



2022-2023
Student Handbook
Bachelor of Science in Nursing Program
School of Nursing
College of Health and Behavioral Studies
James Madison University

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Purpose

The information in this BSN Student Handbook is intended to provide you with the current policies and guidelines important to your success as an undergraduate student in the School of Nursing. The policies and procedures and other information contained within this handbook are in compliance with, and are supplements of, the JMU Undergraduate Bulletin and other JMU policies as specified.

Every reasonable effort has been made to ensure the accuracy, reliability, and completeness of the policies and guidelines found in the handbook. However, if any discrepancies exist between the information in the handbook and official University Undergraduate Bulletin or other JMU policies, the information in the official policies shall take precedence.

All students are responsible for following the policies and procedures in the BSN Student Handbook. The plans, policies and procedures described in this handbook are subject to change by the School of Nursing at any time without prior notice.

SCHOOL OF NURSING

Program Overview

The Bachelor of Science in Nursing (BSN) program at JMU is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>) and is fully approved by the Virginia State Board of Nursing. This program leads to a Bachelor of Science in Nursing Degree (BSN) and qualifies the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Each cohort consists of 113 students and there is a low (<1:10) faculty to student ratio. As a graduate of the JMU BSN Program, you will be prepared to practice as a registered nurse to provide nursing care to clients in a variety of settings. The program enjoys a positive reputation within the Commonwealth of Virginia and beyond. JMU graduates perform well on the state licensure exam and have a wide choice of career options. Graduates move quickly into positions for responsibility and leadership.

Teaching Methods

In the nursing program, students learn knowledge, practice skills, and apply these to "real life" practice experiences. Learning activities are varied, innovative and up to date. Supportive student/professor relationships are key to successful learning. A low professor to student ratio, a faculty open-door policy and close working relationships with faculty help students to develop their full personal and professional potential. You will be assigned a faculty advisor who will be available to assist you with program planning, problem solving and career exploration.

Classroom

Classroom teaching is focused on learner centered activities that facilitate the application of knowledge and develop the clinical reasoning and critical thinking skills of students. Learning activities include case study analysis and discussions, computer assisted learning, role-play, and group activities. Advanced classroom technology allows faculty to use multimedia resources to enrich learning.

Online

In addition to face-to-face classes, online opportunities enrich the learning environment and stimulate creative thinking. Examples of these activities include discussion boards, blog and/or video creation, online poster presentations, and online testing.

Skills, Assessment & Simulations Laboratories

State of the art equipment and laboratories with high fidelity and low fidelity simulation learning experiences allow students to learn physical examination skills, nursing procedures (for example, how to give an injection or start an IV), and clinical decision making in simulated clinical care situations.

Clinical

Students apply knowledge to practice in a wide variety of health care agencies that include hospitals, outpatient clinics, home health agencies, health departments, schools, long-term care facilities and rehabilitation centers.

Program Philosophy

The JMU Nursing faculty is committed to nursing education grounded in the arts, sciences and humanities, meeting professional standards for nursing education and practice. Nursing is a humanistic profession that enhances the quality of life by promoting health and preventing illness through the effective delivery of coordinated health care. Nursing knowledge is advanced through thinking critically, engaging in scholarship, and applying knowledge to the delivery of nursing care. The values of altruism, autonomy, human dignity, integrity, and social justice are the foundation for professional nursing practice. Through community, collaboration graduates are prepared to assume multiple roles to impact the profession, health care systems, and communities.

Mission, Values and Purpose

Mission: We engage students, faculty and communities through dynamic and innovative nursing education, practice, and scholarship to influence health in our world.

Vision: To be a SON nationally recognized for academic excellence and innovative contributions to health care.

Values: We are committed to:

Integrity: being honest, sincere, and just in all of our endeavors

Caring: sharing compassion, kindness, and authenticity with those we encounter

Excellence: pursuing the highest quality in teaching, learning, scholarship, and service

Collaboration: cultivating partnerships built on respect, trust, and commitment

Advocacy: providing a voice for those we serve and promoting policies that improve healthcare for all

Inclusivity: honoring the richness that diverse perspectives bring to our world

Resilience: achieving inner strength and wisdom by adapting to life's challenges

Purposes: In order to support and accomplish this mission the nursing faculty has identified the following purposes:

- Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
- Promote a community of learning that models professional values and lifelong professional development for both faculty and students. Promote service-learning activities that include collaborative, interdisciplinary initiatives and partnerships between nursing education and the practice arena to meet the future health needs of consumers.
- Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

Diversity Statement

The School of Nursing stands against injustice and systemic racism in all its forms. As nurses we have a responsibility to act with empathy and inclusiveness to reduce inequities. We pledge to respond against discrimination, violence, and racism with advocacy and collective action.

Student Learning Outcomes

The graduate of the JMU baccalaureate nursing program will be able to demonstrate:

1. Knowledge for Nursing Practice: Attain, develop, and critique theoretical and empirical knowledge specific to the discipline of nursing through ways of being, knowing, choosing, and doing. Engage relationally with complex and dynamic personal, social, cultural, ethical, and political concepts to endeavor to support the well-being of persons and populations.
2. Inquiry & Critical thinking: Develop a spirit of inquiry to contribute to innovative contributions to nursing practice. Critically appraises current practice, and actively seeks to find and translate best evidence into practice. Makes judgments and uses problem-solving skills in practice that synthesize nursing science and knowledge.
3. Population Health: Engage in community and population assessment, health promotion, disease prevention, care coordination and interdisciplinary efforts to improve outcomes. Assess determinants of health and respond to health disparities at the individual, family, community, and population level, across all levels of prevention, and over the entire healthcare continuum.
4. Healthcare systems collaboration: Communicates and effectively utilizes technology to achieve high quality, safe, evidenced-based, and cost-effective care at the individual and systems level. Collaborates with individuals, families, community stakeholders, and the interdisciplinary health care team to assess, implement and evaluate the safety and quality of both patient and population-centered care across health care settings and systems. Develops and advocates for policies across the healthcare continuum.
5. Professional Identity and development: Demonstrate responsibility as a life-long learner. Utilizes self-care to practice in a mindful and resilient manner. Reflects on and modifies professional practice according to ethical, moral, humanistic, and legal principles. Contributes to the profession through mentorship, leadership, and advocacy.

ADVISING AND ADMISSION TO THE PROGRAM

Advising Philosophy

Academic advising is an ongoing process where advisors welcome and introduce students to JMU's rich academic culture through communication designed to contribute to student development and academic success. Advisors guide students through the integration of curricular, co-curricular, and personal choices while encouraging students to engage in

reflection and self-assessment to provide meaningful change-oriented intervention as appropriate.

Preadmission Advising

First Year Advising: Incoming first year students will be assigned to a first-year faculty advisor. This advisor will help students select courses at orientation and prepare students for their first year at JMU. The first-year advisor can assist students in:

- Understanding requirements of the major
- Understanding the progression of the major
- Selecting courses
- Transfer Advising
- If students are interested in transferring to JMU, they should first meet with the JMU transfer coordinator at their community college or the Nursing Academic Advisor at JMU. Once accepted to JMU, they will be assigned to the Nursing Academic Advisor.

Nursing Academic Advisor: During the second semester of the freshman year, students will be assigned to the Nursing Academic Advisor who will be their point of contact until they enter the nursing program. The Nursing Academic Advisor can assist students who have questions related to the following:

- Progression into the major- Students may have questions on scheduling and/or transferring General Education and pre-requisite courses.
- Student understanding about and fit with the major – Students may have questions related to understanding what a career in nursing means, what they will be prepared to do, and how they will be marketable. Students may want to understand nursing in relation to other disciplines.
- Career planning – Students may seek advice about options and directions to take in nursing. They may seek counseling about advanced practice options and graduate programs.
- Students may seek counsel related to personal and interpersonal difficulties that have an impact on the academic experience.
- Students may seek counsel related to difficulty with time management, organization, study skills, or academic achievement.

The advisor should be able to articulate and direct students to information about other health and human service majors at JMU.

Advising for Admitted Students

Faculty Advisor: Once students are accepted into the nursing program, they will be assigned a faculty advisor. This faculty advisor will be their advisor until they graduate from the nursing major.

Advisement in the Program

- In order to maintain a productive advising relationship, the student is responsible for:
- Being proactive and initiating contact
- Giving thoughtful consideration to academic and career goals
- Preparing a list of questions and issues to discuss before advising meetings
- Actively participating in advising sessions
- Knowing the Academic Calendar and related deadlines for add/drop courses
- Scheduling courses consistent with educational goals that meet degree requirements
- Accepting responsibility for making final decisions regarding academic choices

Associate Director for Undergraduate Programs & BSN Program Coordinator: Students may contact the Associate Director for Undergraduate Programs or BSN Program Coordinator if they have unresolved advising issues or questions after they have contacted their faculty advisor. Students should seek assistance first from their current advisor. To meet with the Associate Director for Undergraduate Programs or BSN Program Coordinator students must set up an appointment with an administrative assistant.

School Administrative Assistants: The administrative assistants can be reached at 540-568-6314. They can answer questions about processes and procedures once students enter the nursing program.

Admission Procedures

Courses in the BSN program span 4 semesters (2 years) once admitted and normally begin in the fifth semester at JMU. Any student who is interested in seeking a BSN degree in nursing should follow these steps:

1. *Apply to James Madison University:* Admission to the BSN program is contingent on admission to James Madison University. An application to JMU can be obtained from the University's Office of Admission at <http://www.jmu.edu/admissions/undergrad/index.shtml>. The JMU Bachelor of Nursing program is not a direct admit program. Therefore, applicants must be a current student prior when they apply to the BSN program.
2. *Declare the Nursing Major:* The JMU Bachelor of Nursing program is not a direct admit program. Therefore, incoming freshman and transfer students will declare the nursing major when they register for orientation. This will enable students to be assigned to a nursing advisor during orientation, and throughout their time at JMU, who can answer questions and help plan their course of academic study. For more information about the application process for transfer or incoming freshman please see BSN admissions FAQ at www.nursing.jmu.edu.

If students do not enter JMU as a nursing major and desire to change to nursing, they will need to change their major in mymadison.jmu.edu by the school deadline. In order to change a major to nursing, students must have a GPA of > 3.0 and meet with the nursing academic advisor.

3. *Complete the nursing requirements and prerequisites.* In order to begin the nursing program, at time of entry to the first full semester, students must have completed all requirements and prerequisites to include:
 - A minimum JMU GPA of a 3.00 or higher
 - Completion of 36 credit hours prior to beginning the program
 - Being an enrolled JMU student
 - One semester (fall or spring) as a full-time student at JMU
 - Declaring nursing as a major
 - Meeting the School's Technical Standards
 - No grades lower than a C- will be accepted in any prerequisite course

4. *Complete the following courses prior to applying:*
 - CHEM 120, MATH 220, PSYC 160, NUTR 280, BIO 245/245L, BIO 270/270L, BIO 290/290L
 - Students who complete Chem 131 & Chem 132 will have the reported grades averaged to calculate their eligibility
 - 2 Biology courses (choose from BIO 270/270L – Human Physiology, BIO 245/245L General Microbiology, or Bio 290/290L – Anatomy)
 - Students transferring in Anatomy & Physiology I & II as BIO 270/270L and BIO 290/290L will have the reported grades averaged to calculate their eligibility.
 - Students who were previously declared as biology or health sciences majors (NOT dually declared nursing) and have taken BIO 245/BIO 380 may use this as the BIO 245 requirement.
 - Students transferring in Anatomy & Physiology I & II as BIO 270/270L and BIO 290/290L will have the reported grades averaged to calculate their eligibility
 - Before entering the program:
 - NUTR 280, PSYC 160, 3rd Biology course (choose from BIO 270/270L, BIO 245/245L, or BIO 290/290L)

5. *Complete the BSN Application to the Nursing Program by set dates.* The School will respond to completed applications only. Students must reapply each admission cycle for consideration. There are two admission rounds each year for admission into the BSN program. Each round admits 113 students.
 - a. For Fall Admission:
 - i. Application due December 1st
 - ii. Transcripts due January 11th
 - iii. Students will be notified by February 15th
 - b. For Spring Admission:
 - i. Application due July 1st

- ii. Transcripts due August 31st
- iii. Students will be notified by September 15th

Admission to the BSN program is competitive. Admission is based on student qualifications, but GPA is a strong consideration. Meeting the minimum requirement does not guarantee admission into the BSN program. Students must apply and be fully admitted to the nursing program to begin taking nursing courses.

<https://jmuedu.sharepoint.com/SitePages/JMU%20SharePoint%20Services.aspx>

Admission Appeals

Students who meet minimal requirements and have completed all pre-requisite courses may appeal their admission decision to the BSN Admission and Progression Committee. Appeals from non-qualified applicants will not be reviewed. The formal written appeal must not exceed one page in length. The appeal should clearly state the reason for appeal and describe any circumstances or life experiences that may have impacted academic performance. Students should provide relevant documentation to support their appeal, including updated transcripts or grade reports.

The appeal process is may not be used to request consideration for admission for a future academic semester. In that case, a new application must be submitted during the BSN application time frame.

Appeal Procedure

If a student wishes to appeal the admission decision, the student will need to:

1. Submit a formal letter of appeal stating the reason for appeal along with discussing any circumstances that they believe may not have been considered within the first round of decisions. This written appeal should be no longer than one page.
2. Students should provide the committee with any updated transcripts and/or grade reports and any other relevant documentation to support their appeal.
3. Appeals must be submitted by mail or brought to HBS 4089. (Faxes and email appeals will not be accepted)

Appeal Review Calendar:

A student must request an appeal to the decision within two weeks of receiving the initial decision of denial. If a student does not request an appeal within that time frame the committee will not review the decision. Once the appeal is submitted the student will be notified of a decision within 3 weeks of the receipt of the appeal. Students submitting appeals will be notified of the final appeal decision via US Mail and email.

In preparing the appeal, please understand the following:

- There is a limit of one appeal per academic term. Decisions rendered are final and non-negotiable.
- Letters of recommendation will not be considered.
- Reporting errors made on the application are not a basis for the reversal of a decision.

- Appeals letters must be submitted by the applicant.
- Appeal letters written by anyone other than the applicant will not be considered.

REQUIRED DOCUMENTATION FOR ADMITTED STUDENTS

True Screen

The BSN program requires students to enroll in True Screen's electronic service that provides electronic management of the student screenings required by JMU affiliated clinical facilities. The documentation required consists of a background check, drug screen, BLS for Healthcare Provider certification, immunizations, training modules, and signed program forms (including verification of meeting program technical standards). All forms are available for download from True Screen as well as the BSN.org Canvas site.

Every semester of the BSN program includes practicum courses. Any first semester BSN nursing students not completing their documentation may forfeit their position in the nursing program. Due Dates are as follows:

- For fall admission: August 1
- For spring admission: January 1

Students who do not complete and upload all documentation by the due will be administratively dropped from all courses with "L" designation and from the capstone course (ie: NSG 352L, NSG 355L, NSG 356L, NSG 357L, NSG 451L, NSG 452L, NSG 453L and NSG 456). Students dropped from course enrollment will need to document compliance with requirements and request permission to re-register for the course.

Initial Requirements (Upon admission to the BSN Program)

- True Screen: myRecordTracker (immunization & required forms) myApplicationStation (drug testing & criminal background check). In compliance with *Virginia Board of Nursing's Regulations for Nursing Education Program*, felony and misdemeanor offenses may be a reason a person would be ineligible for admission. Admission to a registered nursing education program requires that an eligible student:
 1. Has not been convicted or found guilty, or has entered into an agreed disposition, of a felony offense under applicable state or federal criminal law.
 2. Has not been convicted or found guilty, or has entered into an agreed disposition, of a misdemeanor offense related to the practice of nursing as determined on a case-by-case basis
 3. Has not currently enrolled in an alternative program;
- 10 Panel Drug Screen and Criminal Background Check (ordered from True Screen's myApplicationStation).
- Varicella: One of the following is required: 2 vaccinations OR positive antibody titer (lab report required).

- Hepatitis B: One of the following is required: 3 vaccinations OR positive antibody titer (lab report required) OR declination waiver. Series can be in-progress.
- MMR: One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required.)
- TDAP Vaccine: Documentation of a TDAP booster within the past 10 years. The renewal date will be set for 10 years from the administered date of the booster.
- COVID-19 Vaccination: One of the following is required: 1) Proof of one vaccination for Johnson & Johnson or two vaccinations for Pfizer and Moderna. 2) Assumption of Risk Waiver. Please note some agencies will not allow students with a declination waiver.
- Tuberculosis (TB): *ONE* of the following is required
 1. Chest X-ray (if positive skin or blood test)
 2. Two TB Skin tests (EACH test placed and read 1-3 weeks apart)
 3. Blood Test – either T-Spot Blood Test or QuantiFERON Gold Blood Test
- Signed Copy of BSN Requirements blanket form (includes items 1-6 below):
 1. Notice of Reportable Conditions form
 2. Code of Ethical Behavior, Risk and Responsibility
 3. Simulation Lab Code of Conduct and Confidentiality form
 4. Photo release form
 5. BSN Handbook Agreement
 6. BSN Technical Standards
- Signed Health Insurance Verification Form
- FERPA Release Form
- Training Modules (*Available on BSN Admission Resources in Canvas*): Training modules are for HIPAA and Blood borne Pathogens. Student must receive a passing quiz grade.

Annual Requirements

- Influenza (“Flu Vaccine”) due October 31. One of the following is required: 1) Documentation of a flu shot administered during the current flu season. 2) Declination waiver. This waiver is available in myrecordtracker. If a declination waiver is uploaded, students will be required to wear a mask to all clinical locations for the entire period they are there. Please note some agencies will not allow students with a declination waiver.
 - Non-compliance by October 31 will result in the student being unable to attend clinical, thus impeding their ability to pass clinical courses
- TB (1 Step Test OR Chest X-ray OR Blood Test). One of the following is required:
 - Chest X-ray (if positive skin or blood test)
 - *ONE* TB Skin test (placed and read 1-3 weeks apart)
 - Blood Test – either T-Spot Blood Test or QuantiFERON Gold Blood Test
- Basic Life Support (BLS) for Healthcare Providers (CPR). *Only certification by the American Heart Association Healthcare Provider course for BLS and AED for Healthcare Providers for adult, infant & child is accepted. If the card is a hardcopy, the student must*

upload so that the front and back of the CPR card is showing and the card is signed. If the card is an e-card, upload the single page copy.

Immunizations

Varicella titer, immunizations, and/or 2 step TB test done at any location or provider of the student's choice, however the University Health Center is a good option. They provide many of the services that nursing students need.

Documentation of TB, TDAP, BLS for Healthcare Providers and Influenza MUST be kept current during all semesters of the BSN program. Students must upload evidence of current certifications and immunizations prior to the start of each semester (August 1 for fall; January 1 for spring); and requirements expiring within a semester must be met before the semester starts. Students will not be able to attend clinical if requirements have expired and will be placed on a clinical plan for success.

BLS for Healthcare Providers (CPR Certification)

All students must be BLS/CPR certified by the approved certification prior to program entry and maintain current certification throughout enrollment in the program. Students failing to maintain current and/or approved certification course will not be permitted in the clinical setting. All clinical facilities mandate that all students have current health provider CPR certification. The approved CPR certification course is the **American Heart Association Healthcare Provider course for BLS/CPR AED for adult, infant & child**. Students are responsible for verifying that they register for the correct BLS/CPR course.

Estimated Program Costs:

The Financial Aid Office considers expenses on this list in determining financial need and eligibility levels for nursing students. This is the list of estimated expenses to assist the student in submitting financial aid applications.

Requirement	Junior	Senior
Transportation to clinical (gas, parking)	\$500	\$500
Textbooks	\$1100	\$400
Apps	\$10	\$10
BLS/CPR Certification	\$40	
School Nursing Pin (optional)		\$40
Estimated total per year	\$1680	\$980

These expenses are reasonable anticipated costs. While many students car-pool for clinical activities, they are ultimately responsible for their own transportation.

Students taking courses with a NSG prefix are charged differential tuition. Differential tuition is an additional tuition charge per credit hour that is typically present in programs that are more costly for universities to offer. Differential tuition costs will be an additional \$90/credit hour.

Textbooks

The School of Nursing faculty members have selected textbooks best identified to promote mastery of nursing knowledge and clinical reasoning as students progress through the BSN curriculum. Textbooks are selected for integration in multiple courses across all four semesters. It is recommended that students purchase and keep books rather than rent books since most textbooks are used multiple semesters. Students have the choice of purchasing either standard textbooks or electronic textbooks.

iPads

Students are issued an iPad for use while in the nursing program. The iPad is the student's property and responsibility; the School is not liable for damage, loss, or replacement of the iPad. Students may opt to purchase insurance plans for their iPad, which are available through the JMU Bookstore and Apple. Students must have their iPads available for the duration of the nursing program in both didactic and clinical courses. To receive support, students must be able to connect the iPad to a computer with iTunes installed.

Software

Students are required to maintain an active subscription to two software applications while enrolled in the nursing program. Students admitted to the program are issued access codes to software applications described below.

- Exemplify and/or ATI: Course tests are administered on the iPads via Exemplify and/or ATI. Students use the electronic health records application on their iPads in the clinical and lab settings. Testing platforms are similar to the NCLEX-RN and provides students with detailed feedback on test performance, identifying areas of content mastery strengths and weaknesses. With this feedback, students can direct their study/remediation strategies and improve their nursing knowledge.
- EHR Tutor (educational electronic health record) provides a platform for documenting clinical data and completing clinical assignments for submission to faculty. This software prepares students for the extensive use of electronic health records utilized in all clinical facilities and enhances the laboratory learning experience.

BSN PROGRAM CURRICULUM

JMU offers a 4-year program leading to a Bachelor of Nursing degree. During the first 2 years' students complete the General Education Program and the Prerequisite Courses. Students must earn a C- or higher in all prerequisite courses before they can begin junior nursing classes.

Students admitted to the BSN program begin courses in the 4-Semester Nursing Program usually at the beginning of the junior year. The 2-year nursing program of study includes 59

credit hours of core nursing courses and 2 required credit hours of Nursing Elective Courses. Nursing electives can be taken anytime in the freshman through senior year.

General Education & Prerequisite Courses
Freshman & Sophomore Year Curriculum

General Education Courses: Note: Cluster 3 contains CHEM 120, MATH 220 and BIO 270/270L. CHEM 120 must be taken prior to or with BIO 270/270L. MATH 220 must be taken prior to or with BIO 270/270L. CHEM 120 must be taken prior to BIO 245/245L.

Cluster	Course Title	Hours
Cluster 1	Skills for the 21st Century	9
Cluster 2	Arts and Humanities	9
Cluster 3	The Natural World	10
Cluster 4	Social & Cultural Processes	7
Cluster 5	Individuals in the Human Community	6

General Electives: Students are required to complete 7 General Education Elective courses in addition to the General Education Cluster courses.

Nursing Prerequisites:

Course Number	Course Title	Hours
CHEM 120	Concepts of Chemistry	3
MATH 220	Elementary Statistics	3
BIO 270/270L	Human Physiology/Human Physiology Lab	3/1
BIO 245	General Microbiology	4
BIO 290	Human Anatomy	4
NUTR 280	Nutrition for Wellness	3
PSYC 160	Life Span Human Development	3

Nursing Electives: 2 credits of nursing electives during any semester must be completed prior to graduation.

Taking & Retaking Prerequisite Courses

Prerequisite courses completed at other institutions prior to coming to JMU and which are accepted for transfer to JMU according to normal University procedures, are accepted by the Nursing School to meet program requirements. Students are, however, encouraged to complete prerequisite courses at JMU. If a student receives a grade lower than a C- in any prerequisite course taken at JMU he/she is required to repeat the course at JMU in order to raise the grade and meet school requirements.

BSN Core Courses by Semester Sequence

Semester 1

NSG 350	Foundations of Nursing	2
NSG 351	Health Assessment	3
NSG 352	Clinical Applications & Reasoning in Nursing Care I	4
NSG 352L	Clinical Applications & Reasoning in Nursing Care I Clinical	2
NSG 353	Pathophysiology & Pharmacology	4
		Total: 15

Semester 2

NSG 354	The Art & Science of Nursing	2
NSG 355	Women's Health	3
NSG 355L	Women's Health Clinical	1
NSG 356	Clinical Applications & Reasoning in Nursing Care II	4
NSG 356L	Clinical Applications & Reasoning in Nursing Care II Clinical	2
NSG 357	Psychiatric Mental Health Nursing	3
NSG 357L	Psychiatric Mental Health Nursing Clinical	1
		Total: 16

Semester 3

NSG 450	Nursing Inquiry and Research Methods	3
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NSG 451	Child Health	3
NSG 451L	Child Health Clinical	1
NSG 452	Clinical Applications & Reasoning in Nursing Care III	4
NSG 452L	Clinical Applications & Reasoning in Nursing Care III Clinical	2
		Total: 13

Semester 4

NSG 453	Population-Centered Care in the Community (begins S21)	3
NSG 453L	Population-Centered Care in the Community Clinical (begins S21)	2
NSG 454	Transition to Practice	3
NSG 455	Informatics	3
NSG 456	Capstone	4
		Total: 15

Total Credit Hours: 120

- General Education, prerequisite and elective courses = 59 Credit hours
- Nursing Courses (including nursing electives) = 61 Credit Hours

BSN Course Descriptions (All BSN courses are offered every semester)

NSG 350. Foundations of Nursing. 2 credits.

This course provides an overview of foundational principles of professional nursing practice. Students will be introduced to the evolution of nursing, basic nursing theory and knowledge, and beginning concepts. This course promotes self-analysis and socialization into the role of the professional nurse. Prerequisite: Formal acceptance into the Nursing Program. Corequisite: NSG 351, NSG 352, NSG 352L, NSG 353.

NSG 351. Health Assessment. 3 credits.

This course develops knowledge and skills necessary to gather, organize, and present relevant health data that includes wellness and illness considerations across the life cycle. Emphasis is placed on systematic strategies, frameworks, and skills used to conduct both comprehensive and need-specific health assessments for individuals in the context of their family and

community. Prerequisite: Formal acceptance into the Nursing Program. Corequisite: NSG 350, NSG 352, NSG 352L, NSG 353.

NSG 352. Clinical Applications and Reasoning In Nursing Care I. 4 credits.

Through didactic learning, students learn theories, rationale, and principles underlying the application of acute care skills in nursing practice. In the laboratory, students will practice and demonstrate mastery of selected skills. In the clinical setting, students will apply knowledge through clinical reasoning in planning and facilitating nursing care for patients and their families. Prerequisite: Formal acceptance into the Nursing Program. Corequisite: NSG 350, NSG 351, NSG 352L, NSG 353.

NSG 352L. Clinical Applications and Reasoning In Nursing Care I Clinical. 2 credits.

Through didactic learning, students learn theories, rationale, and principles underlying the application of acute care skills in nursing practice. In the laboratory, students will practice and demonstrate mastery of selected skills. In the clinical setting, students will apply knowledge through clinical reasoning in planning and facilitating nursing care for patients and their families. Prerequisite: Formal acceptance into the Nursing Program. Corequisite: NSG 350, NSG 351, NSG 352, NSG 353.

NSG 353. Pathophysiology & Pharmacology. 4 credits.

This course is a comprehensive examination of the principles of pathophysiology and pharmacology for nurses. Emphasis will be placed on concepts and rationales necessary for clinical decision making and nursing care of patients with select disease processes. Prerequisite: Formal acceptance into the Nursing Program. Corequisite: NSG 350, NSG 351, NSG 352, NSG 352L.

NSG 354. The Art & Science of Nursing. 2 credits.

This course is designed to provide an overview of current issues relevant to the art and science of the practicing nurse. This course will provide the student with a concentrated focus on the role of the professional nurse and the nursing profession. The course explores nursing theory, health care models of practice, diversity issues, as well as legal and ethical realities within the healthcare delivery system. Prerequisite: NSG 350.

NSG 355. Women's Health. 3 credits.

This course promotes synthesis of concepts and principles utilized in health promotion, risk reduction and critical reasoning in the management of women's health care. Areas of focus include women's health issues, perinatal care of mothers and infants, and gynecological health. Clinical experiences provide students with opportunities to apply evidence-based practice for women/newborn/family units of diverse cultural backgrounds. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 355L.

NSG 355L. Women's Health Clinical. 1 credit.

This course promotes synthesis of concepts and principles utilized in health promotion, risk reduction and critical reasoning in the management of women's health care. Areas of focus

include women's health issues, perinatal care of mothers and infants, and gynecological health. Clinical experiences provide students with opportunities to apply evidence-based practice for women/newborn/family units of diverse cultural backgrounds. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 355.

NSG 356. Clinical Applications and Reasoning In Nursing Care II. 4 credits.

This course focuses on pathophysiologic and pharmacologic concepts and principles of nursing process, health promotion, risk reduction, clinical decision making, and collaborative management of care for adults experiencing moderate to severe health alterations. Students will apply concepts, theories and skills in the nursing care of adults. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 356L.

NSG 356L. Clinical Applications and Reasoning In Nursing Care II Clinical. 2 credits.

This course focuses on pathophysiologic and pharmacologic concepts and principles of nursing process, health promotion, risk reduction, clinical decision making, and collaborative management of care for adults experiencing moderate to severe health alterations. Students will apply concepts, theories and skills in the nursing care of adults. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 356.

NSG 357. Psychiatric Mental Health Nursing. 3 credits.

This course examines the pathophysiology, psychosocial manifestations, psychopharmacological and psychiatric mental health nursing treatment of selected mental illnesses. Analysis of the role and practice of psychiatric mental health nursing both as a nursing specialty and as an integral facet of general nursing are emphasized. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 357L.

NSG 357L. Psychiatric Mental Health Nursing Clinical. 1 credit.

This course examines the pathophysiology, psychosocial manifestations, psychopharmacological and psychiatric mental health nursing treatment of selected mental illnesses. Analysis of the role and practice of psychiatric mental health nursing both as a nursing specialty and as an integral facet of general nursing are emphasized. Prerequisite: NSG 350, NSG 351, NSG 352, NSG 352L, NSG 353. Corequisite: NSG 357.

NSG 450. Nursing Inquiry and Research Methods. 3 credits.

This course will enhance the students' ability to locate and critically appraise evidence-based guidelines and nursing research to determine its applicability to nursing practice. Students will critically examine the link between nursing research, theory, and practice. Students will develop an understanding of the underlying paradigms and activities within quantitative and qualitative research. Prerequisite: NSG 350, NSG 354.

NSG 451. Child Health. 3 credits.

This course promotes the development of knowledge, skills and the ability to care for children including those with acute and chronic illnesses/conditions. Learning will focus on the unique healthcare needs of children with emphasis on family centered care. Students will apply

knowledge through clinical reasoning in planning and facilitating nursing care for children and families. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L. Corequisite: NSG 451L.

NSG 451L. Child Health Clinical. 1 credit.

This course explores current factors that impact the transition from student to the licensed professional nurse. The student will have the opportunity to examine and apply leadership and management principles in acute and chronic healthcare settings with a focus on safe, ethical, and quality patient care. Students will use an interprofessional approach to coordinate care for a group of patients. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L. Corequisite: NSG 451.

NSG 452. Clinical Applications and Reasoning in Nursing Care III. 4 credits.

This course focuses on the integration of complex pathophysiologic and pharmacologic concepts and principles for adults experiencing moderate to severe health alterations. Students will apply the nursing process to promote health and safety, to augment clinical reasoning and clinical decision making, and to integrate interprofessional collaboration in the care of patients. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L. Corequisite: NSG 452L.

NSG 452L. Clinical Applications and Reasoning in Nursing Care III. 2 credits.

This course focuses on the integration of complex pathophysiologic and pharmacologic concepts and principles for adults experiencing moderate to severe health alterations. Students will apply the nursing process to promote health and safety, to augment clinical reasoning and clinical decision making, and to integrate interprofessional collaboration in the care of patients. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L. Corequisite: NSG 452.

NSG 453. Population-Centered Care in the Community. 3 credits.

Students will engage in the systematic assessment of individuals and vulnerable populations in community settings and work collaboratively to lead the development and implementation of evidence-based, population-focused community health nursing interventions. The impact of increasing societal and cultural changes across the life span will be analyzed. Students will incorporate theoretical concepts of community-based health promotion and disease prevention of vulnerable populations into their nursing practice. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L, NSG 451, 451L, NSG 452, NSG 452L. Corequisite: NSG 453L, NSG 454, and NSG 456

NSG 453L. Population-Centered Care in the Community Clinical. 2 credits.

Students will engage in the systematic assessment of individuals and vulnerable populations in community settings and work collaboratively to lead the development and implementation of evidence-based, population-focused community health nursing interventions. The impact of increasing societal and cultural changes across the life span will be analyzed. Students will incorporate theoretical concepts of community-based health promotion and disease prevention

of vulnerable populations into their nursing practice. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L, NSG 451, 451L, NSG 452, NSG 452L. Corequisite: NSG 453, NSG 454, and NSG 456.

NSG 454. Transition to Practice. 3 credits.

This course enhances clinical reasoning in the context of communication and teamwork, patient-centered care, evidence-based practice, and quality improvement. Students will explore pathways for licensure and prepare for a career in nursing. Current issues in leadership, risk management, health policy, health economics and political action will be explored. An emphasis will be placed on the role of the nurse in advocating for quality and safety in healthcare teams. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L, NSG 450, NSG 451, NSG 451L, NSG 452, NSG 452L. Corequisite: NSG 453, NSG 453L.

NSG 455. Nursing Informatics. 3 credits.

This course explores nursing informatics and technology applications in health care. Emphasis is on preparing entry level nurses with core nursing informatics competencies. A major theme is the use of information systems and technologies to improve the quality and safety of patient care in a changing health care environment. Students will develop their nursing informatics knowledge and skills through reading, discussions, exploration, and utilization of electronic modalities. Prerequisite: NSG 350, NSG 354, NSG 450.

NSG 456. Capstone. 4 credits.

The capstone experience emphasizes continued synthesis of and competence in the nursing process, critical thinking, prioritization of care and clinical skills in order to provide safe, high quality nursing care under the direct supervision of faculty and clinical nurse preceptors. Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L, NSG 451, NSG 451L, NSG 452, NSG 452L. Corequisite: NSG 453 and NSG 453L.

Nursing Electives

Nursing electives are open to students from all majors. Several NSG 490 elective courses are offered each semester and students may take as many as they choose. Two credits of nursing elective are required for the nursing major. **EXAMPLES** of elective course topics include the following:

NSG 301 History Taking/History Telling: Narratives of Chronic Illness – 2 credits

NSG 302 Behavioral and Mental Health in Children and Adolescents – 2 credits

NSG 310 Helping Persons in Pain - 2 credits

NSG 317 History of Nursing - 1 credit

NSG 322 Integrated Health Care - 2 credits

NSG 393 Family Violence – 1 credit

Chronic Illness Minor

The interdisciplinary minor in chronic illness prepares students from any major to understand and respond to the impacts of chronic illness on the individual, family, the health care system, and society. Knowledge and strategies to address the prevention and the management of

chronic illness across its trajectory will enhance the skills and abilities of students who plan to practice in any profession. The minor is open to all undergraduate students at JMU. The minor requires a minimum of 18 credits with no more than 6 credits in the student's major counting toward the minor.

Steps to Declare Chronic Illness Minor:

1. Consult with your academic advisor regarding the feasibility of your workload to complete the minor in addition to your major requirements.
2. Students completing the Nursing major must plan to take both NSG 390 and 391 prior to starting major courses
3. Complete the "Change or Declaration of Major/Minor" process through MyMadison.
4. Deadlines to Declare a Chronic Illness Minor are due to the Chronic Illness Minor Coordinator by:
5. The last day of September for fall registration for the Spring term.
6. The last day of February for spring registration for the Fall term.

Chronic Illness Minor Coordinator:

Christina K. Lam, PhD, RN
Assistant Professor
School of Nursing
Health and Behavioral Studies Building, RM 4074
540-568-7616
russelck@jmu.edu

Core Requirements for the Chronic Illness Minor (6 core credit hours total).

- Students completing the Nursing major must plan to take both NSG 390 and 391 prior to starting major courses

NSG 390. The Impact of Chronic Illness. (3 credits)

This course will explore core concepts of chronic illness across the lifespan from an interdisciplinary perspective. Epidemiology, economics, ethics, culture, family and policy will be emphasized. These topics and concepts will be related to model(s) of chronic care.

NSG 391. Living Successfully with Chronic Illness. (3 credits)

This course will examine models and strategies that aid individuals to live successfully with chronic illness. An interdisciplinary evidence-based approach will be used to investigate how outcomes may be improved through the individual's integration of lifestyle changes within the context of culture and family.

Additional Required Credits:

Select 12 credits from the following courses. Students completing the Nursing Major should select 6 credits. Not all electives are offered each semester.

- GERN/SOCI 280: Social Gerontology (3 credit hours)

- NSG 301: History taking/History telling: Narratives of Chronic Illness and Disability (2 credit hours)
- NSG 302: Behavioral and Mental Health in Children and Adolescents (2 credit hours)
- PSYC 304: Death and Dying: Thanatology (3 credit hours)
- GERN 305: Programs and Services for the Elderly (3 credit hours) *GERN/SOCI 280 is a pre-requisite
- NSG 306: Combating Childhood Obesity (1 credit hour)
- EXED 306: Lifespan Issues for Individuals with Disabilities (3 credit hours)
- NSG 308: Empowerment & Resilience (1 credit hour)
- NSG 310: Helping Persons in Pain (2 credit hours)
- NSG 311: End of Life Care (1 credit hour)
- NSG 313: Issues and Applications of Family Caregiving (1 credit hour, may be taken twice)
- NSG 318: Nursing, Chronic Illness and Health in a Global Context (2 credit hours)
- NSG 319: Understanding Sexuality across the Health-Illness Continuum (2 credit hours)
- NSG 320: Innovative Diabetes Health Education (1 credit hour)
- NSG 321: Introduction to Client Education (2 credit hours)
- NSG 322: Integrative Health Care (1 credit hour)
- NSG 323: Cardiovascular Health and Illness (1 credit hour)
- NSG 326: Care and Consideration for Children with Special Needs (1 credit hour)
- NSG 328: Life, Death and the "Dash" Between (1 credit hour)
- NSG 329: Best Practices in Diabetes Care (2 credit hours)
- SOWK 332: Community Mental Health Practice (3 credit hours)
- NSG 360/HHS 490: Exploring Universality and Diversity in Promoting Health; Costa Rica (2 credit hours)
- NSG 393: Power Based Violence (1 credit hour)
- IPE 415/NSG 415: Ethical Decision Making: an Interprofessional Approach (1 credit hour)
- KIN 424/NUTR 455 Exercise and Nutrition in Chronic Disease (3 credit hours)
- SOWK 442: Social Work in Health Care (3 credit hours) *SOWK 332 is a pre-requisite
- NSG 490: Study Abroad Tanzania (2 credit hours)
- NSG 490: Environmental Health and You (2 credit hours)
- NSG 490: Sick in America (1 credit hours)
- NSG 490: Healthy Health Policy (2 credit hours)
- NSG 490: Special Topics* (1-2 credit hours)

*The Nursing School offers many NSG 490 Special Topic courses aside from those listed above. Special topic courses or other courses not listed may be applied to the minor with the approval of the minor coordinator. Courses must have a strong correlation with chronic illness.

Nursing Independent Study

An independent study is an out of class, self-directed learning experience undertaken by a student with faculty guidance and supervision that provides opportunity for in-depth individual scholarly exploration. It can be an endeavor undertaken by one student or a group of students. Independent studies offer students the opportunity for exploring areas of personal interest in greater depth than is possible in the nursing courses within the curriculum. They also provide opportunity for developing responsibility in regard to scholarly pursuits and may be used to acquire elective credits or as a means of enhancing the student's academic program. Independent studies may include research or projects, as well as observational and practicum experiences. The primary responsibility rests with the student for making arrangements for any such experiences projected to be a part of the independent study, but consultation with the faculty member is required.

Faculty Role in Independent Study

Considerable independence is required on the part of the student in planning for and implementing an independent study. It is an academic course and as such necessitates approval and evaluation by a faculty member. The faculty member exercises professional judgment in determining the adequacy and appropriateness of the proposal including its purposes, activities and evaluation. It is anticipated that the faculty will provide guidance in the development of the proposal and throughout its implementation.

Procedure

While planning and evaluation must be done in conjunction with a faculty member, independent studies are primarily implemented in an independent manner. Objectives for the experience along with specific activities and methods of evaluation must be identified by the student and approved by the faculty member and Undergraduate Program Associate Director. Independent studies may be done for varying amounts of credit but normally are for **1 or 2 credit hours**. One credit hour involves approximately 45 hours of involvement on the part of the student. The steps in the process of setting up an independent study are outlined below:

1. Student expresses interest to either the Undergraduate Program Associate Director or a faculty member. The expectations are explained to the student. Permission to register for an independent study may be denied when in the opinion of the faculty member or BSN Program Coordinator, it is inappropriate in light of the student's overall performance or other program requirements.
2. The student identifies a faculty member they would like to work with on the project and discusses their ideas for the project with them to determine their interest and willingness to serve as an advisor.
3. In order to register for an independent study the student must secure a faculty member willing to work with them on the project. Faculty members have the right to decline requests for an independent study on the basis of their time constraints and other responsibilities.

4. The student secures a copy of the guidelines and form for an independent study and develops a proposal for their study that includes all components as outlined. After completing the proposal, a second meeting is held with the faculty advisor to secure approval. This discussion should include specific discussion of objectives, activities, means of evaluation, number of credits, etc.
5. After receiving initial approval from the faculty advisor, the student completes the independent study proposal form See **Appendix A**. Approval is achieved through securing the signatures of the faculty member and the Undergraduate Program Associate Director the form. The signature of the faculty member means that she/he agrees to provide guidance to the student during the implementation of the independent study project. The Undergraduate Program Associate Director's signature indicates approval of the plan as described. Copies of the signed form are given to the Undergraduate Program Associate Director, the faculty advisor and the student. The student is responsible to keep a copy for his/her own record.
6. An index number for the course is secured from the Undergraduate Program Associate Director and then the student registers in the normal manner.
7. The student and faculty advisor are expected to maintain contact regarding the implementation of the study periodically throughout the semester or summer. The responsibility for maintaining this contact lies with the student.
8. The faculty member determines whether the study has been successfully completed and gives a grade accordingly.

ACADEMIC PROGRESSION POLICIES

Grading

Grading Scale

The following scale is used for all course final grades in the School of Nursing. The grading policy is consistent with that of the university. The school of nursing will use plus and minus grades and no grade will be rounded upward. The scale is as follows:

A	93.00 to 100	C	73.00 to 76.99
A-	90.00 to 92.99	C-	70.00 to 72.99 minimum passing
B+	87.00 to 89.99	D+	67.00 to 69.99
B	83.00 to 86.99	D	63.00 to 66.99
B-	80.00 to 82.99	D-	60.00 to 62.99
C+	77.00 to 79.99	F	59.99 and lower

Incomplete Grade Policy

The School of Nursing policy regarding incomplete grades is different from the JMU policy. James Madison University requires an incomplete ("I") grade to be completed by the end of the next regular semester. However, because nursing progression policies do not allow students to continue in the program with a course grade lower than a C-, nursing does not allow an "I" grade to continue an entire semester. An "I" given for a fall semester course must be satisfactorily completed within the first 2 weeks of the spring semester or the student will not be allowed to continue in the remaining courses for the semester. An "I" given for a spring semester course must be completed by the end of May.

Faculty will give an "I" only for illness or other compelling reasons that they clearly document. Unsatisfactory work is not a basis for an incomplete grade. The faculty member and student must agree on a feasible plan to complete the course work. When a faculty member assigns a grade of "I" they communicate to the program coordinator and/or Undergraduate Program Associate Director:

1. Rationale for assigning the "I"
2. Conditions for course completion
3. Date(s) for accomplishing each condition and for completing the course.

Withdraw Passing/ Withdraw Failing Policy

Students' academic adviser and the BSN program coordinator are available to assist students if they are considering withdrawal from a course(s) or the program.

The BSN program will follow the JMU Registrar Grade Recording Policies for course withdrawal and the Dean of Students withdrawal from the University policy.

Students who withdraw from a course or from the university after the end of the course adjustment period, and who do not have documented extenuating circumstances that justify withdrawal, will receive either:

- a grade of "WP" in the course or courses they are passing
- a grade of "WF" in the courses they are failing (a failing grade in the BSN program courses is a weighted exam average below 70%) at the time of withdrawal
 - A grade of "WF" constitutes a failing grade and will be treated as a grade of "F"

Grade Review Policy

The BSN program adheres to the JMU policies for Grade Review Procedure, Grade Change Procedure, and Grade Review Process. Students may access this information in the current academic year JMU Student Handbook under Academic Policies and Procedures.

Failing a Course

1. Students are not required to maintain a minimum GPA in the nursing program. However, nursing students must earn a grade of C- or better in **all** graded nursing courses. For all

Pass/Fail clinical courses, students must earn a grade of Pass to progress in the program. A grade of D, F or Fail is considered a course failure in the nursing program.

2. A student who receives a grade of Fail or less than a C- in a nursing course for the first time **must seek program approval to repeat the course**. Courses must be retaken when they are next scheduled in the curriculum and as space allows. If a grade of Pass or C- or better is achieved when the first failed course is repeated, the student will be allowed to continue in the nursing program.
3. Students who withdraw from a course and who are eligible for program progression must seek Program Permission to repeat the course. Courses must be retaken when they are next scheduled in the curriculum and as space allows.
4. A student who receives a second grade of Fail or less than a C-, in a nursing course repeated or taken for the first time, will be dismissed from the program. Students will not have the option of repeating failed courses following a second failure.
5. In courses with exams, students must average a passing grade on the exams in order to pass the course. Scores for other course activities will contribute to the course grade when a weighted exam average of 70% or higher has been achieved. When the weighted in-class exam average is less than 70%, this average will constitute the course grade.
6. Students must meet requirements set forth in the "Ticket to Test" policies to progress each semester.

Plan for Success

Students who demonstrate irresponsible, unprofessional, or unsafe behavior will be placed on a plan for success **See Appendix C**. Depending upon the type and seriousness of the problem, the student may be given a plan for success or asked to withdraw from the course and/or program prior to the end of a semester.

Classroom Plan for Success:

Students achieving a test grade at or below 72% in any given course by midterm are expected to meet with the course coordinator to develop a plan for success within a two-week period. It is the students' responsibility to contact their course coordinator to agree upon mutually identified goals. This form will be signed by the student and the course coordinator, and a copy of the form will be forwarded to the BSN program coordinator and undergraduate program Associate Director.

Clinical Plan for Success:

Examples of unsatisfactory performance leading to initiation of a plan for success or dismissal include but are not limited to:

- Unexcused absence from clinical
- More than 1 tardiness to clinical
- Expired clinical documentation
- Consistently fails to meet clinical objectives

- Does not take initiative and/or takes initiative inappropriately
- Is insensitive to client's needs
- Is consistently unable to develop communication skills and form therapeutic relationships with clients, families, coworkers, and faculty, even with guidance
- Exhibits behavior that could cause injury to the client
- Violates professional ethics through behaviors such as:
 - Carelessness with client confidentiality
 - Inconsistency in complying with agency and/or academic policies
 - Failure to recognize implications of behavior for the professional role
 - Violation of therapeutic nurse/client relationship
 - Violation of agency policies
 - Consistently fails to meet obligations
 - Inability or unwillingness to acknowledge errors or areas of weakness, even when identified by the faculty

The Plan for Success form is used to document student performance issues leading to a plan for success. Should the student be placed on another Plan for Success in the same course or for the same PET/Clinical Objective or academic policy in any other course, it will result in faculty review and possible failure of course(s) and/or dismissal from the nursing program. The BSN Coordinator and Undergraduate Program Associate Director will track PFS across semesters and intervene as needed.

Ticket to Test Policy

During the first semester in the nursing program, students register for the School of Nursing's NCLEX support service accounts. The NCLEX support services is an educational resource that assists in preparing students to take the NCLEX-RN. In collaboration with the nursing program, the support services create NCLEX style exams.

A Benchmark exam (end of semester 2) and a Benchmark exam (during semester 4). Benchmark exams provide valuable feedback on preparedness for the NCLEX-RN. After each exam students are given scores and feedback for purposeful remediation. Students must complete required assignments and be prepared for their benchmark exams.

The "Ticket to Test" for the Benchmark Exam is 5% of grade in NSG 356 Clinical Applications and Reasoning II

A "ticket to test" for the Benchmark exam will be issued after semester 1 and 2 assignments are complete.

The time to required remediate is based on the Benchmark Exam scores as follows:

95% or greater– minimum of 1-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

90% or greater– minimum of 2-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

85% or greater- minimum of 3-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

84% or below- minimum of 4-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

Students must take the Benchmark exam in order to progress in the program. Students will not achieve a passing grade in NSG 356 without taking the Benchmark exam.

The “Ticket to Test” for the Benchmark Exam is 5% of grade in NSG 452 Clinical Applications and Reasoning III.

Semester 3 students must complete remediation based on Benchmark exam results in order to receive a “ticket to test” for the first Benchmark Exam given during the first week of classes in the fourth semester. Remediation guidelines are as follows:

1. Students must complete the remediation assignments by the end of the third semester in order to receive a “ticket to test” for the exit exams in the fourth semester.
2. Failure to complete the remediation assignments, within the third semester, will result in a loss of 5% (20 points) of the student’s final grade in NSG 452.
3. Students will be administratively dropped from semester 4 courses until remediation assignments are completed. Faculty in NSG 452 will monitor student progress in completing the assigned practice sessions and issue the “ticket to test” at the end of NSG 452. “Ticket to Test” for Exit Exam (20% of NSG 454: 10% for Exit I; 10% for Exit 2)

The “Ticket to Test” for the Benchmark Exam is 20% of grade in NSG 454 Transitions to Practice.

Students in NSG 454 take the first Benchmark Exam during the first week of classes in semester 4. Remediation is required after the first Benchmark exam. Students must submit documentation of remediation in order to take, and receive credit, for the second Benchmark Exam.

The Benchmark Exam “Ticket to Test” required time to remediate is based on the Benchmark Exam scores as follows:

95% or greater – minimum of 1-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

90% or greater – minimum of 2-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

85% or greater - minimum of 3-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

84% or below - minimum of 4-hour focused review. For each topic missed complete an active learning template with 3 critical points to remember.

NSG 454 faculty will monitor students and issue the “ticket to test” which allows students to take the second Benchmark Exam. Students who do not complete remediation assignments forfeit the grade earned on the second Benchmark exam in NSG 454.

Program Readmission

When a student withdraws from the nursing program for personal, performance or academic reasons, readmission will be considered based on space available in the courses to be taken and evidence that problems have been appropriately resolved. Readmission is not automatic, and priority is not necessarily given on the basis of previous enrollment. A personal interview with the Associate Director of Undergraduate Programs is required prior to readmission. For readmission to the program, the student must:

1. Submit a request in writing to the Undergraduate Programs Associate Director during the semester prior to the semester of desired enrollment. Re-admission is not automatic, and priority is not necessarily given based on previous enrollment. A personal interview with the Undergraduate Programs Associate Director is required prior to readmission.
2. Students must complete the nursing program within 3 years of enrolling in the first required nursing course. Students applying for readmission may, at the discretion of faculty, be required to validate knowledge by examination or by repeating nursing courses.

When two course failures occur, whether from failing two nursing courses or failing one nursing course twice, the student will be dismissed from the program.

Program Dismissal

The School of Nursing reserves the right to interpret, maintain, and enforce the standards of conduct and professional performance for nursing. The program also reserves the right to recommend dismissal or refuse enrollment in the program to any student who in the judgment of the BSN Admission and Progression Committee, by a majority vote, has violated the standards of ethical/professional behavior.

A student may be dismissed from the program if he or she:

1. Demonstrates behavior which conflicts with safety essential to nursing practice
2. Presents a threat to others, or a threat of disruption of the program
3. Is unable to consistently meet the BSN Technical Standards
4. Engages in conduct which violates the Virginia Nursing Practice Act
5. Fails the substance/drug screen or has a background check that shows criminal activity that would disqualify the student from continuation

6. Engages in conduct which violates the Code of Ethics for Nurses of the American Nurses' Association which has been adopted by the School of Nursing as its standard for ethical conduct by faculty and students
7. Engages in conduct which threatens or has the potential to threaten the physical, emotional, mental, or environmental health or safety of a client, a client's family member, another health care provider, or the student himself or herself
8. Fails to participate in or complete clinical work for any reason or fails to perform clinical work which is consistent with professional nursing practice, including satisfactory performance of all critical behaviors specified on the evaluation tool for each course
9. Fails to adhere to University, College, School and clinical site policies and procedures

All students are regularly evaluated against the above standards in relation to clinical practice and may be dismissed from any course or from the nursing program upon violation of any of the stated standards, regardless of course grades.

A student who has been dismissed should not expect to be readmitted. In very rare cases when in the judgment of the administration and BSN Admission and Progression Committee, there is clear evidence of probable future academic success, a letter of request for readmission may be considered. In no case will readmission be considered until at least two full semesters, but no greater than three semesters, have elapsed from the semester of dismissal.

Students must submit an application for readmission according to the following deadlines: For spring readmission: Last day of September; For fall readmission: Last day of February.

Graduation Requirements

All requirements for a Bachelor of Science in Nursing degree (BSN) must be met. In addition, a grade of C- or better must be earned in each nursing course. Students must follow the JMU policy for Intent to Graduate and fulfill all JMU requirements for graduation.

ACADEMIC POLICIES

Professional Dispositions and Behavior

An important aspect of becoming a highly qualified nurse is demonstrating appropriate professional dispositions or behaviors. The behaviors described in the student handbook and on the practicum evaluation tool will be clearly identified and monitored throughout the nursing program in all courses and practicum experiences. If a pattern of problematic behaviors is noted an intervention plan will be implemented. For instance, if a student has been asked to leave the class due to distracting use of electronic devices once and this behavior occurs again, the student will be required to meet with course faculty to plan and implement a course of action to remedy this behavior.

Absence and Tardiness

In accordance with the University's philosophy, classroom, laboratory, and clinical attendance are considered necessary if the student is to complete the course objectives in a satisfactory

manner. Students are expected to attend and be on time for all classes, simulations, labs, and clinical sessions for which they are scheduled. Students will sign “Absence and Tardiness Policy” to be uploaded to myrecordtracker when entering the program.

Absences from the Classroom, Lab, or Simulation

Students are expected to arrive on time for classroom, lab, and simulation experiences and stay for the entire time allotted. Tardy is defined as being five minutes late. Thirty minutes late is considered an absence. It is the right of individual faculty to set their own classroom expectations. Graded in-class quizzes may occur and may not be made up in the event of absence; in these situations, a zero will be recorded.

Absence from Clinical

Students are required by regulatory and accrediting agencies to complete a minimum number of hours in clinical rotations and are therefore expected to attend every session of clinical. Arrangements for making up clinical time are based on availability of the clinical site, faculty, specific learner needs, and student availability. Progression to the next level may be delayed until these accommodations can be made.

- One unexcused absence from clinical in the same course will result in a Clinical Plan for Success.
- Two unexcused absences in the same course will result in a clinical failure.

Students who will be late or absent from clinical must notify the clinical faculty member 90 minutes or more before the start of the clinical day by e-mail and/or telephone. The Honor Code Policy applies to these absences. If a student misses a clinical day for illness, they must be afebrile and without symptoms for 24 hours prior to returning to clinical.

Unexcused absence

Faculty may consider the absence as unexcused if the student fails to comply with notification and verification timeframes and/or procedures. Examples of unexcused absences may include, but are not limited to:

- Missing class/lab/simulation/clinical for unapproved events. Events/appointments for interviews, clubs, sororities, fraternities, etc. will not be accommodated by clinical or course faculty.
- Not notifying instructor 90 minutes prior by the method identified by the instructor. Sending word by a classmate/friend is not an acceptable method of communicating absence or tardiness.
- Not providing evidence of receiving healthcare for illness
- Unapproved travel. Travel arrangements, such as with Spring or Thanksgiving break, or pre-planned family vacations will not be excused. These events are expected to be scheduled outside of course commitments which may include evenings and weekends in addition to weekdays.

Excused Absence

Students must give faculty at least one week's notice of each anticipated absence (except in emergencies) and will determine with the faculty if mutually acceptable alternative methods exist for completing or demonstrating mastery of missed learning activities. Students will have one week to complete make-up assignments. Faculty may answer questions about missed content after the student has spent time reviewing the concepts; however, content will not be re-taught due to a student absence. It is the student's responsibility to arrange with classmates to review missed course content. Certain absences are often considered excused:

- Essential absences such as medical or court appearances (known in advance at the start or within the first two weeks of the semester). *Faculty discretion
- Scheduled necessary medical procedures, illness, or injury. *Faculty discretion
- Functions or performance activity related to academics (music, debate, workshop, academic conferences, etc.); however, priority is given to the course requirements.
- Severe illness or death of an immediate member of the family (parent, grandparent, sibling). Student may be asked to provide evidence of illness or death.

Multiple Excused Absences including surgery & injury:

1. Multiple absences (two or more) due to illness will require evidence of receiving healthcare (i.e., UHC card).
2. The student will submit documentation of the illness to the course instructor and BSN Program Coordinator from a provider that states when the student is medically cleared to return.
3. The BSN Program Coordinator will determine if the student is ready to return.
4. Students who miss more than one day may be required to seek permission of the BSN Program Coordinator or Associate Director to return.

Extended Absence

In the event of extended absences (> two weeks), students are encouraged to contact the JMU Dean of Students office. The Dean of Students will notify faculty of a student's absence; however, the student is responsible for contacting the BSN Program Coordinator and course faculty for course arrangements.

Academic Integrity

All students are expected to adhere to the JMU Honor Code. Upon enrollment at James Madison University, each student is subject to the provisions of the Honor system and has a duty to become familiar with the Honor Code and the provisions of the Honor System. Each examination, paper and other written or electronically submitted assignment is submitted pursuant to the Honor Code.

Making references to the work of others strengthens your own work by granting you greater authority and by showing that you are part of a discussion located within an intellectual community. When you make references to the ideas of others, it is essential to provide proper attribution and citation. Failing to do so is considered academically dishonest, as is copying or paraphrasing someone else's work. The consequences of such behavior will lead to

consequences ranging from failure on an assignment to failure in the course to dismissal from the university. Because the disciplines of the Humanities value collaborative work, you will be encouraged to share ideas and to include the ideas of others in our papers. Please ask if you are in doubt about the use of a citation. Honest mistakes can always be corrected or prevented. The JMU Honor Code is available from the Honor Council Web site:
<http://www.jmu.edu/honor/code.shtml>.

Plagiarism

Plagiarism does not conform to the JMU Honor Code, thus is not acceptable. Here are some definitions of potential plagiarism violations:

- The intentional or unintentional copying of the words of another. Whenever an author uses another person's words, they must be placed in quotation marks and a citation given.
- Inadequate attribution of data or ideas. Most writers rely on the ideas and data of others. But when a writer does so without naming the source of those ideas, that is a form of plagiarism.
- Copyright infringement occurs when an author copies (with or without attribution) significant portions of a previously published work, including tables and figures.
- Excessive or poor paraphrasing. An author may believe that juggling the words of a copied-and-pasted sentence from another article is adequate. It is not. As one of our editors says, "Done correctly, paraphrasing involves thinking for oneself and reframing, not near-parroting." Also, it is not acceptable for an author's work to be made up largely of paraphrased sentences from other published material. And the ordering of information presented in an article must be original and not too closely follow a previously published work.
- Self-plagiarism. This is a form of duplicate publication without acknowledging the original source and paraphrasing or presenting exact wording in quotation marks. This can include the author's copying of his or her own previous work for another paper or publication.
- When plagiarism is detected, either by a faculty review or a software program such as turnitin.com, faculty will alert the student, asking her or him to rewrite or quote exactly and to cite the original source. This will result in a minimum of 15 points deducted from the document. If the plagiarism is extensive – that is, at least 25% of the original submission is plagiarized, the penalty will be a 0 on the paper and the infraction treated as an honor code violation.

Turnitin

Writing assignments may be submitted through Canvas' Turnitin plagiarism prevention service as approved by JMU. Your writing assignment will be checked for plagiarism against Internet sources, millions of academic journal articles, the JMU Turnitin database, and the Turnitin Global Reference Database. Turnitin generates an originality report for the instructor that highlights any blocks of text in your paper that match the above reference sources and allows a line-by-line comparison of potentially unoriginal text from your paper with the matching document sections in the reference sources. Each paper you submit through Turnitin for this or any class at JMU will be added to the JMU Turnitin database and later used only to check

against other JMU paper submissions. Neither Canvas nor JMU claim any copyright ownership of your writing submitted through Turnitin. When you submit your paper through Turnitin you will be given the choice of whether or not to “opt in” and permanently contribute a copy of your paper to Canvas’ Global Reference Database. This would protect your original writing from plagiarism at other institutions. However, opting in and voluntarily contributing your work to the global database is an individual student decision and not required by your instructor or JMU. For more information about Turnitin.

Accommodations

JMU abides by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which mandate reasonable accommodations be provided for students with documented disabilities. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in the Student Success Center, Suite 1202 and you may call (540) 568-6705 for more information. If you have a disability and may require any type of instructional and/or examination accommodations, please contact the course instructor early in the semester so that he/she can provide or facilitate provision of accommodations you may need.

<http://www.jmu.edu/ods/contact/contact-us.shtml>

It is expected that the student will register with the Office of Disability Services, obtain objective and credible confirmation of the relevant condition(s) and prescribed accommodations *prior* to the start of the semester, and contact the Faculty Course Coordinator *prior* to the start of the course to allow enough time to affect the prescribed, reasonable accommodations by the 2nd week of class. (See JMU Student Handbook on J22—101

<http://www.jmu.edu/judicial/handbook.shtml#7> or Office of Disability Services at <http://www.jmu.edu/ods/>)

Religious Accommodations

All faculty are required to give reasonable and appropriate accommodations to students requesting them on grounds of religious observation. The faculty member determines what accommodations are appropriate for his/her course. Students should notify the faculty by no later than the end of the Drop-Add period the first week of the semester of potential scheduled absences and determine with the instructor if mutually acceptable alternative methods exist for completing the missed classroom time, lab or activity. Contact the Office of Equal Opportunity at (540) 568-6991 if you have additional questions.

Email and Communication

Students are expected to read and, when appropriate or required, respond in a timely fashion to emails sent from the University and School of Nursing. Email is the standard mode of communication for university broadcast messages to the community as well as for messages to individual students about academic standing and other important administrative matters.

Messages are sent to the JMU student’s official JMU email address.

Social Media

Students will not discuss or post any identifiable information about faculty, peers, patients, family members or any clinical facility on any electronic venue (i.e., Facebook, Twitter, Instagram, SnapChat, Tik Tok, GroupMe, blogs, cell phones, or other means). HIPAA guidelines must be always followed. In addition, students will not leave or save any patient, family, faculty, clinical facility or student information on any open access desktop or hard drive. Violation of this policy may result in academic penalty.

Electronic Devices

It is the students' responsibility to use iPads, laptop computers, cell phones and other devices professionally. Therefore, these devices should only be used for course related activities as permitted by the instructor. As determined by faculty teaching course content, should the use of these devices become distracting to students or faculty during the class period, the offending student will be asked to leave the classroom for the remainder of the class period. "Distracting" includes but is not limited to behaviors or actions such as giggling, laughing, gesturing etc. that takes students or faculty attention away from the subject matter being discussed during class.

Reference Format

All written assignments will use the APA Format for writing style, formatting and referencing style. The most recent edition of the *Publication Manual of the American Psychological Association* will be followed. APA manuals are available in the JMU Bookstore. APA referencing format for electronic resources may be accessed from the American Psychological Association website.

Testing Policies

The following testing procedures and policies pertain to required courses for the nursing major throughout the undergraduate nursing curriculum. Exams are defined as summative assessments for a module(s) of study. Testing policies are designed based on licensure exam requirements, and are intended to create sound, secure testing environments. Quizzes and Readiness Assessments Tests (IRAT/GRAT) are not considered course examinations.

Exam Construction

Exams will be designed following the NCLEX-RN Exam Plan and disciplinary exam item writing guidelines. Question designs may include, but are not limited to multiple-choice, multiple response, fill-in-the-blank calculation, ordered response and/or hot spots. All item types may include multimedia, such as charts, tables, graphics, sound and video.

Exam Administration

Exams will be timed according to NCLEX-RN policy. One to 1.36 minutes per question is allowed. An example is a 70-question exam may be given 95 minutes or 1 hour and 35 minutes of time.

- **Pre-exam:** Students will enter the exam room on time and place all personal belongings at the front or back of the classroom. Cellphones must be on mute and stored. Students may

not wear smartwatches, hoodies, coats, hats/headbands or large scarves during an examination. Food and drink may not be kept at the exam table. Only students and designated faculty or proctors are permitted in the exam room. A proctor will provide a scrap paper and seating assignment upon entry to the room. Students may not write on scrap paper until exam begins. A photo ID must remain on the desk for the duration of the entire exam and review. After all students are seated, proctor will make any announcements and provide exam codes. The proctor will provide a start and stop time.

- **During-exam:** The proctor cannot answer questions during an exam regarding item content. If the student has a question or concern about an exam item, they may denote the nature of the concern on the scrap paper. **DO NOT** copy the exact question down on the scrap paper. The proctor will actively proctor/observe all students during an exam and check roster with photo IDs as student's test. Students are not permitted to exit and re-enter the examination for any reason unless accompanied by a proctor in the event of an emergency.
- **Post-exam:** When the student has finished the exam, they enter secure review mode at their seat. If the student has a question or concern about an exam item, they may denote the nature of the concern on the scrap paper. **DO NOT** copy the exact question down on the scrap paper. Upon completing secure review, quietly signal the proctor to show their "green screen" to the proctor, the student will return their scrap paper, gather personal belongings, and exit the exam room. Students may not congregate in the hallway directly outside of the examination room. **Secure review will not take place during finals week. Students may schedule separate times to review their final exams with faculty as needed.**

Exam Absenteeism

All exams are to be taken as scheduled. In the event of an unexpected absence, the faculty must be notified by phone or e-mail prior to the exam unless there is an emergency. See *Absence and Tardiness* policy. Failure to make previous arrangements and missing a scheduled exam will result in a zero for that exam. It is the responsibility of the student to contact the faculty to schedule a make-up exam. A student who misses an exam must make up the exam within 3 days of the missed exam. An alternate version of the exam will be administered to those students who miss an exam, and the student will review the exam at the discretion of the faculty depending on when the entire course tests.

Test Item Appeal Process

The purpose of the Test Item Appeals Process is to clarify your understanding of the concepts and/or give recognition and credit when questions were missed. Test Item Appeals must be made on the Test Item Appeal Form See **Appendix B**.

- Full, partial or no credit may be given.
- Appeals are due within one week (7 days) of secure review.

- Test Item Appeals are INDIVIDUAL. No cutting & pasting, copying, etc. of another student's work is allowed. In such cases, all students will receive zero/no credit for test item appeals.

Paper-Pencil Exams

When taking a paper-pencil exam, students must mark answers on the designated testing form.

Reporting of Exam Results

Faculty require a minimum of 24 hours to review exam results, including item analysis and scores will be posted within one week of the examination. Faculty will review exam item performance statistics and any comments from students denoted on scrap paper. Students may not email the faculty with questions after the exam. Results are not released until both sections have tested. Final exam results are not released until all exams within semester courses have been administered (Thursday). After results are released, students may follow the BSN Test Item Appeals Policy.

Exam Reviews

Exams may only be reviewed once, immediately following the exam. When using Exemplify, secure review is completed immediately following the exam. Make-up for missing the scheduled review is NOT an option. Students may not take notes or speak to peers or proctor during the exam review.

Paper and pencil tests will not be returned to the student during exam review. Only the exam booklet the student used may be viewed in the review session. If the student feels there may be an error on the designated testing form, the faculty may review.

No "Extra Credit" may be given on examinations. Examinations must reflect a student's ability to apply the content learned in the course. Partial credit may not be given for select all that apply items at the discretion of the faculty.

Academic Honesty

All students are to abide by the James Madison University Honor Code.

When exams are given electronically, the honor code will be electronically viewed prior to entering the exam. Failure to sign the pledge will result in a zero for that exam.

A student may be dismissed from the exam and receive a zero for the following of academic dishonesty and at the discretion of the exam proctor:

- Using notes or any prohibited aids
- Giving or receiving prohibited help during the exam
- Attempting to take the exam for someone else
- Failing to follow the proctor's instructions after being warned
- Working on one section of the exam during the time allotted for another section
- Using behavior that significantly interferes with or disrupts testing
- Attempting to copy exam materials or removing exam materials from the room

- Other instances on a case-by-case basis

If a student has a concern about Academic Integrity during exam administration, they may quietly notify the proctor.

Medication Safety Test Policy

The School of Nursing is committed to educating clinicians who contribute to the profession's culture of safety. The Medication Safety Test is required for all BSN students each semester. The Medication Safety Test is given in NSG 353 (Pathophysiology & Pharmacology), NSG 356L (Clinical Applications & Reasoning in Nursing Care II Clinical) for semester 2; NSG 452L (Clinical Applications & Reasoning in Nursing Care III Clinical) for semester 3; and NSG 456 (Capstone) for semester 4. Students must contact their course instructors to request disability accommodation 2 weeks prior to the Medication Safety Test.

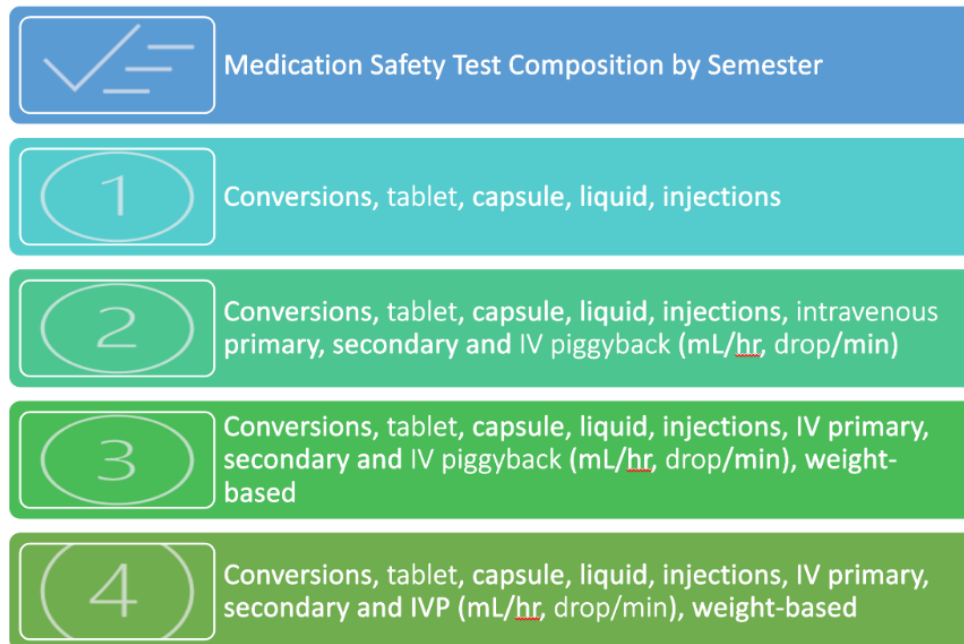
Purpose: The purpose of the Medication Safety Test is to determine the student's proficiency to calculate medication doses safely and accurately.



Prepare: Concepts of medication safety and calculation are taught, and student learning is assessed each semester prior to the Medication Safety Test (see table for specific content each semester). Students are expected to retain medication safety and calculation proficiency throughout the program.

Students are encouraged to use their medication calculation textbook and other provided resources to maintain proficiency. Students must complete a readiness assessment quiz prior to taking the Medication Safety Test and pass with a 92%. Students have unlimited attempts on the readiness assessment quiz. Students who do not complete the readiness assessment quiz will be ineligible to take the first Medication Safety Test and receive a zero. The students would have only 2 attempts to take Medication Safety Test if they lose their first attempt.

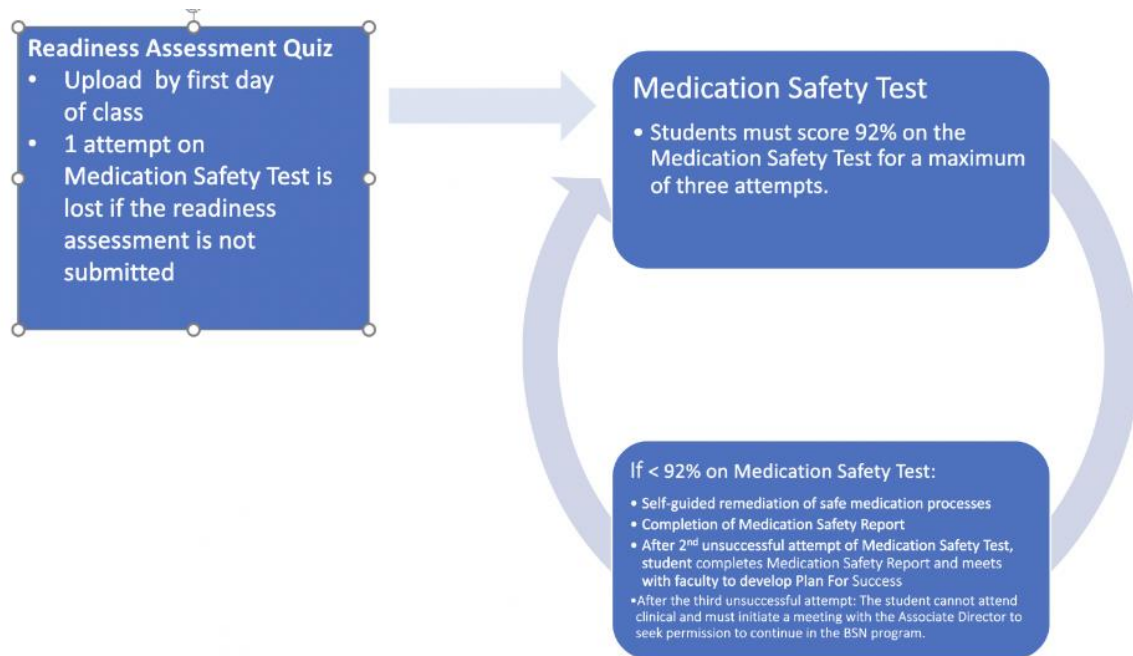
Table: Concepts of Medication Safety and Calculation taught across the Curriculum



Test: Students will take the Medication Safety Test examination at the beginning of every semester, including summer and winter sessions. Students must score 92% on the Medication Safety Test for a maximum of three attempts. **Students will be ineligible to administer medications in off and on-campus clinical experiences until a 92% score is achieved. A not met “NM” will be recorded on that student’s clinical course PET(s) for safe medication processes until successful completion of the Medication Safety Test.**

Students who score below 92% on the Medication Calculation and Safety Test will remediate as follows:

- After the first unsuccessful attempt: the student must review missed questions, complete self-remediation, and a Medication Safety Report.
- After the second unsuccessful attempt: The student must meet with their faculty to create a Plan for Success (see BSN Handbook). The student must review missed questions, complete self-remediation, and complete a Medication Safety Report. The student will complete a live demonstration of safe medication processes to the faculty.
- After the third unsuccessful attempt: The student cannot attend clinical and must initiate a meeting with the Associate Director to seek permission to continue in the BSN program.



Electronic Health Record

The JMU BSN program uses EHR Tutor software for use in class, lab and clinical during their educational program. The electronic health record used during your time in the nursing program is to be treated as any other client record. Confidentiality and HIPAA apply to the EHR. Students who violate confidentiality and HIPAA are violating the JMU Honor Code and will be reported for an Honor Code violation with resulting disciplinary action. A repeat violation may result in dismissal from the program.

Substance Testing Policy

The School of Nursing at James Madison University is committed to maintaining a healthy and drug and alcohol-free environment for the safety of our students, staff, visitors, and patients. The school believes that each nursing student has a personal obligation to practice health-conscious behaviors intended to foster clear and rational decision making as well as function in a safe and therapeutic manner throughout the program. Our patients' safety is paramount; this concern serves as the foundation of the Substance Use Policy. Use, possession or distribution of illegal drugs, impairment while in the classroom or other educational setting, and/or abuse of drugs or alcohol that impacts a student's ability to operate in the Nursing program will subject a student to dismissal from the program.

Drug testing is required once admitted into the nursing program and is to be completed by the school's procedure and prior to the first day of the semester in which they enroll in their first

clinical/practicum course. Information on the procedures can be found on TrueScreen. Students with positive drug screens for illegal drugs, or for drugs not prescribed for the student, will have their admission offers rescinded for the nursing program. When impairment is suspected because of indicators as defined below, additional tests may be required of the student. Indicators may include behavioral, physical, and/or performance signs that the student is impaired or is under the influence of drugs or alcohol. Students currently enrolled in the nursing program will be dismissed for positive drug or alcohol screens.

Procedure for suspected drug/alcohol use:

1. If the faculty member or responsible agent (e.g., preceptor, supervising nurse, and school staff) observes indicators of possible substance use, the faculty member will approach the student in question for a conference concerning the observed behavior. If a fellow student or other individual observes indicators of possible substance use, the individual should report the matter to the faculty member or responsible agent.
2. The faculty member will NOT detain the student but will call the appropriate security personnel for his/her own safety and will notify the appropriate Nursing School Program Director (undergraduate or graduate) for further instruction concerning the matter. The program director will arrange for immediate drug and/or alcohol testing for the student. The student is responsible for the cost of all drug and alcohol screens required by the director. If the student refuses to remain at the site and/or refuses the drug and/or alcohol test, s/he will be dismissed from the program immediately.
3. If a student is dismissed because of a positive drug or alcohol screen, the faculty member or responsible agent will make arrangements for the student to be transported home. An impaired student should never be allowed to drive himself/herself home, and if necessary, security should be called to prevent an impaired student from driving. Students dismissed from classroom, laboratory, or clinical sites are responsible for the cost associated with safe transportation to their homes.
4. In addition to sanctions by the School of Nursing, any student found responsible for violating any of the regulations or policies of JMU may be subject to one or more of the sanctions set forth by the Judicial Affairs office. To see guidelines for the assignment of sanctions by Judicial Affairs, please visit the Office of Student Accountability and Restorative Practices at <https://www.jmu.edu/osarp/index.shtml>

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records and information. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. The rights transfer to the student when he or she reaches the age of 18 or attends a school beyond high school level.

Therefore, students and parents must complete the FERPA Release Process through the JMU Registrar's office before a faculty member can speak to a parent regarding their student's

educational record or academic progress. Please refer to the JMU Registrar to learn more about FERPA requests.

ATI Testing & NCLEX-RN Review

The BSN program requires students to use the ATI Assessment program (*refer to the Ticket to Test Policy*). ATI products, including exams, are used throughout the nursing program to help students prepare for the NCLEX exam. Students also receive a 3-day ATI NCLEX review course at the end of the program. Each semester, you will be exposed to case studies, practice tests, and/or exams that will prepare you for the NCLEX. For more information about the ATI Assessment program, go to <https://www.atitesting.com/> To watch a video overviewing ATI, click on this link: https://youtu.be/lzRpmJ_AjIM

NCLEX-RN (RN Licensure) Exam

After graduation from JMU, Registered Nurse (RN) licensure is obtained from a State Board of Nursing after the NCLEX-RN is successfully passed. Any Board of Nursing with a responsibility to protect the public, reserves the right to deny licensure to anyone ever convicted of a crime other than a minor traffic violation. Each Board of Nursing individually considers a person's situation. Anyone having such a record should contact a Board of Nursing for advice prior to enrolling in nursing as a major. Students will receive assistance in the application process to take the NCLEX-RN. Students desiring to be initially licensed in another state must acquire the application forms from that state Board of Nursing and bring them to the Undergraduate Program Associate Director for assistance. All nursing students will complete an approved NCLEX review course prior to graduation.

GRIEVANCE PROCEDURE

This policy applies to student grievances related to the instructional process that do not concern grades, discrimination or harassment. Policies for grievances concerning these matters are outlined elsewhere.

To initiate the grievance procedure, the student should submit to the academic unit head a written statement explaining the reason for the grievance. Supportive documentation should also be included. The academic unit head meets with the student and confers with the relevant faculty member. Following these meetings, the unit head initiates the process as follows.

1. Each academic unit head will appoint an advisory committee made up of faculty and students from the academic unit that will hear grievances of students. The advisory committee may take any of the following actions:
 - a. Examine materials submitted by the student and the party grieved against ("respondent").
 - b. Interview the student and the respondent.
 - c. Interview any witnesses requested by the student, the respondent or the committee.
 - d. Request additional materials from any person or entity relevant to the charges.
 - e. Make a recommendation on the grievance to the academic unit head.

2. The academic unit head may accept the recommendation of the committee, reject the recommendation, or partially accept and partially reject the recommendation. The academic unit head will take any action he/she deems appropriate on the grievance.
3. If either the student or the respondent is dissatisfied with the action taken by the academic unit head, the action may be appealed to the dean. The decision of the dean is final.
4. If the academic unit head is the party against whom the grievance is filed, the dean will receive the report of the committee and stand in the place of the head of the academic unit for the purpose of making the decision on the grievance. If the dean is the party against whom the grievance is filed, the Provost and Senior Vice President for Academic Affairs will handle any appeal.
5. Following the final disposition of the grievance, a brief written summary of the complaint and outcome is filed with the dean as per University Policy 3110.

Following exhaustion of campus-based procedures, students may direct complaints to the State Council of Higher Education for Virginia. Additional information is available from their website at <http://www.schev.edu/students/studentcomplaint.asp>.

CLINICAL POLICIES

Technical Standards

The James Madison University School of Nursing strives to select diverse applicants who have the potential to become competent, client-centered, nurses. The accredited programs within the SON adhere to the current accreditation standards for nursing education. The practice of nursing occurs in complex and changing environments that require nurses to exercise clinical reasoning using knowledge, attitudes, skills, and behaviors within the context of client interactions. Within these guidelines, the SON has the responsibility for selecting and evaluating its students; designing, implementing, and evaluating its curriculum; and determining who should be awarded a degree. Likewise, the SON has a responsibility to the public that its graduates are competent and caring capable of doing work that benefits and does not harm their clients. Students who seek to obtain an accommodation or determine their eligibility for one should contact James Madison University's Office of Disability Services. They can be reached by email at disability-svcs@jmu.edu or by phoning (540) 568-6705 (Voice/TDD), (540) 568-7099 (FAX). Additional information can be found on their website at <https://www.jmu.edu/ods/>.

It is important that students admitted to our programs possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice nursing in a variety of settings. Admission and retention decisions are based on multiple factors including satisfactory academic achievement, as well as the candidate's ability to demonstrate the knowledge, skills, and attitudes for graduation, and licensure or certification.

In order to successfully complete programs within the SON and meet the requirements to practice nursing, students ***must be able to meet all technical standards with or without the use of accommodations.***

Communication: Prospective and current students must possess communication skills that allow them to

- Communicate effectively and respectfully with people verbally and nonverbally, in writing, and within a variety of electronic and virtual formats.
- Accurately perceive verbal and nonverbal communications from others within a variety of academic, community, educational, and clinical environments.
- Communicate sensitively and flexibly with others, taking into consideration development, cultural values, and diverse abilities of communication partner(s).
- Be proficient in written and spoken English.
- Adequately convey written information to meet curricular, clinical, and scholarly demands including but not limited to clinical documentation, evaluation/outcome data, and written reports.
- Access and comprehend information from images, electronic and written materials to meet academic and clinical demands, including but not limited to academic resources, medical records, standardized assessments, and clinical reports.

Cognition: Prospective and current students must use cognitive skills to

- Demonstrate effective critical thinking skills in order to safely and effectively direct the nursing process.
- Identify salient information, recognize patterns and deviations from patterns in order to effectively recognize, define and address clinical problems.
- Comprehend, retain, recall, integrate, assimilate, infer, analyze, evaluate, and apply information from diverse sources of information in order to conduct all steps of the practice of nursing
- Generate discipline-specific documents, clinical reports, and scholarly works
- Critically analyze and apply data from written scenarios and live encounters into evaluation and intervention processes
- Evaluate safety and create and maintain safe environments during practice of nursing while anticipating potential risks and safety hazards in environments and designing strategies to minimize potential for harm.
- Take initiative to flexibly, effectively, and efficiently solve problems
- Demonstrate self-awareness in order to monitor and evaluate one's own knowledge and skills

Social, Emotional, Behavioral and Self-regulation Skills: Prospective and current students must use social, emotional, behavioral and self-regulation skills to

- Demonstrate one's composure in noisy, malodorous, or visually complex, emotionally charged, and intense situations to maintain a safe and therapeutic environment.
- Demonstrate self-care and personal hygiene routines.
- Demonstrate self-regulation in the context of receiving feedback regarding areas for improvement
- Demonstrate awareness of and attend and respond to the needs of others effectively, compassionately and respectfully in order to establish and maintain therapeutic relationships with clients.
- Communicate professionally with peers, faculty, interprofessional team, clients, their families and the public.
- Demonstrate the flexibility and adaptability within dynamic clinical, professional, and academic contexts.
- Manage time effectively in order to complete professional and technical responsibilities within time constraints.
- Demonstrate personal and professional integrity as well as commitment to uphold professional ethics and codes of conduct that protect clients and the public

Ethical Behavior and Adherence to Professional Codes of Conduct: Prospective and current students must:

- Adhere to professional codes of conduct and codes of ethics set forth by professional associations such as the American Nurses Association and state regulatory boards.
- Comply with university, college, graduate school (if applicable), SON, and program-specific administrative, legal, and regulatory policies and procedures

Sensorimotor: Prospective and current nursing students must be able to

- Access data from diagnostic instruments, standardized assessments, and evaluations (includes but not limited to clinical observations, text, numbers, tables, graphs, images)
- Use vision, auditory, olfactory and/or tactile information to identify anatomical structures and functions on humans, anatomical models, and environmental features.
- Observe clients and peers in order to assess health status and to perform evaluation and intervention processes.
- Demonstrate sufficient postural control, neuromuscular function, strength, coordination and endurance to perform evaluations and interventions accurately, safely, and effectively in classroom, community, and clinical environments during a full workday. This includes fine and gross motor functions needed to safely operate equipment, position clients for treatment, and demonstrate desired actions for educational purposes.
- Respond to requests for help and emergency codes in a timely manner and to perform procedures such as CPR when required.

- Safely navigate academic, clinical, and community environments. This includes the ability to maneuver in small places while safely guiding clients and their assistive devices when necessary.
- Demonstrate sufficient fine motor function to perform nursing related skills and produce legible and accurate documentation of reports, charting, scheduling, daily correspondence, and presentations.

James Madison University and the SON will provide reasonable accommodations to otherwise qualified students with properly documented disabilities who meet the minimum SON requirements. Reasonable accommodations will be provided as needed to facilitate a student's progress in learning, performing, and satisfying the essential functions presented in this document.

Clinical Placements

The JMU SON partners with organizations across Virginia to provide valuable clinical experiences that enhance the nursing education experience. Some clinical partners are located outside of the immediate Harrisonburg area and require driving.

Students seeking clinical date requests must submit requests to the BSN Coordinator each semester they are in the nursing program. Requests must be made in writing each semester, and no later than 30 days before each registration date. Refer to the [registrar's webpage for registration dates](#). Clinical date requests must include appropriate rationale and contact information to verify request. Appropriate rationales include participation in university-sponsored organizations and programs that have a collaboration with the School of Nursing such as JMU athletics, ROTC. Requests do not apply to clinical site or facility. It is the student's responsibility to ensure requests are made 30 days prior to each registration date, late submissions cannot be accommodated.

Clinical Site Responsibilities

Students are expected to follow clinical agency policies and procedures and may be dismissed from a clinical experience if clinical agency policies are not followed.

The Nursing School contracts with agencies for all clinical courses and both students and faculty are guests in these agencies. Many agencies require that we provide them with documentation relative to CPR certification, criminal record, professional liability insurance, results of TB testing, Urine Drug Screen, etc.; the information you provide for us may be shared with them. In addition to other policies relative to clinical experiences, the following expectations relate specifically to clinical sites and personnel:

- Students are responsible for ensuring documentation in TrueScreen is current. Any documentation expiring within the semester must be uploaded by the following dates:
 - January 1 for spring semester clinical
 - August 1 for fall semester clinical

- Students are expected to act in a responsible, respectful manner in all interactions with clients and staff.
- Nursing students are expected to comply with written policies and procedures governing nursing practice in the practicum agency or institution, including policies and procedures regarding hazardous material, standard precautions and health requirements.
- HIPAA - Health Insurance Portability and Accountability Act- "The Department of Health and Human Services and all other health care agencies must ensure that their customers (ex: clients, insured individuals, providers and health plans) that the integrity, confidentiality, and availability of electronic protected health information they collect, maintain, use, or transmit is protected." (Federal Register, 2003, p1). During the orientation week, students will view the JMU Health Insurance Portability and Accountability Act (HIPAA) training module and successfully pass a test to demonstrate knowledge and establish legal accountability for compliance with HIPAA regulations. Individual clinical sites may require students to attend their own HIPAA training sessions in addition to the JMU HIPAA training.
- All information and personal data gained in practicum experiences must be treated confidentially.
- Nursing students are expected to dress in accordance with nursing School policy and as acceptable to the agency.
- If a student is injured during any practicum experience, the designated agency procedure is to be followed.

Employment

If employed by a health care agency while a student is in the nursing program, students are expected to perform only those functions defined in the job descriptions for positions they are filling. Such employment is independent of their status as a JMU nursing student.

Clinical Experiences

Nursing students provide services including direct care to individuals, groups and communities in practicum experiences and are liable for all actions taken. Students are expected to provide safe, appropriate, knowledge-based care that meets ethical and legal standards. The well-being of clients is the priority responsibility and students are expected to prepare for all practicum experiences as directed. Unprepared students may be removed from the practicum with or without the option of making it up.

Expectation of Competent Behavior and Performance

Physical or mental inability to perform practicum responsibilities - If a student has sustained an injury (e.g., broken bone), illness, or disability after entry into the nursing program that prevents the student from meeting the objectives of a practicum course, the student may need to withdraw from the course. The practicum instructor will determine:

- Whether course objectives can be met within the time frame of the course.

- Whether the student can receive an incomplete (I) in the course and satisfy requirements within 3 weeks of the end of the semester; or
- Whether the student will need to withdraw and re-take the course when the problem is resolved. This will affect student progression within the program
- Unsatisfactory or unsafe behaviors - may result in the initiation of a Clinical Plan for Success, or removal from the course (and subsequent failure of the course) at the discretion of the faculty practicum instructor. When a Clinical Plan for Success is initiated, the faculty instructor will document the incident or pattern of behavior. The instructor and student will meet to discuss the incident and to establish specific re-evaluation criteria and behavioral goals that will be put in writing and signed by the student, faculty member, academic advisor, and program coordinator. Following the initiation of a Clinical Plan for Success, subsequent unsatisfactory performance in the practicum or laboratory setting will result in faculty review and possible failure of the course.

Dress Code & Uniforms

Shoes

- Closed-toed (no holes), impermeable upper sole, comfortable, walking shoes are to be worn with the uniform.
- Tennis shoes or sneakers are acceptable if they are made of an impermeable material (no mesh) and do not have any bold loops or insignias.
- Standard nursing clogs that are secure on your feet may be worn.

Hair

- Hair should be neat and clean. All hair should be secured with no hair dangling in the face or below the shoulders. Hair, if shoulder-length or longer, must be pulled back with a non-decorative hair accessory. Hair must not come in contact with the client. No bandanas are to be used during practicum experiences; headbands must be solid color (white, black, purple)
- Avoid extreme hair colors must.
- Mustaches and beards clipped neatly and close to face.

Nails

- Nails are to be short in length and well groomed.
- Unchipped clear (with no color) nail polish may be worn.
- Gel polish, Shellac, or other polish that cannot be removed with basic nail polish remover is not allowed, for safety reasons.
- Artificial nails are not allowed during clinical experiences for safety reasons.

Make up

- Excessive makeup is not allowed. Make-up should be used in moderation. As examples, but not to be inclusive of excessive include false eyelashes and loud colors. A professional, day look is acceptable.

Tattoos

- Tattoos or body art are permitted unless deemed offensive or controversial to coworkers, customers, patients, vendors, or others based on legally protected categories or factors beyond matters of preference (i.e., violence, nudity, illegal substances, weapons, etc.). Instructors may ask a student to cover a tattoo or body art (i.e., bandage or article of clothing) unless such covering creates a safety or infection prevention and control concern.

Jewelry

- No necklaces are permitted in the clinical setting.
- One plain ring band may be worn.
- Two small stud earrings are permitted in each ear.
- Facial piercings must be removed or covered.
- Tongue piercing is not permitted.
- Ear gauging is not permitted.
- No other jewelry is allowed.

Equipment

- The school will provide a nursing student photo ID badge which must be displayed at all clinical sites and in the clinical laboratories.
- Agencies may require site-specific ID badges, which must be displayed.
- Unless other identification is indicated, the student ID must be always worn above the waist with picture and name visible.
- ID badge holders must be wipeable to allow for sanitizing.

Clinical Attendance

Students are required by regulatory and accrediting agencies to complete a minimum number of hours in clinical rotations and are therefore expected to attend every session of clinical. Arrangements for making up clinical time are based on availability of the clinical site, faculty, specific learner needs, and student availability. Progression to the next level may be delayed until these accommodations can be made.

- **One unexcused absence from clinical in the same course will result in a *Clinical Plan for Success*.**
- **Two unexcused absences in the same course will result in a clinical failure.**

Students who will be late or absent from clinical **must notify the clinical faculty member 90 minutes or more before the start of the clinical day** by e-mail and/or telephone. The Honor Code Policy applies to these absences. If a student misses a clinical day for illness, they must be afebrile and without symptoms for 24 hours prior to returning to clinical.

Clinical Travel

The undergraduate program is highly respected in the state of Virginia and is able to offer many excellent and varied clinical opportunities to students. While every effort is made to keep commute times to a reasonable amount, it may be necessary for students to travel up to 75 miles each way (from JMU) to reach a clinical site. Travel time is not part of your clinical hours. Students are responsible for arranging transportation to and from the clinical sites. All nursing practicum courses involve experiences in hospitals and other health care agencies in diverse settings including home visits. These settings include, but are not limited to Harrisonburg, Rockingham County, Page County, Augusta County, Winchester and Charlottesville. There may be occasional experiences in more distant places such as Richmond, or Washington, DC.

- Students are responsible for all arrangements and expenses for travel to practicum sites and other educational experiences. Students need a car accessible to them; car-pooling may be possible but cannot be relied on for all required experiences. Some experiences require travel in the morning before sunrise or late evening after sundown, so reliable transportation is needed. Even in the best circumstances, there are dangers inherent in travel. Students are expected to know who to call and what steps to take in the event of a vehicle breakdown or other emergency.
- In inclement weather, course instructors make decisions about cancellation of clinical experiences. Students are expected to call faculty to discuss weather conditions before traveling if there are questions of safety. Because our primary concern is the safety of the student, if there is a question about safety, students are asked NOT to travel.
- Students often carpool to clinical sites. The faculty recommends that you NOT use your personal vehicle to transport clients; most agencies have a similar policy. It is recommended that you check with your insurance agent for clarity about your coverage for such situations.

Health Insurance

Students are required to maintain health insurance coverage while enrolled in the JMU BSN program. Our associated clinical facilities require this of all faculty and students. Students must complete a verification of insurance form upon entry into the program and notify the Undergraduate Program Director if the student no longer has health insurance coverage. Due to clinical site requirements, students without health insurance coverage will be restricted from the clinical setting. **Students are responsible for healthcare costs associated with any injuries sustained in the clinical setting.**

Liability Insurance

JMU through the State of Virginia provides malpractice coverage to the amount required in The Code of Virginia. Coverage is per occurrence for each individual student and covers student practice that is an assigned course-related activity. It will NOT cover student work outside course experiences (e.g. as an aide, a volunteer, or a summer extern). Students may purchase additional insurance beyond the state's policy. Two carriers are Nurses Service Organization (www.nso.com) and Nurses Protection Group (www.npg.com).

Potential Injury

Persons under stress from physical or emotional ill health often direct feelings on persons in the environment. Students are in settings (community agencies, institutions and homes) where agitation, hostility, anger, sexually inappropriate and other unpredictable behavior can occur, and students must learn strategies for dealing with problem behavior.

When making home visits the student should be particularly alert to risks related to the consumption of alcohol, drugs or other substances, dogs or other factors that might be a threat to safety. They should be aware of locations that call for special alertness; note lighting, open spaces, shrubs or other structures that might impair vision. The student should be sure someone knows when and where they are going. The student is encouraged not to take risks and may go in pairs as a safety measure. When the student feels uncomfortable with what is happening with a client, they are responsible to inform the faculty and/or agency personnel so resolution can be found.

Blood-Borne Pathogens

In order to minimize and prevent the exposure of nursing students, faculty, and clients to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV), the School of Nursing has adopted the following policy and exposure control plan to provide education, prevent exposure and contamination, and provide appropriate follow-up should exposure occur. This policy and exposure control plan conforms to and is not in conflict with the requirements of local, state and federal laws and the Centers for Disease Control guidelines for prevention and transmission of HIV/HBV, James Madison University and the clinical sites utilized in the nursing program. It is the responsibility of each nursing student to be familiar with the provisions of this policy and to operate accordingly.

The OSHA/VOSH 1910.1030 Blood Borne Pathogens Standard was issued to reduce the occupational transmission of infections caused by microorganisms sometimes found in human blood and certain other potentially infectious materials. Although a variety of harmful microorganisms may be transmitted through contact with infected human blood, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV) have been shown to be responsible for infecting workers who were exposed to human blood and certain other body fluids containing these viruses, through routes like needle-stick injuries and by direct contact of mucous membranes and non-intact skin with contaminated blood/materials, in the course of their work. Occupational transmission of HBV occurs much more often than transmission of HIV. Although HIV is rarely transmitted following occupational exposure incidents, the lethal nature of HIV requires that all possible measures be used to prevent exposure of workers.

Methods of Compliance

1. **Standard Precautions:** Standard precautions are based on the fact that the existence of pathogens cannot be known in all situations. In some instances, patients harboring blood-borne infections may never be identified as representing a potential infectious risk. In settings such as outpatient clinics, identification of patients who present a potential

infectious risk is impractical if not impossible. Because one can never be sure who might be infectious, STANDARD PRECAUTIONS are recommended for all patient contacts. These precautions should minimize the risk of transmission of blood-borne infections. Therefore, all blood or other potentially infectious materials are to be handled as if they are contaminated by a blood-borne pathogen. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials. Laboratory specimens from all patients must be treated as infectious.

2. **Engineering and Work Practice Controls:** The use of appropriate practices is outlined and followed as specified in the individual practicum settings utilized to eliminate or minimize exposure. Where occupational exposure remains after institution of these controls, personal protective equipment is also used.
3. **Hand-washing and Other General Hygiene Measures:** Handwashing is a primary infection control measure which is protective of both the employee and the patient and must be diligently practiced. Students shall wash hands thoroughly using soap and water or other approved antibacterial waterless hand sanitizer whenever hands become contaminated and as soon as possible after removing gloves or other personal protective equipment. When other skin areas or mucous membranes come in contact with blood or other potentially infectious materials, the skin shall be washed with soap and water, and the mucous membranes flushed with water, as soon as possible. Appropriate hand-washing facilities are available in clinical facilities and in the nursing skills center. Blood and body fluid spills should be cleaned up promptly. Gloves should be worn, and the area decontaminated according to institutional policy. If not specified, a freshly made solution of one part chlorine bleach to 9 parts water can be used.
4. **Sharps Management:** Needles, especially contaminated needles and other contaminated sharps, should not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited. Contaminated disposable sharps shall be discarded, as soon as possible after use, in the disposable sharps containers. In practicum settings procedures are followed as outlined for sharps use and disposal. In the campus-based nursing skills lab appropriate containers (closable, puncture resistant, labeled or color-coded, and leak-proof on sides and bottom, and maintained upright throughout use) for the disposal of sharps are provided as a protective mechanism even though sharps are used for practice on manikin-based task trainers and do not involve use with human subjects. Nearly full containers are to be promptly disposed of (or emptied and decontaminated in the case of reusable sharps) and replaced. In the skills lab the disposal of sharps containers is the responsibility of the lab team.
5. **Personal Protective Equipment:** Personal protective equipment is available and is to be used according to the specifications of the individual clinical site being utilized. Students are expected to wear personal protective equipment when doing procedures in which exposure of the skin, eyes, mouth, or other mucous membranes to blood or other body fluids is likely. The articles to be worn will depend on the expected exposure.

- a. *Protection for Hands:* Gloves should be worn when handling body secretions; when contact with blood or other potentially infectious bodily fluids and mucous membranes or non-intact skin is likely; when handling soiled items or surfaces; and when performing venipuncture or giving parental medications. Gloves should be changed after direct contact with each patient. Environmental contamination should be prevented by removing gloves as soon as possible after contamination. Gloves should not be washed and reused. Hands should be washed after gloves are removed. Gloves should be replaced as soon as feasible when contaminated, torn, punctured, or when their ability to function as a barrier is compromised.
 - b. *Protection for Eyes/Nose/Mouth:* Masks and protective eyewear are not routinely indicated. In many instances, personal eyeglasses will provide adequate eye protection. Students shall wear masks in combination with eye protection devices (goggles or glasses with solid side shields) or chin-length face shields whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated. When suctioning intubated patients or caring for patients with productive coughs, e.g., during a sputum induction procedure, protection with masks and eyewear shall be used.
 - c. *Protection for the Body:* Gowns are not routinely necessary, but a variety of garments including gowns, aprons, lab coats, clinic jackets, etc. are to be worn when soiling of clothes with blood or other body fluids is likely. Surgical caps or hoods and/or shoe covers, or boots shall be worn in instances when gross contamination can reasonably be anticipated. If penetrated by blood or other potentially infectious material, the garments should be removed as soon as possible and placed in a designated container for laundering or disposal.
 - d. *Laundry:* Linen soiled with blood or other body fluids are to be placed in bags designed and marked for that purpose as specified in the given institution. Contaminated laundry shall be handled as little as possible with a minimum of agitation. Wet contaminated laundry which may soak-through or cause leakage from bag or containers must be placed in bags or containers which prevent soak-through and/or leakage of fluids to the exterior.
6. **Regulated Wastes and Communication of Hazards:** Disposal of waste materials regulated by this standard is to be handled according to institutional policy. The presence of hazardous materials is to be identified according to accepted procedures of the given institution.

Procedures for Evaluation and Follow-Up of Exposure Incidents

An exposure incident refers to specific contact of eye, mouth, or other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious material. A significant occupational exposure is defined as:

- A needle stick or cut caused by a needle or other sharp that was actually or potentially contaminated with blood or other body fluid.
- A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or other body fluid.
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood, especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.

When an exposure occurs, students should follow the JMU School of Nursing Exposure Follow-up checklist for Evaluation and Follow-up of Exposure Incidents See **Appendix D**.

Prevention Education

Nursing students complete online training at admission to the program and prior to beginning laboratory and clinical experiences. Students must pass a test at the completion of the online learning module as an admission requirement. This information covers blood borne pathogens, standard precautions for blood and body infections in accordance with applicable CDC guidelines, Hepatitis B Vaccination, specific protection and exposure control procedures, warning labels, personal health habits, Ebola Virus Disease, HIV prevention and risk behaviors, procedures for incidents of exposure and post-exposure follow-up. This basic education includes information regarding potential infectious hazards inherent in the educational program and is the responsibility of the Course Coordinator of their first nursing practicum class. These instructions are reinforced and expanded throughout the nursing program. Students are expected to utilize universal precautions in all their practicum experiences. In addition to operating from this overall premise, additional expectations as outlined in individual agencies or institutions are also followed.

LABORATORY POLICIES

Laboratory Safety and Procedures

It is the intent of the faculty and administration in the School of Nursing to provide a safe learning experience for all students.

The following policies and procedures are established to provide instructions in maintaining safety for students, staff and faculty while using the skills, assessment, seminar and simulation laboratories (hereby referred to as "lab(s)" within the JMU School of Nursing). These policies and procedures shall be adhered to by all concerned.

General Guidelines

- All faculty, staff, and students must know and practice the safety guidelines at all times while using the labs. Failure to adhere to general guidelines can result in disciplinary action. Students will be oriented to all lab spaces and their contents (manikins, procedural equipment, supplies, etc.) on a course specific basis. The onsite laboratory environment should be considered an extension of the offsite clinical environment.
- All labs are locked unless occupied by faculty and/or students during class or practice.

- Students are expected to come prepared to all lab experiences by having read the scheduled lab objectives and assignments prior to the start of the lab period, paying particular attention to skills or simulation-based learning experiences (SBLE's) that have the potential for harm to self or others.
- Students will be instructed to practice and return demonstrate only those skills for which they have had prior instruction and gained technical competency. Students should always practice safe and appropriate techniques while learning and practicing skills in the lab.
- Students should be knowledgeable of the care, handling, and proper use of equipment prior to using it in the laboratory.
- Students should report pregnancies, recent injuries and/or mobility limitations, surgeries, or communicable disease to their BSN Program Coordinator as soon as possible so that necessary precautions may be taken. A medical clearance from a physician and approval from the BSN Program Coordinator is required before students with aforementioned concerns will be allowed to utilize the laboratory spaces.

Laboratory Safety

Infection Control

- All students shall practice proper hand washing techniques within the laboratory settings.
- Standard precautions should be always followed when there is an exposure, potential exposure, or simulated exposure to blood or bodily fluids.
- The lab is a learning environment that is often intended to simulate a real clinical setting. Food and drink are prohibited except for bottled water.
- Students shall refrain from sitting on "patient" beds or placing personal items in patient care areas.
- There are to be no ink pens used in the labs. Ink from pens permanently damages the manikin skins. Pencils are the only writing implement that are acceptable for use in the labs.

Physical Space

- The lab is a learning environment and student behavior should always remain professional.
- Patient care supplies and equipment are located in various cabinets and storage units within the lab environment. Course faculty and the simulation team will ensure students are oriented to the lab environment prior to use.
- Keep the workspaces, floors, beds and desk areas clean and free of clutter. Acknowledge patient safety goals while using the space.
- Laboratory doorways must be always accessible. Furniture should not be placed to obstruct the entries/exits.
- The lab will not be used as a health center for ill students, staff, or faculty.

- Unauthorized individuals are not allowed in the labs at any time. Injury to unauthorized individuals in the lab will not be considered the responsibility of the School of Nursing and James Madison University.

Medications and Fluids

- When breaking glass ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their body. All used ampules must be disposed of in sharps containers only. In some instances, an ampule opening device will be provided.
- Placebos (candy pieces, commercially prepared PRACTI-med and water) will be used for simulation of oral/topical medications. Medicine bottles and vials are labeled for use when simulating preparation of an actual medication order. At no time will actual medications be available for student use during simulation.
- IV fluids with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are not for internal or actual use but for practice with manikins only. Simulated fluids should NEVER be used on living individuals.
- Bottles, containers, or fluids mixed in the lab will be labeled for simulation purposes only in order to create realistic clinical situation. The actual contents of the base solution may be obscured by simulated medication labels.

Needle Safety

- Students should handle needles and other sharps with extreme care.
- Used needles are to be disposed of in the sharps containers provided throughout the lab space. Do not dispose of needles and other sharps in the trash.
- Needles for laboratory injection practice are to be used only when faculty, staff, lab assistants, or graduate assistants are present.
- Students are to practice injections only on the manikins or task trainers provided in the skills and/or simulation lab.
- Students should never recap needles or leave uncapped needles where a potential needle stick could occur.
- All needles used in the laboratory setting possess a safety device. Students shall engage safety devices every time a needle is used. The following outlines the procedure for a needle stick injury:
 - If a student experiences a needle stick in the lab setting (skills or simulation), thoroughly wash the site with soap and water and report the injury to the course faculty present in the lab or a simulation team member. Basic first aid can then be provided by faculty or a simulation team member.
 - The Lab Director will complete a "Lab Incident Report" and ascertain if further action is needed.

- Students are strictly prohibited from injections and/or IV starts on faculty, peers, or other individuals in all laboratory settings.

Electrical Safety

- Wet materials may not be used around electrical outlets or equipment.
- Students are responsible for reporting to the appropriate faculty/staff member any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment. Faculty/staff members are responsible for reporting this information to the Lab Manager.
- No electrical cords will be left in the pathway of walking traffic.
- Electric hospital beds in the labs will be inspected as needed for repairs.
- Electric beds shall be maintained in the lowest position when not actively in use.
- Only three-prong plugs that contain a ground wire should be used to power equipment in the skills labs.

Ergonomics

- Students will be instructed in principles of body mechanics prior to practice and return demonstration of moving, lifting, and transferring skills.
- Students should use caution when practicing lifting skills and should not lift equipment, manikins, and/or people who are too heavy without assistance.
- The equipment needed for body mechanics practice (e.g.: beds, wheelchairs, stretchers) will be kept in good working condition. Any faulty or broken equipment should be reported immediately to the Lab Director.
- The wheels of all equipment (e.g.: beds, wheelchairs, stretchers) are to be locked during practice and return demonstration.

Latex Allergies

- If students, faculty, or staff are allergic to products containing latex, they are to notify the Lab Manager who will make appropriate accommodations to minimize the risk of an allergic reaction.
- Students, faculty and staff with severe latex reactions should inform the course faculty present in the lab of the location of emergency medications in the event of a disabling reaction.
- Manikins used in the laboratory setting contain latex components necessary for operation. External skins are latex-free.
- The Lab Director and staff make every effort to ensure consumable supplies are latex-free, however some supplies may still contain latex elements.

Reporting of an Injury

Any incident occurring in the laboratories must be reported immediately to a faculty member or the Lab Director. In the event of a physical injury or hazardous exposure, a Laboratory Incident Report form must be completed and submitted to the Lab Director.

Protocol for a physical injury/hazardous exposure

- Immediately report the incident to the Lab Director (primary contact) and/or faculty.
- Medical consultation, evaluation and any treatment deemed appropriate will be available locally through the Campus Health Center or from Sentara Rockingham Memorial Hospital.
- The School of Nursing will follow up with the student within three business days. A copy of the incident report and a written follow up report will be kept in the student's file.

Cleaning and Maintenance of the Laboratory and Equipment

- It is the responsibility of all those who use the lab to maintain a clean workspace and leave the lab neat and orderly. Supplies will be replenished by lab personnel according to an inventory management schedule.
- Floors, counters, and furniture will be cleaned by lab and housekeeping personnel at the end of each semester and more frequently if needed.
- Laboratory equipment will be cleaned and serviced as needed. The protocol for cleaning equipment is directed by the product manufacturer. Linens will be changed and laundered when soiled, after extensive use, and at the end of each semester.

Sharps and Biohazard Waste Disposal

- Potential biohazard waste is collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
- Fully discharged non-rechargeable batteries should be given to the Lab Manager for recycling.
- Sharps disposal is handled by JMU Facilities Management. When sharps containers are full the Lab Manager should be notified. Housekeeping personnel will then remove full sharps containers for proper destruction.

Emergencies

Contact Campus Police (568-6911) or 911 for all emergencies including: Alcohol poisoning, assault, bomb threats, chemical spill, criminal activity, fire, suspicious person, shelter in place, medical emergency, severe weather, mental health, utility failure and weapons.

Simulation Lab Guidelines

Utilization of the simulation labs is a critical component to the JMU School of Nursing curriculum. Students are expected to provide patient care to the simulators as if they are practicing in a clinical setting providing care for real patients. Adherence to the following

guidelines will ensure a safe, effective, and rewarding simulation-based learning experience (SBLE) for all students:

1. Do your homework – All SBLE's require the student to engage in learning activities related to the particular scenario in which they will participate. It is the student's responsibility to complete these activities prior to their designated simulation time. Failure to complete the assigned learning activities will result in an "unsatisfactory" rating for the clinical experience.
2. Arrive on time – SBLE's are scheduled in advance and must be conducted according to a defined schedule. As such, make sure you allow yourself plenty of time to arrive, review your preparatory information (objectives), and prepare for your scenario. The simulation pre-brief will occur at the designated start time for your experience. Valuable scenario information is provided during the pre-brief; any tardiness can count the same as a late arrival to clinical.
3. Dress appropriately – Your course instructor will review the specific dress code for your SBLE, but generally speaking no street clothes are allowed in the Simulation Lab. You should be dressed in clinical attire, as you would for clinical experiences, and be neat and tidy in your appearance before entering the room. Students who do not meet these expectations may be disallowed from participating in the scenario and are subject to receiving non-satisfactory participation grades.
4. Act professionally - You are expected to exhibit professional behavior at all times when you are participating in SBLE's. The human patient simulators are to be cared for as if they are live patients and your interaction with them as well as any role players should always be professional. The expectation for professionalism extends to the debriefing room as well. Students may be unattended during SBLE's for the purposes of evaluation. Students should conduct themselves in respectful manner and have mutual regard for their peers engaged in the simulation scenario.
5. Reflection- All students who participate in SBLE's will complete a clinical simulation evaluation survey. The information gathered on this survey helps improve the quality of your simulation experience. We ask that you take this survey seriously and give open and honest responses.
6. Keep it confidential – SBLE's are a vital part of the learning process. While it is encouraged for you to discuss the scenario in the post-simulation debriefing session, you are prohibited from discussing it with anyone outside of debriefing. If it is determined that a breach of confidentiality has occurred, you may be subject to an Honor Code violation that could result in serious consequences. Remember – what happens in the Sim Lab, stays in the Sim Lab! Part of your required clinical documentation includes signing a Confidentiality and Code of Conduct agreement. This document applies to all SBLE's you engage in throughout the JMU Nursing Program.
7. Prohibited items - Please refrain from gum chewing and use pencils only while in the Simulation lab. Stains from ink pens, whether from the pens themselves or from ink-stained hands can permanently discolor the simulators.

8. No reproductions – The use of audiovisual recording equipment, including but not limited to cellular phones, tablets, laptops, cameras and tape recorders is strictly prohibited unless prior approval has been obtained.
9. Student responsibilities – If you discover an issue with any lab related item (simulators, equipment, supplies, etc.) please inform your instructor so any issues can be resolved in a timely fashion.

Lab Safety Training Confirmation

Lab safety is vital to successful laboratory experiences. CHBS and the School of Nursing wants to ensure all students interact with the laboratory environment safely. As such, CHBS encourages all students to view the CHBS Lab/Facility Safety Plan via the following web link: <http://chbs.jmu.edu/labs.html>

At the beginning of each semester students enrolled in nursing laboratory courses or courses where SBLE's occur, will need to acknowledge they have received safety-training specific to the laboratory environments they will interact with. Safety training may occur via a link to a training video or in person prior to interacting with the laboratory environment.

Simulation Lab Program Code of Conduct and Confidentiality Agreement

At the beginning of the first semester in the nursing program, students must complete a Simulation Lab Program Code of Conduct and Confidentiality Agreement and upload it to their TrueScreen profile. Students are bound by this agreement for the duration of their enrollment and attendance in nursing courses.

STUDENT LEADERSHIP

BSN Student Advisory Council

The BSN Student Advisory Council is an ongoing, active committee of BSN student representatives and faculty advisors. The purpose of the council is to provide student input for academic improvement strategies for the BSN program, serve as a liaison between students and faculty/administration, provide mentoring to newly admitted BSN students, and promote the BSN program to the community at large.

Membership:

- Faculty advisor(s)
- Six BSN students from each cohort: Semester 1, Semester 2, Semester 3, Semester 4
- JMU NSA President
- Omega Zeta at Large Student Leader
 - Two faculty members

Election of student members (Semester 1):

- Students will be sent an email to nominate a peer or themselves to the council with a statement regarding their interest during the first 2 weeks of classes each semester
- Elections by peers will be held during the fourth week of classes each semester

- Terms will be for four semesters

Council Roles

- Council Chair:
- Council Chair Elect
- Student Representatives (including Chair & Chair Elect)
 - Description of council roles are posted in the Student Advisory Council's Bylaws

JMU Chapter of the Virginia Nursing Student Association (VNSA)

NSA is a constituent of the National students Nurses' Association, Inc. (NSNA). National conferences are held periodically to bring nursing students together to examine issues related the nursing field. By attending these conferences, it is possible to become politically active on the National level. The JMU chapter is a link to the state and national organization. Students also attend the Virginia Nursing Student Association state conference early in the spring semester.

Attendance at this conference enriches the students personally and professionally, through innovative speakers, leadership opportunities, and networking with potential employers and nursing students from across the state.

Go to VNSA Website (<http://www.vnsa.us>)

JMU's chapter has been very active at the local, state and national levels and has consistently won many state awards for its community service and chapter excellence.

Purpose

- Develop student interest and involvement in professional organizations
- Provide programs and activities that contribute to the profession and to student goals
- Enhance student learning and professional development in the development of the whole person, his/her professional role, his/her responsibility for health care of people in all walks of life.

Membership

- Any student declaring a nursing major, freshman through senior level including RN-BSN students
- Requires chapter dues. It is a requirement for members to attend one meeting and one event per semester. Those wishing to get involved at the state and national level may also become members of the National Student Nurse Association and the Virginia Nursing Student Association.
- Monthly meeting and special events
- To join, please contact the JMU NSA faculty co-advisors Professor Karen Weeks for more information.

Officers

- All members are eligible for office and may be nominated by self or another member
- Elections take place mid-semester during spring semester and the position is held for one calendar year starting after the post-election transfer meeting.

Omega Zeta Chapter, Sigma Theta Tau International Honor Society of Nursing
Omega Zeta shares the mission of Sigma Theta Tau International (STTI) Honor Society of Nursing: To foster excellence, scholarship, and leadership in nursing to improve health care worldwide. The chapter's local mission is to enhance nursing scholarship, leadership, and networking among students, faculty, and nursing professionals in the Shenandoah Valley.

Senior students who have a GPA of at least 3.0 or higher, rank in the upper 35% of their graduating class, and have demonstrated superior scholastic achievement and academic integrity are invited to become Full Members of the Omega Zeta Chapter. Membership applications are accepted any time, but new member inductions occur in the early fall and spring. Further information about the Honor Society is available from Professor Lisa Carmines, faculty advisor. http://www.nursing.jmu.edu/pi_mu/

SCHOLARSHIPS & AWARDS

Financial Resources

There are financial resources designed specifically for nursing students. In addition to the following description of sources of financial assistance, students are notified of new information via email as it arrives. Materials and applications, when available, may be obtained from the nursing School office or found on designated bulletin boards.

Institutional Scholarship and Loan Programs: Hospitals and other institutions often offer monetary assistance to students in return for a work commitment following graduation. These are excellent offers if the student knows where they would like to work. If the student is interested, they should contact the institution directly and ask about programs for nursing students. Most of these programs fund only the junior and senior years.

Federal Loan Programs: Excellent federal loans specifically for nursing students are available at a low rate of interest. No interest is payable while in school and for nine (9) months post-graduation. Repayment can be deferred or canceled depending upon employment following graduation. Eligibility depends on the student's financial need status. The financial aid office has applications.

Military Scholarship and Loan Programs: All branches of the military (Air Force, Army, Navy, and ROTC) offer programs for nursing students. The student should contact the branch of their choice to explore these programs.

Federal Scholarship Programs

- The Veterans Administration Scholarship Program is an excellent and highly competitive scholarship program that involves commitment for employment following graduation.

- The Indian Health Service has a less competitive and excellent scholarship program as well.
- National Student Nurses Association: The NSNA Foundation awards scholarships annually to NSNA members. Information about these scholarships can be secured through the JMU Chapter of VNSA or directly from NSNA.
- Virginia League for Nursing: The VLN offers several smaller scholarships annually.
- Other Nursing School Scholarships: There are two small need-based scholarships designed for persons with specific unmet financial need, the Henley and McHone Scholarships, for which the nursing School makes awards to a junior and senior each year. You can secure an application from the Nursing School in the spring, complete, and return the completed application to the Nursing School.

Scholarships

The nursing School has a variety of scholarships and awards for students. Some are rewards for academic or practicum performance while others are primarily need-based. These awards are described in detail below.

CampusRN Scholarship Program

This nationwide scholarship program is the most comprehensive of its kind for nursing programs and nursing students because it features scholarship winners from six different regions across the country in which CampusRN has launched state edition sites. CampusRN will award six \$2500 scholarships to a needy and deserving nursing student in each region. Applications can be accessed online through [CampusRN](#).

The Victoria F. Alcantara '10 Memorial Scholarship Endowment in Nursing

The Victoria F. Alcantara '10 Memorial Scholarship has been established in memory of Victoria, a member of the Class of 2010. A nursing major and member of the alpha Kappa Delta Phi sorority, Victoria lost her life on January 25, 2009, following an automobile accident on her way to a nursing seminar, just days short of her 21st birthday. Victoria was a model student and trusted friend. She was passionate in her work as a student in the School of Nursing. The Alpha Kappa Delta Phi members, in collaboration with Victoria's family, friends and fellow students honor her legacy at JMU through this scholarship in her memory.

Need Based Scholarships

Whitehead Scholarships

The Whitehead Foundation provides significant money annually to the JMU Nursing program for distribution to students with financial need. It is need- based as determined by the Financial Aid Office, and the student must file a financial aid form with them. Eligibility requires that the student be a Christian female from designated southern states. If the student qualifies on the basis of geography and financial need they will automatically be considered for this award.

The financial aid office determines need eligibility and awards are made by the School of Nursing Director. No application is needed, and all eligible students are considered. Awards are made to students at the sophomore, junior and senior levels. The amount of individual awards is based on the total donation from the Whitehead Foundation, the number of eligible students, and the level of need. Students on academic suspension, probation, or warning are not eligible for this scholarship.

Henley Scholarship

The Henley family established The Henley Scholarship, an endowed scholarship, in 1983 in memory of their mother, Gloria Jane Hollowell Henley. Mrs. Henley was a juvenile diabetic who had several amputations, was on a kidney machine and died of heart failure. She was very fond of music and a music scholarship was established in their church. A scholarship was also established at another college for a handicapped student. Mrs. Henley's son, a student at JMU, recalled his mother's love for the nurses who cared for her and suggested to his father that a scholarship in her memory be established for a nursing student at JMU. Mr. Henley established the scholarship in honor of his wife and because of her love for children and education. This need-based scholarship is given annually to a junior or senior nursing student. It is awarded through the Madison Scholarship Hub.

McHone Scholarship

The McHone Scholarship was established as the Albert B. and Gladys C. McHone Endowment in 1985 in honor of Mrs. McHone, a registered nurse who has provided significant service to persons in many parts of Virginia. While primarily need based, this scholarship has flexibility and is awarded in collaboration with a son, Mr. James C. McHone. This Scholarship is given to a junior or senior-nursing student. It is awarded through the Madison Scholarship Hub.

Marcia Dake Nursing Scholarship

This scholarship was established in 1991 and was named in honor of Marcia Dake, first Dean of the College of Nursing. It requires an application or nomination and is a competitive scholarship to be used for educational purposes. Awards are made to students at the Junior or rising Senior level. Nominations/applications are reviewed according to the designated criteria and the decision is made by vote of the nursing faculty in collaboration with the school director.

Mary R. Waples Scholarship

The Mary R. Waples Scholarship was established in 1988 by Mary Waples, college nurse at JMU from 1923 - 1943, worker for the American Red Cross, and enthusiastic supporter of the JMU nursing program since its beginning. This scholarship is not need- based but is viewed as an award. This Scholarship is given to a senior nursing student. It is awarded through the Madison Scholarship Hub.

Other Helpful Links

- <http://discovernursing.com/scholarship-search> Search here for scholarships for nursing students.
- <http://bhpr.hrsa.gov/DSA/nsl.htm>

Nursing Student Loan program provides long-term, low-interest rate loans to full-time financially needy students pursuing BSN.

- <http://bhpr.hrsa.gov/nursing/>

HRSA nursing program scholarships, loans, and loan repayments for nursing students.

- <http://www.schev.edu/students/undergradFinancialAidPrograms.asp>

Lists scholarships and grants at its website including category for nursing students.

Awards

Victoria Alcantara Outstanding Nursing Student Award

This award is given to a senior nursing student each year at the Graduation Convocation. It is considered the top faculty award. Nominations for the Outstanding Student Award are solicited from, and voting resides with the nursing faculty. All full-time and part-time faculty are encouraged to make nominations. After nominations are received, all faculty are given the opportunity to vote.

RMH Marcia A. Dake Award for Clinical Excellence

This award is given by RMH each year to a senior nursing student at the Graduation Convocation. Nominations are solicited from both senior nursing students and all full-time and part-time nursing faculty. After nominations are received, faculty vote on the nominees and make the recommendation to hospital personnel.

Outstanding Senior Peer Award

The Outstanding Senior Peer Award is awarded each year to a senior nursing student at the Graduation Convocation. Nominations are solicited from the senior class. Voting by the class occurs after all nominations are secured. Students are asked NOT to nominate themselves for this award but are urged to nominate one of their peers. The School of Nursing oversees the voting process.

NEW POLICES

New policies and changes in policies may be made at any time during the academic year. New policies and policy changes will be published on the School of Nursing website and notification of these policies will be sent to all BSN enrolled students. Students are responsible for knowledge of and compliance with policies published in the BSN Student Handbook & JMU Student Handbook.

FORMS

Appendix A: INDEPENDENT STUDY PROPOSAL FORM:

Student Name			
Faculty Advisor			
Topic			
Semester/Year		Number of Credits	List Number of Credits (1 to 2)
I.	Brief Description of the Proposed Educational Experience		
II.	Objectives for the Independent Study		
III.	Proposed Learning Activities, Time Frames, etc.		
IV.	Proposed Plan (Methods) for Review and Evaluation		
	Student Signature: _____ Date: _____ Faculty Signature: _____ Date: _____ Associate Director Signature: _____ Date: _____ Director Signature: _____ Date: _____		

Appendix B: TEST ITEM APPEALS FORM

Student Name: _____ Date: _____

I am appealing the test item:

Rationale:

Reference Source (*Be specific, include a minimum of two evidence-based references to validate rationale*)

- 1.
- 2.
- 3.

Student's signature & date: _____

Faculty's Response:

Faculty's signature & date: _____

Appeals Process

1. The purpose of the Appeals Process is to clarify your understanding of the concepts and/or give recognition and credit when questions were missed.
2. Points are only awarded to the person who appeals, not the entire class.
3. Full, partial or no credit may be given.
4. Appeals are due within one week (7 days) of the test date.
5. Test appeals are INDIVIDUAL. No cutting & pasting, copying, etc. of another student's work is allowed. In such cases, all students will receive zero/no credit for Test Item Appeals.

Appendix C: PLAN FOR SUCCESS

**James Madison University
School of Nursing
Plan for Success**

Students who demonstrate irresponsible, unprofessional, or unsafe behavior will be placed on a plan for success. Depending upon the type and seriousness of the problem, the student may be given a plan for success or asked to withdraw from the course and/or program prior to the end of a semester.

Classroom

Students achieving a test grade at or below 72% in any given course by midterm are expected to meet with the course instructor to develop a plan for success within a two-week period. It is the students' responsibility to contact their instructor to agree upon mutually identified goals.

Clinical

- Unexcused absence from clinical
- More than 1 tardiness to clinical
- Expired clinical documentation
- Consistently fails to meet clinical objectives
- Does not take initiative and/or takes initiative inappropriately
- Is insensitive to client's needs
- Is consistently unable to develop communication skills and form therapeutic relationships with clients, families, coworkers, and faculty, even with guidance
- Exhibits negligent behavior causing potential irreversible damage to the client
- Violates professional ethics through behaviors such as:
 - Carelessness with client confidentiality
 - Inconsistency in complying with agency and/or academic policies
 - Failure to recognize implications of behavior for the professional role
 - Violation of therapeutic nurse/client relationship
 - Gross violation of agency policies
 - Consistently fails to meet obligations
 - Inability or unwillingness to acknowledge errors or areas of weakness, even when identified by the faculty
 - Exhibits negligent behavior causing potential harm to the client

This form is used to document student performance issues leading to a plan for success. Should the student be placed on another Plan for Success in the same course or for the same PET/Clinical Objective or academic policy in any other course, it will result in faculty review and possible failure of course(s) and/or dismissal from the nursing program. The BSN Coordinator and Associate Director will track Clinical PFS across semesters and intervene as needed.

**James Madison University
School of Nursing
Plan for Success**

Nursing students are required to meet all academic policies, PET objectives, and/or clinical outcomes each semester while in the nursing program. When students are not meeting the academic policies, PET objectives and/or clinical outcomes, the faculty member is committed to developing a collaborative plan, with the student, for success.

Course name	
Course Instructor	
Student name	

Description of specific/supportive data (List Academic policies, PET outcomes not met with description):

Plan for Success (Short-term interventions/goals should be developed collaboratively with the student):

Student Signature: _____ Date: _____
Instructor Signature: _____ Date: _____

Appendix D: FOLLOW-UP FOR EXPOSURE

JMU School of Nursing Exposure follow-up

Checklist for Evaluation and Follow-up of Exposure Incidents

- After an exposure, the student should:
- Immediately clean the wound per policy
- Report the exposure to the clinical instructor or preceptor immediately
- Confirm that the instructor or preceptor notified the JMU BSN Coordinator
- Notify the individual at the clinical site who is responsible for following up on exposure incidents (for example occupational health or hospital supervisor)
- Be tested *along with the patient* for infectious disease according to the facility's policy
- Not leave the facility until receiving notice of the patient's rapid HIV results
- Report the patient's rapid HIV and Hep B and C surface antigen results to their own provider *OR* the JMU Health Center Provider. The student is responsible for any fees associated with follow up lab testing. The CDC recommends:
 - Rapid HIV testing at the time of exposure, 6 weeks, 3 months, and 6 months
 - If the patient is positive for Hep. C, test for Hep C antibody at 2 weeks, 4 weeks, and 8 weeks.
- Arrange post-exposure follow up with JMU Health Center *OR* private provider

If the facility does not test for infectious disease (community health agency):

- Call the JMU Health Center Patient Advocate Nurse (540-568-7777) to arrange for screening. After business hours, any private provider may be used. The student is responsible for any fees associated with follow up lab testing. The CDC recommends:
 - Rapid HIV testing at the time of exposure, 6 weeks, 3 months, and 6 months
 - If the patient is positive for Hepatitis C, test for Hepatitis C antibody at 2 weeks, 4 weeks, and 8 weeks.
- Arrange post-exposure follow up with JMU Health Center *OR* private provider