School of Nursing

Student Handbook

2013-2014 Academic Year

Policies in this handbook apply to all graduate and undergraduate students in the School of Nursing

In addition to this handbook, students should refer to the College of Health and Human Services Student Handbook.

Date of last review and update:
7-17-13
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School of Nursing  
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UNC Charlotte

Vision Statement

Vision: The SON aspires to become nationally recognized in improving the health of diverse populations by providing the highest quality nursing education, scholarship, and practice at the baccalaureate, master’s, and doctoral levels.

Mission Statement

Mission: The SON prepares diverse and highly competent nursing professionals to serve as leaders by offering excellent, accessible, and relevant programs to the greater Charlotte region and beyond. The School achieves excellence through a commitment to community partnerships, service, educational advances, and knowledge generation with its translation into nursing practice.

Values: The SON embraces the following five (5) core values: Integrity, Innovation, Collegiality, Diversity, and Scholarship.

Created 5/03  
Revised 04/10/10
SON Philosophy

The philosophy of the UNC Charlotte nursing programs is consistent with the mission statement of the University. The University and the College of Health and Human Services provide opportunities for each student to develop knowledge of self, understanding of human diversity, and competencies relevant to individual, societal, and professional goals.

Nursing is a learned discipline. Professional nursing practice is based on both interdisciplinary and discipline-specific knowledge and built on a foundation of liberal education. The discipline specific knowledge that guides nursing practice includes concepts of person, health, environment, and nursing and theories that describe their interrelationships. The philosophy of the School of Nursing is based on a pluralistic, inclusive perspective of these central concepts. The teaching-learning process in a University-based nursing program requires faculty integration of research, scholarship, and service related to these concepts.

Professional nurses function as autonomous, accountable individuals in collaborative relationships with other health care providers and consumers. Minimum preparation for the professional practice of nursing is a baccalaureate education in nursing, utilizing nursing and other theories as the frameworks for nursing practice and building on knowledge from scientific and humanistic disciplines.

Learning is a life-long process that results in changes in beliefs and behaviors. This process occurs through self-discovery, critical thinking and intellectual inquiry and is facilitated through the learner’s active, self-directed participation. Teaching is a creative, collaborative process that facilitates learning. Lifelong learning requires abilities to use a variety of resources, including print, audiovisual equipment, computers, and other technological media. A major component of students’ learning experience is goal-directed clinical practice in which the cognitive, affective, and psychomotor domains are integrated.
Nursing at the Baccalaureate Level

The faculty of the School of Nursing believes that the nurse prepared at the baccalaureate level contributes to the betterment of humankind and the advancement of nursing by:

1) providing professional nursing care for individuals, families, and groups in a context of community; and
2) continuing personal and professional development.

Nursing at the Master’s Level

The faculty believes that the nurse prepared at the master’s level contributes to the betterment of humankind and the advancement of nursing by:

1) clarifying and strengthening healthcare practice through inquiry and the application of pertinent knowledge;

2) assuming professional roles and responsibilities congruent with standards of advanced practice and leadership in the profession;

3) contributing productively to the profession and to society through effective utilization of organization, social, technological, and political processes; and

4) continuing personal growth and professional development in accord with a career plan.

Date of Implementation: 7/02
Reviewed: 6/03, 2/06, 7/07, 7/08, 06/10, 07/11
SON Curriculum Framework

The undergraduate and graduate nursing curricula are based on a framework synthesized from this philosophy and the central concepts presented in the publications, The Essentials of Baccalaureate Education for Professional Nursing Practice (1998, 2008) and The Essentials of Masters Education for Professional Nursing Practice (1996), by the American Association of Colleges of Nursing, and Nursing: Scope and Standards of Practice (200) American Nurses Association. There is a broad consensus within nursing that four concepts of central concern to the discipline are person, health, environment, and nursing (Fawcett, 2000). The definitions of person, health, environment, and nursing derived from this synthesis and used in the creation of the framework are as follows.

Person
The concept of person encompasses the interrelationship of diverse individuals, families, communities, and organizations. The holistic nature of the person involves complex processes that may be characterized as developing, adapting, becoming, relating, and caring. Inherent in this view of person is a profound respect for human diversity, freedom of expression, and self-determination.

Health
The concept of health encompasses multiple meanings based on individual and social belief systems. Health is individually, socially, and culturally interpreted. The discipline of nursing characterizes health in terms of well being, optimal functioning, a relative state of balance, adequate role performance, harmony of mind-body-spirit, patterns of becoming, and in other ways.

Environment
The concept of environment encompasses physical, metaphysical, social, economic, political, cultural, and technological dimensions. Persons participate in creating their environments in accord with their interests and values. Environmental change evolves through the mutuality of human relationships and the dynamic interaction of myriad forces.

Nursing
Nursing, as a noun, denotes a learned discipline concerned with the interrelationship of person, health, and environment. The discipline of nursing continues to develop as nursing theories are tested and implemented. Nursing, as a process, denotes the activities and methods through which nurses serve people. This process, based on humanistic values and scientific inquiry, is deliberative, goal-directed, and interactive. Nursing service is extended based on need rather than privilege, and the nurse-client relationship is guided by the recognition of human dignity and mutual responsibility. The goals of nursing include health promotion, quality of life, collaboration with individuals, families, and communities, and enhancing adaptation to changes in health status.

Date of Implementation: 7/02
Reviewed: 6/03, 6/04, 2/06, 7/07, 7/08, 06/11
CHHS Student Organizations

Please refer to the College of Health and Human Services Student Handbook.

Academic Advising Policy

Please refer to the College of Health and Human Services Student Handbook.

Code of Student Academic Integrity

Please refer to the College of Health and Human Services Student Handbook.

Religious Accommodation

The School of Nursing recognizes and respects the diverse religions of our student body and acknowledges the associated celebrations. Students with sincerely held religious beliefs must notify faculty within one week of the first day of class of religious observances that may conflict with course attendance, participation, or exam schedules. Faculty will provide reasonable accommodations to students for planned absences for religious observances. Students will be responsible for course work, assignments, or exams that are missed.

Consent for Letter of Recommendation

Before requesting a reference from any faculty or staff member at UNC Charlotte, students must complete a consent form that gives permission for an individual to divulge academic information to the person or agency requiring the reference. The form, Recommendation/Evaluation Authorization/Waiver, can be obtained at http://legal.uncc.edu/LORconsentform.pdf.
School of Nursing Academic Dismissal Policy

I. The faculty members of the UNC Charlotte School of Nursing have an academic, legal, and ethical responsibility to protect members of the public and of the health care community from unsafe or unprofessional nursing practices. A violation of the guidelines set forth in the School of Nursing Course and Activities Behavior Guidelines may be grounds for dismissal under this policy.

II. Standards: 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 physical or emotional problems which conflict with safety essential to nursing practice and do not respond to appropriate treatment or counseling within a reasonable period of time

3. engages in conduct which violates the North Carolina Nursing Practice Act

4. 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

5. engages in nursing practice for which the student has not been authorized or for which the student has not been educated at the time of the incident

6. 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 or substitute familial person, another student, a faculty member, another health care provider, or the student himself or herself

7. substantially disrupts the programs of the School of Nursing or its affiliates

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 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.

III. **Action:** Where the Associate Dean/Director of the School of Nursing or his/her designee determines that a student may have violated one or more of the standards defined in Section II, that administrator will determine whether the violation warrants dismissal (Section IV), or should be addressed through warning and follow-up (Section V). The Associate Dean/Director of the School of Nursing may temporarily suspend the student from further clinical activity pending the outcome of the procedure for dismissal (Section IV), or issuance of the written and oral warning (Section V).

IV. **Dismissal:** Where the Associate Dean/Director of the School of Nursing or designee determines that the procedure for dismissal from the program should be invoked, he or she will provide the student a written statement of the facts upon which the proposal to dismiss is based. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation. The student will have the opportunity to appear before the Associate Dean/Director of the School of Nursing and a panel of faculty members of the School of Nursing to refute the facts, offers other information, or makes any other statement concerning the proposed dismissal. The Associate Dean/Director of the School of Nursing and panel will consider that information together with the information upon which the proposal to dismiss was based and determine whether adequate cause for dismissal has been established. The Associate Dean/Director of the School of Nursing will notify the student of the decision.

V. **Warning:** Where the Associate Dean/Director of the School of Nursing or designee determines that violation of any of the standards should be addressed through warning and follow-up, the faculty member involved will provide the student with oral and written warnings outlining the exact nature of the behavior and possible consequences. The unsafe or unprofessional behavior shall be corroborated by a second person, a staff member on the nursing unit, another faculty member, or by documentation of unsafe or unprofessional behavior in a prior course evaluation.

In appropriate circumstances the student may be afforded opportunities to correct the behavior, as agreed upon by the faculty member in consultation with the Associate Dean/Director of the School of Nursing. Written evaluation of each clinical day’s work by the student shall be carried out by the faculty member involved and shared with and signed by the student. Should the student subsequently fail to meet any of the academic standards stated, dismissal from the course with a failing grade and/or from the School of Nursing may be invoked.
The review of students’ behaviors related to the above shall be carried out in a course team meeting.

VI. **Post-Dismissal Procedure:** Upon dismissal from a course or from the School of Nursing, the student may invoke the "Academic Grievance Policy of the College of Health and Human Services." The written grievance must be submitted within seven (7) working days of receipt of the written dismissal and be sent to the Associate Dean of Academic Affairs of the College of Health and Human Services.

Date of Origin: 12/85
Revised: 4/94, 2/96, 7/02, 6/03
Reviewed: 5/00, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12

**UNC Charlotte Student Grievance Procedure**
Please refer to the College of Health and Human Services Student Handbook.

**CHHS Academic Grievance Policy & Procedure**
Please refer to the College of Health and Human Services Student Handbook.

**Policy and Procedures for Student Appeals of Final Course Grades**
http://legal.uncc.edu/policies/GradeAppeal.html

**Grade Replacement Policy**
Please refer to the College of Health and Human Services Student Handbook.
Clinical Requirements for ALL School of Nursing Programs
SON Course and Activities Behavior Policy

All UNC Charlotte students have the responsibility to know and observe the University policies governing student conduct, which includes the UNC Charlotte Code of Student Academic Integrity (http://legal.uncc.edu/policies/up-407) and the UNC Charlotte Code of Student Responsibility (http://legal.uncc.edu/policies/up-406).

Nursing is a practice discipline. In addition to complying with University policies and regulations, students and faculty in the School of Nursing are responsible for protecting patients, clients, and affiliated agencies. Behaviors that will result in disciplinary action by the UNC Charlotte School of Nursing include, but are not limited to:

1. Falsifying a patient/client record.
2. Blatant disregard or breach of patient/client or agency confidentiality or HIPAA privacy standards.
3. Denying responsibility for one’s own deviation from standard practice.
4. Actions that subject the patient/client and/or the patient’s/client’s family to risk of harm.
5. Actions that subject the student, colleague, agency or University to unreasonable risk of harm or liability.
6. Abusive behavior toward patients, clients, patient’s/client’s family members, agency, staff, peers, or faculty.
7. Ignoring the need for obtaining essential information before conducting nursing intervention.
8. Misrepresenting one’s role in the health care setting.
9. Audio taping or videotaping classroom activities or anything in the clinical setting, via the use of camera, cell phone, iPad, or other electronic devices, without prior approval from the School of Nursing.
10. Inappropriate use of social media (YouTube, Facebook, Twitter, etc.), such as: posting audio tapes or videotapes of classroom or clinical activities; commenting on other nursing students, faculty, staff, clinical agencies, and patients/clients.
Guidelines for the Use of Social Media

The rapid growth of social media technologies combined with their ease of use and pervasiveness make them attractive channels of communication. However, these technologies also hold the possibility of a host of unintended consequences. The Guidelines presented are to help you recognize the implications of participation in social media and to identify and avoid potential issues.

GENERAL GUIDELINES

- **Maintain confidentiality**...use good ethical judgment and follow FERPA guidelines.
- **Maintain privacy**...do not discuss a situation involving named or pictured individuals; do not post anything that you would not present in any public forum.
- **Do no harm**...to the SON, University or yourself.
- **Understand your personal responsibility** for the content that you post on Facebook or any other type of social media. Be mindful that what you publish will be public for a long time.
- **Be aware of liability**...you are responsible for what you post on your own site as well as others’ sites.
- **Maintain transparency**...the line between professional and personal business is sometimes blurred. Be thoughtful about your content and potential audiences.
- **Correct mistakes**...if you make a mistake, admit it. Make it clear when you modify a previous posting.
- **Respect others**...be constructive and respectful.
- **Think before you post**...there is no such thing as a “private” social media site. Comments can be forwarded and copies. Archival systems save information even if you delete a post. If you are frustrated, angry or passionate about something, delay a posting until you are calm and clear-headed.

SOCIAL MEDIA GUIDELINES WHEN POSTING AS AN INDIVIDUAL

- **Be authentic**...be honest with your identity. If you identify yourself as a UNC Charlotte faculty or student, be clear that you are sharing your personal views and are not speaking as a formal representative of UNC Charlotte. Ensure that your profile and related content are consistent with how you wish to present yourself to colleagues. A common practice among individuals who write about the industry in which they work (or study) is to include a disclaimer on their site, usually on their “About Me” page. If you discuss higher education on your own social media site, we suggest you include a sentence similar to this:
“The views expressed on this [blog, Web site] are mine alone and do not necessarily reflect the views of the UNC Charlotte.” This is particularly important if you could be perceived to be in a leadership role at UNC Charlotte.

- **Use a disclaimer**...if you publish content to any website outside of UNC Charlotte and it has something to do with the work you do or subjects associated with UNC Charlotte, use a disclaimer such as the: “The postings on this site are my own and do not represent UNC Charlotte’s positions, strategies, or opinions.”

- **Do not use the UNC Charlotte logo or make endorsements**...don’t use any of the UNC Charlotte logos or images on your personal online sites. Don’t use UNC Charlotte name to promote or endorse any product, cause or political party or candidate. UNC Charlotte logo and trademark guidelines can be found at: [http://brand.uncc.edu](http://brand.uncc.edu).

- **Take the high ground**...if you identify yourself with UNC Charlotte in your comments, readers may associate you with the University, even with the disclaimer that your views are your own. Remember that you are most likely to build a high-quality following if you discuss ideas and situations civilly. Don’t pick fights online.

- **Do not use pseudonyms**...never pretend to be someone else. Tracking tools enable supposedly anonymous posts to be traced back to the authors.

- **Protect your identity**...don’t provide personal information that scam artists or identity thieves could use. Don’t list your home address or telephone numbers. It is a good idea to create a separate e-mail address that you use only with social media.

- **Does it pass the publicity test**...if the content of your message would not be acceptable for face-to-face conversation, over the phone, or in another medium, it will not be acceptable for a social networking site. Ask yourself, “Would I want to see this published in the newspaper or posted on a billboard tomorrow or ten years from now?”

- **Respect your audience**...don’t use ethnic slurs, personal insults, obscenity, or engage in any conduct that would not be acceptable in the UNC Charlotte community. Also show proper consideration for others’ privacy and for topics that may be considered sensitive, such as politics and religion.

- **Monitor comments**... while most people who maintain social media sites welcome comments (to build credibility and community), you may be able to set your site so that you can review and approve comments before they appear. This allows you to respond in a timely way to comments, to delete spam, and to block any individuals who repeatedly post offensive, insensitive, or frivolous comments.
SAFETY & PRIVACY TIPS FOR SOCIAL MEDIA NETWORKING

The internet is open to a world-wide audience. When using social media channels, ask yourself:

1. Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.

2. How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions (such as my CD collection) how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.

3. Is the image I’m projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?

4. What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site’s privacy and caching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you’ve completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.

5. Have I asked permission to post someone else’s image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA or HIPAA privacy rules?

6. Does my equipment have spyware and virus protections installed? Some sites collect profile information to SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.


Implemented: 7-3-12
SON Clinical Agency Compliance

Policy: To maintain compliance with clinical agencies, students must complete the agencies’ self-study modules for non-employed workers.

Procedure: Students can access clinical agency self-study modules on the School of Nursing website (http://nursing.uncc.edu). From the School of Nursing homepage, click on Student Resources, then on Clinical Agency Mandates. Links to the required self-study modules will be listed. As soon as the student knows which agency she or he will be assigned, the student is expected to complete the orientation and safety modules and submit them to the School of Nursing. Each agency will require specific documentation as proof of completion. The identified pages must be submitted to faculty (BSN students) or the designated Graduate Administrative Assistant (MSN students).

These documents are updated annually thus it is the student’s responsibility to ensure that all forms are completed and submitted to the respective Administrative Assistant. No clinical placement will be completed until these documents are submitted.

Nurse Anesthesia students complete all Clinical Agency Compliance forms at CMC per the Nurse Anesthesia Clinical Handbook.

Date of origin: 10/1/01
Revised: 2/06, 07/09
Reviewed: 6/03, 7/07, 8/08, 06/10, 07/11, 6/12
Clinical or Affiliated Agency Requirements

All students are required to be in compliance with Clinical Health and Agency requirements. These requirements include at a minimum the following items. Others may be added by clinical agencies at any time and students must comply with those added mandates.

I. Immunizations
   a. University-required immunizations for ALL students
      i. 2 MMR - measles, mumps & rubella
      ii. OPV - Oral Polio vaccine
      iii. TD - tetanus – within 10 years after age 18
      iv. 3 DPT – Diphtheria, pertussis, and tetanus
   b. SON and Agency requirements for ALL students
      i. 2-Step TB – every year (annual)
      ii. Hepatitis B (3 doses) or signed document of refusal
      iii. Varicella (chicken pox): a positive titer, vaccine, or documentation of disease

II. Other Required Tests
   a. Criminal background check
   b. Drug Screen
   c. CPR - current
   d. Blood Borne Pathogens – annual
   e. Professional Liability Insurance – for MSN students (annual)
   f. NC Register Nurse license – RN to BSN and MSN students

Date of Origin: 7/08
Revised: 06/10; 07/13
Reviewed: 07/11, 6/12, 7/13
BSN Clinical Compliance Measures Policy

1. Undergraduate students must meet all clinical compliance measures outlined in the CHHS Handbook and the SON Student Handbook to participate in a clinical practicum. These measures must be met in a timely manner to facilitate clinical placement and communication with faculty and the clinical sites.
   a. Undergraduate students who fail to meet the due dates, as stated in the Compliance Table, will:
      i. be excluded from practicum for a period of one week from the first day of their assigned practicum, resulting in an unexcused absence.
      ii. jeopardize their progression in the program as students missing more than ten percent (10%) of clinical hours in a clinical course may not pass the course.
   b. No clinical makeup time will be offered to undergraduate students and they may not attend another section of the practicum for this purpose.

2. All students are required to be in compliance with Clinical Health and Agency requirements. These requirements include at a minimum the items listed in the following table (other requirements may be added by clinical agencies at any time and students must comply with those added mandates).

3. To maintain compliance with clinical agencies, students must complete the appropriate Clinical Agency Mandates. Students can access the Clinical Agency Mandates (self-study modules) on the School of Nursing website (http://nursing.uncc.edu). From the School of Nursing homepage, click on “Student Resources”, and then click on “Clinical Agency Mandates”. Links to the required self-study modules for each agency will be listed.
   a. As soon as the student knows which agency he/she will be assigned, the student is expected to complete the required documentation and submit to faculty.
   b. These documents are updated annually therefore it is the student’s responsibility to ensure that all forms are completed and submitted. No clinical placement will be completed until these documents are submitted.

See Compliance Table on next page
### Compliance Table

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<th>Due Dates</th>
<th>Documents Submitted to CHHS Advising Center</th>
<th>Clinical Agency Documents</th>
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|           | • Fall Semester Practicum: NO LATER than **August 1** of the year for which the compliance is necessary.  
  • Spring Semester Practicum NO LATER than **December 2** of the preceding year for which compliance is necessary. | • As directed by faculty. |

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<tr>
<th>Documents</th>
<th>University Required Immunizations for ALL Students:</th>
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<tr>
<td></td>
<td>1. 2 MMR – Measles, Mumps, and Rubella</td>
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<tr>
<td></td>
<td>2. OPV – Oral Polio Vaccine</td>
</tr>
<tr>
<td></td>
<td>3. TD – Tetanus – within 10 years after age 18</td>
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<td></td>
<td>4. 3 DPT – Diphtheria, Pertussis, and Tetanus</td>
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<th>SON Requirements:</th>
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<tr>
<td>1. 2-Step TB – annual (per agency protocols)</td>
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<td>2. Hepatitis B (3 doses) or signed document of declination</td>
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<td>3. Criminal Background Check</td>
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<td>4. Drug Screen</td>
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<tr>
<td>5. Varicella (chicken pox) titer, vaccine, or documentation of disease</td>
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<td>6. Healthcare Provider CPR – current</td>
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<tr>
<th>Clinical Practicum Required Documents:</th>
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<tbody>
<tr>
<td>a) Criminal Background Check</td>
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<tr>
<td>b) Drug Screen</td>
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<tr>
<td>c) Clinical Agency Mandates</td>
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Date of Origin: 2/06  
Revised: 8/08, 5/11  
Reviewed: 06/10, 6/12
MSN Clinical Compliance Measures Policy

POLICY:

1. Graduate students must meet all clinical compliance measures outlined in the CHHS handbook and the SON student handbook to participate in a clinical practicum. These measures must be met in a timely manner to facilitate clinical placement and communication with faculty and the clinical sites.
   a. All students must sign the College of Health and Human Services policy regarding Criminal Background Checks and Drug Screens.
   b. All students must complete the Criminal Background Check and Drug Screening procedures using CHHS vendors.
   c. Students who are scheduled for a practicum in the Fall semester must have all measures completed and documentation presented to the CHHS Advising Center NO LATER THAN July 1 of the year for which the compliance is necessary.
   d. Students who are scheduled for a practicum in the Spring semester must have all measures completed and documentation presented to the CHHS Advising Center NO LATER THAN November 1 of the preceding year for which compliance is necessary.
   e. Students who are scheduled for a practicum in the Summer semester must have all measures completed and documentation presented to the CHHS Advising Center NO LATER THAN March 1 of the year for which the compliance is necessary.

PROCEDURE:

1. The Associate Director for the Graduate Division will send a list with all students scheduled for Clinical Placements to the CHHS Advising Center.

2. The CHHS Advising Center will notify the Associate Director of the Graduate Division when student are not in compliance with clinical practice requirements.

3. Preceptor contracts will not be processed until student has provided documentation of compliance with all agency requirements.

Date of Origin: 2/06
Revised 8/08, 07/09
Reviewed 06/10, 07/11, 6/12
School of Nursing Cardiopulmonary Resuscitation (CPR) Policy

For all clinical courses, it is the student’s responsibility to obtain and maintain CPR certification. **The only CPR certifications accepted by the School of Nursing are:**

- BLS (Basic Life Support) for Healthcare Providers (American Heart Association)*
- Professional Rescuer (Red Cross)

*Note: The school **does not** accept American Heart Association’s “Heart Saver”

Students must show written proof of CPR certification prior to the first day of class in the semester. Certification must be such that it will not expire prior to the end of the clinical experience in the semester for which the student is registered. **Students that do not provide proof of certification will not be permitted to participate in any nursing courses.**

Certification verification is completed by providing the Student Advising Center a copy of the appropriate card.

Date of Origin: 4/88
Revised: 2/96, 2/00, 5/01, 7/02, 6/03, 6/04, 2/06
Reviewed: 7/07, 7/08, 06/10, 07/11, 6/12
**Student Liability Insurance**

All School of Nursing students enrolled in clinical nursing courses must have liability insurance.

1. **BSN**: A charge per semester is automatically added to the University bill for pre-licensure undergraduate students registering for clinical courses.

2. **RN-BSN and RN-MSN**: Students must carry individual liability insurance of not less than $1 million individual and $3 million aggregate with the policy in effect for the duration of any course with a clinical component, including research activities.

3. **MSN and DNP**: Students must carry individual liability insurance of not less than $1 million individual and $3 million aggregate with the policy in effect for the duration of enrollment in all clinical graduate courses and any research activities.

**Liability Insurance Companies**

- NSO – [www.nso.com](http://www.nso.com) or call 1-800-247-1500
- HPSO – [www.hpso.com](http://www.hpso.com) or call 1-800-982-9491
- MARSH – [www.proliability.com](http://www.proliability.com) or call 1-800-621-3008

Licensed students are required to provide the Student Advising Center in the College of Health and Human Services with annual proof of liability insurance.
School of Nursing Undergraduate Health History Form

A completed health history form must be submitted to the School prior to the start of classes. **Students who fail to submit updated Health History information may not begin any nursing classes.**

The two step TB test (P.P.D.) must be repeated annually and written proof of negative results submitted on an annual basis for as long as the student is enrolled in courses. Students that have positive PPD results must submit results of a negative chest x-ray. Only one x-ray is required during enrollment and does not need to be repeated on a yearly basis.

*Students must also demonstrate current immunization status of:

1. Tetanus, diphtheria – last dose must be within 10 years, or five years if student did not receive a recommended dose at age 11-12 years of age.
2. Hepatitis Vaccine:
   A. first dose prior to beginning clinical experience
   B. second dose at least one month after first dose
   C. third dose at least four months after first dose and at least 2 months after second dose.
   D. In lieu of vaccine, students must have a signed statement of declination attached to their Health History Form. Forms are available in the Student Advising Center. Prior to declining the vaccine, counseling with the student’s private healthcare provider, a physician at Student Health Center or the Associate Dean/Director of the School of Nursing is suggested.
3. Varicella status:
   A. Student must have a positive titer.
   B. Students without proof of a positive titer must have two doses of the vaccine at least 4 weeks apart.
4. Measles, mumps and rubella (MMR):
   A. Student must have a positive blood titer to these diseases
   B. Series of two doses at least 4 weeks apart.

*Clinical agencies may have specific policies in addition to the above requirements.

Date of Origin: 4/88
Revised: 11/92, 5/94, 5/00, 7/02, 6/03, 2/06
Reviewed: 6/04, 7/07, 7/08, 06/10, 07/11, 6/12
Criminal Background Check and Drug Screening Policy
Student

Please refer to the College of Health and Human Services Handbook.

Drug Screening and Criminal Background Check
Acknowledgement and Agreement

Please refer to the College of Health and Human Services Handbook.

Drug Screening and Criminal Background Check Procedure

Please refer to the College of Health and Human Services Handbook.
Purpose: The purpose of the School of Nursing Exposure Control Plan is to minimize or reduce student and faculty exposure to bloodborne pathogens. This plan is in accordance with OSHA Standard 29:CFR 1910.1030 Occupational Exposure to Bloodborne Pathogens. This plan applies to all students and faculty. The School of Nursing (SON) is within the College of Health and Human Services of the University of North Carolina at Charlotte, hereafter referred to as the “University.”

I. Exposure Determination: Addresses OSHA item (c) (2)

All students and faculty of the School of Nursing, as a result of performing their learning and instructional duties, must engage in activities where exposure to blood or other potentially infectious materials is reasonably anticipated. Students and faculty are therefore considered to have the potential for occupational exposure. This includes, but is not limited to, activities in both the clinical setting and labs within the school. Examples of potential exposure include, but are not limited to: invasive procedures, blood glucose monitoring, obtaining blood samples, starting IVs, exposure to urine, stool, amniotic and spinal fluid, and handling contaminated sharps or equipment.

Students and faculty take necessary precautions to avoid direct contact with fluids and shall not, except when absolutely necessary for the performance of duties, participate in activities nor enter areas that will require them to come in contact with body fluids, needles, or other instruments or surfaces that are contaminated with other potentially infectious materials. Any procedure that can be avoided is not to be undertaken. The School of Nursing forbids the performance of invasive procedures by students or faculty on any other member of the healthcare team, including other students, faculty, or employees of clinical agencies. Moreover, even in cases of occupational exposure (i.e. unavoidable contact with contaminated equipment or sharps), extreme caution must be observed.

Occupational Exposure is defined as any reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of the student’s or faculty member’s duties. This definition is without regard to the use of Personal Protective Equipment.

II. Schedule and Methods of Implementation: Addresses OSHA item (c) (1) (ii) (B)

A. Methods of Compliance:

(1) Universal Precautions: Addresses OSHA item (d) (1)

Universal precautions shall be observed by all students and faculty to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious material.
(2) Engineering and Work Practice Controls: Addresses OSHA item (d) (2)

Engineering and work practice controls shall be used to eliminate or minimize exposure. Where engineering controls will reduce exposure, either by removing, eliminating, or isolating the hazard, they must be used. (CPL 2-2.44D) Where occupational exposure remains after institution of these controls, personal protective equipment shall also be used.

a. Hand washing facilities are available in the labs and are to be provided by affiliated clinical facilities.

b. “When hands are visibly dirty or contaminated with proteinaceous material or are visibly soiled with blood or other body fluids, wash hands with either non-antimicrobial soap and water or antimicrobial soap and water.”

c. “If hands are not visibly soiled, use an alcohol based hand rub for routinely decontaminating hands in all other clinical situations as listed. Decontaminate hands:
   • before having direct contact with patients
   • before donning sterile gloves when inserting a central intravascular catheter
   • before inserting indwelling urinary catheters, peripheral vascular catheters or other invasive devices that do not require a surgical procedure.
   • after contact with a patient’s intact skin (i.e. when taking a pulse or blood pressure, and lifting a patient).
   • after contact with body fluids or excretions, mucous membranes, non-intact skin and wound dressings if hands are not visibly soiled.
   • if moving from a contaminated-body site to a clean-body site during patient care.
   • after contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
   • after removing gloves and/or personal protective equipment.

d. Before eating and after using a restroom, wash hands with a non-antimicrobial soap and water or with an antimicrobial soap and water.

e. Antimicrobial-impregnated wipes (i.e. towelettes) may be considered as an alternative to washing hands with non-microbial soap and water. Because they are not as effective as alcohol-based hand rubs or washing hands with an antimicrobial soap and water for reducing bacterial counts on the hands of health care workers, they are not a substitute for using an alcohol-based hand rub or antimicrobial soap.

f. Wash hands with non-antimicrobial soap and water or with antimicrobial soap and water if exposure to *Bacillus anthracis* is suspected or proven. The physical action of washing and rinsing hands under such circumstances is recommended because alcohols, chlorhexidine, iodophors and other antiseptic agents have poor activity against spores.

g. Students and faculty shall wash hands and any other skin with soap and water, or flush mucous membranes with water immediately or as soon as feasible following contact of such body areas with blood or other potentially infectious materials.
h. Contaminated needles and other contaminated sharps shall not be bent, recapped, or removed except as noted in paragraphs (1) and (2) below. Shearing or breaking of contaminated needles is prohibited.

(1) Contaminated needles and other contaminated sharps shall not be bent, recapped or removed unless the School of Nursing or clinical agency can demonstrate that no alternative is feasible or that such action is required by a specific procedure.

(2) Such bending, recapping or needle removal must be accomplished through the use of mechanical device or a one-handed technique.

(3) Immediately or as soon as possible after use, contaminated reusable sharps shall be placed in appropriate containers until properly reprocessed. These containers shall be:
  - Puncture resistant
  - Labeled or color-coded in accordance with this standard
  - Leakproof on the sides and bottom

(4) In accordance with the requirements set forth for reusable sharps: Reusable sharps that are contaminated with blood or other potentially infectious materials shall not be stored or processed in a manner that requires students or faculty to reach by hand into the containers where these sharps have been placed.

i. Specimens of blood or other potentially infectious materials shall be placed in an appropriate container that prevents leakage during collection, handling, processing, storage and transport.

j. Eating, drinking, smoking, applying cosmetics or lip balm, and handling contact lenses are prohibited in lab and clinical areas where there is a reasonable likelihood of occupational exposure.

k. Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, desktops or countertops where blood or other potentially infectious materials are present.

l. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering and generation of droplets of these substances.

m. Mouth pipetting and suctioning of blood or other potentially infectious materials is prohibited.

n. Equipment which may become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be decontaminated as necessary, unless the School of Nursing can demonstrate that decontamination of such equipment or portions of such equipment is not feasible.

o. A readily observable label shall be attached to contaminated equipment stating which portions remain contaminated.

p. Information about equipment contamination is to be conveyed to all affected students, faculty, the servicing representative, and/or the manufacturer, as appropriate, prior to handling, servicing, or shipment so that appropriate precautions will be taken.

q. Selection of equipment: addresses 1910.1030(c) The labs and clinical facilities have a wide variety of sharps and engineering controls. At the
clinical agencies, selection of equipment is done by the individual agency, based upon their Bloodborne pathogen policy. In the Labs:

- The School of Nursing will institute changes in technology that reduce/eliminate exposure
- There will be annual documentation of consideration and implementation of safer medical devices
- There will be solicitation of input from non-managerial employees to identify, evaluate and select work place controls.
- The School of Nursing will select and implement appropriate engineering controls to reduce or eliminate exposure.
- New devices must be implemented as appropriate and available, following employee training.

Clinical agencies may have additional Engineering and Work Practice Controls. The students and faculty are to follow the policy that provides the highest level of protection.

(3) Personal Protective Equipment:

a. Provision: When there is the anticipated risk of occupational exposure, the affiliated clinical facility (or nursing lab for on-campus clinical labs) shall provide, at no cost to the student or faculty, appropriate personal protective equipment such as, but not limited to, gloves, gowns, laboratory coats, face shields, masks, eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. Personal protective equipment will be considered “appropriate” only if it does not permit blood or other potentially infectious materials to pass through to or reach the student or faculty member’s work clothes, uniform, street clothes, undergarments, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.

b. Use: Students and faculty shall use appropriate personal protective equipment unless the School of Nursing shows that the students or faculty briefly declined to use personal protective equipment when, under rare and extraordinary circumstances, it was the students or faculty member’s personnel judgment that in the specific instance, its use would have prevented the delivery of health care or public safety services or would have posed an increased hazard to the safety of the student or faculty member. When the student or faculty member makes this judgment, the circumstances shall be investigated and documented in order to determine whether changes can be instituted to prevent such occurrences in the future.

c. Accessibility: The School of Nursing (for on campus clinical labs) or clinical agency shall ensure that appropriate personal protective equipment in the appropriate sizes is readily available on site or is issued to the student or faculty member. Hypoallergenic gloves, glove liners, powderless gloves or other similar alternatives shall be readily accessible to those individuals who are allergic to the gloves normally provided.

d. Cleaning, Laundering, and Disposal: The School of Nursing (for incidents in School of Nursing campus labs) shall red bag contaminated items and contact the University Safety Office. At the clinical site, the clinical agency shall clean, launder and dispose of personal protective equipment as
needed to maintain its effectiveness, at no cost to the student or faculty member.
(1) If a garment is penetrated by blood or other potentially infectious materials, the garment(s) shall be removed immediately or as soon as feasible.

(2) All personal protective equipment shall be removed prior to leaving the work area, using care not to expose the wearer to contamination from the equipment itself.

(3) When personal protective equipment is removed, it shall be placed in an appropriate designated area or container for storage, washing, decontamination or disposal.

e. Gloves: Gloves shall be worn when an exposure can be reasonably anticipated. Disposable (single use) gloves such as surgical or examination gloves, shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Re-use of disposable (single use) gloves is prohibited.

(1) Utility gloves may be decontaminated for re-use if the integrity of the glove is not compromised. However, they must be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

f. Masks, Eye Protection and Face Shields. Masks in combination with eye protection devices, such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.

g. Gowns, Aprons and Other Protective Body Clothing. Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinical jackets, or similar outer garments shall be worn in occupational exposure situations. The type and characteristics will depend upon the task and degree of exposure anticipated. Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated. (i.e. surgery, delivery rooms)

(4) Housekeeping: The School of Nursing shall ensure the labs are maintained in a clean and sanitary condition. The cleaning schedule and method of decontamination will be implemented by the Director of Nursing Labs based upon the procedures being performed in the labs.

a. All equipment and environmental and working surfaces shall be cleaned and decontaminated immediately after contact with blood or potentially infectious materials.

b. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning.

c. Protective coverings, such as plastic wrap, aluminum foil, or imperviously-backed absorbent paper used to cover equipment and environmental surfaces, shall be removed and replaced as soon as feasible.
when they become overtly contaminated or at the end of the work shift if they may have become contaminated during the shift.

d. All bins, pails, cans and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials shall be inspected and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately or as soon as feasible upon visible contamination.

e. Broken glassware shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dust pan, tongs, or forceps and disposed of in an appropriate puncture proof container.

(5) Regulated Waste: Contaminated Sharps Discarding and Containment: (on campus labs)

a. Contaminated sharps shall be discarded immediately or as soon as feasible in containers that are:
   (1) closable
   (2) puncture resistant
   (3) leak proof on sides and bottom and
   (4) labeled or color-coded in accordance with the biohazard label

b. During use, containers for contaminated sharps shall be:
   (1) easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or can be reasonably anticipated to be found.
   (2) Maintained upright throughout use and
   (3) Replaced routinely and not be allowed to overfill.

c. When moving containers of contaminated sharps from the area of use, the containers shall be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport or shipping.

d. Reusable containers shall not be opened, emptied, or cleaned manually or in any other manner which would expose a person to the risk of percutaneous injury.

e. The Director of Nursing Labs is responsible for making arrangements for the disposal of full and/or sealed sharps containers.

(6) Contaminated Laundry: (on campus labs)

a. Contaminated laundry is to be handled as little as possible with a minimum of agitation or movement.

b. Contaminated laundry is to be bagged at the location where it was used.

c. Contaminated laundry shall be paced and transported in bags or containers labeled with biohazard symbol or colored red.

d. Wet contaminated laundry is to be placed and transported in bags or containers that will prevent soaking through and/or leakage of fluids to the exterior.

e. Persons handling contaminated laundry shall wear protective gloves and other appropriate personal protective equipment.

f. Garments penetrated by blood or other potentially infectious materials shall be removed immediately or as soon as possible by the user. This includes if contamination occurs at the clinical site.
B. HIV and HBV Research Laboratories and Production Facilities -
Addresses OSHA item (e) - Not applicable

C. Hepatitis B Vaccination and Post-Exposure Evaluation and Follow-up - Addresses OSHA item (f):

(1)  **General:** For faculty: The University shall make available the hepatitis B vaccine and vaccination series to all SON faculty who have the potential for occupational exposure, and post-exposure evaluation and follow-up to all SON faculty who have had an exposure incident.

   a. The University shall ensure that all medical evaluations and procedures including the hepatitis B vaccine and vaccination series and post-exposure evaluation and follow-up, including prophylaxis:

   (i) are made available at no cost to the faculty member at the Student Health Center

   (ii) are performed by or under the supervision of a licensed physician or by or under the supervision of another licensed healthcare professional

   (iii) are provided according to recommendations of the U.S. Public Health Service current at the time the evaluations and procedures take place

   (iv) and include that all laboratory tests are conducted by an accredited laboratory at no cost to the faculty member.

(2)  **Hepatitis B Vaccination – Faculty - Addresses OSHA item (f) (2) –**

   - Hepatitis B vaccination is available after the faculty has received training and within 10 working days of initial assignment unless the faculty member has previously received the complete hepatitis B vaccination series, antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons.

   - If the faculty member initially declines the hepatitis B vaccination, but at a later time while employed by the University decides to accept the vaccination, the University shall make available hepatitis B vaccination at that time.

   - Faculty members who decline to accept the hepatitis B vaccination must sign the Hepatitis B Declination Form (Appendix A).

   - If a routine booster dose(s) of hepatitis B vaccine is recommended by the U.S. Public Health service at a future date, such booster dose(s) shall be made available.

   - Faculty members will not be permitted to participate in any clinical activities until they are in the process of receiving the vaccine series or have signed the declination statement.

(3)  **Hepatitis B Vaccine – Students**

   - Upon admission to the upper division undergraduate program or to any graduate nursing program, students are notified of the requirement to obtain the Hepatitis B vaccine or the option to sign the Hepatitis B Vaccine declination statement.

   - Students shall obtain counseling and the vaccine from their private health care provider or the Student Health Center.

   - Students will assume the cost for the Hepatitis B Vaccine.
• Students who choose to decline the vaccine shall be directed to the Director of the Nursing Labs before signing the Hepatitis B Declination. The Director will review the rationale for the vaccine and discuss the students concerns before the student signs the declination statement.

• Students will not be permitted to participate in any clinical activities until they are in the process of receiving the vaccine series or have signed the declination statement.

(4) Post-exposure Evaluation and Follow-up: Addresses OSHA (f) (3)

• Exposure incidents for students and faculty may occur on campus or at one of the affiliated clinical facilities. The location of the exposure will dictate the post exposure plan. All critical elements of the Post-exposure Evaluation must be followed, regardless of where post-exposure evaluation and follow-up are received. (Appendix B).

• Post exposure treatment for needlestick or sharps injury or exposure of eyes, nose, mouth or broken skin to blood or other body fluid includes:
  a. Flood the exposed area with water and clean any wound with soap and water or a skin disinfectant if available.
  b. Irrigate the eyes with clean water, saline or sterile irrigant
  c. Seek immediate medical attention
  d. Report immediately to the appropriate supervisor:
     (1) students report to their clinical or lab faculty member, who is then responsible for reporting exposure to the Associate Dean/Director of the School of Nursing.
     (2) faculty report the incident to Associate Dean/Director of the School of Nursing.

• If possible, provide a copy of the facility incident report to the Associate Dean/Director of the School of Nursing. If the facility will not provide a copy of the incident report, complete a School of Nursing Incident Report.

• Students or faculty with an occupational exposure shall seek immediate treatment at the facility in which the exposure has occurred. If the facility is unable to provide treatment, the exposed individual is to seek immediate treatment at the nearest Emergency Department, Urgent Care facility, or their private physician.

• Theoretically, initiation of antiretroviral Post Exposure Prophylaxis for HIV soon after exposure might prevent or inhibit systemic infection by limiting the proliferation of virus in the initial target cells or lymph nodes. It is recommended that treatment begin as soon as possible, and when possible, within two hours of exposure.

• Cost of evaluation for faculty will be covered by the university’s Worker Compensation policy. Cost of evaluation for students will be paid for by the student.

• If initial blood work is completed at the agency where the exposure occurred, the student or faculty member may choose to continue with follow-up care at their private health care provider (students) or at the Student Health Center (students at their own cost, faculty under the University’s Workmen’s Compensation policy.
Faculty members who choose to follow-up with their private physician will be subject to the university’s Worker’s Compensation policy.

- Essential elements for post-exposure evaluation:
  (a) Documentation of the route(s) of exposure and the circumstances under which the exposure incident occurred
  (b) Identification and documentation of the source individual unless identification is infeasible
  (c) The source individual’s blood shall be tested as soon as feasible and after consent is obtained in order to determine HBV or HIV infectivity. If consent is not obtained, the employer shall establish that legally required consent cannot be obtained.
  (d) When the source individual is already known to be infected with HBV, HCV or HIV, testing for the source individual’s known HBV or HIV status need not be repeated.
  (e) The exposed individual’s blood shall be collected as soon as feasible and tested after consent is obtained
  (f) Results of the source individual’s testing shall be made available to the exposed student or faculty member, and the exposed individual shall be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual.
  (g) If the exposed individual consents to baseline blood collection, but does not give consent at that time for HIV serologic testing, the sample shall be preserved for at least 90 days. If, within 90 days of the exposure incident, the employee elects to have the baseline sample tested, such testing shall be done as soon as feasible.
  (h) Post-exposure prophylaxis, when medically indicated, will be completed as recommended by the U. S. Public Health Service
  (i) The agency that completes initial blood work will provide counseling to the exposed individual.
  (j) The agency that completes initial blood work will provide evaluation of reported illnesses.

(5) Information Provided to the Healthcare Professional: Addresses OSHA (f) (4)

- The University will ensure that the healthcare professional responsible for the faculty member or healthcare provider’s Hepatitis B vaccination is provided a copy of the OSHA Bloodborne Pathogen Regulatory text. Students may obtain a copy for their private physician on the internet at www.osha.gov – Standard 1910.1030.
- The University shall ensure that the healthcare professional evaluating a faculty member or student after an exposure incident is provided the following information:
  - A copy of the OSHA Bloodborne Pathogen regulatory text
  - A description of the exposed employee’s duties as they relate to the exposure incident
  - Documentation of the route(s) of exposure and circumstances under which exposure occurred
  - Results of the source individual’s blood testing, if available. The results may need to be obtained from the clinical agency where the exposure occurred.
• All medical records relevant to the appropriate treatment of the exposed individual including vaccination status that are maintained by the University.

(6) Healthcare Professional’s Written Opinion. (c) (1) (ii) (f) (5)
The University shall obtain and provide the faculty member or healthcare provider with a copy of the evaluating healthcare professional’s written opinion within 15 days of the completion of the evaluation. Students shall obtain a copy from the healthcare provider that drew the original lab work and proceeded with the follow-up evaluation.

• The healthcare professional’s written opinion for Hepatitis B vaccination shall be limited to whether Hepatitis B vaccination is indicated for the exposed individual and if the exposed individual has received such vaccination.

• The healthcare professional’s written opinion for post-exposure evaluation and follow-up shall be limited to the following information:
  a. That the exposed individual has been informed of the results of the evaluation; and
  b. That the exposed individual has been told about any medical conditions resulting from exposure to blood and other potentially infectious materials which require further evaluation or treatment.

• All other findings or diagnoses shall remain confidential and shall not be included in the written report.

(7) Medical Recordkeeping - Addresses OSHA item (f) (6) Medical records required by this standard shall be maintained in accordance with OSHA item (h) (1)

D. Communication of Hazards to Faculty, Healthcare Providers and students:
• Labels: addresses OSHA item (g) (1)
  (i) Warning labels shall be affixed to containers of regulated waste used to store, transport or ship blood or other potentially infectious materials, except when red bags or red containers are substituted.
  (a) Labels shall include the following legend:

  ![Biohazard Label]

  a. These labels shall be fluorescent orange or orange-red or predominantly so, with lettering and symbols in a contrasting color.
  b. Labels shall be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.
  c. Red bags or red containers may be substituted for labels
  d. Individual containers of blood or other potentially infectious materials that are placed in a labeled container during storage, transport, shipment or disposal are exempted from the labeling requirement.
e. Labels required for contaminated equipment shall be in accordance with this paragraph and shall also state which portions of the equipment are contaminated.

(2) **Signs**: addresses OSHA item (g) (1) (ii)– not applicable

(3) **Information and Training**: addresses OSHA item (g) (2)

- The School of Nursing shall ensure that all faculty and students with the potential for occupational exposure participate in a training program that is provided at no cost and is available during working hours.
- Training shall be provided:
  - At the time of initial assignment to tasks where occupational exposure may take place.
  - Within 90 days after the effective date of the standard; and
  - At least annually thereafter.
- For faculty and students who have received SON training on bloodborne pathogens in the year preceding the effective date of the standard, only training with respect to the provisions of the standard which were not included need to be provided.
- Annual training for all faculty and students shall be provided within one year of their previous training. In the School of Nursing, annual training takes place during the month of August for all faculty and returning students. Newly admitted upper division pre-licensure students receive training during the first month of the fall semester and then subsequently in August. Any other student must complete Bloodborne Pathogen training within one month of admission and prior to attending any clinical course, whichever comes first, and subsequently in August.
- The School of Nursing shall provide additional training when changes such as modification of tasks or procedures or institution of new tasks or procedures affect the employee’s occupational exposure. The additional training may be limited to addressing the new exposures created.
- The training program shall consist of the following elements:
  - A general explanation of the epidemiology and symptoms of bloodborne diseases
  - An explanation of the modes of transmission of bloodborne pathogens
  - An explanation of the School of Nursing exposure control plan – available on the School of Nursing website.
  - An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials
  - An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices and personal protective equipment
  - Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment.
  - An explanation of the basis for selection of personal protective equipment.
Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated and that the vaccine and vaccination is offered free of charge to faculty. (Students are responsible for the cost of their vaccine.)

Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials.

An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made.

Information on the post-exposure evaluation and follow-up that the School of Nursing is required to provide for the exposed individual following an exposure incident.

An explanation of the signs and labels and/or color coding required by D1 and D2.

An opportunity for interactive questions and answers with the person conducting the training sessions is provided. In the School of Nursing, all questions should be directed to the Director of Nursing Labs. Questions can be submitted by E-mail, phone or personal contact.

The person conducting the training shall be knowledgeable in the subject matter covered by the elements contained in the training program as it relates to the workplace that the training will address. In the School of Nursing, the Director of Nursing Labs is responsible for training.

E. Recordkeeping: Medical Records: addresses OSHA item (h) (1)

- The University will establish and maintain an accurate record for each faculty member.
- The School of Nursing will establish and maintain an accurate record for each student with an occupational exposure. This record will include:
  - The name and social security number of the student.
  - A copy of the student’s hepatitis B vaccination status including the dates of all the hepatitis B vaccination and any medical records relative to the student’s ability to receive vaccination as required by paragraph C.
  - A copy of all results of examination, medical testing and follow-up procedures as required by paragraph C.
  - The SON copy of the healthcare professional’s written opinion as required by paragraph C (6).
  - A copy of the information provided to the healthcare professional as provided in paragraphs C (5).

Confidentiality: The School of Nursing and University shall ensure that faculty and student medical records are:

- Kept confidential.
- Not disclosed or reported without the faculty member or student’s express written consent to any person within or outside the University except as required by this section or as may be required by law.
- The University shall maintain the records required by OSHA item h (employee with Occupational Exposure) for at least the duration of employment plus 30 years in accordance with 29 CFR 1910.1020.
(2) Training Records: addresses OSHA item (h) (2)

- Training records shall include the following information:
  - The dates of the training sessions
  - The contents or a summary of the training sessions
  - The names and qualifications of persons conducting the training
  - The names and job titles of all persons attending the training sessions
- Training records shall be maintained for 3 years from the date on which the training occurred. Student records are kept in the School of Nursing student academic file. Faculty records are maintained in the Office of the Associate Dean/ Director of the School of Nursing. Trainees shall retain a photocopy of their training verification form for 3 years.

(3) Availability: Addresses OSHA item (h) (3)

- Upon request, both medical and training records will be made available to the Director of the National Institute for Occupational Safety and Health (NIOSH) and to the Assistant Secretary of Labor for Occupational Safety and Health.
- Training records required by this paragraph will be made available to students, or faculty upon request for examination and copies will be available for the student or faculty or their representative from the Associate Dean/ Director of the School of Nursing.
- A faculty member’s medical records can be obtained by that employee or anyone having to treat the employee with the employee’s written consent.

(3) Transfer of Record: Addresses OSHA item (h) (4)

- If the SON ceases to do business, medical and training records will be transferred to the successor employer. If there is no successor employer, the SON must notify the Director, NIOSH, U.S. Department of Health and Human Serves, for specific directions regarding disposition of the records at least 3 months prior to intended disposal.

(4) Sharps Injury Log: addresses OSHA item (h) (5)

The University shall establish and maintain a sharps injury log for the recording of percutaneous injuries from contaminated sharps. The information in the sharps injury log shall be recorded and maintained in such manner as to protect the confidentiality of the exposed individual

- The sharps injury log shall contain, at a minimum:
  a. The type and brand of device involved in the incident
  b. The department or work area, including clinical agency site, where the exposure incident occurred
  c. An explanation of how the incident occurred.
- The sharps injury log shall be maintained for the period required by 29 CFR 1904.6.

Reviewed 06-10
**School of Nursing Policy for Care of Clients with Bloodborne Pathogens:**

The Code of Ethics for Nurses states:

“A fundamental principle that underlies all nursing practice is respect for the inherent worth, dignity and human rights of every individual. . . The need for health care is universal, transcending all individual differences. The nurse establishes relationships and delivers nursing service with respect for human needs and values and without prejudice.”

(Retrieved 06/08/10 from: http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx)

Therefore:

- All students and faculty will be instructed and expected to follow the Bloodborne Pathogen Exposure Control plan.
- Following instruction, students, under faculty supervision, will care for clients with HIV, AIDS, Hepatitis and other bloodborne pathogens as part of their clinical experience.
- No student or faculty member may refuse to care for a client with known HIV, AIDS, hepatitis or other bloodborne pathogen.
- It is expected that the faculty will serve as positive role models for students by demonstrating skillful and compassionate care for all clients.

Reviewed 06/10
Appendix A: Hepatitis B Vaccine Declination – Faculty

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

_____________________________________________________________________
Employee’s Name (please print)

_____________________________________________________________________
Employee’s Signature

_____________________________________________________________________
Employee Identification Number

_____________________________________________________________________
Signature of Witness

_____________________________________________________________________
Date

Form approved by SAAC 3/15/01
Form Reviewed: 7/02, 8/04, 06/10
Form Revised: 6/03, 8/05, 8/08
I understand that due to my (occupational/educational) exposure to blood or other potentially infectious materials I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at my own expense. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational/educational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at my own expense.

_________________________________________________________
Student’s Name (please print)

________________________________________________________
Student’s Signature

________________________________________________________
Student Identification Number

________________________________________________________
Signature of Witness

________________________________________________________
Date

Form approved by SAAC – 3/5/01
Reviewed: 7/02, 8/04, 8/05, 06/10
Revised: 6/03, 8/08
School of Nursing Bloodborne Pathogen Exposure Control Plan

Appendix B: Glossary


Bloodborne Pathogen: pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Contaminated: the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item of surface.

Contaminated Laundry: laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

Contaminated Sharps: any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

Decontamination: the use of physical or chemical means to remove, inactivate or destroy bloodborne pathogens on a surface or item to the point where they are not longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use or disposal.

Engineering Controls: controls (e.g. sharps disposal container, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems) that isolate or remove the bloodborne pathogens hazard from the workplace.

Exposure Incident: a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee’s duties.

HBV: hepatitis B Virus

HCV: hepatitis C virus

HIV: human immunodeficiency virus

Needleless System: a device that does not use needles for (1) the collection of bodily fluids or withdrawal of body fluids after initial venous or arterial access is established; (2) the administration of medication or fluids; or (3) any other procedure involving the potential for occupational exposure to bloodborne pathogens due to percutaneous injuries from contaminated sharps.

Occupational Exposure: reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee’s (student or faculty) duties.
Other Potentially Infectious Materials: (1) The following human body fluids: semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood, and all body fluids in situations where it is difficult or impossible to differentiate between body fluids; (2) Any unfixed tissue or organ (other than intact skin) from a human (living or dead) and (3) HIV-containing cell or tissue cultures, organ cultures and HIV or HBV containing culture medium or other solutions and blood, organs or other tissues from experimental animals infected with HIV or HBV.

Parenteral: piercing mucous membranes or the skin barrier through such events as needlesticks, human bites, cuts, and abrasions.

Personal Protective Equipment (PPE): specialized clothing or equipment worn by an person for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) are not intended to function as protection against a hazard and are not considered to be personal protective equipment.

Regulated Waste: liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing theses materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.

Sharps with Engineered Sharps Injury Protection (SESIP): a nonneedle sharp or a needle device used for withdrawing body fluids, accessing a vein or artery, or administering medications or other fluids, with a built-in safety feature or mechanism that effectively reduces the risk of an exposure incident.

Source Individual: any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure. Examples include but are not limited to hospital and clinic patients, clients in institutions for the developmentally disabled, trauma victims, clients of drug and alcohol treatment facilities, residents of hospices and nursing homes, human remains and individuals who donate or sell blood or blood components.

Sterilize: the use of a physical or chemical procedure to destroy all microbial life including highly resistant bacterial endospores.

Universal Precautions: an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens.

Work Practice Controls: controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g. prohibiting recapping of needles by a two-handed technique).


Effective Dates: Addresses OSHA item (i)
Standard: March 6, 1992
Exposure Control Plan, May 5, 1992
   Reviewed: 5/98, 7/99, 5/01, 7/06, 06/10. 7/13
   Revised: 1/93, 4/96, 7/97, 5/00, 7/02, 6/03, 8/04, 8/05, 8/07, 8/08, 7/13

Standard Specific: Engineering and Work Practice Controls, Personal Protective Equipment, Housekeeping, Hepatitis B Vaccination and Post-Exposure Follow-up, Labels and Signs –
School of Nursing Latex Response Plan

When working in the clinical setting or nursing skills labs, students may be exposed to latex and other allergens.

Procedure:
For students with known sensitivity/allergy to latex or any other element in the lab or clinical environment, it is recommended that you:

- obtain consultation from your health care provider about your sensitivity/allergy, risks and treatment.
- inform the lab faculty and your clinical instructor of your sensitivity.
  - Latex-free gloves can be provided. However, the lab environment and clinical facilities are not latex free.
- inform the faculty member of your plan to handle a reaction.

In case of a life-threatening reaction in a nursing lab, an ambulance will be summoned.

- Any faculty member or student may dial 911 on the phone in either lab, state that you have a life threatening “Latex emergency” and need an ambulance. State the lab location: Skills Lab – CHHS 306 or Health Assessment Lab – CHHS 308. Epinephrine will be needed.
- Do not handle the victim with any latex products.
- Student/faculty member will be transferred to a hospital in the community by ambulance. It is helpful for the ambulance personnel to know the victim’s allergies, current medications and any medical conditions.
- Neither emergency transportation nor health care is provided at Student Health Center.

Lab Faculty with known sensitivities must inform the Director of Nursing Labs and other appropriate faculty.

If a student or faculty member has a reaction requiring medical attention, a SON Incident Report needs to be completed and forwarded to the Director of Nursing Labs.

Date of Origin: 7/02
Reviewed: 6/03, 7/07.
Revised: 6/04, 2/06, 7/08, 06/10, 07/11, 6/12
School of Nursing & Department of Kinesiology Technical Standards

Technical standards define the attributes that are considered necessary for students to possess in order to complete their education and training, and subsequently enter clinical practice. These technical standards are determined to be prerequisites for entrance to, continuation in, and graduation from a student's chosen program in the University of North Carolina at Charlotte College of Health and Human Services.

Students must possess aptitude, ability, and skills in four areas: Psychomotor (coordination/mobility); Senses (visual, auditory, tactile, olfactory); Communication (verbal, nonverbal, written); Behavioral/Social Attributes.

The technical standards described by a student's chosen program are critically important to the student and must be autonomously performed by the student. Contact specific programs for detailed technical standards. Reasonable accommodation of disability will be provided after the student notifies the program of the disability and appropriate professionals have documented the disability.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychomotor</td>
<td>Physical ability sufficient to move within the client environment; gross and fine motor skills sufficient to provide safe &amp; effective services.</td>
</tr>
<tr>
<td>(Coordination/Mobility)</td>
<td></td>
</tr>
<tr>
<td>Senses</td>
<td>Sensory ability necessary to observe and perform skills essential in providing safe &amp; effective services.</td>
</tr>
<tr>
<td>(Visual, auditory, tactile, olfactory)</td>
<td></td>
</tr>
<tr>
<td>Communication others in</td>
<td>Communication abilities sufficient for interaction with verbal and written form in classroom, lab and service settings.</td>
</tr>
<tr>
<td>(verbal, non-verbal, written)</td>
<td></td>
</tr>
<tr>
<td>Behavioral/Social Attributes</td>
<td>Ability to fulfill professional behavioral and social responsibilities in the role of a student, with faculty, professional staff, clients and peers.</td>
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</tbody>
</table>

Date of Origin: April 24, 2000
Revised: 8/02 (DK), 1/1/03 (SON)
Reviewed: 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12
The School of Nursing will abide by the university’s decision to cancel or delay classes due to inclement weather. This includes any course related to the School of Nursing and any related clinical experiences. When classes are cancelled by the university, “Students who miss scheduled activities shall be allowed to make up any work missed.” (Policy Statement #13: Campus Operation in Adverse Weather or during other unusual conditions – available at http://www.legal.uncc.edu/policies/ps-13.html)

At times, classes will be held when road and weather conditions may vary across the area. The decision to travel to campus or clinical sites during inclement weather ultimately rests with the students and faculty members. Students are responsible for academic work they miss due to these absences. The make-up of the work will be individualized to the course as best determined by the course faculty.
BSN Student Handbook

Policies in this portion of the handbook apply to students in the Bachelor of Science program in the School of Nursing
BSN Program Outcomes

1. **Caring**: Provides compassionate, sensitive, and competent care to diverse patient/clients.

2. **Ethics**: Uses an ethical decision-making process in practice that incorporates respect for diverse values and beliefs.

3. **Professionalism**: Applies a value based system incorporating professional and legal standards to guide interaction with patients/clients, colleagues, faculty, other health professionals, and the public.

4. **Health Promotion**: Uses strategies for health promotion, risk reduction and disease prevention across the life span.

5. **Illness/Disease Management**: Assesses and manages physical and psychosocial signs and symptoms related to disease and treatment across the lifespan to enhance quality of life.

6. **Design and Coordination of Care**: Develops, coordinates and manages care in conjunction with the patient/client and other disciplines.

Date of Origin: 8/04
Revised: 8/05
Reviewed: 2/06, 7/07, 7/08, 06/10, 07/11, 6/12
Values-Based Practice
- Caring
- Ethics
- Professionalism

Processes
- Knowledge for Nursing Practice
- Teaching-Learning
- Critical Thinking
- Communication

Evidence-Based Practice
- Health Promotion
- Design & Coordination of Care
- Illness & Disease Management

Health Care Systems

Communities
## BSN Curricular Framework

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>CONCEPT</th>
<th>DEFINITION</th>
<th>RELATED CONTENT</th>
<th>ACTIVITIES</th>
<th>OUTCOME EVALUATION (GRADUATION)</th>
<th>OUTCOME EVALUATION (3 YRS OUT)</th>
</tr>
</thead>
</table>
| Healthcare Systems | Socioeconomic organizations and processes designed to deliver services that promote, improve, and restore health, prevent and treat disease, and promote quality of life. They are shaped by policies which help determine accessibility, accountability, and affordability. | • Policy  
• Political process  
• Continuum of care  
• Public health  
• Epidemiology  
• Healthcare economics & Finance  
• Global healthcare | • Students participate in a variety of didactic and clinical experiences that impart information and understanding about the structure and function of healthcare systems.  
• Students articulate in a fundamental way the ethical and political dimensions of healthcare issues in a context of social justice. | • Portfolios demonstrate that graduates are able to guide clients through a wide variety of common healthcare systems in all settings to effectively meet their healthcare needs.  
• Graduates effectively collaborate with other health and human service providers to optimize utilization of healthcare services. | • Graduates remain employed in healthcare.  
• At least 25% of graduates have progressed from graduation to a position of greater responsibility or greater specialization.  
• At least 25% of graduates report participating in policy making. |
| Community | People in interaction with one another, together with their environmental context. May be geographic (spatial), population-based, ethnic, political, professional, common interest, or phenomenological (personal connections). May be seen as either the context of nursing service, the recipient/client of nursing service, or both. A community includes and reflects affiliations, commonalities, and shared meanings and purposes among its members. | • Human diversity  
• Lifespan perspectives on health & caring (e.g., aging)  
• Populations  
• School health  
• Outreach  
• Partnerships for health  
• Environmental health  
• Crime & violence | • Students identify cultural patterns, health status, resources, concerns, and needs of communities (e.g., “windshield survey”; analysis of morbidity & mortality statistics; conduct a focus group) through environmental context experiences.  
• Students demonstrate respect for the values of the communities and populations they serve.  
• Students function in an autonomous professional nursing role in direct interaction with the community under the supervision of a clinical instructor. | • Portfolios demonstrate that graduates carry out a basic community assessment utilizing appropriate quantitative and qualitative data sources.  
• Graduates design and provide or coordinate appropriate preventive and restorative healthcare interventions and programs for individuals, families and communities. | • At least 10% of graduates are employed in community health nursing roles and functions, with documented employer satisfaction with their performance.  
• At least 10% of graduates express interest in pursuing graduate education in community health nursing or primary care now or later.  
• Of those graduates employed in community health nursing, at least 40% are employed in rural or healthcare professional underserved areas. |
<table>
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<tr>
<th>PROCESS</th>
<th>CONCEPT</th>
<th>DEFINITION</th>
<th>RELATED CONTENT</th>
<th>ACTIVITIES</th>
<th>OUTCOME EVALUATION (GRADUATION)</th>
<th>OUTCOME EVALUATION (3 YRS OUT)</th>
</tr>
</thead>
</table>
| Communication | An interpersonal activity involving verbal and nonverbal behavior, and written and technological methods, for the purposes of sharing and receiving information. | • Information technology  
• Collaboration / Group process / Negotiation  
• Nursing & healthcare taxonomies | • Students record and analyze interpersonal relations transactions (IPRs) in various settings.  
• Students document assessments of clients and descriptions of care provided.  
• Students participate in group projects to accomplish learning objectives.  
• Students create and implement teaching plans appropriate to the clients receiving care.  
• Students convey health or healthcare information to others via written and/or oral methods. | • Portfolios and clinical evaluation by faculty demonstrate that students accurately document assessments and care rendered. | • 100% of graduates report proficiency in using information technology in their daily work.  
• 80% of graduates report believing themselves to have been adequately prepared for the interdisciplinary collaboration necessary to be developed following entry into practice. |
| Critical Thinking | Modes of thinking which include questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application and creativity. Critical thinking involves the ability to critique, rationalize and debate an issue or point of view. | • Assessment  
• Diagnostic process  
• Data analysis  
• Evaluation  
• Critique of research and theory  
• Nursing process  
• Differential diagnosis  
• Strategic planning | • Students complete the HESI Examinations per policy.  
• Students participate in a variety of settings and situations where they assess and plan for clients. | • Aggregate NCLEX pass rates show that 94% of graduates pass on first-time writing the NCLEX exam | • Employer satisfaction surveys reflect employers are satisfied with the clinical performance of 90% of graduates. |
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</table>
| Nursing Knowledge | Generating, representing, and applying the data, understandings, skills, behaviors, and beliefs necessary to practice nursing safely, effectively, and ethically. Encompasses discipline-specific knowledge (nursing theories) and interdisciplinary knowledge. | • Nursing theories of interpersonal interaction, self-care, cultural care human caring and caring as nursing, also health systems, adaptation, unitary human beings, human becoming, and health as expanding consciousness  
• Interdisciplinary knowledge that interfaces with nursing practice  
• Nursing history  
• Research and scholarship  
• Data management | • Students understand and articulate the UNC Charlotte curriculum framework.  
• Students apply physical and social science knowledge to plan, implement, and evaluating care in a variety of clinical situations.  
• Students professionally articulate using their nursing science and humanities knowledge base to understand clients and serve in the clinical environment. | • Graduates will be able to articulate a personal philosophy of nursing and a theoretical perspective underpinning their practice.  
• Graduates will be able to articulate a rationale, supported by reputable sources, for all interventions they implement (or withhold for reason). | • At least 25% of graduates will indicate present or future plans to pursue higher education in nursing. |
| Teaching-Learning | Teaching is the process of guiding and facilitating learning; that is, increasing knowledge and understanding, and changing behavior. Learning is a life-long process of personal development in understanding human values, reasoning, problem solving, and integration and application of knowledge; it requires guidance, exposure to diversity, and personal reflection. | • Life-long learning  
• Personal growth  
• Self-discovery  
• Self-directedness  
• Instructional design and methods | • Students plan and implement health teaching that demonstrates discrimination in selecting content and methods appropriate to learner characteristics and needs.  
• Students develop competence in assessing learner readiness.  
• Students demonstrate openness to others and self as life-long learners.  
• Students demonstrate self-directedness in attaining knowledge necessary to provide safe and effective nursing care. | • Graduates are able to plan, implement and evaluate appropriate health and medication teaching for individuals, families, and groups in a variety of settings.  
• Graduates indicate an intention to continue their personal and professional development through life-long learning. | • At least 25% of graduates indicate on survey that they are now or will in the future pursue graduate education in nursing. |
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</tr>
</thead>
</table>
| Caring | Empathy for an intentional, altruistic connection with the other, together with the ability to translate these characteristics into compassionate, sensitive, and competent care. | • Cultural competence  
• Client-centered care (client as individual, family, group, or community)  
• Nurse-client relationship  
• Quality of care | • Students develop interpersonal relationships with peers and clients through group work and clinical practice.  
• Students demonstrate empathy in caring for others.  
• Students use self therapeutically in caring for others  
• Students demonstrate respect for individuality and human dignity of clients regardless of race, ethnicity, socioeconomic status, religion, sex, sexual orientation, or the nature of health problems or health risks. | Provides compassionate, sensitive, and competent care to diverse patients/clients. | • Graduates demonstrate (by portfolio and clinical evaluation) competence in developing interpersonal relationships with a wide variety of individuals in various settings.  
• Graduates demonstrate (by portfolio and clinical evaluation) beginning level cultural competence in providing care to a variety of persons and populations in a variety of settings.  
• Graduates demonstrate (by portfolio and clinical evaluation) the ability to evaluate quality of care in relation to established clinical standards, ethical standards of conduct, and concepts of social justice. | • Employer satisfaction surveys show employers satisfied with the clinical provider of care performance of at least 90% of graduates.  
• 25% of graduates report active participation in QI activities in their workplace. |
| Ethics | Values, codes and principles that govern decisions in practice, conduct and relationships. The professional nurse working within healthcare systems upholds principles of social justice which promote fair and equal treatment and access to care. | • Altruism  
• Beneficence  
• Values  
• Autonomy / Freedom / Choice  
• Humanism  
• Human dignity  
• Integrity  
• Social justice  
• Equity | • Students participate as informed professionals in dialogues concerning ethical issues in patient care.  
• Students seek understanding of demonstrate respect for, and communicate clients values to the multidisciplinary team.  
• Students maintain client confidentiality.  
• Students examine client access to care, barriers to treatment, and distribution of healthcare resources within a context of social justice. | Uses an ethical decision-making process in practice that incorporates respect for diverse values and beliefs. | • Graduate is knowledgeable about Nursing Code of Ethics  
• Graduate functions in a clinical setting as an ethical practitioner given appropriate resources for decision making. | • At least 50% of graduates report participation in collaboration with clients and colleagues on ethical issues and feeling well prepared to do so on those occasions. |
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<tr>
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</table>
| Professionalism  | The conduct and qualities related to membership in a profession, requiring specialized knowledge, intensive preparation, and identification with its values. Professionalism is characterized by adherence to technical and ethical standards, responsibility for one’s professional development, and accountability for one’s actions. | - Accountability  
- Performance appraisal (of self, others)  
- Collegiality  
- Regulatory processes | - Students develop a personal nursing philosophy to guide practice.  
- Students use ANA: Scope and Standards of Performance in Clinical practice.  
- Students take responsibility for their own professional development.  
- Students are responsible and accountable for their performance in clinical practice. | Applies a values-based system incorporating professional and legal standards to guide interaction with patients/clients, colleagues, faculty, other health professionals, and the public. | - Graduates articulate their awareness of the need and willingness to practice with personal accountability for their own actions.  
- Graduates consistently perform in adherence to technical and professional/ethical standards. | - Graduates continue to be employed in the profession  
- Graduates continue to hold unencumbered licensure.  
- Graduates report at least 8 hours per year of professionally relevant Continuing Education. |
| Health Promotion | Using knowledge from nursing and the physical and social sciences, the provision of all aspects of care to a client in any setting to establish or maintain the highest level of health functioning and quality of life. | - Holism / Body-mind-spirit  
- Disease prevention  
- Pain  
- Pain management  
- Health indicators  
- Risk reduction  
- Exercise, fitness  
- Nutrition | - Student’s role model health promotion behaviors.  
- Students demonstrate health promotion activities as intrinsic part of patient care.  
- Students demonstrate patient teaching to selected populations. | Uses strategies for health promotion, risk reduction and disease prevention across the lifespan. | - Portfolio of student reflects participation in planning, implementation, and evaluation of at least 3 health promotion activities in various settings. | - By self report on the alumni survey, performed at least 2 health promotion activities either within their employment or in community service. |
| Illness / Disease Management | Using knowledge from nursing and the physical and social sciences, the provision of all aspects of care to a client in any setting to treat or minimize the effects of disease or illness (or an imbalance of the state of health.) | - The nurse as provider of care  
- Technical skills  
- Outcome evaluation | - Students demonstrate safe and knowledgeable performance of psychomotor skills.  
- Students demonstrate safe and knowledgeable care according to the ANA Scope and Standards of Practice. | Assesses and manages physical and psychosocial signs and symptoms related to disease and treatment across the lifespan to enhance quality of life. | - Evidence of the provision of safe, competent care as evaluated by clinical faculty and/or preceptor.  
- Student portfolio documents one clinical incident per clinical course reflecting competence in illness/disease management.  
- Students as a group achieve 95% pass rate on first-time writing of NCLEX. | - Employer satisfaction surveys reflect employer satisfaction with graduates in illness/disease management. |
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</tr>
</thead>
<tbody>
<tr>
<td>Design &amp;</td>
<td>Using knowledge from nursing and the physical and social sciences, the methodology used to establish a plan of care in conjunction with a client or population to meet their Health Promotion or Illness and Disease Management needs. The plan is logical, systematic, achievable, and oriented toward specific outcomes.</td>
<td>Goal-directed practice</td>
<td>Students coordinate care in a variety of settings.</td>
<td>Develops, coordinates and manages care in conjunction with the patient/client and other disciplines.</td>
<td>Evidence of safe, effective direct care, delegation, and supervision is documented in student portfolio.</td>
<td>Employer satisfaction surveys reflect employer satisfaction with graduates in design and coordination of care.</td>
</tr>
<tr>
<td>Coordination of Care</td>
<td></td>
<td>Outcomes</td>
<td>Students coordinate and delegate tasks to licensed and unlicensed personnel.</td>
<td></td>
<td>Student portfolio documents one clinical incident per clinical course reflecting competence in design and coordination of care.</td>
<td>graduates report believing themselves to have been adequately prepared at a beginning level of competence in delegation and supervision (of aides, techs, etc.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research utilization</td>
<td>Students integrate research and evidence based outcomes into professional practice.</td>
<td></td>
<td></td>
<td>At least 50% of graduates report having had a successful experience in a formal “charge” or leadership role in their workplace.</td>
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<td></td>
<td></td>
<td>Leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BSN Course Grading Scale

The following grading scale is used in all nursing courses that constitute the BSN program.

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% to 100%</td>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>80% to 89.9%</td>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>70% to 79.9%</td>
<td>C</td>
<td>Fair</td>
</tr>
<tr>
<td>60% to 69.9%</td>
<td>D</td>
<td>Failing</td>
</tr>
<tr>
<td>≤60%</td>
<td>F</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Date of Origin: 4/88
Revised: 4/99
Reviewed: 5/00, 7/02, 6/03, 6/04, 8/05, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 7/13
BSN Nurse Aide II Listing Eligibility

As part of the upper level Nursing curriculum at the University of North Carolina at Charlotte, students will be eligible to apply for Nurse Aide II listing in the State of North Carolina.

**Nurse Aide I:** Upon admission to the upper division of the nursing curriculum, students must be listed as a Nurse Aide I on the North Carolina Nurse Aide I Registry with no substantiated findings of abuse, neglect, or misappropriation of property.

**Nurse Aide II: Educational Requirements**

Level II nurse aide programs shall include a minimum of 80 hours of theory and 80 hours of supervised clinical instruction consistent with the legal scope of practice as defined by the Board of Nursing in Rule .0403(b). The Nurse Aide II Training Program shall consist of classroom, laboratory, and clinical components. The student must successfully complete all components in order to be eligible to apply for listing on the North Carolina Board of Nursing Nurse Aide II Registry. A list of content and tasks is available on the State Board of Nursing Web site at: [www.ncbon.com](http://www.ncbon.com).

At UNC Charlotte, students who have previously been listed as a Nurse Aide I and have successfully completed the following courses in the upper division (NURS 3105, NURS 3425, NURS 3230, NURS 3430, NURS 3250, NURS 3260, and NURS 3440) are eligible to apply for Nurse Aide II.

Applications and instructions will be distributed to students at the end of the second semester junior year by faculty in NURS 3206.
BSN Student Fees

Students in the pre-licensure BSN program are assessed university fees with the following courses: NURS 3250, 3260, and NURS 4450. These course fees pay for standardized testing materials.

Students will be responsible for paying for their computerized EVOLVE exit exam during the last semester of their senior year. The cost of the exit exam will be between $40.00 - $50.00. Senior students will pay the UNC Charlotte School of Nursing the exit exam fee by March 1 for May graduates and October 1 for December graduates.

Revised: 2/06, 06/10
Reviewed: 7/07, 7/08, 07/11, 6/12, 7/13
BSN Pre-licensure Evolve Testing Program

**Policy:** All students enrolled in the BSN Pre-Licensure program will participate in the EVOLVE Testing Program. The Evolve program offers nationally standardized exams at various times during the nursing program. Participation is required of all students. The goal for the student is to achieve acceptable benchmark scores as established by EVOLVE and the School of Nursing.

**Procedure:**

1. Students shall take the EVOLVE Specialty Exam in designated semesters.
   a. Junior 2: 2\textsuperscript{nd} semester: Pharmacology and Maternal/ Child Health
   b. Senior 1: 3\textsuperscript{rd} semester: Medical Surgical and Psych/Mental Health

2. Students enrolled in NURS 4600: Seminar in Professional Licensure will take the EVOLVE EXIT Exam. The student is responsible for the cost of the EVOLVE EXIT EXAM. Students will be informed during the Senior 2 semester regarding specific costs.

3. Students receiving a score less than the benchmark on all EVOLVE exams will complete remediation for each subject exam.
   a. EVOLVE remediation guidelines will be sent to all students at the Junior 2 and the Senior 1 levels.
   b. EVOLVE EXIT remediation guidelines are included in the NURS 4600 course syllabus.

4. Students will receive remediation guidelines from the Undergraduate Retention Coordinator and the Course faculty.

5. EVOLVE scores are located on the J drive for faculty and advisor review.

Date of Origin: 8/05
Revised: 2/06, 7/08, 06/10
Reviewed: 7/07, 07/11, 6/12, 7/13
BSN Progression Policy

1. Students must achieve a grade of C or better in all courses with the “NURS” prefix to continue in the program.
   - Students who receive a grade of D or F in any course may not continue in the program.
   - Students who fail to progress and wish to return to the program may reapply following the university’s two-year-rule.
   - Students who reapply for admission must complete the competitive admission process.

2. Students who accept admission to the program then withdraw their acceptance prior to or during enrollment must wait two years before reapplying through the competitive process.

3. Students missing more than ten percent (10%) of clinical hours in a clinical course may not pass the course. Students who meet the university criteria for withdrawal may withdraw from the course.

4. Out of sequence students are defined as those who are unable to complete upper division courses in four consecutive semesters for reasons other than academic issues.
   a. Out of sequence students will be assigned to courses with a new cohort on a space available basis. Request for reinstatement must be made to the Associate Dean/Director of the School of Nursing within one year of becoming out of sequence.
   b. Priority for assignment of out of sequence students will be given as follows:
      1. First: Those out of the program for the longest period of time.
      2. Second: Highest nursing GPA (based upon all courses with the prefix NURS)
      3. Third: For two or more students having identical nursing GPAs, the decision will be based upon the highest cumulative GPA for all courses required to meet graduation requirements for nursing at UNC Charlotte.
         c. The School of Nursing reserves the right to place the student in any section of a clinical course.

5. No course in the upper division nursing program may be taken as transient study.

6. Transfer credit for nursing courses taken before admission to the upper division will be considered on an individual basis by the Undergraduate Curriculum and Admission Committee.

Date of Origin: 5/05
Revised: 10/05, 6/10
Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13
School of Nursing Appeal Procedure for the Progression Policy

Students wishing to petition for an exception to a progression policy of the School of Nursing may do so by submitting the UNCC Special Request form accompanied by a letter detailing the request to the Chairperson of the Undergraduate Admissions Committee (UACC) or the Graduate Admissions and Curriculum Committee (GACC). The Special Request form and letter must be signed by the student’s academic advisor indicating support or no support for the appeal.

The Committee will review the Special Request form, letter, any supporting documentation and the student's academic standing. If the solution is uncomplicated (e.g., a misinterpretation of policy) a decision will be made at that time and forwarded to the student with communication to the Associate Dean/Director of the School of Nursing and academic advisor.

After review of the Special Request form, letter and student folder, if the solution appears to be more complex, (requiring judgment of the subjective information) additional fact finding will be initiated by the Committee. This includes input from the affected faculty, the student's advisor, and the Associate Dean/Director of the School of Nursing, if necessary.

In those instances in which a student or a faculty member wishes to have a formal hearing, a date for such a hearing will be set. The conduct of the hearing will be structured and the structure of the hearing will be known to and agreed upon by all participants prior to the hearing. Student representatives to the curriculum may be present for the hearing, if desired by the petitioner.

Following presentation of the hearing evidence, the Committee will meet privately to consider the matter and reach a decision. The committee's decision, including rationale, will be forwarded in writing to the student, the Associate Dean/Director of the School of Nursing, and the academic advisor. A copy will be placed in the student's folder.

In the event that a student chooses to appeal the Committee’s decision, he/she should address a letter of appeal to the Associate Dean/Director of the School of Nursing who will then consider the appeal and make a decision. The result of the Associate Dean/Director of the School of Nursing’s decision is final and will be communicated to the Committee, including rationale, if it differs from the Committee’s decision. The Committee will forward the Associate Dean/Director of the School of Nursing’s decision in writing to the student, the College of Health and Human Services Associate Dean of Academic Affairs, and the academic advisor.

Members of each Committee shall maintain the privacy of all affected parties by not openly discussing any aspect of the petition.

Date of Origin: 5/83
Reviewed: 5/00, 6/03, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11
Revised: 11/86, 4/88, 5/90, 2/96, 7/02, 2/06, 7/08, 6/12, 7/13
BSN Pre-licensure Student Terms and Conditions for Clinical Practice

In consideration of the opportunity for nursing practicum experiences provided by the University and its clinical affiliates, I accept and agree to the following terms and conditions for those experiences.

1. I understand that in order to begin and remain enrolled in practicum courses, I must provide throughout my enrollment in the School of Nursing (SON) and at my own expense a current, completed Student Health History Form provided by the SON. I must also provide at my expense evidence of annual TB screening and CPR certification. I must complete Bloodborne Pathogen training provided by the SON.

2. I understand that neither the clinical facilities to which I may be assigned, nor the University will, as a result of that assignment, be responsible for any costs of first aid, emergency treatment, or other treatment that I may receive which is provided by such clinical facilities, and that it is my responsibility to provide for these costs, whether by a program of private medical insurance or otherwise.

3. I hereby consent to disclose to any clinical facility to which I may be assigned personally identifiable information from my University educational records, including but not limited to the Student Health History Form, professional liability insurance, annual Bloodborne Pathogen training, CPR certification, Drug Testing results and results of a Criminal Background Check, as may be necessary to permit the University or the clinical facility to evaluate my fitness to begin or to continue in the clinical experience.

4. I agree to disclose to my practicum instructor any medical, psychological or psychiatric conditions I have that may affect my ability to provide safe clinical care.

5. I agree to provide to my practicum instructor, upon request, a medical release statement from my health care provider, verifying that I am able to participate in clinical assignments in a way that is consistent with safe clinical practice and not pose a threat to the health and safety of others. Health conditions for which a medical release may be requested include, but are not limited to, infectious diseases, fractured limbs/limbs in casts or immobilizers, hospitalization for any reason, and pregnancy/postpartum (care of clients with certain conditions may be prohibited for pregnant care providers).

5. I understand that I am responsible for providing my own transportation to assigned clinical facilities at my own expense.

6. I understand the University or the clinical facility may withdraw me from or reject me for further clinical practice if I demonstrate or engage in any unsafe or unprofessional behavior.

Agreed:

Date: _____________________________

Printed Name: ____________________________

Student Signature: ____________________________

Date of Origin: 7/99
Reviewed: 6/03, 6/04, 8/05, 8/08, 6/10, 7/13
Revised: 8/00, 7/02, 2/06, 8/12 with approval of University Counsel (8-10-12)
BSN Pre-Licensure Student Uniform Policy

1. The official uniform for the School of Nursing:
   - Top-women: Landau hunter green women’s tunic (v-neck; double pockets on lower front left and right). SON monogram is on left chest area.
   - Top-men: Landau hunter green men’s unisex scrub (v-neck; 1 pocket on left chest). SON monogram is on left chest area above pocket.
   - Pants-women: Landau hunter green cargo drawstring pants or Landau hunter green flare leg pants.
   - Pants-men: Landau hunter green cargo pants.
   - White socks (not footies) or stockings.
   - White leather shoes with white soles and small white, navy or gray lettering (no brand logos). No clogs or crocs.
   - UNC Charlotte Name tag: UNC Charlotte logo, student’s legal first and last name and the title “UNC Charlotte Nursing Student.”
   - Agency-specific ID badge. This ID will substitute for the UNC Charlotte name tag only at that agency.
   - Designated long sleeve lab coat with UNC Charlotte monogram.
   - Optional: warm-up jacket for warmth in the clinical area: Landau hunter green warm-up jacket, with SON monogram on the left chest area for women and on the left chest pocket for men.

2. Uniforms (shirts, pants, and lab coats) must be purchased from the distributor selected by the School of Nursing. Substitutions will not be permitted. Maternity uniforms and skirts are available upon request.

3. Uniforms are to be freshly laundered and neat in appearance. No waist or midriff skin is to show when standing, bending or reaching.

4. Other:
   - If needed to prevent breast cleavage from showing, female students may wear a white tee shirt under the uniform top.
   - If needed for warmth, students may wear a long-sleeve white tee shirt under the uniform top.
   - Acrylic and knit sweaters are not to be worn in clinical areas.
   - If permitted by agency policy, students may wear their lab coats on the unit but not while providing direct care to patients.

5. For certain courses and experiences in clinical courses, student will be required to wear street clothes. Street clothes, including shoes, are to be professional in appearance and what is referred to as “business casual.” For women, business casual means tailored slacks or skirts and tailored shirts, blouses or knit sweaters, or dresses. Women should wear stockings with skirts or dresses. For men business casual is defined as slacks and either a long-sleeved button-down shirt or a nice short-sleeved polo shirt. Men should wear socks with their slacks. Other considerations include:
   - Pants or slacks must reach the ankle/shoe.
   - Dresses and/or skirts must reach the knee when standing and cover the thighs when sitting.
   - Blouses, shirts, sweaters must not be tight-fitting.
   - The following are NOT permitted:
     - Jeans
     - Shorts
     - Halters
     - Sleeveless shirts
     - Camisoles worn alone or shirts with spaghetti straps
Clothing made from denim or sheer material
- Open-toe shoes, sandals, flip-flops, clogs or crocs
- Items with logos
  - UNC Charlotte name tag or designated agency name tag must be worn.
  - Lab coats may be required. Check with course instructor or syllabus.

6. Accessories:
- Jewelry is restricted to one wedding ring and no more than two (2) pairs of small post earrings (no dangling or loop earrings) in the ear lobe.
- No jewelry is to be worn in other visible areas of the body, such as, but not limited to, the nose, lip, eyebrow, tongue, etc.
- No necklaces may be worn with the uniform.
- Tattoos must not be visible. Students with visible tattoos must meet with the Associate Director of the School of Nursing Undergraduate Division for a decision on how to cover them.
- The nose and the mouth are not to be covered unless clinically appropriate.
- Cosmetics should be simple.
- No perfume or scented aftershave is to be worn.

7. Chewing gum, chewing tobacco and smoking cigarettes/cigars are not permitted while students are in uniform for a course/clinical experience. Many clinical facilities are Smoke-free Environments and do not allow smoking anywhere on their campuses, including parking decks. Students will be held accountable to such restrictions.

8. Hair, beards and nails:
   - Hair should be worn in a simple style, off of the face and shoulders and without decoration. Shoulder-length or longer hair, for women and men, must be pulled back and off the shoulders.
   - Beards should be short and neatly trimmed.
   - Nails should be clean, short (nail should not be visible over the finger edge if looking at the palm side of the hand), neatly trimmed, and with no nail polish. Acrylic and artificial nails are not permitted in the clinical setting.

9. The logo displayed on the UNC Charlotte School of Nursing student uniform or other items is the property of the School of Nursing. Unauthorized use, distribution, sale, or alteration of the uniform or other items including the logo is considered a trademark violation. Uniforms or other items including the logo may not be donated, loaned, or sold to anyone unaffiliated with the School of Nursing without written permission from the Associate Dean/Director of the School of Nursing. Please report lost, stolen, or misused uniforms or other items including the logo to the Associate Dean/Director of the School of Nursing.

10. Facilities may have additional dress code requirements that students must meet. Students will be held accountable to the most restrictive guidelines.

11. Faculty may dismiss students from the clinical area with a rating of unsatisfactory performance for the day when this policy is not followed.

Date of Origin: 4/91
Revised: 11/97, 4/98, 7/02, 6/03, 9/03, 7/07
Reviewed: 6/04, 8/05, 2/06, 8/08, 06/10, 07/11, 6/12, 7/13
Student Guidelines for Formal Papers

**Policy:** All formal papers are to be written and presented in accordance with the current APA Publication Manual. Please refer to the Code of Student Academic Integrity policy regarding plagiarism [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html).

Date of Origin: Fall/85
Revised: 4/88, 2/96, 5/00, 5/01, 7/02, 2/06, 06/10
Reviewed: 6/03, 6/04, 8/05, 7/07, 7/11, 6/12, 7/13
Policies in this portion of the handbook are for all RN/BSN Students in the School of Nursing.
RN/BSN Credit for Prior Learning

General Statement

1. An RN-BSN undergraduate student will be given credit only for those courses in which s/he attains a grade of C or better.

2. Credit for prior learning for RN-BSN students

RN-BSN students will receive credit for prior learning upon completion of NURN 3103, Concepts of Professional Nursing Science, the bridge course in the RN-BSN curriculum. 39 semester credit hours in the following courses will be awarded:

- NURS 0001 (2crs) General Nutrition
- NURS 0001 (3crs) Human Growth & Development
- NURS 2201 (2crs) Communication in Caring Relationships
- NURS 3106 (1crs) Skill Set I - Basic
- NURS 3107 (3crs) Pathophysiology: Clinical Concepts
- NURS 3205 (3crs) Pharmacology
- NURS 3206 (1crs) Skill Set II - Intermediate
- NURS 3230 (3crs) Illness & Disease Management
- NURS 3250 (2 crs) Nursing Care of the Childbearing Family
- NURS 3260 (2 crs) Nursing Care of Children
- NURS 3430 (3crs) Practicum in Illness & Disease Management
- NURS 3440 (3crs) Practicum in Nursing Care of Children and the Childbearing Family
- NURS 4106 (1crs) Skill Set III - Complex
- NURS 4120 (3crs) Psychiatric Mental Health Nursing
- NURS 4130 (3crs) Complex Illness & Disease Management
- NURS 4420 (3crs) Practicum in Psychiatric Mental Health Nursing
- NURS 4430 (3crs) Practicum in Complex Illness & Disease Management

RATIONALE:

RN-BSN students are already licensed as professional nurses, and by passing the NCLEX Licensure exam have demonstrated competency regarding the material covered in the courses for which they will be given credit.

April 18, 1988, October, 1995
Reviewed: 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 6/12, 7/13
School of Nursing RN/BSN Progression Policy

1. Students must achieve a grade of C or better in all courses with the “NURN” or “NURS” prefix to continue in the program.
   - Students who receive a grade of D or F in any course may not continue in the program.
   - Students who fail to progress and wish to return to the program may reapply following the university’s two-year-rule.
   - Students who reapply for admission must complete the competitive admission process.

2. Students not completing specified competency based assignments in a clinical course may not pass the course. Students who meet the university criteria for withdrawal may withdraw from the course.

3. No course with the “NURN” prefix may be taken as transient study.

4. Transfer credit for nursing courses taken before admission to the RN/BSN program will be considered on an individual basis by the Associate Director for the Undergraduate Division in collaboration with the RN-BSN Coordinator, with consideration of the University residency requirements.

Date of Origin: 5/05
Revised: 10/05, 6/10
Reviewed: 2/06, 7/07, 7/08, 07/11, 6/12, 7/13
Student Guidelines for Formal Papers

**Policy:** All formal papers are to be written and presented in accordance with the current APA Publication Manual. Please refer to the Code of Student Academic Integrity policy regarding plagiarism [http://www.legal.uncc.edu/policies/ps-105.html](http://www.legal.uncc.edu/policies/ps-105.html).

Date of Origin: Fall/85  
Revised: 4/88, 2/96, 5/00, 5/01, 7/02, 2/06, 06/10  
Reviewed: 6/03, 6/04, 8/05, 7/07, 7/11, 6/12, 7/13
MSN Student Handbook

Policies in this portion of the handbook are for all Graduate students in the School of Nursing

Nurse Anesthesia Students are provided a Carolinas Healthcare System/UNC Charlotte Nurse Anesthesia Student Handbook. Students are responsible for policies in this handbook in addition to the policies provided by the College and School of Nursing.
Master of Science in Nursing Program Outcomes

1. Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice.

2. Demonstrate competence in providing evidenced-based healthcare to diverse populations.

3. Demonstrate leadership activities to influence health policy and/or improve the healthcare delivery system.

4. Advance the discipline and practice of nursing through participation, interpretation and translation of research into practice.

5. Demonstrate continued professional and ethical development.
<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>CONCEPT</th>
<th>DEFINITION</th>
<th>RELATED CONTENT</th>
<th>ACTIVITIES</th>
<th>GRADUATE PROGRAM OUTCOME</th>
<th>OUTCOME EVALUATION (GRADUATION)</th>
<th>OUTCOME EVALUATION (3 YRS OUT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthcare Systems</td>
<td>Socioeconomic organizations and processes designed to deliver services that promote, improve, and restore health, prevent and treat disease, and promote quality of life. They are shaped by policies which help determine accessibility, accountability, and affordability.</td>
<td>Policy - Political process - Continuum of care - Healthcare economics &amp; Finance - Global healthcare - Community and population-based systems</td>
<td>Students participate in a variety of didactic and clinical experiences that impart information and understanding about the structure and function of healthcare systems. Students articulate the ethical and political dimensions of healthcare issues.</td>
<td>Demonstrates leadership activities to influence health policy and improve the health care delivery system</td>
<td>Demonstrates expertise in or position in the healthcare system relevant to their specialized practice role. Graduates effectively collaborate with other health and human service providers to optimize utilization of healthcare services.</td>
<td>Graduates remain employed in healthcare. Graduates report having progressed to a position of greater responsibility or greater specialization. Graduates report participating in organizational decision making or are politically active.</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td>People in interaction with one another, together with their environmental context. May be geographic (spatial), population-based, ethnic, political, professional, common interest, or phenomenological (personal connections). May be seen as either the context of nursing service, the recipient/client of nursing service, or both. A community includes and reflects affiliations, commonalities, and shared meanings and purposes among its members.</td>
<td>Human diversity - Lifespan perspectives on health &amp; aging (e.g., aging) - Populations (e.g., school health) - Partnerships for health - Environmental health - Social Issues</td>
<td>Students identify cultural patterns, health status, resources, concerns, and needs of communities and their members. Students demonstrate respect for the values of the communities and populations they serve through professional practice.</td>
<td>Demonstrate competence in providing evidence-based healthcare to diverse populations.</td>
<td>Graduates design and provide or coordinate culturally appropriate preventive and restorative healthcare interventions and programs for individuals, families, or communities. Preceptor Evaluations</td>
<td>Students are employed in their area of expertise. Establish a baseline of percentage of students who work with underserved or vulnerable populations.</td>
<td></td>
</tr>
<tr>
<td>OUTCOMES</td>
<td>CONCEPT</td>
<td>DEFINITION</td>
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<tr>
<td><strong>Diversity and Social Issues</strong></td>
<td>Global awareness is necessary to understand and appreciate human diversity in health and illness to assure delivery. Current social factors impact health and quality of life</td>
<td>• Culturally competent care</td>
<td>• Students incorporate respect for individuality and human dignity of clients regardless of race, ethnicity, socioeconomic status, religion, sex, sexual orientation, or the nature of health problems or health risks into their practice.</td>
<td>Demonstrate competence in providing evidence-based healthcare to diverse populations</td>
<td>• Papers and logs demonstrate diversity of clients and social issues that influence interventions and collaborations.</td>
<td>• Graduates report working with diverse populations.</td>
<td>• Graduates report collaboration with multicultural professionals</td>
</tr>
<tr>
<td><strong>Ethics</strong></td>
<td>Values, codes and principles that govern decisions in practice, conduct and relationships. The professional nurse working within healthcare systems upholds principles of social justice which promote fair and equal treatment and access to care.</td>
<td>• Beneficence</td>
<td>• Students participate as informed professionals in dialogues concerning ethical decision making.</td>
<td>Demonstrate continued professional and ethical development.</td>
<td>• Graduate is knowledgeable about Nursing Code of Ethics.</td>
<td>• Graduates report they were adequately prepared to use ethical analysis and decision making.</td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>The conduct and qualities related to membership in a profession, requiring specialized knowledge.</td>
<td>• Accountability</td>
<td>• Students use ANA: Scope and Standards of Practice and specialty standards</td>
<td>Demonstrate continued professional and ethical development.</td>
<td>• Graduates consistently perform in adherence to technical and professional/ethical standards.</td>
<td>• Graduates maintain professional/ethical standards.</td>
<td></td>
</tr>
</tbody>
</table>
### Health Promotion

**Using knowledge from nursing and the physical and social sciences, the provision of all aspects of care to a client in any setting to establish or maintain the highest level of quality of life.**

- Holism / Body-mind-spirit
- Disease prevention
- Health indicators
- Risk reduction
- Quality of life
- Wellness
- Holism

- Students demonstrate health promotion activities as intrinsic part of patient care.
- Students demonstrate health teaching to selected clients.
- Discuss health policy issues relative to Healthy People 2010

- Demonstrate leadership activities to influence health policy and improve the healthcare delivery system.
- Synthesize advanced knowledge from nursing and related disciplines in the delivery of advanced nursing practice.

- Demonstrates advanced knowledge of prevention in the delivery of care.
- Reports preparation to incorporate health promotion in practice

### Health Policy

**A comprehensive knowledge of how health policy is formulated, how to affect the process and how it impacts clinical practice and health care delivery. (p 7)**

- Health Care System
- Financing Health Care Systems
- Political Processes
- Advocacy
- Global comparisons
- Ethics
- Access to care
- Laws and

- Comparative analysis of health care systems
- Policy analysis
- Interview policy maker on health care issue

- Demonstrate leadership activities to influence health policy and improve the healthcare delivery system.
- HP letter on policy
- Member professional organization
- Identifies laws/regulations regulating scope of practice

- Politically active
- Attend professional conferences
- Reports having had influence on organization decision making
| Design & Coordination of Care | Using knowledge from nursing, physical and social sciences, establish a plan of care in conjunction with a client or population to meet health care needs. | Regulations | Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice | Clinical evaluations | Employer satisfaction surveys reflect employer satisfaction with graduates in design and coordination of care. Graduates report believing themselves to have been adequately prepared to provide advanced specialty nursing care. |
| Inquiry | Proficiency in the utilization of research to serve as a basis for clinical and organizational decision making | • Inferential and Descriptive statistics • Levels of evidence • Data based decision making • Research process and outcomes • Standards and guidelines | • Use computers and appropriate software for inquiry • Use information systems for storage and retrieval of data • Initiation of a line of inquiry • Critique research | Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice | Formal presentation of projects/research to professional audience |
| Illness and Disease Management | Provision of specialized care to ill clients using advanced knowledge and skills. | • Advanced Pathophysiology • Advanced Pharmacology • Health Assessment and | • Skilled interviewing • Development of complete data base • Perform basic lab tests • Establish differential diagnoses | Synthesize advanced knowledge from Nursing and related disciplines in the delivery of advanced nursing practice | Case studies Preceptor evaluation Papers and Logs | Feeds prepared to provide advanced specialty nursing care Evaluates effectiveness of nursing care Provides leadership |
The University of North Carolina at Charlotte Departments of Nursing

Graduate Curricular Framework

| diagnostic reasoning | • Develop and implement an effective plan of care  
• Assess effectiveness of care | in improving nursing care  
• Passes certification exams  
• Employers report satisfaction with graduate ability to diagnose and manage diseases |
The following grading scale is used throughout the nursing courses that constitute the MSN program*.

<table>
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<tr>
<th>Percentage Range</th>
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<tr>
<td>80% to 89.9%</td>
<td>B</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>70% to 79.9%</td>
<td>C</td>
<td>Marginal</td>
</tr>
<tr>
<td>≤ 69.9%</td>
<td>U</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

*Nurse Anesthesia Students: Please refer to the Nurse Anesthesia Student Handbook for grading policies.

Student Guidelines for Formal Papers

Policy: All formal papers are to be written and presented in accordance with the current APA Publication Manual. Please refer to the Code of Student Academic Integrity policy regarding plagiarism.

Date of Origin: Fall/85
Revised: 4/88, 2/96, 5/00, 5/01, 7/02, 2/06
Reviewed: 6/03, 6/04, 8/05, 7/07, 7/08, 6/10, 7/11, 6/12, 7/13
MSN Progression Policy

All students must meet Graduate School progression requirements. There are additional progression requirements for MSN students enrolled in specific majors in the School of Nursing.

Nurse Anesthesia Students:
Please refer to the Nurse Anesthesia Student Handbook for progression policies.

Nurse Practitioner Students:
1. A minimum of 600 hours of supervised clinical experience as a Nurse Practitioner student is required.
2. Students may receive no more than one “C” grade in any graduate course. The second “C” will result in suspension from the program.
3. In order to progress in the specialty, a grade of “B” is required in the following courses:
   a. BIOL 6274 Advanced Human Pathophysiology (3)
   b. NURS 6220 Pharmacotherapeutics in Advanced Nursing Practice (3)
   c. NURS 6230 Health Assessment and Diagnostic Reasoning for Advanced Practice (3)
   d. NURS 6430 Advanced Health Assessment Practicum (1)
   e. All required courses with a NUNP prefix.

Nurse Educator Students:
1. A total of 500 clinical hours is required to complete the program.
2. A total of 15 hours of supervised classroom teaching experience, individually arranged, is required.
3. It is expected that the student will develop a portfolio demonstrating expertise in a specialization during this program of study.
4. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses, and may not accumulate more than two “C” grades.

Community/Public Health Nursing Students:
1. A total of 500 clinical hours is required to complete the program.
2. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses, and may not accumulate more than two “C” grades.

Nurse Administrator Students:
1. A total of 360 clinical hours is required to complete the program.
2. Students must maintain a minimum 3.0 (“B”) GPA in their graduate courses, and may not accumulate more than two “C” grades.

From Graduate Catalog
Reviewed: 7/08, 7/09, 06/10, 7/11, 6/12, 7/13
School of Nursing Appeal Procedure for the Progression Policy

Students wishing to petition for an exception to a progression policy of the School of Nursing may do so by submitting the UNCC Special Request form accompanied by a letter detailing the request to the Chairperson of the Undergraduate Admissions Committee (UACC) or the Graduate Admissions and Curriculum Committee (GACC). The Special Request form and letter must be signed by the student’s academic advisor indicating support or no support for the appeal.

The Committee will review the Special Request form, letter, any supporting documentation and the student's academic standing. If the solution is uncomplicated (e.g., a misinterpretation of policy) a decision will be made at that time and forwarded to the student with communication to the Associate Dean/Director of the School of Nursing and academic advisor.

After review of the Special Request form, letter and student folder, if the solution appears to be more complex, (requiring judgment of the subjective information) additional fact finding will be initiated by the Committee. This includes input from the affected faculty, the student's advisor, and the Associate Dean/Director of the School of Nursing, if necessary.

In those instances in which a student or a faculty member wishes to have a formal hearing, a date for such a hearing will be set. The conduct of the hearing will be structured and the structure of the hearing will be known to and agreed upon by all participants prior to the hearing. Student representatives to the curriculum may be present for the hearing, if desired by the petitioner.

Following presentation of the hearing evidence, the Committee will meet privately to consider the matter and reach a decision. The committee's decision, including rationale, will be forwarded in writing to the student, the Associate Dean/Director of the School of Nursing, and the academic advisor. A copy will be placed in the student's folder.

In the event that a student chooses to appeal the Committee’s decision, he/she should address a letter of appeal to the Associate Dean/Director of the School of Nursing who will then consider the appeal and make a decision. The result of the Associate Dean/Director of the School of Nursing’s decision is final and will be communicated to the Committee, including rationale, if it differs from the Committee’s decision. The Committee will forward the Associate Dean/Director of the School of Nursing’s decision in writing to the student, the College of Health and Human Services Associate Dean of Academic Affairs, and the academic advisor.

Members of each Committee shall maintain the privacy of all affected parties by not openly discussing any aspect of the petition.

Date of Origin: 5/83
Reviewed: 5/00, 6/03, 6/04, 2/06, 7/07, 7/08, 06/10, 07/11, 7/13
Revised: 11/86, 4/88, 5/90, 2/96, 7/02, 2/06, 7/08, 6/12
Nurse Practitioner Student Clinical Dress Policy

All Nurse Practitioner students are expected to show good professional judgment in personal attire and hygiene while at the clinical site. All clothing should be clean and in good repair. Business casual with a white lab coat is the standard of dress.

For female students, business casual means tailored slacks or skirts, tailored shirts, blouses or knit sweaters, or dresses. Stockings should be worn with skirts or dresses. For male students, business casual is defined at slacks and either a long-sleeved button-down shirt or a short-sleeved polo shirt.

Male students should wear socks with their slacks.

Other considerations include:
1. Pants or slacks must reach the ankle/top of shoe. (No Capri’s)
2. Dresses or skirts must not be any higher than one inch above the knee and must cover the thighs when sitting.
3. Blouses, shirts, sweaters must not be tight-fitting.
4. Clothing should not expose the bare-midriff or display cleavage.
5. Undergarments should not be visible.
6. Shoes must have a solid top surface and be closed toe.
7. Denim clothing is not acceptable.
8. Use of jewelry and other accessories should be conservative. The following guidelines should be followed:
9. Earrings should not exceed 1 ½ inches diameter in size and should not extend more than 1 ½ inches below the edge of the ear.
10. Maximum of 3 rings total for both hands.
11. No jewelry that will dangle into the patient’s care space—bracelets or necklaces.
12. Dental jewelry should not be worn while in the clinical setting.
13. Visible body piercing, other than earrings, is not allowed.
14. Tattoos should be covered or be smaller than 1” in diameter.
15. Personal hygiene is important as well. Please follow these recommendations:
16. Excessive use of cologne or perfumes should be avoided.
17. Student should not have any recognizable odor of tobacco while in the clinical setting.
18. Nails should be clean and neatly trimmed.
19. Nail colors should be neutral.
20. No acrylic nails are allowed.

Created 4/2010
Reviewed: 6/12
**MSN Nurse Anesthesia Student Handbooks**

In addition to the on-line handbooks provided by the College of Health and Human Services, and the School of Nursing, Nurse Anesthesia students are provided a Carolinas Healthcare System/UNC Charlotte Nurse Anesthesia Student Handbook. Students are responsible for policies in this handbook in addition to the policies provided by the university.

Date of Origin: 7/02
Reviewed: 6/03, 8/05, 4/06, 7/07, 7/08, 7/09, 06/10, 07/11, 6/12. 7/13
Before any graduate student can receive their degree, the student must complete an Application for Candidacy form and Application for Degree or Certificate.

The Application for Degree or Certificate must be completed online at the Graduate School website. The student will then be billed by Student Accounts for the Application for Degree.

The Application for Candidacy must be downloaded, completed, and submitted to the Associate Director for the Graduate Division. When the Associate Director determines that all coursework is likely to be successfully completed by graduation, the Application is sent to the Graduate School. A request to transfer any course that was taken as a post-baccalaureate course must be submitted to the Associate Director.

Note: NURS 6601/6602 are designated courses for student Synthesis Projects. Use selection “coursework only” and not thesis or project in the appropriate boxes.

Graduation announcements may be ordered through the campus bookstore. Caps, gowns, and hoods may be either rented or purchased through the campus bookstore. Nursing pins may be ordered through the School of Nursing.

Deadlines for submission to the Associate Director of the Graduate Division are:

<table>
<thead>
<tr>
<th>Expected Graduation Term</th>
<th>Application for Degree to Graduate School</th>
<th>Application for Admission to Candidacy to Associate Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>December Degree</td>
<td>Deadlines are posted on the Graduate School website.</td>
<td>August 25, 2013</td>
</tr>
<tr>
<td>May Degree</td>
<td></td>
<td>January 12, 2014</td>
</tr>
<tr>
<td>August Degree</td>
<td></td>
<td>June 18, 2014</td>
</tr>
</tbody>
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Updated from Graduate School 8/08, 07/09
Reviewed: 06/10, 07/11, 6/12, 7/13
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<td>23</td>
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<td>25</td>
</tr>
<tr>
<td>Appendix F: DNP Consortium Instructional Technology Requirements</td>
<td>28</td>
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Welcome to the Doctor of Nursing Practice Program

The faculty and staff at UNC Charlotte and Western Carolina University (WCU) welcome you to our joint Doctor of Nursing Practice (DNP) program, a unique consortium between UNC Charlotte and WCU. We are proud to declare that our joint program is one of the first programs in the state of North Carolina University System to offer the DNP degree to students interested in advancing their clinical practice, scholarship and leadership skills. Our DNP program is a practice-focused doctoral program designed to prepare Post Master’s Advanced Practice Registered Nurses (APRNs) to lead innovation in nursing practice and healthcare.

The DNP program educates nurses prepared in advanced practice nursing roles (NP, CRNA, and CNS) or health systems/organizational leadership to provide leadership in clinical inquiry, scholarship, policy, and innovation in health care. The DNP degree prepares graduates to analyze systems of care and provide transformational leadership to improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Students are able to specialize in one of two areas: advanced clinical practice or systems/population practice. Translation of research findings into evidence-based practice is emphasized throughout the program, and broad goals of the program include the ability to interpret, analyze, and apply research findings to clinical and systems/population level practice settings, determine and measure system and population outcomes, manage information systems, and use appropriate technology for health and risk management and communication.

The Doctorate of Nursing Practice (DNP) represents the highest level of preparation in nursing practice and leadership. The program, offered in a hybrid format, allows students the benefit of the strength of a combined faculty and an enhanced pedagogical instruction while experiencing both urban and rural health care perspectives. Students alternate semesters of participation on-site at UNC Charlotte and WCU as a means of implementing this unique consortium approach.

We are committed in preparing competent and compassionate healthcare professionals who will achieve the DNP as the terminal degree in Nursing for practice, and this handbook serves as a guide. Information in the handbook is specifically designed to make clear the curriculum requirements and progression criteria for the DNP program. It is our hope that you will find the handbook helpful as you progress through the program.

On behalf of the faculty, staff and administration, we wish you much success as you pursue your doctoral education with us through the consortium at UNC Charlotte and WCU. Our goal is that you experience a supportive, innovative and rich learning environment as you complete your degree and educational journey.

Dee Baldwin, PhD, RN, FAAN    Judy Neubrander, EdD, FNP-BC
Associate Dean/Director of the School of Nursing    Director of the School of Nursing
UNC Charlotte    Western Carolina University

For general DNP program information: Contact Dr. Dianna Inman, Program Coordinator at UNC Charlotte dinman5@uncc.edu or Dr. Shawn Collins, Program Director scollins@wcu.edu
General Information

Introduction

This student handbook is designed for graduate students enrolled in the Post-Masters Doctor of Nursing Practice Consortium Program at the University of North Carolina, Charlotte and Western Carolina University. The consortium provides masters prepared nurses with opportunities for practice-based doctoral education. The DNP program is taught by the graduate nursing faculty and advanced practice nurses and leaders from both universities.

The DNP program has been developed to meet recommendations of the American Association of Colleges and Nurses (AACN), the National Organization of Nurse Practitioner Faculties (NONPF), the American Association of Nurse Anesthetists (AANA) and American Academy of Nurse Practitioners (AANP).

The Doctor of Nursing Practice (DNP) degree offered by the UNC Charlotte and Western Carolina University consortium prepares graduates to analyze systems of care and provide transformational leadership that will improve patient safety, quality of care, and implement evidence-based (translational) culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk communication. DNP graduates will have the skills and abilities to substantially contribute to system reform to achieve goals articulated by the Institute of Medicine, the National Academy of Sciences, and the National Quality Forum.

The Philosophy, Mission, Core Values and Goals of the School of Nursing at UNC Charlotte can be found in the School of Nursing Student Handbook. [http://nursing.uncc.edu/student-resources/student-handbooks](http://nursing.uncc.edu/student-resources/student-handbooks)

The Philosophy and Purpose of the School of Nursing at Western Carolina University can be found in the School of Nursing Graduate Student Handbook. [http://www.wcu.edu/WebFiles/PDFs/Graduate_Nursing_Student_Handbook_2012-2013.pdf](http://www.wcu.edu/WebFiles/PDFs/Graduate_Nursing_Student_Handbook_2012-2013.pdf)

**Note:** This handbook is incorporated into the UNCC School of Nursing *Student Handbook for 2013-2014* located at [http://nursing.uncc.edu/student-resources/student-handbooks](http://nursing.uncc.edu/student-resources/student-handbooks)
**Program Outcomes**

Upon completion of the DNP program, graduates will:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Directly manage complex health problems of clients or develop and implement organizational systems to facilitate access and navigation of the health care system.

**Figure 1: Essential Elements of Analysis, Leadership, and Practice in the DNP Program**

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation of complex health problems</td>
<td>Knowledge of health care delivery systems</td>
</tr>
<tr>
<td>Diagnosis of problem</td>
<td>Advocacy for health policy</td>
</tr>
<tr>
<td>Evidence based practice</td>
<td>Communication skills</td>
</tr>
<tr>
<td>Global Health indicators</td>
<td>Cultural competence and humility</td>
</tr>
<tr>
<td>Social determinants of health</td>
<td>Ethics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced practice specialty knowledge</td>
</tr>
<tr>
<td>Mastery of advanced practice specialty skills</td>
</tr>
<tr>
<td>Cognate knowledge relative to specialty</td>
</tr>
<tr>
<td>Design and coordination of services</td>
</tr>
<tr>
<td>System of care factors affecting patient outcomes</td>
</tr>
</tbody>
</table>

**DNP Core Competencies**
Students are expected to master the core competencies reflected in The Essentials of Doctoral Education for Advanced Nursing Practice (2006):

**DNP Consortium Overview**

The DNP Advisory/Oversight Committee is composed of the DNP Coordinators, two additional elected DNP program faculty members from each school who are involved in practice, and the Associate Directors of the Graduate Division from each school as Ex-officio members.

Responsibilities of the Advisory Committee include:
1. Approvals of admission recommendations from each school.

2. Recommendations for changes to courses and curriculum.
   a. Advisory Committee makes recommendations to WCU and UNCC curricula committees.
   b. Each school makes curricular changes per their internal approval processes.

3. Student progression through the program
   a. Joint DNP handbook with differences for each program noted in handbook.
   b. Qualifying exams conducted by advisory committee.
   c. Approvals of completed Immersion Projects.

4. Recommendations for graduation.

5. Other Consortium issues that may arise.

Each appointed DNP Coordinator is directly responsible to the School of Nursing administration. The WCU Coordinator is directly responsible to the Director, School of Nursing at WCU and the UNC Charlotte Coordinator is directly responsible to the Associate Dean/Director, School of Nursing at UNC Charlotte. The Coordinators communicate with each other and are the leaders of the Advisory Committee. The Director of the School of Nursing at WCU and the Director of the School of Nursing at UNC Charlotte collaborate.
Curricular issues identified by the DNP Advisory Committee (See Organizational Chart for DNP Consortium) are considered and changes approved through normal channels at each school. Students will be enrolled at the admitting university and will be subject to all policies of the admitting school and university.

**DNP Program Contact Persons**

**UNC Charlotte:**
- Dr. Dianna Inman (704-687-7963 / dinman5@uncc.edu) – DNP Program Coordinator
- Dr. Susan Kennerly (704-687-7972 / skenner2@uncc.edu) – Associate Director of Graduate Division

**Western Carolina University:**
- Dr. Shawn Collins (828-654-6517 / shawncollins@wcu.edu) – DNP Program Director
- Dr. Linda Comer (336) 686-2891 / lcomer@wcu.edu) – Associate Director of Graduate Division

**Organization Chart for DNP Consortium**

**Curriculum Plan**

The Doctor of Nursing Practice program requires 42 post-master’s graduate semester credit hours and completion of a total of 1000 clinical hours (including 500 hours in the same clinical
practice specialty from the MSN program). Applicants who completed fewer than 500 hours in their MSN program will be expected to complete additional clinical hours in order to achieve the total of 1000 for the DNP program. All students will be required to complete the curriculum that includes a sequence of courses as listed below.
Doctorate of Nursing Practice (DNP)
Consortium Program of the University of North Carolina Charlotte and Western Carolina University
Program of Study for DNP Post Masters Admission  (42 Semester Hours)

<table>
<thead>
<tr>
<th>FULL-TIME</th>
<th>YEAR ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2013 @ UNCC (8)</td>
<td>SPRING 2014 @ WCU (8)</td>
</tr>
<tr>
<td><strong>NUDN 8140/NSG 814</strong> Foundations and Applications of Evidence Based Practice (3)</td>
<td><strong>NSG 818/NUDN 8145</strong> Leadership and Project Planning (3)</td>
</tr>
<tr>
<td><strong>NUDN 8150/NSG 815</strong> Healthcare Program Evaluation and Quality (3)</td>
<td><strong>NSG 817/NUDN 8147</strong> Applied Biostatistics (3)</td>
</tr>
<tr>
<td><strong>NUDN 8441 or NSG 883</strong> Clinical Residency and Project Development I (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school)</td>
<td><strong>NSG 884 or NUDN 8442</strong> Clinical Residency and Project Development II (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school)</td>
</tr>
<tr>
<td>Face to face ORIENTATION @ UNCC</td>
<td>Face to face ORIENTATION @ WCU</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FULL-TIME</th>
<th>YEAR TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 2014 @ WCU (9)</td>
<td>SPRING 2015 @ UNCC (8)</td>
</tr>
<tr>
<td><strong>NSG 822/NUDN 8220</strong> Health Care Policy and Ethics (3)</td>
<td><strong>NUDN 8260 /NSG 826</strong> Leadership, and Healthcare Systems (3)</td>
</tr>
<tr>
<td><strong>NSG 823/NUDN 8230</strong> Economic &amp; Financial Aspects of Healthcare System (3)</td>
<td><strong>NUDN 8270/NSG 827</strong> Technology for Communication and Transforming Healthcare (3)</td>
</tr>
<tr>
<td><strong>NSG 885 or NUDN 8443</strong> Clinical Residency and Project Development III (3) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school)</td>
<td><strong>NUDN 8444 or NSG886</strong> Clinical Residency and Project Development IV (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school)</td>
</tr>
<tr>
<td>Project Defense (face to face with Project Committee)</td>
<td></td>
</tr>
</tbody>
</table>
Didactic Courses taken by all students at UNC Charlotte during Academic Year (12):
- Foundations and Applications of Evidence Based Practice (3)
- Healthcare Program Evaluation and Quality (3)
- Leadership, and Healthcare Systems (3)
- Communication for Technology and Transforming Healthcare (3)

Didactic Courses taken by all students at WCU during Academic Year (12):
- Leadership and Project Planning (3)
- Applied Biostatistics (3)
- Health Care Policy and Ethics (3)
- Economic & Financial Aspects of Healthcare System (3)

Didactic Courses taken by all students at UNC Charlotte during Summer (6):
- Community Epidemiology (3)
- Global Health & Social Justice (3)

Courses taken by only students at admitting campus (9)
DNP Program Course Descriptions:

**Note:** Course numbering legend is NUDN for UNCC and NSG for WCU.

**NUDN 8140/NSG 801: Foundations and Applications of Evidence Based Practice** (3 credit hours): This course provides an overview of models of Evidence Based Practice including theories and methods of translational research.

**NUDN 8150/NSG 815: Healthcare Program Evaluation and Quality** (3 credit hours): This is an evaluation research course in healthcare settings. Emphasis is on conceptual, methodological, organizational, political, and ethical consideration in evaluating programs.

**NUDN 8441/NSG 883: Clinical Residency and Project Development I** (2 credit hours): This course is the first of a four course series that results in a scholarly DNP project. Students negotiate learning objectives with the course instructor for the practicum.

**NSG 816/NUDN 8145: Leadership and Project Planning** (3 credit hours): This course is an introduction to advanced leadership theories to facilitate management of clinical projects.

**NSG 817/NUDN 8147: Applied Biostatics** (3 credit hours): This course emphasizes statistical literacy and develops critical statistical thinking. Students analyze data sets and communicate statistical results in a concise, cohesive and readable manner.

**NUDN 8442/NSG 884: Clinical Residency and Project Development II** (2 credit hours): This course builds on Clinical Residency and Project Development I with a focus on project planning and translation of new knowledge into practice.

**HLTH 6202/NUDN 8202/NSG 802: Community Epidemiology** (3 credit hours): Epidemiology, a basic science for public health, is the study of the distribution and determinants of diseases in specified populations, and the application of this study to the control of health problems. This course introduces students to practice and applications of epidemiology methods and principles as they relate to occurrence of diseases and other health conditions in human population. This course will provide overview of basic concepts including study designs, implementation, analysis, and interpretation of epidemiological studies.

**NUDN 8230/NSG 810: Global Health and Social Justice** (3 credits hours): This course includes an interdisciplinary human rights and social justice perspective of contemporary issues, problems and controversies that affect social, economic, political and environmental global health.

**NSG 822/NUDN 8220 Healthcare Policy and Ethics** (3 credit hours): The course examines healthcare policy development strategies including the analysis of variables impacting policy implementation (e.g. politics and ethics).
NSG/NUDN 8230: Economic and Financial Aspects of Healthcare System (3 credit Hours): This course explores the study of financial business factors related to healthcare delivery systems and advanced practice nursing.

NUDN 8443/NSG 885: Clinical Residency and Project Development III (3 credit hours): This course builds upon knowledge gained in Clinical Residency and Project Development I and II. The student implements the clinical project in the practice setting.

NUDN 8260/NSG 826: Leadership and Healthcare Systems (3 Credit Hours): This course will examine challenges, and political issues impacting strategies for organizational design to promote communication, collaboration, conflict management, power sharing and innovation.

NUDN 8270/NSG 827: Technology for Communication and Transforming Healthcare (3 credit Hours): This course provides opportunities to explore current theories/practices in information systems and health communication and develop innovative strategies for using emerging information and communication technologies to facilitate patient care and inter-professional collaboration.

NUDN 8444/NSG 886: Clinical Residency and Project Development IV (2 credit hours): This course provides a culmination of Clinical Residency and Project Development I, II, and III. The DNP student evaluates the outcomes and impact of the project and disseminates the findings.

**Student Enrollment Status**

Full time enrollment status for the DNP program for the UNCC SON is defined as taking a minimum of 9 semester credits for fall and spring semester and 3 semester credits for summer semester, except when fewer credits are needed for graduation.

Full time enrollment status for the DNP program for the WCU SON is defined as taking a minimum of 9 credits for the fall and spring semester and 5 credits for summer semester.

The program of study for full time students is 2 years (5 semesters)

**Student Advisement**

Each student will be assigned an advisor on admission by his or her respective university. The advisor is to mentor the student and provide advice and academic support as needed, and to complete the program of study plan that includes required courses. The courses are designed to be taken in a sequence to support the terminal DNP Scholarly project. It is important not to deviate from the plan of study. Any deviation from the plan of study may prolong graduation from the program. Plans of study should be reviewed with your academic advisor every semester and must be approved by your advisor prior to registration to ensure accurate enrollment in courses. The academic advising process is determined by each school.
Overview of DNP Scholarly Project

Overview

The DNP Scholarly Project is a project that brings together the practice and scholarship aspects of the Doctor of Nursing Practice degree. It is designed to address complex practice issues that affect groups of patients, health care organizations, or health care systems utilizing informatics, technology, and in-depth knowledge of the clinical and behavioral sciences. The clinical scholarship required in the DNP Scholarly Project reflects mastery and competency in the student’s area of expertise.

The DNP Scholarly Project begins in the first semester of study and continues throughout the program, culminating in a scholarly public defense and article prepared for publication in a peer-reviewed journal. The DNP Scholarly Project requires students to demonstrate expert practice and the use of evidence based practice, translational research, and skills necessary to lead interdisciplinary teams in improving patient/client outcomes and health status individually, organizationally, or within a community. Students may choose to work in private practices, clinics, inpatient units, hospital systems, and other institutions and communities in the assessment, planning, implementation, and evaluation of outcomes of the DNP Scholarly project.

The student, the practice setting, and the student’s DNP Scholarly Project Committee must jointly agree upon the scholarly initiative. The student must complete any required IRB approvals prior to implementing the project.

DNP Scholarly Project Committee

The DNP Scholarly Project is guided by the DNP Scholarly Project Committee. The student is responsible for choosing the committee members with input from his/her advisor during the initial semester of enrollment. The composition of the DNP Scholarly Project committee is expected to include a minimum of one doctoral prepared (PhD, DNP, MD or any other doctoral prepared individual) regular faculty member with graduate status from either the UNC Charlotte or WCU School of Nursing, and an expert community mentor. The chair must come from the student’s admitting university. UNC at Charlotte requires one additional faculty member that is appointed by the graduate school. The student is responsible for completing the DNP Scholarly Project Committee form (Appendix A).

It is the responsibility of the Committee to guide the student through the project planning, implementation, and evaluation. Upon defense of DNP Scholarly Project, the DNP Scholarly Project Committee will determine the successful completion of the project requirements. Failure to successfully present/defend the DNP scholarly project more than twice will result in termination from the program.
Selection of the committee chair will occur during the initial orientation to the program. Additional members will be selected by the end of the first semester. It is the responsibility of the DNP Scholarly Project Committee to guide the student through the project planning, implementation, and evaluation. The DNP Scholarly Project Committee monitors the progression of the student through the project process. The student and committee will meet at least once during the semester, either at the on-campus immersions, via electronic media formats such as Skype, GoToMeeting, or other distance formats as agreed upon by the Chair, committee members, and student. Upon defense of DNP Scholarly Project Topic and Proposal, the DNP Scholarly Project Committee will determine the successful completion of the project requirements. (Appendices B, C). The student’s defense of the DNP Scholarly Project serves as the primary culminating component of the capstone/qualifying examination experience for the DNP program. To be eligible to defend the DNP Scholarly Project proposal, a student must have completed the written proposal and orally present the proposal to DNP faculty. This written and oral presentation is used to evaluate if the student is prepared and qualified to begin work on the project. Failure to successfully present/defend the DNP scholarly project more than twice will result in termination from the program.

**Hours Required for the DNP Scholarly Project**

A minimum of 500 academically supervised hours will be required in the DNP Scholarly Project and Clinical residency courses. Practice experiences are designed to help student’s achieve specific learning objectives related to the DNP Essentials and specialty competencies. These experiences should be designed to provide systematic opportunities for feedback and reflection. Experiences should include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. A clinical learning contract will be approved by course coordinators in Clinical Residency and Project Development courses I, II, III & IV.

**Process for DNP Scholarly Project Completion**

The DNP Scholarly Project is the final end product emanating from the four Clinical Residency courses. Listed below is the process for completion of the clinical residency requirements.

- **Clinical Residency and Project Development I**
  a. Approval of Topic
  b. Present an oral and written presentation to the DNP Scholarly committee members and DNP faculty for topic approval and feasibility. Student must provide a power point presentation describing the key components of project proposal at the end of the first semester (Appendix A). If a student fails to pass the oral presentation, the committee and the student will develop a remediation plan. Failing to pass the oral presentation of the
topic on at least the second attempt results in failing the course and dismissal from the program.

c. Begin documentation of fulfillment of DNP competencies in student portfolio.

- **Clinical Residency and Project Development II**
  
a. Oral Defense of DNP Scholarly Project Proposal. The student will present the DNP Scholarly Project Proposal to the DNP Scholarly Project Committee (Appendix B).
  
b. Preparation/approval of written proposal.

  c. Begin the IRB submission process after the committee has approved the proposal

  d. Continue the documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio.

- **Clinical Residency and Project Development III**
  
a. After IRB approval, the student begins project implementation and documenting outcomes of DNP Scholarly Project.
  
b. Continue the documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio

- **Clinical Residency and Project Development IV**
  
a. Written and Oral Defense of DNP Scholarly Project
    1. Complete final scholarly project (written manuscript) (See Appendix B—Guidelines for DNP Scholarly Project Manuscript)
    2. Present scholarly project to committee members and faculty (at least 3 weeks prior to end of semester in which graduation is expected) (Appendix C).
    3. Provide evidence of submission of manuscript for publication in a peer-reviewed journal.
    4. Complete the documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio.

**Sites for the DNP Scholarly Project**

Students are responsible for securing a site for their DNP Scholarly Project. A current site of employment or another site may be utilized when the project identified is not within the current job duties. Once the site is identified and approved by the student’s DNP Scholarly Project Committee, the student will be responsible for submitting the appropriate paperwork to their admitting university. It is estimated that 3-6 months will be required to secure the appropriate contractual agreement to use the site for the DNP Scholarly Project; therefore, students are encouraged to begin securing a site in the first semester of the program. **Students may not begin their project until a site agreement has been signed.**
Institutional Review Board (IRB)
Research conducted at UNC Charlotte and WCU is subject to a wide range of federal and state policies established to ensure ethical conduct in research. The Institutional Review Board (IRB) ensures respect, fairness and safety in human subjects’ research. All DNP Immersion Inquiry Projects must be submitted to the IRB for review and approval prior to beginning any project.


Clinical Residency Experience
Purpose:
The Clinical Residency Experience composed of four courses is designed to facilitate student clinical learning opportunities specific to the student’s primary area of interest and consistent with the DNP Essentials and specialty competencies. These experiences include in-depth work with experts from nursing as well as other disciplines and systematically provide for meaningful student engagement within practice environments and feedback and reflection. As previously mentioned, the Scholarly Project is the final end product emanating from the Clinical Residency courses.

Student learning opportunities during each Clinical Residency course are to be designed to enrich the student’s knowledge and practical skill foundations in areas that will facilitate achievement of the DNP Scholarly Project. The following list offers examples of possible learning opportunities related to evidence-based practice change or outcome enhancement:

1. Work to change practice based on the evidence in your institution.
2. Provide clinical leadership (i.e. advance practice committee in your institution, State or National level)
3. Learn a new skill or procedure (precepted experience) that will enhance your ability to translate evidence into practice
4. Work with a clinical mentor and observe best practice as developed in another institution, State or Country

Components of a Clinical Residency:

Each clinical residency course is comprised of four components: clinical hours, clinical learning contract, reflective journal, and scholarly activities. A brief description of each component is provided below.

1. Clinical Hours
For Post Masters DNP students, a minimum of 500 academically supervised hours will be required in the DNP Scholarly Project and Clinical residency courses. Students may choose their own clinical sites including their current work environment if their clinical role is an expanded role different from their employment role. Proficiency may be acquired through a variety of methods (case studies, practice contact hours, completing specified procedures, demonstrating experiential competencies, or a combination of these elements) and according to the agreed upon Learning Contract created in the Role Residency courses with course faculty and mentor/preceptor.

2. **Clinical Learning Contract**
   Each student will develop an individualized DNP learning contract in collaboration with clinical mentor and faculty mentor (Chair of Project Committee) during each residency course. Students are also expected to develop a professional portfolio. The development and maintenance of a professional electronic portfolio reflects students’ self-responsibility in their own learning, actively constructing how competencies are met, while faculty provide guidance, teaching and mentoring. The portfolio will include residency learning contracts, DNP Scholarly committee form, scholarly activities assigned throughout the curriculum, CV scholarly project and submitted manuscript.

The purpose of the clinical contract for residency is to increase the student’s exposure to and involvement in doctoral level clinical practice under the direction of a clinical mentor. The student is responsible for identifying and proposing a collaborative arrangement with a clinical preceptor who has practice expertise or works in a clinical setting of interest. Student approval must be obtained, affiliation agreements, developed, and clinical requirements fulfilled according to the requirements of the student’s respective home university and School of Nursing policies prior to beginning a clinical residency experience. Input from the clinical mentor is important as the contract is developed. The student and clinical mentor/preceptor must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements and evaluation criteria will depend on the practice focus in which the student is participating, the student’s level of education and the student’s educational needs. Objectives and requirements must address active involvement by the student in the project. A clinical contract will be approved by course coordinators in Clinical Residency and Project Development courses I, II, III & IV (Attachment D). Clinical hours will be documented on this form and uploaded to the electronic portfolio. A brief description of how the objectives were met at the end of the residency should be included.

3. **Reflective Journal:**
   All students will maintain a reflective journal integrating clinical leadership and inquiry into previous or current practice. Students will maintain a reflective journal integrating clinical leadership and inquiry into previous or current practice. Students will synthesize what has been learned and reflect upon how the course content was integrated into their practice.
Students will reflect back using clinical cases from their own practice. Formal, professional reflection allows the student to integrate ethics, health policy, collaboration and health information technology. This allows them to synthesize what has been learned. Students will reflect back on clinical cases, common diagnoses, and population concerns and discuss how ethics were considered, how informatics was used with team members, patients and families, how health policy and politics were considered, and how health disparities were impacted in those situations. Students will outline how they used their leadership skills in those situations, outlining what was learned about their work, what were their strengths and what more they could bring to the situation. These reflective narratives will be completed in the on-line portfolio.

4. Scholarly Activities

Students participate in multiple academic and scholarly activities. For example, students are expected to attend conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, patient conferences, practice based lectures, interdisciplinary committees, quality improvement committees and any other opportunities available at their site. Each student is expected to post a minimum of at least ten scholarly activities during residency. In addition to this, students are required to be involved and contribute to interdisciplinary initiatives. These academic scholarships and competencies are logged into the on-line portfolio.

Degree Completion and Graduation

To graduate from the DNP program the student must successfully present and implement a project, complete a successful final paper and oral presentation and provide evidence of submission for publication during the enrollment in the DNP scholarly project courses.

Use of Degree Credentials

There is no degree credential for doctoral candidacy. Although sometimes used, the DNP(c) designation is not an accepted convention to indicate doctoral candidacy. A doctoral candidate should continue to use the degree initials that have been earned. It is appropriate to state that one is a doctoral candidate in text form, e.g., in the biographical information that accompanies a published article. It is acceptable to use the DNP credentials only after one has successfully completed the degree.

Time Limits for Degree Completion

All graduation requirements must be completed within 6 years after enrollment in the first course as outlined in the University Graduate Catalog of the student’s admitting university.

Amount of Transfer Credit Accepted

DNP Students may transfer in 6 graduate semester credit hours (with a grade of B or better) with approval of the DNP Program Director and Associate Director of the Graduate Nursing Division.
from their respective admitting university. No course may be older than 6 years at the time of graduation.

**Financial Aid**

Contact the respective admitting institution’s financial aid office for information:
- **UNCC**: [https://finaid.uncc.edu/](https://finaid.uncc.edu/)

**Grades Required**

A student must maintain a cumulative GPA of 3.0 in all course work taken in the program. A student who accumulates two grades of C or any grade of U will automatically be terminated from the DNP program.

**Grading and Appeal Policies**

Please refer to each university’s graduate catalog for a complete description of grading and appeal policies as it relates to your admitting university.
- **UNCC**: [http://catalog.uncc.edu/graduate-catalogs](http://catalog.uncc.edu/graduate-catalogs)
- **WCU**: [http://catalog.wcu.edu/index.php](http://catalog.wcu.edu/index.php)

**Grading Scale**: The following scale will be used for grading all nursing course graded activities and deriving the final course grade.

- A 90-100
- B 80-89
- C 70-79
- U or F ≤ 69

**DNP Consortium Instructional Technology Requirements**

Appendix F presents the minimum instructional technology requirements adopted by the consortium for this program. In order to be successful in completing the DNP courses in traditional and in hybrid instructional formats, students need solid, basic set of computer skills. The skills needed include, but are not limited to:

- Knowing how to operate your word processor and perform tasks such as cutting and pasting
- Saving your files in several different formats
- Saving your files to a variety of locations
- Downloading and installing software
- Internets skills: should include knowing how to log-in, using email and email attachments, using your browser effectively, making bookmarks, chatting and using
search functions. This is a Hybrid online program. A computer with the software and hardware listed on the IT form are required to attend this program. It is **highly recommended** that you have a laptop with the listed requirements on the IT form and bring it to orientation and classes.

Each student is expected to have access to a laptop computer with web cam and microphone capability and the following software:

- Excel,
- SPSS,
- Adobe Professional,
- PowerPoint, and
- Endnote.

**Clinical and Health Requirements**

All students are expected to maintain currency with regard to the home university and School of Nursing policies regarding health status, immunizations, criminal background check, drug screening, and professional liability insurance. These requirements must be fulfilled in order to participate in nursing program activities such as the DNP Clinical Residency courses in a clinical agency. Refer to the specific requirements for the university and School of Nursing at your admitting institution.

**UNCC:**

- University: [http://studenthealth.uncc.edu/required_immunizations.htm](http://studenthealth.uncc.edu/required_immunizations.htm).
- School of Nursing: [http://nursing.uncc.edu/student-resources/clinical-agency-mandates](http://nursing.uncc.edu/student-resources/clinical-agency-mandates)
- School of Nursing *Student Handbook 2013-2014:* [http://nursing.uncc.edu/student-resources/student-handbooks](http://nursing.uncc.edu/student-resources/student-handbooks)

**WCU:**

- School of Nursing: [http://www.wcu.edu/WebFiles/PDFs/Graduate_Nursing_Student_Handbook_2012-2013.pdf](http://www.wcu.edu/WebFiles/PDFs/Graduate_Nursing_Student_Handbook_2012-2013.pdf)

**Important Dates to Remember**

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<th>Fall Semester 2013 Schedule</th>
<th>Spring Semester 2014 Schedule</th>
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</thead>
<tbody>
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NOTE: During the first, second, and final semesters, students are required to come to campus for 3 immersion days and a presentation day at the end of the respective semester.

Students will follow the policies of the university where they are admitted. For specific policies not addressed in this handbook, please refer to the student’s respective admitting university’s handbooks. In the event there are differences in policy between the institutions, students will follow the policy and procedures of the admitting institution.

**DNP Consortium Program Faculty**

**UNC Charlotte Faculty**

- Dee Baldwin, PhD, RN
- Maren Coffman, PhD, RN
- Judy Cornelius, PhD, RN
- Christine Elnitsky, PhD, RN
- Dianna Inman, DNP,
- Susan Kennerly, PhD, RN
- David Langford, PhD, RN
- Karen Lucisano, PhD, RN
- Lucille Travis, PhD, RN
- Meredith Troutman-Jordan, PhD, RN
- Stephanie Woods, PhD, RN

**WCU Faculty**
• Shawn Collins, DNP, PhD, CRNA
• Judy Neubrander, EdD, RN, CNE
• Linda Comer, PhD, RN
• Lydia Elliott, DNP, FNP
• Tami Pearson, PhD, FNP, ANP
• Liz Repede, PhD, FNP
• Mark Kossick, DNSc, CRNA
DNP PROGRAM HANDBOOK

APPENDICES
Doctor of Nursing Practice—UNC Charlotte

Clinical Scholarly Project Committee Form (Appendix A)

Form available at from UNCC DNP Program web site: http://nursing.uncc.edu/degree-programs/dnp-program
Doctor of Nursing Practice—WCU

Clinical Scholarly Project Committee Form (Appendix A)

(Form available at: DNP Homeplace)

Appointment of Doctoral Project Committee

Name (print): ___________________________ 92#: __________________

Degree/Major: __________________________

Address: _______________________________

E-mail: _________________________________

Tentative Project Topic:

_____________________________________

_____________________________________

DNP Project Committee:

Chair:
(Print Name, Sign, and Date)

Member:
(Print Name, Sign, and Date)

Member:
(Print Name, Sign, and Date)

Member:
(Print Name, Sign, and Date)

APPROVED:

DNP Program Director:
(Print Name, Sign, and Date)

Graduate Nursing Program Director: ___________________________
(Print Name, Sign, and Date)

STUDENT APPROVAL: I agree to the above information and hereby grant Western Carolina University a limited, non-exclusive, royalty-free license to reproduce my project, in whole or in part, in electronic form or paper form and make available to the general public at no charge.

DNP Candidate Signature: ___________________________ Date: ____________

July 2013
Doctor of Nursing Practice—UNC Charlotte/WCU Consortium Program  
Guidelines for DNP Scholarly Project Manuscript  (Appendix B)

The final written product for the DNP Scholarly Project is a manuscript that will be submitted for publication. The student will follow the author guidelines of the journal when writing the manuscript including formatting instructions. The author guidelines will be included in appendix.

- Title
- Abstract
- Introduction/Background
- Problem Statement
- Purpose of the Project
- Clinical Question
- Literature Review
- Project Objectives
- Conceptual/ Theoretical Framework
- Project Design
  - Methodology
    - Subjects
    - Setting
    - Tools/Measures
    - Intervention and Data Collection
- Project Analysis (including translation and impact on practice, fiscal impact)
- Project Findings/Results
- Summary (Significance or Implications)
- Recommendations (Maintaining/Sustaining the Change)
- References
- Appendices
Doctor of Nursing Practice—UNC Charlotte/WCU Consortium Program

Clinical Scholarly Project Topic Approval (Appendix C)

(Student name) will be attached to the respective university’s Graduate School form.)

**Student Name:**

**Project Title:**

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<th>PROJECT COMPONENT</th>
<th>ORAL PROPOSAL</th>
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<tr>
<td>DNP Project Topic Summary</td>
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<td>Brief review of evidence to support</td>
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Evaluation of DNP Topic Proposal: _____Approved as Presented   _____Approved with Recommendations   _____Not Approved

Additional Comments:

Chair Signature: __________________________ Date: __________

Committee Member Signature: __________________________ Date: __________

Committee Member Signature: __________________________ Date: __________

cc: _____Student File
    _____DNP Program Coordinator/Director
    _____Associate Director of Graduate Division

**Approval Status Legend:** S=Satisfactory; U=Unsatisfactory; NR=Needs Revision; NA=Not Applicable

Rev. 6/28/12
**Doctor of Nursing Practice—UNC Charlotte/WCU Consortium Program**

**Clinical Scholarly Project Proposal Approval Form (Appendix D)**

(This form will be attached to the respective university’s Graduate School form.)

**Student Name:**

**Project Title:**

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<td><strong>Background of the problem</strong></td>
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<td><strong>Problem statement - PICOT</strong></td>
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<td><strong>Scope of proposed change realistic and appropriate</strong></td>
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<td><strong>Outcomes</strong></td>
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Evaluation of Proposal:    ____Approved as Presented     ____Approved with Recommendations    ____Not Approved

Additional Comments:

Chair Signature:                        Date:

Committee member Signature:          Date:

Committee member Signature:          Date:

cc: _____Student File
    _____DNP Program Coordinator/Director
    _____Associate Director of Graduate Division

Approval Status Legend: S=Satisfactory; U=Unsatisfactory; NR=Needs Revision; NA=Not Applicable

Rev. 6/28/12
# Doctor of Nursing Practice—UNC Charlotte/WCU Consortium Program

## Clinical Scholarly Project Defense Approval Form (Appendix E)

(This form will be attached to the respective university’s Graduate School form.)

**Student Name:**

**Project Title:**

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<td>Problem statement - PICOT</td>
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<tr>
<td>Conceptual Framework/Theory:</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Described, evident and applicable</td>
<td></td>
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<tr>
<td>Evidence of Synthesis</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Research and evidence of the clinical issue supported/influenced clinical project</td>
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<tr>
<td>Synthesis table</td>
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<tr>
<td>Environmental Context</td>
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<td>Comments</td>
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<tr>
<td>Need, feasibility and sustainability clearly presented</td>
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<td></td>
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<tr>
<td>Benchmarks and supporting data provided</td>
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<tr>
<td>Outcomes</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Short and long term objectives/outcomes outlined</td>
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<td></td>
</tr>
<tr>
<td>Objectives/outcomes stated in feasible and measurable terms</td>
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<td></td>
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<tr>
<td>Evaluation measures linked to objectives/outcomes and conceptual framework</td>
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</tr>
<tr>
<td>PROJECT COMPONENT</td>
<td>ORAL PROPOSAL</td>
<td>WRITTEN PROPOSAL</td>
</tr>
<tr>
<td>----------------------------------------</td>
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<tr>
<td>Methods/Implementation Plan</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Clear rationale for actions and methods</td>
<td></td>
<td></td>
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<tr>
<td>Setting and group clearly described</td>
<td></td>
<td></td>
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<tr>
<td>Tools/measures described and linked to measures and objectives</td>
<td></td>
<td></td>
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<tr>
<td>Data collection described</td>
<td></td>
<td></td>
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<tr>
<td>Methods of analysis clearly described for each measurement including appropriate statistical tests</td>
<td></td>
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<tr>
<td>Time Frame</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Completed within projected time frame</td>
<td></td>
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<tr>
<td>Findings</td>
<td>S</td>
<td>Comments</td>
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<tr>
<td>Organized</td>
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<tr>
<td>Linked to problem statement</td>
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<td></td>
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<tr>
<td>Described the extent to which the objectives were achieved</td>
<td></td>
<td></td>
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<tr>
<td>Discuss interpretation of results and appropriate statistical analysis</td>
<td></td>
<td></td>
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<tr>
<td>Cost savings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scope of Project</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Describe locally, nationally, and internationally impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommendations/Implications addressed for problem statement, supporting organization, key stakeholders, and other settings.</td>
<td></td>
<td></td>
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<tr>
<td>Impact of Project</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Discuss dissemination plan (local, regional &amp; national)</td>
<td></td>
<td></td>
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<td>Describe next steps</td>
<td></td>
<td></td>
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<tr>
<td>Discuss how current regulations/policies influence the next steps</td>
<td></td>
<td></td>
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<tr>
<td>Project Synthesis</td>
<td>S</td>
<td>Comments</td>
</tr>
<tr>
<td>Evidence candidate demonstrated practice inquiry skills including appraising and translating evidence into practice within the project</td>
<td></td>
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<tr>
<td>Evidence of candidate’s ability to lead DNP scholarly project</td>
<td></td>
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<tr>
<td>PROJECT COMPONENT</td>
<td>ORAL PROPOSAL</td>
<td>WRITTEN PROPOSAL</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Ability of candidate to articulate state of current knowledge as it relates to</td>
<td></td>
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<tr>
<td>advanced practice nursing in the health care system</td>
<td></td>
<td></td>
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<tr>
<td>Writing and Organization</td>
<td>S Comments</td>
<td>S Comments</td>
</tr>
<tr>
<td>APA format followed appropriately; clear writing; copyrights obtained as appropriate</td>
<td></td>
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</tr>
</tbody>
</table>

Evaluation of Proposal:  _____Approved as Presented  _____Approved with Recommendations  _____Not Approved

Additional Comments:

Chair Signature: Date:
Committee Member Signature: Date:
Committee Member Signature: Date:
Committee Member Signature: Date:

cc:  _____Student File
     _____DNP Program Coordinator/Director
     _____Associate Director of Graduate Division

Approval Status Legend:  S=Satisfactory; U= Unsatisfactory; NR= Needs Revision; NA= Not Applicable

Rev. 6/28/12
Appendix F: DNP Consortium Instructional Technology Requirements

UNC Charlotte Distance Education Minimum Technical Specifications - Updated 4/24/12

Before you begin your online course, it is important that you have convenient and extended access to appropriate technology. UNC Charlotte reserves the right to require future upgrades or addition to the technology package.

<table>
<thead>
<tr>
<th>Windows System Requirements (minimum)</th>
<th>Internet Explorer 6 SP2, Firefox 3.1, Safari 4, Chrome 14.0 or later.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Windows XP, Windows Vista or Windows 7</td>
</tr>
<tr>
<td></td>
<td>Java 5.0 or later,</td>
</tr>
<tr>
<td></td>
<td>28.8 kbps or faster Internet connection</td>
</tr>
<tr>
<td></td>
<td>350+ MHz, 128+ MB memory</td>
</tr>
<tr>
<td></td>
<td>800x600 16-bit color display or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apple System Requirements (minimum)</th>
<th>Mac OS X 10.5.x, 10.6.x, 10.7.x</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Safari 3.2, Firefox 3.6, Chrome 14.0 or later.</td>
</tr>
<tr>
<td></td>
<td>Java 5.0 or later,</td>
</tr>
<tr>
<td></td>
<td>Local Area Network or Broadband connection</td>
</tr>
<tr>
<td></td>
<td>G4 700 MHz PowerPC, 384 MB memory</td>
</tr>
<tr>
<td></td>
<td>Display color depth: Thousands of colors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Linux System Requirements (minimum)</th>
<th>SUSE Linux Enterprise Desktop Version 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Red Hat Linux Enterprise Desktop Version 5</td>
</tr>
<tr>
<td></td>
<td>Mozilla Firefox 3.5, Chrome 14.0 or later.</td>
</tr>
<tr>
<td></td>
<td>Java 5.0 or later,</td>
</tr>
<tr>
<td></td>
<td>PS500+MHz, 256+MB Memory</td>
</tr>
<tr>
<td></td>
<td>1024x768 16-bit color display or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Software:</th>
<th>Microsoft Office (students may also need the free Compatibility Pack to open documents from newer versions of Office)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trend Micro Antivirus:</td>
</tr>
<tr>
<td></td>
<td><a href="http://connect2.uncc.edu/studentcomputing">http://connect2.uncc.edu/studentcomputing</a></td>
</tr>
<tr>
<td></td>
<td>Adobe Reader:</td>
</tr>
<tr>
<td></td>
<td><a href="http://get.adobe.com/reader/">http://get.adobe.com/reader/</a></td>
</tr>
<tr>
<td></td>
<td>QuickTime:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.apple.com/quicktime/">http://www.apple.com/quicktime/</a></td>
</tr>
<tr>
<td></td>
<td>Adobe Flash Player:</td>
</tr>
<tr>
<td></td>
<td><a href="http://get.adobe.com/flashplayer/">http://get.adobe.com/flashplayer/</a></td>
</tr>
<tr>
<td></td>
<td>Instructors may also require students to obtain access to a variety of instructional materials including textbooks, CDs, DVDs, videotapes, audiotapes, and/or other computer software programs. Information on course-specific, required materials is provided to students at the beginning of each semester.</td>
</tr>
</tbody>
</table>

| Internet Connection:                | Broadband Internet access (We recommend a stable broadband connection. Those connecting over wireless connections may experience poor connection quality due to fluctuating or inconsistent signals. Those connecting over dial-up connections should be able to hear audio but may have difficulty displaying media rich content.) |

| Contra Users:                       | Click here for detailed technical requirements, download the Contra client, and run a system check. |

| Purchasing a New Computer:          | If you decide to purchase a computer, we suggest that you follow the standard UNC Charlotte Student Computing recommendations for hardware and software. |