

**Bachelor of Science in Nursing Program
Student Handbook
2019-2020**

**James Madison University
School of Nursing
MSC 4305
Harrisonburg, VA 22807**

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.

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SCHOOL OF NURSING

Program Overview

- The Bachelor of Science Program at JMU is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).
- Fully approved by the Virginia State Board of Nursing
- Leads to a Bachelor of Science in Nursing Degree (BSN)
- Qualifies the graduate to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- Classes of 90 students in each cohort and 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.
- **Clinicals:** 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.

School of Nursing Mission, Values and Purposes

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:

1. Prepare nursing professionals who provide culturally competent, holistic, evidence-based nursing care to individuals, families, aggregates, and communities in a wide variety of settings.
2. Promote a community of learning that models professional values and lifelong professional development for both faculty and students.
3. 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.
4. Conduct research and creative scholarship to generate nursing knowledge and disseminate that knowledge through collaboration, publication, and presentations.

Student Learning Outcomes

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

Health Promotion/Illness Care:

Provide health protection and promotion, risk reduction, disease prevention, illness care, rehabilitation, and end of life care to clients within a holistic framework in a variety of settings.

Rationale: Graduates will be generalists who offer a service, nursing care, within the context of the nursing process (see Critical Thinking). This includes assessment, planning, intervention, and evaluation for actual and potential health needs for clients (individuals, families, aggregates, and communities).

- Health is a dynamic and individual state of being that includes wellness and illness. Health Protection describes the regulatory and environmental measures used to enforce protective strategies for specified population groups.
- Health Promotion describes strategies designed to increase the physical, social, and emotional health, growth, and development of individuals, families, and communities.
- Risk Reduction is the application of selected interventions to control or reduce risk factors and minimize the incidence of associated disease and premature mortality.
- Disease Prevention is behavior directed toward reducing the threat of illness, disease, or complications.
- Illness Care describes the care given to a client who is experiencing an illness of disease process.
- Rehabilitation is the process of restoring a person's ability to achieve the maximum self-care in physical and psychological fitness after a disabling injury or illness.
- End of Life Care describes palliative and bereavement care for terminally ill individuals and their families.

Critical Thinking:

Synthesize knowledge, skills, and technology from the established practice and science of nursing, the biological and psychosocial sciences, and the humanities to engage in critical thinking, clinical reasoning and the nursing process in the care of clients.

Rationale: Nursing involves the evaluation and integration of theory, principles, and technology from science, using clinical skills. Critical thinking is foundational to the nursing process, or the nursing decision-making process of assessment, planning, implementation, and evaluation.

- Critical thinking is defined as purposeful, reflective thought process that guides what to believe and do.
- Levels of critical thinking progress from:
 1. The discrimination of factors that influence or affect common clinical situations;
 2. The ability to interpret the significance of multidirectional and interrelated factors that affect clinical decision-making;

3. The ability to engage in complex clinical reasoning that leads to predictions, proactive decisions, and influences change.

Therapeutic Relationships:

Develop caring relationships with clients that are sensitive to diverse personal, socio-cultural, and environmental characteristics, which encourage clients to assume primary responsibility for health care decisions, and in which the nurse functions as advocate and advisor.

Rationale: This criterion elaborates the expectation that graduates will establish *caring relationships* nurses in caring relationships respect and incorporate the culture, values and beliefs of clients when planning care. This relationship implies that clients and their families have primary responsibility for their own health care decisions.

Communication:

Use effective communication and information technology to communicate interpersonal and health care information.

Rationale: *Communication* refers to an interactive process of giving and receiving written, verbal and/or nonverbal messages which convey information, feeling, attitude, and ideas in a social context.

Professional Role Development:

Enhance professional role development.

Rationale: *Role development* is the development of a professional identity and the enactment of functions of a professional nurse. These include nurse as provider, coordinator, and advocate of care. The graduate will be a member of a profession which actively participates at all levels within the health care system. The nursing professional influences the process of health policy formation along with its impact on nursing and the health care delivery system. All professional nurses must display characteristics of leadership and engage in leading and managing activities, either at the bedside or in other positions of responsibility within organizations and communities.

Ethical and Professional Self Development:

Engage in activities to promote self-awareness, self-growth, ethical accountability, and legal responsibility in the practice of nursing.

Rationale: This criterion articulates the ethical and legal accountabilities we expect of a graduate. *Self-awareness* means that graduates have insight into their own values, strengths, and needs; *self-growth* refers to the idea that graduates value ongoing learning and professional service; *accountability* means being responsible for one's own behavior and the consequences of that behavior; and *responsibility* implies that the nurse will practice according to societal expectations, professional standards of practice, and the legal parameters of licensure.

Scholarship:

Contribute to excellence in nursing practice by identifying and critiquing research evidence and integrating it with clinical practice, client preference, cost-benefit, and existing resources.

Rationale: In the scholarship of *discovery* students are involved in assembling and evaluating evidence through high quality integrative reviews. The scholarship of integration involves the synthesis and critique of existing knowledge across disciplines. The scholarship of application involves developing competence in practice that is evidence-based.

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

Freshman Advising

As an incoming first year student you will be assigned to a freshman faculty advisor. This advisor will help you select courses at orientation and prepare you for your first year at JMU. The freshman advisor can assist you in:

- Understanding requirements of the major
- Understanding the progression of the major
- Selecting courses

Transfer Advising

If interested in transferring to JMU, you should first meet with the JMU transfer coordinator at your community college or the Nursing Academic Advisor at JMU. Once you have been accepted to JMU, you will be assigned to the Nursing Academic Advisor.

Nursing Academic Advisor

During the second semester of your freshman year, you will be assigned to the Nursing Academic Advisor who will be your point of contact until you enter the nursing program.

The Nursing Academic Advisor can assist you if you 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 & 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 you are accepted into the nursing program you will be assigned a faculty advisor. Your faculty advisor will be your advisor until you 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

You may contact the Associate Director for Undergraduate Programs or BSN Program Coordinator if you have unresolved advising issues or questions after you have contacted your faculty advisor. Please seek assistance first from your current advisor. To meet with the Associate Director for Undergraduate Programs or BSN Program Coordinator you 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 you 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:

Apply to James Madison University

Admission to the nursing 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 Bachelors of Nursing program is not a direct admit program. Therefore, you must be a current student prior when you apply to the BSN program.

Declare Nursing as your 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 you register for orientation. This will enable you to be assigned to a nursing advisor during orientation and throughout your time at JMU who can answer your questions and help you plan your 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 you do not enter JMU as a nursing major and desire to change to nursing, you will need to complete a "Change of Major" form by the school deadline. In order to change your major to nursing, you must have a GPA of > 3.0 and meet with the nursing academic advisor.

Complete the nursing requirements and prerequisites:

In order to apply to the nursing program, you must meet the following requirements:

- Have a minimum JMU GPA of a 3.00
- Complete 36 credit hours prior to beginning the program
- Be an enrolled JMU student
- Students must complete 1 semester (fall or spring) as a full-time student at JMU prior to applying the BSN program
- Must be declared as a nursing major No grades lower than a C- will be accepted in any prerequisite course
- Complete the following courses prior to applying:
 - Chem 120 – Concepts of Chemistry
 - Students who complete Chem 131 & Chem 132 will have the reported grades averaged to calculate their eligibility
 - MATH 220 – Statistics
 - 2 Biology courses (choose from BIO 270 – physiology, BIO 280 – Microbiology, or Bio 290 – Anatomy)
 - Students transferring in Anatomy & Physiology I & II as BIO 270 and BIO 290 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 280 requirement.

- Before entering the program:
 - NUTR 280 – Nutrition
 - PSYC 160 – Developmental Psychology
 - 3rd Biology course (choose from BIO 270, BIO 280, or BIO 290)

Complete the BSN Application to the Nursing Program:

- Complete the BSN Application (NOTE: Students must reapply each admission cycle for considerations)
- The School will respond only to applications that are complete from students who have attended James Madison University for at least one full-time semester.

Submit the BSN application by set dates:

There are two admission rounds each year for admission into the Bachelor of Science in Nursing program. Each round admits 90 students.

For Fall Admission:

- Application due December 1st
- Transcripts due January 11th
- Students will be notified by February 15th

For Spring Admission:

- Application due July 1st
- Transcripts due August 31st
- Students will be notified by September 15th

In order to begin the nursing program, at time of entry to the first full semester, you must Have completed all required nursing courses and prerequisite courses, to include:

Requirements:

- Be a declared nursing major
- Be an enrolled JMU student
- Maintain a GPA of at least a 3.0 or higher
- Complete a minimum of 48 credit hours prior to beginning the program
- Meet the School's [Technical Standards](#)
- Complete the following nursing prerequisites courses (or approved equivalents) with a grade of C- or higher)
- CHEM 120, MATH 220, PSYC 160, NUTR 280, BIO 270, BIO 280, and BIO 290
 - Students transferring in Anatomy & Physiology I & II as BIO 270 and BIO 290 will have the reported grades averaged to calculate their eligibility
 - Students who complete Chem 131 & Chem 132 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 280 requirement.

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

Admission Appeals

The admission appeal process is the means by which a denied applicant for admission to the JMU Bachelor of Nursing Program may request a second review by the BSN Admissions and Progression committee. The appeal process is not the means by which a denied student should request consideration for admission for a future academic semester. In that case, a new application must be submitted during the BSN application time frame. Any applicant denied admission or placed on the wait list to the BSN program who has met all the prerequisites stated by the School of Nursing may submit a formal appeal. If a student does not meet the minimum requirements stated by the School of Nursing an appeal will not take place.

The committee's decision is academic in nature. They are interested in circumstances beyond the student's control and additional information not submitted or available at the time the student applied for admission. Life experiences that may have impacted the student's academic performance are also considered.

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 he or she believes may not have been considered within the first round of decisions. This written appeal should be no longer than one page.
2. The students should also provide the committee with any updated transcripts and/or grade reports.
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 your 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 453L, NSG 454L, 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)

- 10 Panel Drug Screen and Criminal Background Check (ordered from True Screen's myApplicationStation).

Varicella (2 Vaccines OR Titer)

One of the following is required: 2 vaccinations OR positive antibody titer (lab report required).

Hepatitis B (Series in process OR Titer OR Declination)

One of the following is required: 3 vaccinations OR positive antibody titer (lab report required) OR declination waiver.

MMR (2 Vaccines OR 3 Titers)

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.

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

Training Modules (*Available on BSN Admission Resources in Canvas*)

Must complete the following training modules, receive a passing quiz grade and upload the completion certificate

- HIPAA
- Bloodborne Pathogens

Annual Requirements

Influenza (“Flu Vaccine”)

The influenza vaccine is due October 31 annually.

One of the following is required:

- Documentation of a flu shot administered during the current flu season.
- 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 (2 Step OR Chest X-ray OR Blood Test)

One of the following is required:

- 2 TB Skin tests (EACH test placed and read 1-3 weeks apart)
- QuantiFERON Gold Blood Test OR if positive results, provide a clear Chest X-ray.

Basic Life Support (BLS) for Healthcare Providers (CPR)

Must be the American Heart Association Healthcare Provider course for BLS and AED for Healthcare Providers for adult, infant & child. If your card is a hardcopy, you must

upload so that the front and back of the CPR card is showing and the card is signed. If your 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, 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. Students are responsible for maintain current immunizations and certifications.

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.

Effective August 2, 2015 students taking courses with a NSG prefix will be 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.

Please note that students often can car-pool for clinical activities, however they still often need their own transportation. Some copying expenses are optional, as syllabi and many resources are made available electronically to students. However, the following expenses are reasonable anticipated costs.

Requirement	Junior	Senior
Transportation to clinical (gas, parking)	\$500	\$500
Textbooks	\$1100	\$400
Apps	\$10	\$10
BLS/CPR Certification	\$70	\$30
School Nursing Pin		\$40
Estimated total per year	\$1680	\$ 980

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 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 in cohorts starting Fall 2015 and after are issued an iPad mini 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, you 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.

- Course tests are administered on the iPads via Exemplify and students use the electronic health records application on their iPads in the clinical and lab settings. Exemplify provides a testing platform 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.
- SimChart (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

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	Human Physiology	4
BIO 280	Allied Health Microbiology	4
BIO 290	Human Anatomy	4
NUTR 280	Nutrition for Wellness	3
PSYC 160	Life Span Human Development	3

Note: Cluster 3 contains CHEM 120, MATH 220 and BIO 270 CHEM 120 must be taken prior to or with BIO 270 MATH 220 must be taken prior to or with BIO 270 CHEM120 must be taken prior to BIO 280

Total Hours for Graduation

59 Credits of General Education, Prerequisites, and General Elective courses 61 Nursing Courses and Nursing Electives

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

Junior and Senior year curriculum

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
NSG 451	Child Health	3
NSG 451L	Child Health Clinical	1
NSG 452	Clinical Applications & Reasoning in Nursing Care III	4
NSG 453	Population-Centered Care in the Community	3
NSG 453L	Population-Centered Care in the Community Clinical	2
		Total: 16

Semester 4

NSG 454	Transition to Practice	3
NSG 454L	Transition to Practice Clinical	2
NSG 455	Informatics	2
NSG 456	Capstone	5
		Total: 12

*2 credits of nursing electives must also be completed prior to graduation during any semester Total credits = 61 (including nursing elective credits)

BSN Course Descriptions

*NSG 350. Foundations of Nursing.
2 credits. Offered every semester.*

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. Offered every semester.*

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. Offered every semester.*

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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.
2 credits. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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. Offered every semester.

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 Research.

3 credits. Offered every semester.

This course explores the research process and utilization of research and theory in evidence

based professional nursing practice. It also explores the dissemination and utilization of research in nursing practice. Students learn to critique healthcare literature in order to answer a research question that would impact nursing practice.

Prerequisite: NSG 350, NSG 354

NSG 451. Child Health.

3 credits. Offered every semester.

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 credits. Offered every semester.

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. Offered every semester.

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

NSG 453. Population-Centered Care in the Community.

3 credits. Offered every semester.

In this course, students develop the knowledge, skills, and ability to conduct and interpret systematic assessments of families and vulnerable groups in community settings. The

impact of increasing societal and cultural changes across the life span will be emphasized. Theoretical concepts of community-based health promotion and disease prevention of vulnerable populations will be presented emphasizing Healthy People 2020 objectives.

***Prerequisite:* NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L**

***Corequisite:* NSG 453L**

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

2 credits. Offered every semester.

In this course, students develop the knowledge, skills, and ability to conduct and interpret systematic assessments of families and vulnerable groups in community settings. The impact of increasing societal and cultural changes across the life span will be emphasized. Theoretical concepts of community-based health promotion and disease prevention of vulnerable populations will be presented emphasizing Healthy People 2020 objectives.

***Prerequisite:* NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L**

***Corequisite:* NSG 453**

NSG 454. Transition to Practice.

3 credits. Offered every semester.

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, NSG 450, NSG 451, NSG 451L, NSG 452, NSG 453, NSG 453L**

***Corequisite:* NSG 454L**

NSG 454L. Transition to Practice Clinical.

2 credits. Offered every semester.

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, NSG 451, NSG 451L, NSG 452, NSG 453, NSG 453L**

***Corequisite:* NSG 454**

NSG 455. Nursing Informatics.

2 credits. Offered every semester.

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.

5 credits. Offered every semester.

This course is a focused nursing practicum under the direct supervision of clinical nurse preceptors. The purpose of the capstone experience is to facilitate student development in time management, critical thinking, assessment, clinical reasoning, documentation and psychomotor skills.

Prerequisite: NSG 355, NSG 355L, NSG 356, NSG 356L, NSG 357, NSG 357L, NSG 451, NSG 451L, NSG 452, NSG 453, 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

NSG 301. History Taking/History Telling: Narratives of Chronic Illness (2 credits).

This course introduces students to first-person narratives of patients, family care providers, and health care workers as a way to more fully understand the complexities of living with and managing chronic illness. Students will explore the narrative as an increasingly relevant component of understanding and responding to experiences of chronic illness and disability.

NSG 302. Behavioral and Mental Health in Children and Adolescents (2 credits).

This course will explore the state of mental and behavioral health of children and adolescents. It will examine the neuropathophysiological nature of mental and behavioral illnesses, health promotion, and care of children and adolescents.

NSG 310. Helping Persons in Pain. (2 credits).

This course, open to students from all majors, is an examination of pain, its impact on people, causes, treatments and the role of health professionals. Emphasis is placed on understanding how people experience pain and its effect on quality of life.

NSG 317. History of Nursing. (1 credit).

An elective nursing course that explores fundamental aspects of nursing history including pertinent nursing founders and leaders as well as examination of the many influences that have shaped the nursing profession. Review of nursing within its historical context provides an opportunity to consider changes for the future.

NSG 322. Integrative Health Care (1 credit).

This course examines the principles, practices and outcomes of complementary therapies and alternative healing that are widely used in the general population. The integration of alternative and conventional health practices will be examined. Ethical, legal and professional issues will be explored.

NSG 393. Family Violence. (1 credit).

This course introduces students to the roots of family violence, including the political, cultural, social, and economic structures that perpetuate violence, and explores approaches to changing those structures in order to reduce or end violence. Students will think critically about the local and global impact of family violence, how it intersects with other forms of oppression, and achieve an understanding of these issues that will be useful intellectually and personally.

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:
 - a. The last day of September for fall registration for the Spring term.
 - b. 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. Please note not all electives are offered each semester.

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

- EXED 306: Lifespan Issues for Individuals with Disabilities (3 credit hours)
- GERN/SOCI 280: Social Gerontology (3 credit hours)
- GERN 305: Programs and Services for the Elderly (3 credit hours) *GERN/SOCI 280 is a pre-requisite
- 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)
- PSYC 304: Death and Dying: Thanatology (3 credit hours)
- SOWK 332: Community Mental Health Practice (3 credit hours)
- SOWK 442: Social Work in Health Care (3 credit hours)*SOWK 332 is a pre-requisite
- 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 hours, may be taken twice)
- 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)
- NSG 490/HHS 490: Exploring Universality and Diversity in Promoting Health; Costa Rica (2 credit hours)
- NSG 490: Study Abroad Tanzania (2 credit hours)
- NSG 490: Understanding Sexuality across the Health-Illness Continuum (2 credit hours)
- NSG 490: Environmental Health and You (2 credit hours)
- NSG 490: Behavioral and Mental Health in Children and Adolescents (2 credit hours)
- NSG 490: Issues in Family Violence (1 credit hour)
- NSG 490: Combating Childhood Obesity (1 credit hour)
- NSG 490: History taking/History telling: Narratives of Chronic Illness and Disability (2 credit hours)
- NSG 490: Sick in America (1 credit hours)
- NSG 490: Healthy Health Policy (2 credit hours)
- NSG 490 Nursing, Chronic Illness and Health in a Global Context (2 credit hours)
- NSG 490 Empowerment & Resilience (1 credit hour)
- 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 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 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. [Proposal Form]
5. 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.
6. After receiving initial approval from the faculty advisor, the student completes the independent study proposal form. Approval is achieved through securing the signatures of the faculty member and the Undergraduate Program 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 Director's signature indicates approval of the plan as described. Copies of the signed form are given to the Undergraduate Program Director, the faculty advisor and the student. The student is responsible to keep a copy for his/her own record.
7. An index number for the course is secured from the Undergraduate Program Director and then the student registers in the normal manner.
8. 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.
9. The faculty member determines whether the study has been successfully completed and gives a grade accordingly.

INDEPENDENT STUDY PROPOSAL FORM

Student Name			
Faculty Advisor			
Topic			
Semester/Year		Number of Credits	
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		

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

NOTE: The School of Nursing policy regarding incomplete grades is different than 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 Director:

- Rationale for assigning the “I”
- Conditions for course completion
- Date(s) for accomplishing each condition and for completing the course.

Grade Review Policy

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

Program Progression

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 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. 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 not be allowed to continue in the program. Students will not have the option of repeating failed courses following a second failure.
4. In some courses students must average a passing grade on the multiple-choice 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.
5. Students must meet requirements set forth in the “Ticket to Test” policies to progress each semester.

Ticket to Test Policy

During first semester in the nursing program, students register for Evolve accounts. Evolve is an educational resource that assists in preparing students to take the NCLEX-RN. In collaboration with the nursing program, Evolve creates two custom exams: a mid-curricular HESI exam (end of semester 2) and an Exit exam (given twice during semester 4). Both exams provide valuable feedback on preparedness for the NCLEX-RN. After each exam students are given scores and feedback for purposeful remediation. It is the expectation of the nursing faculty that students complete required assignments and come prepared for their midcurricular and exit exams.

“Ticket to Test for Mid-Curricular HESI Exam” 5% of grade in NSG 356

1. To receive a ‘ticket to test’ for the Mid-Curricular HESI exam, students must complete each assignment on Evolve Adaptive Quizzing (EAQ) required for semester 1 and semester 2.
2. A ticket to test for the midcurricular exam will be issued after semester 1 and 2 assignments are complete.
3. Students must take the HESI midcurricular exam in order to progress in the program.
4. Students will not achieve a passing grade in NSG 356 without taking the MC exam.

“Ticket to Test for HESI Exit Exam” 5% of grade in NSG 452

1. Semester 3 students are expected to complete remediation. To receive a “ticket to test” for the first HESI Exit Exam given during the first week of classes in the fourth semester, students must complete the assigned Evolve Adaptive Quizzing (EAQ) for semester three students. All students in semester three must reach a mastery level of 2 on all assigned EAQs.
2. To receive a “ticket to test” for the first HESI Exit Exam given during the first week of classes in the fourth semester, students must complete the assigned Evolve Adaptive Quizzing (EAQ) for semester three students. All students in semester three must reach a mastery level of 2 on all assigned EAQs.
3. A ticket to test for the first HESI Exit Exam (given in the fourth semester) will be issued once the student has completed all assigned EAQs for third semester students.
4. Failure to complete the assigned EAQs, within the assigned semester, will result in a loss of 5% (20 points) of the student’s final grade in NSG 452.
5. The student will not be permitted to take the required first HESI Exit Exam in NSG 454 until the EAQs are completed. Students must take the HESI EXIT exam to progress in the nursing program. Failure to complete the semester 3 EAQ requirement by the first day of the semester will result in the student being required to drop semester 4 courses.
6. Faculty in NSG 452 will monitor student progress in completing the assigned EAQs and issue the ticket to test at the end of NSG 452.

“Ticket to Test for HESI Exit Exam” (20% of NSG 454: 10% for Exit 1; 10% for Exit 2)

1. To receive their ‘ticket to test’ for the HESI Exit Exam all students must complete required remediation in semester 3.

2. Students in NSG 454 take the first HESI Exit Exam during the first week of classes in semester 4.
3. Remediation is required after the first HESI Exit exam. Students must submit documentation of remediation in order to take, and receive credit, for the second HESI Exit Exam.
4. Exit Exam “Ticket to Test:” Time to Remediate is based on the HESI Exit Exam scores as follows:
 - HESI Score of: 800-899 = 3 hours
 - HESI Score of: 700-799 = 5 hours
 - HESI Score of: 600-699 = 7 hours
 - HESI Score of: 500-599 = 9 hours
 - HESI Score of: 400-499 = 11 hours
 - HESI Score of: 300-399 = 13 hours
5. NSG 454 faculty will monitor students and issue the ticket to test which allows students to take the second HESI Exit Exam.

Readmission

When a student withdraws from the nursing program for personal, performance or academic reasons, readmission will be considered on the basis of 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. If two nursing courses are failed or one nursing course is failed twice, the student will be terminated from the major. The student must:

1. Submit a request in writing to the BSN Program Director during the semester prior to the semester of desired enrollment. Re-admission is not automatic and priority is not necessarily given on the basis of previous enrollment. A personal interview with the BSN Program 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.

BSN Program Dismissal Policy

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 meet the BSN Technical Standards
4. Engages in conduct which violates the Virginia Nursing Practice Act
5. Fails the 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 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.

Attendance

Attendance is a professional obligation. It is expected that students will be present for all course sessions. Attendance may not be taken, however, graded in-class quizzes may occur regularly and cannot be made up in the event of absence; in these cases a zero will be recorded. *It is expected that you will notify your instructor if you will miss the class, be late, or have to leave early.*

Absences significantly impact access to course content. It is the student's responsibility to make arrangements with classmates to review missed course content. 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. Arriving late to class is particularly disruptive to students and faculty. It is expected that students will be on time and stay for the full class period unless other arrangements have been made with faculty.

In the event of extended absences, students may 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 some 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 effect 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 Policy

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 Policy

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, GroupMe, blogs, cell phones, or other means). HIPAA guidelines must be followed at all times. 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.

Exams:

Exam Construction

Exams will be designed following the NCLEX-RN Exam Plan (2016) and Morrison, Nibert, and Flick's (2006) Critical thinking and 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. Failure to make previous arrangements and missing a scheduled exam will result in a zero for that exam. Students will not be permitted to demonstrate a pattern of missing scheduled exams in a course. Exams missed for any reason will be reported to the program coordinator.

It is the responsibility of the student to contact the faculty to schedule a make-up exam. A student who misses an exam should make up the exam within 3 days of the missed exam. The University does have policies for extended leave of absence; in these cases it is the responsibility of the student to notify the BSN Program Coordinator and JMU Dean of Students. An alternate version of the exam will be administered to those students who miss an exam, and the student will review at the discretion of the faculty depending on when the entire courses tests.

Test Items Appeals

The purpose of the Appeals Process is to clarify your understanding of the concepts and/or give recognition and credit when questions were missed due to ambiguity.

- Full, partial or no credit may be given.
- Appeals are due within one week (7 days) of secure review.
- Students must submit supporting evidence that supports their request for an appeal.

Paper-Pencil Exams

When taking a paper-pencil exam, students must mark answers on the designated testing form. Students may use the exam booklet for scratch work, but will only receive credit for responses indicated on the designated testing form. The exam booklet must be turned in when the student is finished taking the exam. Failure to do so will be an automatic failure of the exam, which may include other disciplinary actions.

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 Appeals Policy.

Exam Reviews

Exams may only be reviewed once, immediately following the exam.

When using Examplify, 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.

Academic Honesty

All students are to abide by the James Madison University Honor Code. The Honor Code Pledge should be written on each exam for the student to sign (see http://www.jmu.edu/judicial/handbook.shtml#0.1_VI). It reads: “On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.”

If the exam is 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. Any cheating (including the use of unauthorized materials during testing, watching a peer, using scrap paper to exchange notes before or during the exam) is considered academic dishonesty. Refer to the JMU Student Handbook for disciplinary policies and procedures.

A student may be dismissed from the exam and receive a zero in the following instances 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.

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

Medication Calculation and Safety Test (MCAST)

The Medication Calculation and Safety Test (MCAST) will be administered every semester. There will be a written component of twenty-five single-item questions developed by nursing faculty. Students must contact the instructor to request disability accommodations 2 weeks prior to the MCAST.

- It is imperative that students prepare prior to taking this test using the require drug calculation textbook and by reading this policy. Students in semesters 2, 3, 4 must complete a readiness assessment quiz for MCAST and pass with a 92% before they can take MCAST. The student may have unlimited attempts on the readiness assessment quiz for MCAST. The readiness assessment quiz will be constructed based on the appropriate semester MCAST blueprint and be made available online by the course faculty in which the MCAST is administered.
- Should the student not complete the readiness assessment quiz, they are unable to take the first attempt, therefore will lose the first attempt out of three to take the MCAST (The students would have only 2 attempts to actually take MCAST if they lose their first attempt). If the student fails their second attempt, they will be placed on a clinical plan for success.
- A student who is unsuccessful on MCAST must drop all clinical courses and corresponding co-requisite courses. Students in semester 1 must complete drug calculation modules in NSG 353 prior to taking MCAST.
- The currently adopted medication calculation textbook will be used as the reference book for conversion amounts, rounding and as the standard resource for both students and faculty.

- The MCAST examination will be completed by the students at the beginning of every semester, including summer sessions.
- Students have 1 to 1.36 minutes per question for the MCAST.
- A grade of 92% on the written test is required to pass the test. No partial credit is given for an incorrect answer. The test grade is recorded on the student's clinical course PET. The MCAST is given in NSG 353 (Pharmacology) for semester 1; NSG 356L (Clinical Applications & Reasoning in Nursing Care II Clinical) for semester 2; NSG 451L (Child Health Clinical) for semester 3; and NSG 454L (Transition to Practice Clinical) for semester 4.
- If the test is failed, the student will continue to take a different version of the test until a grade of 92% is achieved, to a maximum of three (3) attempts.
- At least 48 hours must elapse between remediation and retake. Different tests are to be administered for each attempt. The student is required to drop all clinical courses and corresponding co-requisite courses.
- The student may not administer medications in the clinical setting until the MCAST is passed. The ability to administer medications may affect the student's clinical evaluation.
- A remediation assignment (e.g., attendance at remediation session, computer lab assignments, etc.) must be completed by the student prior to taking the second and third tests as directed by the instructor. The date and time for each re-test is determined by the course coordinators.

Electronic Health Record

The JMU BSN program uses SimChart 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 SimChart 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.

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 director.

Course Name: _____ Course Coordinator: _____

Student Name: _____ Course Grade: _____

Plan for success (select all that apply):

- 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 Student Handbook - Judicial Sanction section:
<http://www.jmu.edu/judicial/handbook/judicialSanctions.html>

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, faculty members must secure written permission from a student before they can speak to a parent regarding their child's education record or academic progress. Please refer to the JMU Registrar to learn more about FERPA requests.

NCLEX-RN PREPARATION

Evolve Testing & NCLEX-RN Review

The BSN program requires students to use the Evolve/HESI Assessment program, *refer to the Ticket to Test Policy*. The Evolve/HESI products, including exams, are used throughout the nursing program to help students prepare for the NCLEX exam. Students also receive a 3 day HESI 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 Evolve/HESI Assessment program, go to <http://evolve.elsevier.com/studentlife> for student-centered information and to <http://evolve.elsevier.com/studentlife/video/sarahhesi.html> for a video overviewing Evolve/HESI.

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. During NSG 454 Transition to Practice, 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 BSN Program Director for assistance. All nursing students will complete an approved NCLEX review course prior to graduation.

CLINICAL REQUIREMENTS

Technical Standards

Technical standards are basic physical, cognitive, and psychosocial skills and abilities that are required for nursing practice. The following standards were developed to guide students to make an informed decision regarding nursing as a career. In order to complete the nursing curriculum and enter practice as a registered professional nurse, all students must possess abilities and skills in the areas of sensation, communication, motor function and behavioral proficiency. The following skills are required.

Auditory: A Student Must Possess Auditory Ability To Monitor And Assess Health Needs. This Includes (But Is Not Limited To) the Ability To:

- Hear and interpret information a patient is communicating verbally
- Hear auscultatory sounds using a stethoscope.
- Hear auditory signals from technical equipment.
- Hear cries for help
- Communicate over the telephone.

Visual Acuity: A Student Must Possess Visual Ability Sufficient For Observation And Assessment Necessary To Provide Nursing Care. This Includes (But Is Not Limited To) the Ability To:

- See drainage on dressings and drainage of body fluids.
- Note fluid levels, for example, in collection devices, syringes, and infusion devices.
- Read gauges (such as a sphygmomanometer) that monitor patient progress.
- See to administer treatments such as I.V. fluids and oxygen.
- Observe changes in patient skin color.
- Assess movements of patients.
- Observe patient behavior, which is necessary in a rehabilitation or psychiatric setting.

Tactile: A Student Must Possess Tactile Ability Sufficient To Perform A Physical Assessment Of A Patient And To Perform Procedures Necessary For Nursing Care. This Includes (But Is Not Limited To) the Ability To:

- Perform palpation and other functions necessary for a physical examination.
- Assess texture, shape, size, temperature and vibration.

- Perform therapeutic functions such as inserting a urinary catheter or I.V., changing dressings, and giving medications.
- Collect specimens necessary for assessment of the patient.

Sense Of Smell: It Is Desirable That A Student Possess A Sense Of Smell Acute Enough To Detect Strong Odors That May Indicate A Change In A Patient's Condition. Examples Include (But Are Not Limited To) the Ability To Smell:

- A purulent wound.
- Ketones on a patient's breath.
- Body fluids that have a strong odor.
- Smoke or other olfactory indicator of environmental danger.

Communication: A Student Must Be Able To Communicate In English Effectively And Sensitively With Clients, Family Members, And Other Members Of The Health Care Team. This Includes Expressive And Receptive Modes Of Verbal, Nonverbal And Written Communication. Examples Include (But Are Not Limited To) the Ability To:

- Explain treatment procedures.
- Initiate health teaching.
- Document nursing assessment, nursing action, and client/family responses.
- Read patient documentation and important medical literature.
- Give an accurate report of patient information to other health care professionals and members of the client's health care team.

Motor Function: A Student Must Have Sufficient Motor Function, Neuromuscular Strength And Coordination To Effectively Perform The Activities Required Of A Nurse. Examples Include (But Are Not Limited To) The Ability To:

- Transfer clients from wheelchair to bed and from bed to stretcher.
- Elicit information from clients by:
 - o Palpation
 - o Auscultation
 - o Percussion
- Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment
- Perform CPR.
- Administer intravenous, intramuscular, subcutaneous, and oral medications.
- Manipulate life support devices.
- Apply pressure to stop bleeding.

Gross and Fine Motor Coordination: A Student Must Have Sufficient Gross And Fine Motor Coordination To:

- Move about in patient care environments.
- Perform treatments and procedures.
- Calibrate and use equipment.
- Navigate stairs or other non-Handicapped accessible client settings.

Stamina: A Student Must Have Sufficient Stamina To Sit, Stand And Move Within The Classroom, Skills Lab, Acute Care Nursing Units, Operating Rooms And Community Settings For Periods Of Time As Long As Ten Hours At A Time.

Behavioral: A Student Must Possess The Ability To Establish And Maintain Appropriate Professional Relationships. Factors Included In This Requirement Are The Ability To:

- Act ethically.
- Exercise sound clinical judgment.
- Be compassionate.
- Develop mature, sensitive, and effective relationships with clients.
- Complete all responsibilities attendant to the care of clients.

Emotional Health: A Student Must Possess The Emotional Health Required For Full Utilization Of His Or Her Intellectual Abilities Including The Ability To:

- Prioritize competing demands.
- Function in stressful circumstances.
- Tolerate physically taxing workloads.
- Adjust to changing circumstances.

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 Sites 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 insure 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 is able to 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.

Clinical 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. 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 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 of success. The faculty member consults with the program coordinator and meets jointly with the coordinator, faculty advisor and student to negotiate a contract and contract time frame for student improvement. The plan for success will be effective during the semester it is started and up to one additional semester if necessary. During that time the student must meet contract goals and all practicum objectives. Should the student be placed on another Plan for Success for the same PET/Clinical Objective or academic policy, it will result in faculty review and possible failure of course(s) and/or dismissal from the nursing program. A copy of the Plan for Success will be placed in the student file in the nursing office.

JAMES MADISON UNIVERSITY
SCHOOL OF NURSING
Undergraduate Plan for Success Contract

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:

Student Name: is not meeting the following Academic Policies, PET objectives, and/or clinical outcomes:

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):

Satisfactory and safe performance/achievement of all academic performance, PET outcomes must be demonstrated consistently by the completion of clinical hours or course. The Plan for Success will be effective during the semester it is started and for at least one additional semester. During that time the student must meet contract goals and all practicum objectives. Should the student be placed on another Plan for Success for the same academic policy, PET, and/or Clinical Objective, it will result in faculty review and possible failure of course(s) and/or dismissal from the nursing program.

A copy of the Plan for Success will be placed in the student file in the nursing office.

This documentation will become a part of the student's nursing school record. The signing of this document indicates that the parties involved understand cause for intervention and the steps necessary to successfully complete the courses involved and/or the program.

Student Signature: _____ Date: _____
Instructor Signature: _____ Date: _____
Advisor Signature: _____ Date: _____
BSN Program Coordinator Signature: _____ Date: _____

Dress Code & Uniforms

Students are expected to convey dignity and respect through their dress and behavior in on and off site clinical experiences. The nursing uniform is required for lab and practicum courses. In all clinical settings, the practicum instructor will make the final decision about each student's professional appearance. If you are not properly attired, you may be sent off the clinical unit, which may negatively impact your course grade. One uniform is provided by the nursing school upon admission which includes:

- * 1 scrub top (embroidered)
- * 1 pair scrub bottoms (not embroidered; drawstring OR elastic)
- * 1 Lab jacket (embroidered)
- * 1 polo (embroidered)
- * Students may [purchase additional uniforms](#) for an extra cost
- * *Students must inspect uniforms upon receipt; the SON is not responsible for replacement uniforms after wear.*

When to wear your uniform:

- The JMU nursing student uniform is worn for clinical experiences in designated settings on and off site.
- Nursing insignias or uniforms are NOT to be worn when students work as paid employees of any agency or institution.

How to wear your uniform:

- **SCRUBS**
 - 3-pocket unisex V-neck dark purple short-sleeved scrub shirt with purple scrub pants
 - A white JMU embroidered scrub jacket may be worn
 - A white long-sleeved T-Shirt is appropriate to wear under the dark purple scrub shirt
 - The JMU insignia must be visible at all times on the uniform top
 - Clothing must cover the torso and undergarments should never be visible, either directly or through thin material.
 - Uniforms must be laundered immediately after each clinical experience. In order to reduce the spread of pathogens to others, it is recommended uniforms be laundered immediately following clinical and separately from other clothing.
- **POLO**
 - A JMU nursing polo shirt and khaki dress pants may be worn in lieu of scrubs

at designated times when specified. Khaki dress pants should be professional in appearance and clean. Khaki dress pants must cover the entire leg and must not be form fitting.

- Other attire is not permissible in the clinical setting.
- A white JMU embroidered scrub jacket may be worn
- Clothing must cover the torso and undergarments should never be visible, either directly or through thin material.
- Low heeled, closed toe, nonwhite professional shoes may be worn with JMU nursing polo shirts.
- Uniforms must be laundered immediately after each clinical experience. In order to reduce the spread of pathogens to others, it is recommended uniforms be laundered immediately following clinical and separately from other clothing.
- **SOCKS & SHOES**
 - White hose or white socks
 - Low-heeled, closed-toed (no holes), leather upper sole, comfortable, white, walking shoes are to be worn with the uniform.
 - Tennis shoes or sneakers are acceptable but must be white, made of an impermeable material (no mesh) and not have any bold loops or insignias.
 - Standard nursing clogs that are secure on your feet may be worn.
- **HAIR**
 - Hair must be neatly arranged and secured away from the face and neck
 - Long hair must be pulled back away from the face, no hair dangling below shoulders
 - Conservative hair ornaments are to be used as needed
 - No bandanas are to be used during practicum experiences; headbands must be solid color (white, black, purple)
 - Hair must be of a color found in natural hair
 - Males are to be neatly shaven, 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
- **TATTOOS**
 - Tattoos must not be visible. Tattoos that are not covered by clothing must be covered by a band-aid or other means.
- **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, no cartilage piercings may be visible
- Facial piercings must be removed or covered
- Tongue piercing is not permitted
- Ear “gauging” is not permitted
- A watch with a sweep second hand is required
- 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 worn above the waist with picture and name visible at all times
- **OTHER**
 - Fragrances are not to be worn during clinical experiences
 - Cleanliness of body and good dental hygiene are to be observed at all times
 - No gum chewing is permitted in the clinical settings at any time

Clinical Equipment

Students will be provided with the following equipment for use in practicum courses:

1. Bandage scissors
2. Dual head stethoscope
3. Penlight

Clinical Attendance

Students in the undergraduate nursing program are required by accrediting agencies to complete a minimum number of hours in clinical rotations. For this reason, there is strict adherence to the following policy on attendance during clinical.

1. There are no exempted absences, direct care hours must be made up in collaboration with the clinical instructor and may not be on the assigned clinical day.
 - a. One unexcused absence will result in the student having a Clinical Plan for Success initiated. The clinical absence must be made-up.
 - b. Two unexcused absences will result in a clinical failure.
2. Notification of the need to be absent from clinical must be reported to 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. In the event of illness or injury:
 - a. If a student misses 1 clinical day for illness, they must be afebrile and without symptoms for 24 hours prior to return to clinical.
 - b. If >2 day days of consecutive clinical absence is necessary, documentation of illness must be provided by a health care provider’s note. The submitted documentation must also state when the student is medically cleared to return to clinical.

3. For students with military or NCAA sanctioned athletic conflicts with clinical/class attendance, communication and approval must be obtained from the course faculty by the end of the first week of class at the latest.
4. In the event of an extenuating planned circumstance that conflicts with clinical/class attendance, communication and approval must be obtained from the course faculty by the end of the first week of class at the latest. Travel arrangements, such as spring or Thanksgiving break, will not be excused and are expected to be scheduled outside of the Monday-Friday week days. Events for clubs, sororities, fraternities, etc. will not be accommodated by clinical or course faculty.
5. In the case of prolonged clinical absence that interferes with course completion, the policy for assigning incomplete grades will be followed. Please communicate promptly with the JMU Dean of Students Office and BSN Program Coordinator regarding extended absences.

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 (eg. 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 are 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:** Hand-washing 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.
 - o **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.
 - o **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.
 - o **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.

- o **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

1. 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:
 - o A needle stick or cut caused by a needle or other sharp that was actually or potentially contaminated with blood or other body fluid.
 - o A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or other body fluid.
 - o 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.
2. Immediate antiseptic procedures should be followed after possible or accidental exposure and the CDC guidelines for occupational exposure should be followed.
3. A student has an ethical duty to report any incident that exposed him/herself or a patient to the risk of transmission of a blood borne disease and is ethically obligated to be tested for HIV when the patient is exposed to a provider's blood.
4. Incidents of student exposure are to be reported immediately to the faculty member responsible for the specific experience. The faculty member in turn reports the incident to both the facility where the incident occurred, and the JMU BSN program director. Documentation of the exposure incident is to be submitted within 24 hours to the BSN program director and should include: route(s) of exposure; circumstances under which the exposure occurred; identification and documentation of the source individual if feasible; and follow up steps taken. When an exposure is reported that individual will follow the facility exposure plan for testing and evaluation.
5. Students having an exposure incident in a clinical agency without an Established protocol should return to the university and follow university procedures. Students will be responsible for payment of any necessary medical testing or care.

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 GUIDELINES

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 at all times 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 followed at all times 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 remain professional at all times.
- 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 work spaces, floors, beds and desk areas clean and free of clutter. Acknowledge patient safety goals while using the space.
- Laboratory doorways must be accessible at all times. 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 work space 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

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 a very good, but highly competitive scholarship program that involves commitment for employment following graduation.
- **The Indian Health Service** has a less competitive but 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 Nursing School Head. 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 rising senior nursing student. It is awarded through applications or nominations submitted to the Nursing School Director.

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 rising senior-nursing student. It is awarded through applications or nominations submitted to the Nursing School director.

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 rising senior nursing student. Nursing students or faculty can make nominations. Students may nominate themselves or be nominated other students. Nominations/applications are reviewed according to the designated criteria and the decision is made by vote of the nursing faculty in collaboration with the Nursing School Director.

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.