personal items are allowed on the desk or table. This includes backpacks, notebooks, food and drink items, cell phones, and jackets. Ball caps or other hats with bills are *not* allowed during exams. If a student removes a layer of clothing, it is to be placed on the back of the chair, not in the student's lap. Faculty reserve the right to require students to place personal items in a designated place in the classroom.
2. Once a student has completed the exam, he/she is to exit the classroom; students should wait away from the classroom door so as not to disturb those who are still testing. Items may not be retrieved until all students have finished the exam.
3. Students are allowed to use earplugs during testing; however, they are responsible for any announcements made, including those pertaining to allotted time left or test item clarification. Faculty reserve the right to inspect earplugs.
4. The WCU SON makes every effort to give timely feedback on all exams, and we schedule exam reviews as soon as is possible following each exam to review correct answers. Exam reviews are a valuable part of the learning process. Exam reviews are designed as a time to review each question and the correct answer, and are not used as a time to challenge questions. Students not attending the test review will not be allowed to review the test at a later time, except under extenuating circumstances and previously arranged with the professor of record.
5. If you have questions about a particular test item or would like clarification, you should schedule an appointment with the involved faculty and submit your question in writing, with a documented source from either lecture or the assigned textbook. This needs to be done within 7 days of the exam review.
6. WCU SON conducts statistical analyses on all exams. Based on those analyses, and in consultation with other faculty, items are examined for accuracy, reliability, and fairness. Occasionally items may be eliminated based on statistical data and faculty expertise. Exam grades will not be posted until those analyses are completed and faculty have had ample time to examine those results.
7. You must notify faculty (the course professor of record, specifically) *prior* to missing a quiz or exam for it to be excused (with the exception of emergencies, in which case notification should be made as soon as is feasible). You should call the professor of record's office phone (number is posted in syllabus) and leave a

message if he/she is not in the office. Excused absences may include illness (a note from a health care provider may be required) or death of a family member.

8. Make-ups for quizzes and exams in the SON are allowed for excused absences only. Make ups must be scheduled within one week of the missed exam/quiz with the professor of record. It is the student's responsibility to contact the involved faculty and schedule the makeup. Make up exams may be in an alternate format from the original exam.
9. Any pattern of absences from exams will be addressed by faculty and documented.

Expected respectful and professional behaviors:

1. Faculty should be addressed by their appropriate titles, e.g. "Professor" or "Dr.," rather than by their first names.
2. Knock on doors before entering offices and ask permission to enter. Even if the door is open, faculty are often occupied or having private conversations with students or other faculty.
3. Do not enter faculty offices when the faculty is not present, or without permission.
4. Students should not be in faculty offices during class time.
5. If you have a question or complaint about an issue, you should respectfully approach the person involved, whether it be faculty, staff, or a peer. If you have questions about a particular lecture/topic/assignment, you must go to the professor who presented that content.
6. If your issue is not resolved by going to the involved faculty member, follow the chain of command:  
Professor → Team level coordinator → Program Director. \*\*\*\*\*
7. Respect the role of faculty as teachers, mentors, and experts in the profession and maintain appropriate boundaries. Faculty desire to see all students succeed in school, on NCLEX-RN, and in the profession of nursing, and are supportive of students in the context of the student-faculty relationship; however, faculty are not trained counselors and cannot serve in the role of mental health counselor. When student issues arise, faculty may refer students for counseling or to other resources as needed.
9. The nursing pre-licensure program is a full-time program; students are expected to be available for learning activities 5 days a week. While normal clinical is usually scheduled between 6:30 AM and 2 PM on weekdays, clinical activities may be scheduled in the evening or nighttime hours. Clinical lab days often are scheduled from 8 AM to 5 PM. When involved in clinical precepting, students may have to schedule clinical hours on weekends. Faculty make every attempt to give students as much advanced notice about schedules as possible, but as a rule, work or other activities should not be scheduled on clinical days.

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