

WSSU DIVISION OF NURSING UNDERGRADUATE STUDENT HANDBOOK



WINSTON-SALEM
STATE UNIVERSITY

Division of Nursing



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Division of Nursing

Contents

Part I: General Bachelor of Science in Nursing Information.....3

Vision, Mission, Values, and Philosophy	4
BSN Program Description	8
BSN Program Objectives	9
General Education Requirements	13
BSN Program Requirements	14
Pre-Licensure	14
Post-Licensure	21
NCLEX-RN Examination	24

Part II: Academic Policies and Procedures25

Grading Policy	26
Course Progression Policy	28
Class Attendance Policy	30
Withdrawal Policy	31
Program Leave of Absence and Return Policy	33
Extenuating Circumstances Policy	34
Test Administration Policy	37
Pre-Clinical Safety Quiz Policy	40
ATI Integration Policy	42
Academic Honor System	44
Honor Code Pledge	46
Code of Conduct Policy	48
Program Dismissal Policy	52
Academic Appeal Policy	53
Final Grade Appeal Policy	55
Program Dismissal Appeal Policy	58
Notification of Policy and Procedure Changes	60



WINSTON-SALEM

STATE UNIVERSITY

School of Health Sciences

Division of Nursing

Faculty Responsiveness Expectations	61
Student Participation in University Activities	62
Part III: Clinical Policies, Procedures, and Social Regulations	63
Essential Functions of Clinical Practice	64
Essential Functions Policy	66
Professional and Ethical Behavior	70
Patient Confidentiality and HIPAA Compliance Policy	72
Social Media Policy	73
Clinical Attendance Policy	75
Clinical Dress Code Policy	77
Clinical Scope of Practice for Nursing Students	80
Unsafe Clinical Practice Policy.....	83
Clinical Compliance Requirements.....	85
Criminal Background Check Policy	87
Drug Screening Policy	89



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Part I: General Bachelor of Science in Nursing Information





WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Vision, Mission, Values, and Philosophy

Vision

The Division of Nursing at Winston-Salem State University is a premier nursing program that unleashes the genius of diverse, interconnected learners. We prepare nurse leaders to advance cultural relevance, equity, and transformative nursing practice, education, research, and public service.

Mission

As a leader in nursing education, the Winston-Salem State University Division of Nursing is committed to providing diverse, interconnected learners with transformative, impactful educational experiences rooted in HBCU traditions.

The Division of Nursing offers excellent, accessible, and equity-minded programs at the baccalaureate, master's, and doctoral levels. Graduates are prepared to lead efforts to ensure health equity for underserved individuals, populations, and communities; provide compassionate, evidence-based, culturally responsive care; and foster genius in our next generation of nurses.

Values

The school places a high priority on encouraging its students to adopt the following set of values:

- Sensitivity to a patient's culture, race, religion and other personal factors;
- Compassion for a patient's physical, emotional and social issues;
- Empathy with a patient's suffering;
- Willingness to provide health care for all individuals regardless of their race, religion, creed, sex, national origin, health insurance status, socioeconomic status or place of residence;
- Determination that avoidable errors and omissions in health care must not occur; and
- Dedication to assuring patient satisfaction with their health care.

Philosophy

The faculty in the Division of Nursing has developed a philosophy aligned with the missions of the university and the School of Health Sciences. The central concepts of



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

the philosophy are person, society, health, professional nursing, and nursing education. The faculty believes:

Person: A person is a unique bio-psychosocial, cultural, and spiritual individual in dynamic interaction with the environment. This interaction is driven by needs that arise throughout the life cycle. The person uses adaptive processes to promote, restore, and maintain physiological, psychosocial, cultural, and spiritual integrity.

Society: Society is the complex organizational system of individuals, families, groups, and communities. Society impacts the environment and affects a person's growth, development, and level of wellness. Culture, ethnicity, and demography all influence a person's interactions with society and their level of wellness.

Health: Health is the dynamic physiological, psychological, sociocultural, and spiritual functioning of a person within the environment, existing on a continuum from wellness to illness or death. Society and the environment in which the individual lives define wellness and illness. Each individual has a vested interest in quality of life and a right to participate in decisions affecting their well-being. Wellness is viewed as the maintenance of equilibrium, whereas illness is viewed as a state of disequilibrium. Further, the faculty believes that access to health care is a fundamental right for all people.

Professional Nursing: Professional nursing is a unique, dynamic, and evolving scientific discipline that uses the nursing process to help clients achieve an optimal state of wellness or a meaningful, dignified death. The professional nurse applies ethical principles, caring and sensitivity, critical thinking, research, effective communication techniques, and a variety of resources, roles, and functions to meet the needs of diverse populations in any setting. Clients' needs are organized into four major categories:

- the need for a safe, effective care environment
- the maintenance of psychosocial integrity
- the maintenance of physiological integrity
- health promotion and maintenance

The professional nurse adapts to social, political, and technological changes and actively participates in effecting change to promote quality in health care. The professional nurse is accountable to society and to the profession and assumes



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

responsibility for continuing professional and personal growth. The faculty believes that the Essentials of Baccalaureate Education for Professional Nursing Practice, the Institute of Medicine Competencies, and the Master's Essentials reflect the program objectives for WSSU BSN and MSN graduates.

Nursing Roles: The role of the beginning professional nurse continues to encompass three broad areas:

- provider of direct and indirect care to individuals, families, groups, communities and populations
- designer, manager and coordinator of care
- member of a profession

To implement this role fully, the nurse must:

- base practice on current knowledge, theory and research
- assume responsibility and accountability for practice
- form partnerships with patients and with other health care professionals
- serve as a member and leader within interdisciplinary health care teams
- communicate, collaborate and negotiate
- practice across a variety of settings and with diverse populations
- access, assemble and evaluate health information
- teach patients
- advocate for patients within the health care delivery system
- delegate and supervise patient care activities
- allocate and manage physical, fiscal and human resources
- evaluate nursing care outcomes
- participate in research and utilize research findings
- assume responsibility for life-long learning and plan for professional career development
- participate in political and regulatory processes
- participate in shaping the health care delivery system



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Nursing Education: Nursing education is a process that fosters the development of critical thinking through a liberal arts foundation and the mastery of knowledge and skills that support the holistic practice of professional nursing. It is a cooperative endeavor between teacher and learner that results in measurable changes in the learner's behavior. For learning to be meaningful and useful, the learner actively participates in the educational process. The role of the faculty is to guide the educational process.

Teaching methodologies take into account students' interests, prior educational experiences, academic achievement, and learning styles. The faculty employs a mastery philosophy (competency-based) of education, which is the most appropriate instructional design for student success. Baccalaureate education provides the knowledge and skills essential for entry into professional practice and serves as a foundation for lifelong learning. The faculty also believes that master's degree education is necessary to prepare nurses for advanced practice with individuals and families throughout the lifespan and across the health continuum in a variety of settings.

To prepare professional nurses for this multifaceted role, several components are essential across all baccalaureate nursing programs. These components include liberal education, professional values, core competencies, core knowledge, and role development.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

BSN Program Description

The Division of Nursing at Winston-Salem State University is a premier national nursing school recognized for excellence in education, research, and public service, as well as for diversity in its student population and program offerings. Consistent with the WSSU mission and the mission of the School of Health Sciences, the division provides professional nursing education that prepares baccalaureate-degree nurse generalists. The undergraduate curriculum provides experiences that help students develop effective communication and critical thinking skills while implementing therapeutic interventions, health promotion and disease prevention, and evidence-based practice strategies. These experiences include theory, clinical practicums, and public service essential to the delivery of professional nursing care in a variety of settings and to diverse populations.

Prior learning experiences are considered in the admission criteria for a student population diverse in age, gender, ethnicity, academic levels, life experiences, and health care experiences. The Division provides an environment conducive to personal and professional growth and lifelong learning for students and faculty. Faculty and students engage in mutually beneficial relationships with the community and other health care providers that complement the nursing division's educational mission. These experiences foster the development of values such as kindness, compassion, justice, loyalty, and cultural competence and sensitivity.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

BSN Program Objectives

Winston-Salem State University Division of Nursing has developed program objectives aligned with the American Association of Colleges of Nursing's *Essentials: Core Competencies for Professional Nursing Education*. The undergraduate nursing program prepares a graduate who will:

1. Use critical thinking and technology in synthesizing knowledge from the biological, physical, and behavioral sciences, the humanities, and nursing in making nursing practice decisions for clients of all ages from diverse and multicultural societies (Essentials Domains 1 and 8).
2. Utilize the nursing process and patient-centered care to promote wellness through illness prevention and supportive and restorative care (Essentials Domain 2).
3. Perform nursing roles of caregiver, teacher/counselor, collaborator, client advocate, leader/manager, designer, and research consumer to enhance the quality of client care (Essentials Domain 5).
4. Implement effective verbal, written, and computerized communication techniques with clients and other health care providers to promote a culturally sensitive holistic approach to health care (Essentials Domains 2, 6, and 8).
5. Provide nursing care that recognizes individual dignity and worth as well as rights and responsibilities regarding quality of life issues and participation in decisions affecting well-being (Essentials Domain 2).
6. Integrate ethics, caring, and safe nursing practice to provide accessible, cost-effective health care for persons, families, groups, and communities at all economic levels (Essentials Domains 2, 3, and 5).
7. Implement evidence-based practice through interpretation, utilization, and participation in research (Essentials Domain 4).
8. Demonstrate professional responsibility and accountability in the practice of nursing (Essentials Domain 9).
9. Assume responsibility for continuing professional and personal growth (Essentials Domain 10).

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WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

BSN Program and Level Objectives

Program Outcome Objectives	Level I	Level II	Level III
1. Use critical thinking and technology in synthesizing knowledge from the biological, physical, and behavioral sciences, the humanities, and nursing theories in making nursing practice decisions for clients of all ages from diverse and multicultural societies.	Identify concepts from the biological, physical, technological, and behavioral sciences, the humanities, and nursing theories in addressing the needs of diverse individuals across the lifespan	Utilize critical thinking to apply concepts from the biological, physical, technological, and behavioral sciences, humanities, and nursing theories in addressing the needs of diverse individuals, groups, and families across the lifespan.	Synthesize concepts from technology and the biological, physical and behavioral sciences, the humanities, and nursing in making nursing practice decisions about individuals, groups, families, and communities from diverse populations across the lifespan.
2. Utilize the nursing process and patient-centered care to promote wellness through illness prevention, supportive, and restorative care.	Describe ways in which the nursing process and patient-centered care can be used to promote wellness in individuals through illness prevention, supportive, and restorative care.	Apply the nursing process and patient-centered care to promote wellness in individuals, groups, and families through illness prevention, supportive, and restorative care.	Evaluate, utilizing critical thinking, the use of the nursing process and patient-centered care to promote wellness in individuals, families, groups, and communities through illness prevention, supportive and restorative care.
3. Perform nursing roles of caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer, and research consumer to enhance the quality of client care.	Describe the roles of the nurse as caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer, and research consumer.	Implement the nursing roles of caregiver, teacher, counselor, collaborator, client advocate, designer, and research consumer to enhance the quality of care for individuals, groups, and families.	Synthesize the nursing roles of caregiver, teacher, counselor, collaborator, client advocate, leader, manager, designer, and research consumer to enhance the quality of care for individuals, groups, families, and communities.



WINSTON-SALEM STATE UNIVERSITY

School of Health Sciences

Division of Nursing

Program Outcome Objectives	Level I	Level II	Level III
4. Implement effective verbal, written, and computerized communication techniques with clients and other health care providers to promote a culturally sensitive holistic approach to health care.	Discuss the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care.	Demonstrate the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care for individuals, groups, and families	Evaluate the importance of effective communication between clients from diverse backgrounds and other health care providers in promoting a culturally competent and sensitive holistic approach to health care for individuals, groups, families, and communities.
5. Provide nursing care that recognizes individual dignity and worth as well as rights and responsibilities concerning quality of life issues and participation in decisions affecting well-being.	Identify personal feelings and historic traditions regarding the rights and responsibilities of individuals concerning quality of life issues and participation in decisions affecting well-being.	Provide care that acknowledges the dignity and worth of individuals, groups, and families in situations involving quality-of-life decisions.	Provide care that acknowledges the dignity and worth of individuals, groups, families, and communities in situations involving quality-of-life decisions.
6. Integrate ethics, caring, and safe nursing practice in providing accessible and cost-effective health care.	Identify ethical issues, principles of caring, and safety factors involved in providing cost-effective health care.	Provide nursing care to individuals, groups, and families of all economic levels, demonstrating the integration of ethics, caring, and safe practice in the provision of accessible and cost-effective health care.	Provide nursing care to individuals, groups, families, and communities of all economic levels, demonstrating the integration of ethics, caring, and safe practice in the provision of accessible and cost-effective health care.



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

Program Outcome Objectives	Level I	Level II	Level III
7. Implement evidence-based practice through interpretation, utilization, and participation in research.	Explain how evidence-based practice contributes to the advancement of nursing practice, education, and research.	Develop plans of care for individuals, groups, and families based upon research and evidence-based practice.	Develop plans of care for individuals, groups, families, and communities based upon research and evidence-based practice
8. Demonstrate professional responsibility and accountability in the practice of nursing.	Discuss the significance of accountability and responsibility among nurses and other members of the health care team in meeting the needs of individuals, groups, and families.	Demonstrates accountability and responsibility for nursing actions in meeting the needs of individuals, groups, and families.	Evaluate accountability and responsibility for self and others in meeting the needs of individuals, groups, families, and communities.
9. Assume responsibility for continuing professional and personal growth.	Identify the relationship between continuing professional and personal growth and the provision of quality nursing care.	Seek learning opportunities related to classroom and clinical experiences that promote nursing practice, education, and research.	Demonstrate initiative and self-direction in establishing personal and professional goals that will promote the advancement of nursing.

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WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

General Education Requirements

General Education at Winston-Salem State University provides the intellectual foundation for completing a major program of study and for learning beyond college by offering students a broad-based education rooted in the Arts, Humanities, and Sciences. The General Education curriculum is designed to foster the development of critical skills such as thinking, writing, and speaking, while offering students the opportunity to explore the vast fields that make up the academy.

Students are required to complete approximately one-half of their courses (a minimum of 60 semester hours) outside their major field of study. Most of these courses are taken during the first two years at the university. Students have choice in the courses they take and are encouraged to sample widely across the curriculum. There are minimum expectations for the courses taken in general education, depending on the student's status upon entering the university.

Transfer Students:

Winston-Salem State University is especially welcoming to transfer students. We offer a very flexible approach to the pre-major General Education curriculum, allowing students to maximize the use of credits earned at other colleges and universities toward the degree at WSSU.

Transfer students are required to take or transfer approximately 60 semester hours of credits outside of their major program requirements. Those who transfer from a North Carolina community college with an Associate in Arts degree or an Associate in Science degree will not need to meet additional general education requirements at WSSU. Although transfer credits are applied toward the general education curriculum, transfer students may be required to take prerequisite courses for the nursing major.

Once a student has been accepted to WSSU, the Office of Transfer and Adult Student Services evaluates the official transcript(s) and completes the transfer credit articulation process.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

BSN Program Requirements

Pre-Licensure

The pre-licensure BSN curriculum includes the General Education core requirements for Winston-Salem State University, prerequisite courses for the nursing major, and the nursing courses.

Admission to the university does not guarantee admission to the nursing program. Students must meet specific admission criteria and apply to the upper division of the major. Meeting the minimum admission criteria does not guarantee admission to the Upper Division of Nursing.

Admission Criteria:

- Satisfactory completion of core curriculum in general education and nursing prerequisite course requirements. Students must be on track to complete all general education and nursing prerequisite courses by the end of the Spring semester of the application year.
- A grade of C or better in all nursing prerequisite courses on the first attempt.
- The Division of Nursing does not accept Pass/Fail grades for any general education or nursing prerequisite courses.
- NUR 2313 Introduction to Professional Nursing cannot be transferred. The course can only be taken at WSSU.
- All prerequisite science courses must have been completed within the past 7 years at the time of application submission.
- Minimum Cumulative GPA 2.8 (all academic transcripts)
- Minimum Science GPA 2.8 (including science courses completed at all institutions)
- ATI TEAS test score – Academic Preparedness Level of “Proficient” and a reading score of greater than 70% are the preferred benchmarks. ATI TEAS test score is valid for 2 years.
- Waiting period of at least 2 years if previously dismissed from another nursing program due to academic reasons.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Required Prerequisite Courses:

- BIO 2311 Anatomy & Physiology I
- BIO 2111 Anatomy & Physiology I Laboratory
- BIO 2312 Anatomy & Physiology II
- BIO 2112 Anatomy & Physiology II Laboratory
- BIO 1331 General Microbiology
- BIO 1131 General Microbiology Laboratory
- CHE 1311 General Chemistry for Health Sciences Majors
- CHE 1111 General Chemistry for Health Sciences Majors Laboratory
- MAT 2326 Elementary Statistics **OR** SOC 2326/GER 2326/PSY 2326 Statistics for Social and Behavioral Sciences
- PSY 2336 Lifespan Development
- NUR 2313 Introduction to Professional Nursing*

*Course is offered during the spring semester only. Students must meet prerequisite requirements to enroll in the course.

Students applying to the Traditional BSN Option are required to successfully complete NUR 2313 Introduction to Professional Nursing before starting the program.

Students applying to the Accelerated BSN Option will take NUR 2313 Introduction to Professional Nursing once admitted into the program.

Pre-Licensure Options

Pre-licensure options at WSSU include Traditional, Accelerated, LPN to BSN, and Paramedic to BSN. Each option requires completion and/or challenge of all major nursing (NUR) courses listed in the BSN Plan of Study. Major nursing courses must be completed at WSSU and cannot be transferred from another institution. Upon completion of the pre-licensure BSN program, individuals are eligible to take the National Council Licensure Examination (NCLEX) to obtain a license to practice as a registered nurse.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Traditional (TBSN) Option:

The TBSN option requires students to complete all courses in the BSN Plan of Study. Students in the TBSN option are not eligible to take challenge examinations for any of the major nursing courses.

The application period for the TBSN option is October 15-January 31 each year. If accepted, the student will begin the nursing program the following May (Summer I term). Students are notified of admission decisions via email by mid-March.

Accelerated (ABSN) Option:

The ABSN option is designed to give individuals with a bachelor's degree in any discipline from an accredited institution the opportunity to earn a BSN in 16 months. The ABSN option is a full-time plan of study. Students are strongly encouraged not to work during their matriculation in the ABSN program.

Individuals interested in the ABSN option must meet all admission criteria for the Upper Division of Nursing and complete all nursing prerequisite courses (except NUR 2313 Introduction to Professional Nursing) before applying to the nursing program. Students applying to the ABSN option will take NUR 2313 Introduction to Professional Nursing upon admission to the program.

Nursing prerequisite courses can be completed at any accredited community college, college, or university and then transferred to meet university degree requirements. Students in the ABSN option are not eligible to take challenge examinations for any of the major nursing courses.

The application period for the ABSN option is July 15–September 1 each year. Students applying to the ABSN option must also apply to the university if they are not current WSSU students. If accepted, the student will begin the nursing program the following January (Spring semester). Students are notified of admission decisions via email by early November.

LPN to BSN Option:

Applicants to the LPN to BSN option must possess and maintain an unencumbered, active license as a practical nurse in the state of North Carolina, have 1 year of direct patient care experience as a licensed practical nurse (LPN) in the state of North



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Carolina, and have worked a minimum of 1,560 hours as an LPN within the past calendar year. Employer verification of this employment is required.

LPNs who meet all admission requirements for the Upper Division of Nursing and the LPN to BSN option may earn credit by challenge examination for NUR 2313

Introduction to Professional Nursing. If an LPN does not meet the requirements or is unsuccessful on the challenge examination, enrollment in the course is required.

LPNs accepted into the Upper Division of Nursing may earn credit through challenge examination and/or clinical skills competency validation for the following courses:

- NUR 3115 Clinical Nursing Foundations*
- NUR 3215 Clinical Nursing Foundations Practicum*
- NUR 3316 Pharmacology for Nurses
- LPNs who have worked 3 of the past 5 years in the direct care of older adults in a geriatric nursing practice setting may earn credit by challenge examination for NUR 4203 Care of the Older Adult

*To earn credit by examination, the LPN must pass the challenge examination for the didactic course and the clinical skills competency validation for the practicum course. If the LPN is unsuccessful on either, enrollment in both courses is required.

The LPN to BSN option is a full-time plan of study. Although credit by challenge examination may be awarded for some nursing courses, LPNs must matriculate through the curriculum according to the Traditional BSN Plan of Study.

Paramedic to BSN Option:

Applicants to the Paramedic to BSN option must possess and maintain current certification as an EMT-P from the North Carolina Office of Emergency Medical Services and/or the National Registry of Emergency Medical Technicians, have 1 year of direct patient care experience as a certified paramedic, and have worked a minimum of 1,560 hours as a certified paramedic within the past calendar year. Employer verification of this employment is required.

Paramedics accepted into the Upper Division of Nursing may earn credit through challenge examination and/or clinical skills competency validation for the following courses:



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- NUR 3312 Health Assessment
- NUR 3316 Pharmacology for Nurses
- NUR 3302 Child Health Nursing*
- NUR 3202 Child Health Nursing Practicum*
- NUR 4312 Maternal-Newborn Nursing*
- NUR 4212 Maternal-Newborn Nursing Practicum*

*To earn credit by examination, the Paramedic must pass the challenge examination for the didactic course and the clinical skills competency validation for the practicum course. If the Paramedic is unsuccessful on either, enrollment in both courses is required.

The Paramedic to BSN Option is a full-time plan of study. Although credit by challenge examination may be awarded for some nursing courses, Paramedics must matriculate through the curriculum according to the Traditional BSN Plan of Study.

Challenge Examinations:

Challenge examinations are offered on or around April 15 for courses scheduled to begin in the summer term; July 15 for courses scheduled to begin in the fall semester; and December 15 for courses scheduled to begin in the spring semester. Challenge examinations must be completed on the specified dates. If the LPN or Paramedic does not complete the challenge examination on the specified date or is unsuccessful on the examination, enrollment in the challenged course is required.

An examination fee is required for each challenge examination the LPN or Paramedic wishes to take. After the examination fee is paid, the syllabus for the challenged course will be provided to help with studying for the challenge examination.

For additional information and to verify eligibility for challenge examinations, the LPN or Paramedic must contact the Chair of Undergraduate Nursing.

Traditional BSN Plan of Study

Freshman Fall Semester	Credit Hr	Freshman Spring Semester	Credit Hr
First Year Experience	3	First Year Experience	3
General Education Core	12	General Education Core/Nursing Prerequisites	14
Total	15	Total	17
Sophomore Fall Semester	Credit Hr	Sophomore Spring Semester	Credit Hr
General Education Core	9-12	General Education Core/ Nursing Prerequisites	12-15
Nursing Prerequisites	3-7	NUR 2313 Introduction to Professional Nursing	3
Total	15- 16	Total	15-18
Summer	Credit Hr		
NUR 3316 Pharmacology for Nurses	3		
NUR 3115 Clinical Nursing Foundations	1		
NUR 3215 Clinical Nursing Foundations Practicum	2		
NUR 3312 Health Assessment	3		
Total	9		
Junior Fall Semester	Credit Hr	Junior Spring Semester	Credit Hr
NUR 3302 Child Health Nursing	3	NUR 3302 Child Health Nursing	3
NUR 3202 Child Health Nursing Practicum	2	NUR 3202 Child Health Nursing Practicum	2
NUR 3311 Mental Health Nursing	3	NUR 3311 Mental Health Nursing	3
NUR 3211 Mental Health Nursing Practicum	2	NUR 3211 Mental Health Nursing Practicum	2
OR		OR	
NUR 3512 Adult Health Nursing I	5	NUR 3512 Adult Health Nursing I	5
NUR 3513 Adult Health Nursing I Practicum	5	NUR 3513 Adult Health Nursing I Practicum	5
NUR 3318 Introduction to Pathophysiology for Nurses	3	NUR 3303 Nursing Research	3
NUR 3117 Clinical Reasoning	1		
Total	14	Total	13
Senior Fall Semester	Credit Hr	Senior Spring Semester	Credit Hr
NUR 4313 Community Health Nursing	3	NUR 4313 Community Health Nursing	3
NUR 4213 Community Health Nursing Practicum	2	NUR 4213 Community Health Nursing Practicum	2
NUR 4312 Maternal Newborn Nursing	3	NUR 4312 Maternal Newborn Nursing	3
NUR 4212 Maternal Newborn Nursing Practicum	2	NUR 4212 Maternal Newborn Nursing Practicum	2
OR		OR	
NUR 4512 Adult Health Nursing II	5	NUR 4512 Adult Health Nursing II	5
NUR 4513 Adult Health Nursing II Practicum	5	NUR 4513 Adult Health Nursing II Practicum	5
NUR 4203 Care of the Older Adult	2	NUR 4304 Leadership and Management of Care	3
NUR 4201 Content Synthesis for Nursing Practice I	2	NUR 4202 Content Synthesis for Nursing Practice II	2
Total	14	Total	15



Accelerated BSN Plan of Study

All required nursing prerequisites must be completed before applying to the ABSN option.				
Spring Semester (Junior Level)	Credit Hr	Summer I Semester (Junior Level)	Credit Hr	
NUR 2313 Introduction to Professional Nursing	3	NUR 3318 Introduction to Pathophysiology for Nurses	3	
NUR 3115 Clinical Nursing Foundations	1	NUR 3302 Child Health Nursing	3	
NUR 3215 Clinical Nursing Foundations Practicum	2	NUR 3202 Child Health Nursing Practicum	2	
NUR 3312 Health Assessment	3	Total	8	
NUR 3316 Pharmacology for Nurses	3			
NUR 3311 Mental Health Nursing	3			
NUR 3211 Mental Health Nursing Practicum	2			
NUR 3303 Nursing Research	3			
Total	20			
Summer II Semester (Junior Level)	Credit Hr			
NUR 3512 Adult Health Nursing I	5			
NUR 3513 Adult Health Nursing I Practicum	5			
NUR 3117 Clinical Reasoning	1			
Total	11			
Fall Semester (Senior Level)	Credit Hr	Spring Semester (Senior Level)	Credit Hr	
NUR 4313 Community Health Nursing	3	NUR 4313 Community Health Nursing	3	
NUR 4213 Community Health Nursing Practicum	2	NUR 4213 Community Health Nursing Practicum	2	
NUR 4312 Maternal-Newborn Nursing	3	NUR 4312 Maternal-Newborn Nursing	3	
NUR 4212 Maternal-Newborn Nursing Practicum	2	NUR 4212 Maternal-Newborn Nursing Practicum	2	
OR		OR		
NUR 4512 Adult Health Nursing II	5	NUR 4512 Adult Health Nursing II	5	
NUR 4513 Adult Health Nursing II Practicum	5	NUR 4513 Adult Health Nursing II Practicum	5	
NUR 4203 Care of the Older Adult	2	NUR 4304 Leadership and Management of Care	3	
NUR 4201 Content Synthesis for Nursing Practice I	2	NUR 4202 Content Synthesis for Nursing Practice II	2	
Total	14	Total	15	



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Post-Licensure

The Post-Licensure RN to BSN Option recognizes registered nurses as adult learners with diverse clinical practice experiences and a wide range of personal and professional obligations. This student-friendly program offers ample flexibility to meet the needs of registered nurses who are motivated to advance their education while maintaining a healthy work-life balance. The RN to BSN program admits students three times a year: Spring, Summer, and Fall. Admitted students may choose a 12-month full-time or a 15-month part-time plan of study. Coursework for the RN to BSN program is completed online, with the exception of approximately 20 hours of clinical, which must be completed in person.

Admission Criteria:

- Current, unrestricted, and active North Carolina or Compact State Registered Nurse (RN) license.
- Reside in an authorized state listed in the Nurse Licensure Compact ([NLC](#))
- Associate degree in nursing or a nursing diploma
- Cumulative undergraduate degree GPA of 2.0 on a 4.0 scale
- Minimum of 40 general education credit hours completed by the start of the program
- Completion of the following courses before the start of the program:
 - Anatomy and Physiology I and II (5 credit hours)
- Completion of the following courses before admission or by the end of the program:
 - Statistics (3 credit hours)
 - Developmental Psychology (3 credit hours)

Prerequisite Requirements:

- A grade of C or better in eight (8) credit hours of science courses which include a combination of at least five (5) credit hours of Anatomy and Physiology I and Anatomy and Physiology II
- MAT 2326 Elementary Statistics **OR** SOC 2326/GER 2326/PSY 2326 Statistics for Social and Behavioral Sciences
- PSY 2336 Lifespan Development



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

RN to BSN Plan of Study

Level 1	Credit Hr
NUR 2312 Dynamics of Professional Nursing	3
Level 2	
NUR 3303 Nursing Research	3
NUR 3312 Health Assessment	3
NUR 3318 Introduction to Pathophysiology for Nurses	3
Level 3	
NUR 4313 Community Health Nursing	3
NUR 4213 Community Health Nursing Practicum	2
NUR 4203 Care of the Older Adult	2
NUR 4512 Adult Health Nursing II	5
NUR 4514 Adult Health Nursing II Capstone	5
NUR 4304 Leadership and Management of Care	3
Elective NUR 3305 Financial Management in Nursing OR NUR 3307 Global Health Nursing	3
Total	35

RN to BSN students will receive 36 credit hours for the following courses upon successful completion of NUR 2312 Dynamics of Professional Nursing:

NUR 3316 Pharmacology for Nurses NUR 3115 Clinical Nursing Foundations NUR 3215 Clinical Nursing Foundations Practicum NUR 3117 Clinical Reasoning NUR 3311 Mental Health Nursing NUR 3211 Mental Health Nursing Practicum NUR 3512 Adult Health Nursing I NUR 3513 Adult Health Nursing I Practicum	NUR 3302 Child Health Nursing NUR 3202 Child Health Nursing Practicum NUR 4312 Maternal Newborn Nursing NUR 4212 Maternal Newborn Nursing Practicum NUR 4201 Content Synthesis for Nursing Practice I NUR 4202 Content Synthesis for Nursing Practice II
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RN to BSN Full-Time Plan of Study

Semester	Spring Cohort	Summer Cohort	Fall Cohort	Part-Time Plan of Study (5 terms); offered each term. Plan of study based upon earned general education credits.
Spring	NUR 2312 NUR 3318 NUR 3312 (9 credits)			
Summer	NUR 3303 NUR 4203 NUR 4512 NUR 4514 (15 credits)	NUR 2312 NUR 3318 NUR 3312 (9 credits)		
Fall	NUR 4313 NUR 4213 NUR 4304 Elective (11 credits)	NUR 3303 NUR 4203 NUR 4313 NUR 4213 (10 credits)	NUR 2312 NUR 3318 NUR 3312 (9 credits)	
Spring		NUR 4512 NUR 4514 NUR 4304 Elective (16 credits)	NUR 3303 NUR 4313 NUR 4213 Elective (11 credits)	
Summer			NUR 4512 NUR 4514 NUR 4304 NUR 4203 (15 credits)	



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

NCLEX-RN Examination

Pre-licensure nursing students must pass the National Council Licensure Examination (NCLEX) to obtain a license to practice as a registered nurse (RN). Each student is responsible for submitting a licensure application to the Board of Nursing in the state where they will take the NCLEX. The North Carolina Board of Nursing (NCBON) conducts a criminal background check for those seeking NC RN licensure. The NCBON requires an application fee that covers the criminal background check and the license. Students are financially responsible for the fees, fingerprint testing, and other licensure-related costs.

The NCLEX reflects the level of nursing ability required to practice safely and competently at the entry level. Pearson VUE administers the NCLEX, and students must register with Pearson VUE to schedule and pay for the exam. Students are financially responsible for the fees and additional costs associated with taking the NCLEX and receiving their NCLEX result. Once the NCLEX result is available, Pearson VUE will report it to the state Board of Nursing for licensure. For more information about the NCLEX-RN, visit [NCSBN](#) and [NCBON](#).

Part II: Academic Policies and Procedures





WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Grading Policy

Grading Scale:

93 - 100 = A
92 – 85 = B
84 – 77 = C
76 – 70 = D
Less than 70 = F

A minimum score of 77% (C) is required to pass each upper-division nursing course. Rounding applies only to final course grades. Final course grades of 0.50 or higher will be rounded to the next whole number. Individual assignment grades will not be rounded.

Extra credit will not be provided in upper-division nursing courses. Final course grades will be based solely on the evaluation methods outlined in each course syllabus.

Evaluation Methods:

Evaluation methods for NUR 3302 Child Health Nursing, NUR 3311 Mental Health Nursing, NUR 4312 Maternal Newborn Nursing, and NUR 4313 Community Health Nursing will be delineated as follows:

Unit Tests	60%
Assignments	10%
ATI Proctored Assessment	5%
Final Exam	25%

Evaluation Methods for NUR 3512 Adult Health Nursing I and NUR 4512 Adult Health Nursing II will be delineated as follows:

Unit Tests	40%
Midterm Exam	20%
Assignments	10%
ATI Proctored Assessment	5%
Final Exam	25%

Evaluation methods for courses not indicated above may vary; however, one or more of these methods may be applied at the discretion of the course faculty.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Grading of Practicum and Capstone Courses:

A letter grade will be assigned to all clinical, practicum, and capstone courses. Students must meet expectations for all clinical performance standards. Clinical performance indicators will be evaluated using a standardized evaluation tool in each practicum and clinical course.

A student will receive an automatic failure of the practicum under the following conditions:

1. A rating of unsatisfactory in any three [3] clinical performance indicators on the Clinical Performance Evaluation **OR**
2. Any two [2] clinical policy violations, including but not limited to clinical absences; behaviors that compromise patient safety; behaviors that violate professional standards, breach patient confidentiality, or disregard ethical or legal standards; and/or failure to comply with clinical agency requirements or policies.

At the time either of these conditions occurs, the student is deemed to have failed the practicum and will not be permitted to continue in the practicum course. Failure of a practicum course may result in dismissal from the nursing program.

Revised: 12/13, 5/15, 4/19, 3/24, 7/26



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Course Progression Policy

In addition to the university's academic policies, the following progression policy governs nursing students.

1. A grade of C is the minimum passing grade for all upper division nursing courses. A grade of D or F is considered failing.
2. Students who earn a failing grade (D or F) in one upper-division nursing course must repeat that course. Students cannot progress to the next level (i.e., junior or senior level) until they earn a passing grade in all courses at the current level. The anticipated graduation date will be delayed for students who are required to repeat a course.
3. Students who earn a failing grade (D or F) in a didactic course, but pass the corequisite practicum course, must repeat the didactic course and enroll in a Directed Studies course that requires the completion of clinical hours to reinforce critical thinking and clinical judgment.
4. Students who earn a failing grade (D or F) in a practicum course, but pass the corequisite didactic course, must repeat the practicum course and enroll in an Independent Study course to reinforce the knowledge gained in the didactic course.
5. After the first course failure, students are required to complete a Remediation Plan facilitated by the Student Success Retention Coordinator during the subsequent 8-week block or semester.
6. Students whose graduation has been delayed because of one course failure must enroll in NUR 4512 Adult Health Nursing II and NUR 4513 Adult Health Nursing II Practicum during their final semester unless the student failed a block course during their final semester.
7. Students who make a total of two failing grades (D or F) in upper division courses will be permanently dismissed from the nursing major.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

8. Failure in a didactic course and a practicum course listed as corequisites (i.e., courses with the same name such as Mental Health Nursing and Mental Health Nursing Practicum) will count as one (1) failure, and students may repeat both courses. A repeat failure of either course (didactic or practicum) will count as a second failure.
9. Failure of a didactic course and a practicum course not listed as corequisites (i.e., courses with a different name such as Mental Health Nursing and Child Health Nursing Practicum) will count as two (2) failures.
10. Students dismissed from the nursing major after the first 8-week block of the semester will not be allowed to progress to the next 8-week block courses (didactic or practicum). The student will be administratively withdrawn from the next 8-week block courses (didactic and practicum); however, the student will be allowed to complete the 16-week course(s) in which they are currently enrolled. If the student chooses not to complete the 16-week course(s), the student must submit a withdrawal request to the Registrar before the official last day to withdraw.
11. Failing grades cannot be removed from the WSSU transcript by repeating comparable courses.
12. Accelerated BSN: Students in the ABSN option are required to transition to the Traditional BSN option after the first course failure. All remaining courses must be completed in the Traditional option.

Revised: 1/13, 2/13, 4/19, 7/26
Reviewed: 5/24



Class Attendance Policy

During a given semester or term, there is an allowable number of class absences. This number is equal to the number of didactic class meetings per week. For instance, if the course meets two (2) times per week, the number of allowable absences for the semester or term is two (2). Nursing students should reserve their allowable class absences for emergencies or extenuating circumstances, which must be verified and excused.

Students must contact their course faculty before an anticipated absence or as soon as possible when a class is missed. Faculty will require valid documentation supporting the reason for any absence. The course faculty is the ultimate authority for determining whether an absence from class or academic activity is excused or unexcused, except in the case where the absence has occurred due to a university-sponsored activity approved by the Office of the Provost. Even if the absence is excused, the student is responsible for all material and assignments missed due to the absence.

Students are required to take tests/exams as scheduled. Students will not be allowed to make up a test/exam unless valid documentation supporting the absence is provided and the faculty deems the absence excused. If the absence is unexcused, a grade of zero will be given for the missed test/exam.

Class attendance guidelines are as follows:

1. Due to the rigor of the program, nursing students are strongly encouraged to attend all scheduled class sessions.
2. Students are required to arrive on time and remain for the full duration of the class session.
3. Students who arrive late will not be allowed to enter the classroom and must wait until the break to join the class.
4. A total of three (3) late arrivals and/or early departures, in any combination, will result in one (1) class absence.
5. Make-up assignments/tests/exams for absences are not guaranteed and will be granted only at the discretion of the course faculty.
6. Excessive absences may result in dismissal from the nursing program.



Withdrawal Policy

Course Withdrawal Before the Last Day to Withdraw:

Students may not withdraw from an upper division nursing course without prior approval from the Chair of Undergraduate Nursing. The student should first consult the course faculty to determine whether a withdrawal can be avoided. If a withdrawal is necessary, the student must meet with the Chair of Undergraduate Nursing to obtain permission to withdraw from the course. If a student withdraws from a nursing course without prior approval, even if passing at the time of withdrawal, it will constitute a failure of the course.

Course Withdrawal After the Last Day to Withdraw:

No student may withdraw from a course after the official withdrawal period unless there are extenuating circumstances. A student may petition the Dean in writing, with valid supporting documentation, for a “WE” if extenuating circumstances prevent the student from continuing enrollment (e.g., medical, legal, call to active military duty). The student must be deemed passing by the course faculty at the time of withdrawal and must not be using the petition to avoid a failing grade. Under no circumstances will a withdrawal for extenuating circumstances be considered after the final exam has been taken. Course withdrawals will not be granted after final grades for courses are posted. The “WE” grade will be assigned for courses if the following conditions are met:

1. The Dean approves the petition because the student has provided valid, supporting documentation to verify the extenuating circumstance, and
2. The student is deemed to be passing at the time of the withdrawal by the course faculty and thus is not using the petition to avoid a failing grade, and
3. The petition is received before the student has taken the final exam for the course.

The Dean must notify the student within 10 business days of the decision. Students can appeal a decision of the Dean by appealing to the Provost in writing within 10 business days of receiving a response from the Dean. The decision of the Provost is final.

Students should also understand that:

1. Withdrawal from classes may affect full-time status and thus financial aid and certain privileges



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

2. The withdrawal “W” grade does not affect the grade point average but will remain on the transcript as an indication of the student’s academic behavior. All courses students attempt are counted as attempted hours and affect calculations of satisfactory academic progress for academic standing and financial aid.
3. Students who stop attending class and do not complete the withdrawal process will be held accountable for all coursework and will receive the earned grade at the end of the semester. Thus, a student who stops attending class but fails to withdraw may earn a final grade of “F”.
4. Students are responsible for addressing all financial obligations incurred during their enrollment, whether owed to the university, the federal government, or a lender.
5. A student should consult with the academic advisor or Chair of Undergraduate Nursing before initiating any withdrawal action.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Program Leave of Absence and Return Policy

If a student must be away from upper-division nursing courses for one or more semesters due to extenuating circumstances or medical reasons, the student may request a program leave of absence. The student must complete the *Leave of Absence Request Form* and submit it to the Chair of Undergraduate Nursing, along with valid documentation supporting the request. The Chair of Undergraduate Nursing will approve the leave of absence at their discretion.

Before returning to the nursing program, the student must submit documentation of a recent physical examination by a licensed medical provider, current CPR certification, up-to-date immunizations, and liability insurance. The student may also be required to complete a drug screening. If the leave of absence was due to medical reasons, the student must also submit an official letter from a licensed medical provider confirming that the student can meet the essential functions of the nursing program and has no limitations in the clinical setting. All documentation must be submitted to the Chair of Undergraduate Nursing at least 4 weeks before the student's intended return date. Students who have been absent from the program for two or more semesters must audit the last didactic corequisite nursing course successfully completed.

Students who have not been enrolled in upper-division courses for one or more semesters without prior approval from the Chair of Undergraduate Nursing must reapply to the nursing program and will be subject to all admission requirements and regulations as set forth in the current university catalog and/or on the DON webpage. If readmitted to the program, course progression will be determined by the Chair of Undergraduate Nursing.

Revised: 4/18/2011;12/15/21;5/22;4/5/23, 7/26



Extenuating Circumstances Policy

Purpose:

The Division of Nursing recognizes that students may occasionally encounter unexpected, significant events that interfere with their ability to meet academic, clinical, laboratory, testing, or program requirements. This policy establishes a fair and consistent process for considering requests for academic accommodation when documented extenuating circumstances occur.

Students are expected to demonstrate professionalism, accountability, and timely communication when requesting consideration under this policy.

Definition of Extenuating Circumstances

Extenuating circumstances are serious, unexpected, unavoidable, and documented events beyond a student's control that substantially impair the student's ability to fulfill academic or clinical responsibilities.

Examples may include, but are not limited to:

- Serious personal illness, injury, hospitalization, or surgery
- Serious illness or hospitalization of an immediate family member
- Death of an immediate family member or significant support person
- Pregnancy-related medical complications
- Military deployment or military obligations
- Jury duty or court-ordered appearances
- Natural disasters, house fires, or other catastrophic events
- Victimization by crime, violence, or traumatic events
- Mental health emergencies documented by a licensed healthcare provider
- Other extraordinary situations reviewed and approved by the Chair of Undergraduate Nursing

Circumstances That Do Not Qualify

The following are generally not considered extenuating circumstances:

- Vacation or personal travel
- Employment-related scheduling conflicts
- Lack of transportation
- Lack of childcare arrangements



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- Oversleeping or missing an alarm
- Routine illnesses that do not prevent participation
- Poor time management or failure to prepare
- Technology issues
- Requests submitted solely to avoid a poor grade or academic consequences
- Participation in social events or non-emergency personal commitments

Student Responsibilities

Students requesting consideration under this policy must:

1. Notify the course faculty and/or clinical instructor as soon as possible.
2. Submit valid, written documentation supporting the request within five (5) business days of the event whenever feasible.
3. Complete any required forms specified by the Division of Nursing.
4. Maintain communication with faculty throughout the review process.
5. Continue meeting course requirements whenever possible until an official decision is rendered.

Failure to provide timely notification or documentation may result in denial of the request.

Documentation Requirements

Documentation must originate from an appropriate third party and may include:

- Healthcare provider statements
- Hospital discharge documentation
- Death notices, obituaries, or funeral programs
- Court summons or jury duty notices
- Military orders
- Police reports
- Insurance reports related to catastrophic events
- Documentation from counseling or mental health professionals
- Other official records deemed appropriate by the Chair of Undergraduate Nursing



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

The Division of Nursing reserves the right to request additional documentation when necessary.

All requests and supporting documentation submitted under this policy will be handled confidentially and retained in accordance with university policies, applicable privacy laws, and institutional record retention requirements.

Approval of extenuating circumstances does not guarantee modification of course outcomes, progression requirements, attendance standards, or clinical hour requirements mandated by accreditation, licensing, or regulatory agencies.



Test Administration Policy

The Division of Nursing follows guidelines aligned with the National Council of State Boards of Nursing (NCSBN) Examination Candidate Rules to prepare students for the NCLEX. Students are expected to adhere to the following requirements:

Before the Exam:

- A laptop with a functional webcam and wireless network capabilities is required for all exams. iPads, tablets, Chromebooks, etc. will not be permitted.
- Students must meet physical needs before the exam begins.
- Students may be directed by faculty to use a specific seating arrangement.
- Students who arrive late will be seated by faculty and will be allotted the time remaining to complete the exam (example: if the student arrives 10 minutes late for a 60-minute exam, the student will be allowed 50 minutes to complete the exam).
- All books, notebooks, bags, purses, hats, coats, cups, bottles, and other personal belongings must be placed in designated areas.
- All electronic devices (e.g., cell phones, smart watches, iPads, tablets, etc.) must be turned off and placed in a designated area.
- Food is not allowed unless a documented medical exception exists. Beverages must be stored in a designated area unless otherwise permitted.
- If a mobile phone is required for authentication purposes, it may be used solely for that purpose and must then be turned off and placed in a designated area.
- Scratch paper and pencils will be provided by faculty.
- Students may not write on the scratch paper before the exam begins.
- Students must use the calculator provided on the exam. Personal calculators are not allowed.

During the Exam:

- All exams will be administered using approved secure testing software (e.g., LockDown Browser, Proctorio, ATI Secure Testing, etc.)
- Internet use, search engines, or outside resources are not permitted.
- All electronic devices (e.g., Meta glasses, smart watches, fitness bands, cameras, USB drives, smart lenses, etc.) are strictly prohibited.
- Students are not allowed to wear sunglasses, hats, coats, hoods, or oversized jackets during the exam.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- Only prescription eyeglasses are allowed during the exam.
- No talking is allowed once the exam begins.
- Students may not leave the room for any reason during the exam.
- Students may not write test questions on their scratch paper.
- Students must maintain clear visibility of their face and testing area during the exam.
- No headphones, earbuds, or other audio devices are permitted unless allowed as an approved accommodation.
- Students must focus on their own computer screen and scratch paper only.
- Only typographical or formatting issues will be addressed during the exam. Content-related questions will not be answered.
- Any attempt to gain unauthorized assistance—such as looking at another student's exam, using concealed notes, communicating with others in any format, or using unauthorized electronic devices—will be considered academic misconduct and will result in immediate disciplinary action in accordance with the Academic Integrity Policy.
- Expect to be questioned if actions give the appearance of academic misconduct.
- Faculty may stop the exam if academic misconduct is suspected.

After the Exam:

- Scratch paper will be collected by faculty at the end of the exam.
- Students may not exit the classroom until granted permission by faculty.
- Exam content may not be discussed with anyone after the exam. Students may not disclose, copy, or discuss exam questions with anyone before, during, or after the exam. Doing so violates the academic integrity policy.
- Students will not immediately see the exam score. Grades will be released within 2 business days of the exam, after the faculty have completed an exam analysis.

Concept Review:

- Faculty will facilitate a concept review after each unit exam. A concept review will not be offered after the midterm or final exam.
- Faculty will review the concepts of test items that were missed by 50% or more of the class. Other items reviewed are at the discretion of the faculty. Test items will not be displayed during the concept review.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

- All books, notebooks, bags, purses, hats, coats, cups, bottles, and other personal belongings must be placed in designated areas.
- All electronic devices (e.g., cell phones, smart watches, laptops, iPads, tablets, etc.) must be turned off and placed in a designated area.
- Students will not be allowed to retrieve electronic devices and other belongings until the concept review is complete.
- Concept reviews will last no more than 20 minutes.
- Concept reviews will end immediately if there is incivility or violation of academic integrity.

***Any violation of the Test Administration Policy will result in a test/exam grade of zero.**



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Pre-Clinical Safety Quiz Policy

All students in the Upper Division of Nursing must pass a Pre-Clinical Safety Quiz with a minimum score of 80% in each practicum course. Students must pass the Pre-Clinical Safety Quiz to be deemed safe to participate in direct care clinical practicum experiences. Students who do not pass the Pre-Clinical Safety Quiz cannot be deemed safe and will not be allowed to progress in the clinical practicum course.

The Pre-Clinical Safety Quiz in each course covers concepts taught in previous nursing courses. Topics covered on Pre-Clinical Safety Quizzes include, but are not limited to, conversions, intramuscular injections, intravenous infusions, subcutaneous injections, transdermal medications, reconstitution, pounds/kg/mg, intake and output, IV flow rate by weight, micrograms per kg, and reading syringes. Pre-Clinical Safety Quizzes are developed in accordance with evidence-based clinical practice and consist of 25 test items. Students will be allowed 50 minutes to complete the quiz.

Procedure:

1. Students will be provided with study resources before the Pre-Clinical Safety Quiz.
2. A Pre-Clinical Safety Quiz will be administered at the start of each practicum course (NUR 3215 Clinical Nursing Foundations Practicum, NUR 3202 Child Health Nursing Practicum, NUR 3211 Mental Health Nursing Practicum, NUR 3513 Adult Health Nursing I Practicum, NUR 4212 Maternal Newborn Nursing Practicum, NUR 4213 Community Health Nursing Practicum, and NUR 4513 Adult Health Nursing II Practicum).
3. To be deemed safe to participate in direct care clinical practicum experiences, a minimum score of 80% on the Pre-Clinical Safety Quiz is required.
4. In the junior-level practicum courses, an original Pre-Clinical Safety Quiz and two (2) retakes will be administered. In the senior-level practicum courses, an original Pre-Clinical Safety Quiz and one (1) retake will be administered.
5. Remediation between the original Pre-Clinical Safety Quiz and each subsequent retake may consist of:
 - a. Review of ATI Pharmacology and Dosage Calculation Modules



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- b. Review of Pharmacology and Dosage Calculation resources associated with course textbook (e.g., Lippincott)
 - c. Remediation resources developed by nursing faculty
 - d. Emphasis on missed concepts
6. Students should be prepared to take the first Pre-Clinical Safety Quiz as early as the 3rd day of the practicum course. Retakes will be administered at the discretion of the course faculty.
7. If a score of 80% has not been achieved by the start of the clinical rotation, a clinical absence will be recorded for each day of clinical missed. Two clinical absences will result in failure of the practicum course.
8. The score earned on the first attempt at the Pre-Clinical Safety Quiz will be recorded in the gradebook and factored into the final course grade.
9. Students who do not achieve the minimum passing score of 80% after the allowable number of retakes must withdraw from the practicum course and the co-requisite didactic course.
10. Students who have reached the maximum number of allowable course withdrawals, as specified by the university, will receive an F in the practicum and the co-requisite didactic course.

Approved: 5/15
Reviewed: 5/24
Revised: 7/26



ATI Integration Policy

As part of the Division of Nursing Pre-Licensure BSN Program, the Assessment Technologies Institute (ATI) is a required, curriculum-integrated resource that enhances NCLEX preparedness and nursing practice readiness. ATI offers a variety of resources and tools, including learning modules, tutorials, eBooks, practice and proctored assessments, personalized Focused Reviews, flashcards, and adaptive quizzing, to support content mastery and remediation. These resources complement coursework and provide early insights into student progress. Students must complete all assigned ATI activities as outlined in each course syllabus, including ATI Practice and Proctored Assessments. Practice assessments prepare students for proctored assessments, which evaluate content mastery and inform NCLEX readiness. During the senior year, students will use additional ATI resources specifically designed for NCLEX preparation. ATI's Pulse Dashboard provides ongoing feedback throughout the program to guide students' success. Non-compliance with ATI requirements may negatively affect course grades and delay completion of nursing program requirements.

Procedure for Grading:

Grading for ATI activities varies by course; however, grading for ATI Proctored Assessments is standardized across the nursing curriculum. The ATI Proctored Assessment accounts for 5% of the overall course grade. Scoring for the ATI Proctored Assessment will be based on the ATI Proficiency Level achieved:

- ATI Level 3 – Score of 100% will be entered into the gradebook
- ATI Level 2 – Score of 90% will be entered into the gradebook
- ATI Level 1 – Student's individual raw score will be entered into the gradebook
- ATI Below Level 1 – Student's individual raw score will be entered into the gradebook

Definition of ATI Proficiency Levels:

LEVEL 1

Scores meeting the Proficiency Level 1 standard can be considered to meet the absolute minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to just



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

meet NCLEX-RN® standards in this content area. ATI advises these students to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

LEVEL 2

Scores meeting the Proficiency Level 2 standard can be considered to exceed minimum expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as fairly certain to meet NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to improve their knowledge of this content.

LEVEL 3

Scores meeting the Proficiency Level 3 standard can be considered to exceed most expectations for performance in this content area. Scores at this level were judged by the content expert panel to indicate a student as likely to exceed NCLEX-RN standards in this content area. ATI advises these students to engage in continuous focused review to maintain and improve their knowledge of this content.

Source: Assessment Technologies Institute, 2026

Approved: 7/26



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Academic Honor System

The Division of Nursing at WSSU endorses an honor system to promote and uphold the academic integrity of all individuals. Students who violate the honor system are subject to disciplinary action.

Academic Honor System Policy Statements:

1. Each student is responsible for promoting honesty and integrity throughout the academic environment.
2. It is a violation of the honor system for any student in the Division of Nursing to:
 - a. steal exams or answer sheets
 - b. plagiarize another's work
 - c. discuss answers during or after testing
 - d. utilize notes, electronic devices, or other unauthorized materials during testing
 - e. lie about and/or falsify documentation related to absenteeism
 - f. copy from another's exam during testing
 - g. discuss exam items and answers with upcoming test takers
 - h. claim another's work as their own
 - i. steal another's possession
 - j. have knowledge of a person cheating or engaging in unethical, unprofessional behavior and not report it to the proper authorities
 - k. falsify factors regarding clinical assignments and client care
3. Enforcement of the Academic Honor System is a joint responsibility of students, faculty, and staff.
4. Each student will sign the *Nursing Student Compliance Form* upon entering the Upper Division of Nursing and at the start of each academic year.

Disciplinary Procedures:

1. When infractions of the Academic Honor System occur, disciplinary action may be taken by the Dean of the School of Health Sciences, the Chief Nursing Administrator, the Chair of Undergraduate Nursing, a member of the faculty, or a committee to whom authority has been delegated.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

2. Disciplinary actions may include a grade of zero for the academic exercise in question, required completion of additional or alternative academic exercises, course failure, or dismissal from the nursing program.

Reviewed: 7/26



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

Honor Code Pledge

As a WSSU nursing student entering the healthcare profession, I pledge to uphold the highest standards of academic integrity, personal honesty, and professional ethics. I understand that my conduct in the classroom directly translates to my clinical practice at the bedside. Therefore, I dedicate myself to academic honesty, personal accountability, and compassionate service in every aspect of my education.

With full intentions to represent myself, my school, and the nursing profession with uncompromising honor and respect, I pledge to strive for:

EXCELLENCE:

- ★ I will perform at the highest level that I can.
- ★ I will be the best that I can be.

INTEGRITY:

- ★ I will commit myself, even in the face of adversity, to the fundamental values of honesty, trust, fairness, respect, and responsibility.
- ★ I commit myself to academic honesty and integrity in the classroom and practicum settings at all times.
- ★ I will take responsibility for what I say and do.

COMPASSION AND CARE:

- ★ I will demonstrate a commitment to compassion, empathy, altruism, responsibility, and tolerance.
- ★ I will always show caring behavior.
- ★ I will respect individual diversity through a non-judgmental attitude and approach.

ADAPTABILITY:

- ★ I will communicate with peers, staff, and faculty in a professional and respectful manner.
- ★ I will be flexible and adapt to change when needed.
- ★ I will work to become a creative problem solver.

RESPECT:

- ★ I will not tolerate discrimination.



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

- ★ I will help create a safe and supportive atmosphere for teaching and learning.
- ★ I will regard privacy and confidentiality as core obligations.
- ★ I will communicate with peers, staff, and faculty in a professional and respectful manner.

Today, I am beginning a career as a professional nurse, which means accepting the responsibilities and unique privileges of the profession. These include monitoring my interactions; governing my actions and behaviors; and using self-reflection to challenge myself as I evolve into the role of a professional nurse.

I understand that it is a great honor and privilege to study and work in the nursing profession. I pledge to uphold the highest standards of ethical and compassionate behavior while learning, caring for others, protecting their safety, and participating in educational activities.

I will strive to uphold the spirit and letter of this code during my time at Winston-Salem State University, in the Division of Nursing, and throughout my professional career as a registered nurse.



Code of Conduct Policy

The Division of Nursing Code of Conduct establishes expectations for professional and ethical behavior in both academic and clinical settings. Nursing students represent the nursing profession and are entrusted with responsibilities that impact patient safety and care. This Code promotes integrity, accountability, compassion, and respect—values essential to nursing practice. By following these guidelines, students help maintain a learning environment that is respectful, inclusive, and conducive to professional growth.

Core Principles:

- Professionalism: Demonstrate appropriate behavior in academic and clinical environments.
- Integrity: Uphold honesty in all academic work and patient care.
- Respect: Treat patients, peers, faculty, and staff with dignity and courtesy.
- Accountability: Take responsibility for actions and decisions.

Examples of Violations:

Code of Conduct violations include, but are not limited to:

- Academic dishonesty (cheating, plagiarism, etc.)
- Disruptive or disrespectful behavior in class or clinical settings.
- Breach of patient confidentiality
- Failure to follow safety protocols
- Substance use that impairs judgment or performance

Consequences of Violations:

Violations of the Code of Conduct may result in one or more of the following actions, depending on severity:

- Verbal warning
- Written warning
- Mandatory remediation or counseling
- Loss of clinical privileges
- Grade penalties
- Suspension from the nursing program
- Dismissal from the nursing program



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- Reporting to licensing or regulatory bodies

Code of Conduct Leveling System

The Division of Nursing will use a leveling system to address and manage Code of Conduct issues. Each level may be bypassed depending on the severity of the infraction. Documentation at all levels is required to ensure transparency. Corrective action plans will be developed by faculty and/or DON administration and will emphasize strategies for behavior modification and professional development. Disciplinary action will be based on the severity of the infraction. Students may appeal disciplinary actions.

LEVEL I:

- First infraction – classroom/clinical disruption, unprofessional behavior/communication
- First clinical policy violation
- Three instances of classroom tardiness (1 classroom absence)

Level I Action: Faculty Level Meeting

- Meeting with faculty and course coordinator required
- Faculty will issue a warning and provide counseling emphasizing expectations and corrective action
- Faculty will document the infraction and corrective action plan in EAB Navigate as an alert
- Faculty will complete documentation on clinical evaluation and/or policy violation form (if applicable)

LEVEL II:

- Second infraction – classroom/clinical disruption, unprofessional behavior/communication
- Second clinical policy violation
- Number of allowable classroom absences met



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Level II Action: Undergraduate Chair Level Meeting

- Meeting with faculty and course coordinator required
- Faculty will inform the student that a meeting with the Undergraduate Chair is required
- Faculty will document the infraction and referral to the Undergraduate Chair in EAB Navigate as an alert
- Faculty will complete documentation on clinical evaluation and/or policy violation form (if applicable)
- Undergraduate Chair will contact student to schedule meeting
- Undergraduate Chair will document summary of meeting including consequences/disciplinary actions, corrective action plan, etc. in EAB Navigate as an alert.

LEVEL III:

- Third infraction – classroom/clinical disruption, unprofessional behavior/communication
- Cheating
- Fabrication/falsification of assignments or documentation
- Plagiarism
- Facilitating academic dishonesty
- Any academic integrity violation
- [Ram Red Flags](#) (pages 45-46)

Level III Action: Chief Nursing Administrator/Dean Level Meeting

- Meeting with faculty and course coordinator required
- Faculty will inform the student that a meeting with the Undergraduate Chair is required
- Faculty will document the infraction and referral to the Undergraduate Chair in EAB as an alert



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

- Faculty will complete documentation on clinical evaluation and/or policy violation form (if applicable)
- Undergraduate Chair will contact student to schedule meeting
- Undergraduate Chair will document summary of meeting including consequences/disciplinary actions, corrective action plan, etc. in EAB Navigate as an alert.
- Undergraduate Chair will determine if reporting to the Chief Nursing Administrator is required
- If necessary, the Chief Nursing Administrator will meet with the student and determine if reporting to the Dean is required
- If necessary, the Dean will meet with the student and determine if university-level reporting is required
- Additional consequences/disciplinary actions may be enforced by the Chief Nursing Administrator, Dean, and/or Provost

Approved: 2/26



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Program Dismissal Policy

The Division of Nursing upholds rigorous standards of academic performance, professional conduct, and clinical safety to protect institutional integrity and patient safety. Admission to the upper division of nursing is a privilege that carries the responsibility to adhere to professional and academic standards. Failure to meet these expectations will result in academic or disciplinary dismissal from the program.

Grounds for Dismissal:

1. Unsatisfactory academic performance.
2. Breach of ethics or professional standards.
3. Breach of patient confidentiality.
4. Unsafe clinical practice.
5. Excessive absences in the classroom or clinical area.
6. Inability to perform the essential functions of the DON.
7. Violation of university or DON policies/procedures.
8. RN or LPN whose license has been restricted, suspended, or revoked by the North Carolina Board of Nursing.
9. Paramedic whose certification has been suspended or revoked.
10. Violation of the Academic Honor System.
11. Failure to comply with DON requirements.
12. Failure to comply with clinical agency requirements.
13. Unfavorable criminal background check or positive drug screen.

Review Procedure:

When a student commits an act that leads to dismissal, procedures that ensure due process will be followed under the Program Dismissal Appeal Policy if the student chooses to appeal the dismissal.

Revised: 4/11, 7/26



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Academic Appeal Policy

Purpose:

To establish processes related to student requests for assistance in resolving academic problems. This appeal process will apply to all academic situations except program dismissals and final grades.

The Division of Nursing respects students' rights to express opinions on matters related to DON policies and regulations. To file an academic appeal, the student should submit a completed *Request for DON Appeal* form and an *Academic Appeal: Request for Meeting with Faculty* form within five (5) business days of the initial event or concern.

Procedure:

- A. The student shall request a meeting with the faculty within five (5) business days of the issue being appealed. The appeal should be submitted in writing using the *Request for DON Appeal* form and the *Academic Appeal: Request for Meeting with Faculty* form.
- B. Faculty will schedule a meeting with the student within five (5) business days of receiving the appeal forms. After meeting with the student, the faculty will provide a written response to the student's appeal within three (3) business days. If the decision is unacceptable, the student must respond in writing to the faculty within three (3) business days. If the student would like to appeal the decision further, this must be clearly stated in the student's written response.
- C. The faculty will then submit all appeal documents to the Chair of the Recruitment, Admissions, and Student Affairs (RASA) Committee. Within five (5) business days of receiving the appeal documents, the Chair of the RASA Committee will arrange a hearing with the student.
- D. The RASA Committee will hold a hearing. During the hearing, the student will present the written appeal. The faculty will also present their response to the student's appeal. Within three (3) business days of the hearing, the Chair of the RASA Committee will submit the appeal documents and a written recommendation to the Chair of Undergraduate Nursing.



- E. After reviewing the appeal documents and the RASA Committee's recommendation, the Chair of Undergraduate Nursing will provide a written response to the student's appeal within five (5) business days. If the decision is unacceptable, the student must respond in writing to the Chair of Undergraduate Nursing within three (3) business days. If the student would like to appeal the decision further, this must be clearly stated in the student's written response.
- F. The Chair of Undergraduate Nursing will then submit all appeal documents to the Chief Nursing Administrator for review. After reviewing the appeal documents, the Chief Nursing Administrator will provide a written response to the student's appeal within five (5) business days. If the decision is unacceptable, the student must respond in writing to the Chief Nursing Administrator within three (3) business days. If the student would like to appeal the decision further, this must be clearly stated in the student's written response.
- G. The Chief Nursing Administrator will then submit all appeal documents to the Dean of the School of Health Sciences for review. After reviewing the appeal documents, the Dean will provide a written response to the student's appeal. The Dean's decision is final.

*Please Note: Whenever the term business day is used in this policy, it shall mean any day except Saturday, Sunday, an institutional holiday, or any day the university is closed.

Approved: 7/26



Final Grade Appeal Policy

Purpose:

The purpose of the grade appeal process is to provide a mechanism for students to appeal a final course grade that was given pursuant to the impermissible grounds detailed below. Students who believe their final course grade was determined by a standard different from the standard used for other students in their class may file a grade appeal. The grade appeal policy only applies to the appeal of a final course grade and not individual graded assignments. Grades that were given as a result of alleged violations of the student academic integrity policy cannot be appealed under the grade appeal policy.

There shall be one policy for the appeal of a final course grade. All students will follow this policy when appealing a final course grade.

If the final grade under appeal resulted in dismissal from the nursing program, the Program Dismissal Appeal Policy applies in place of this policy.

Guidelines:

Impermissible Grounds for Grading

Impermissible grounds for assigning a grade are:

- I. The final course grade was assigned in a manner not consistent with the standards and procedures stated in the Responsibility of Faculty and Students section of the Undergraduate Grade Appeal; or
- II. The final course grade was based upon the student's race, color, religion, national origin, age, sex, disability, veteran status, or sexual orientation; or
- III. The final course grade was assigned because of personal malice towards the student; or
- IV. The final course grade was the result of an error in calculating or recording grades

Individual graded assignments that contribute to a final course grade are not subject to appeal unless it can be established that the grade for the individual assignment was



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

given for one of the four impermissible reasons cited above and resulted in an unfair final grade.

Procedure:

Each step in the grade appeal process shall be completed within 10 business days.

- A. The student shall request a meeting with the faculty by the 10th class day of the fall or spring semester following the term in which the final grade is received. The appeal should be submitted in writing using the *Final Grade Appeal: Request for Meeting with Faculty* form.
- B. Faculty will schedule a meeting with the student. After the meeting, the faculty will provide a written response to the student's appeal. If the decision is unacceptable, the student must respond in writing to the faculty. If the student would like to appeal the decision further, this must be clearly communicated in the student's written response.
- C. The faculty will then submit all appeal documents to the Chair of Undergraduate Nursing for review. After reviewing the appeal documents, the Chair will schedule a meeting with the student. After meeting with the student, the Chair will provide a written response to the student's appeal. If the decision is unacceptable, the student must respond in writing to the Chair. If the student would like to appeal the decision further, this must be clearly communicated in the student's written response.
- D. The Chair will submit all appeal documents to the Dean of the School of Health Sciences. The Dean will forward the grade appeal documents to the Grade Appeal Committee for review. After the review, the Grade Appeal Committee will forward its recommendation to the Dean. After reviewing the committee's recommendation, the Dean will provide a written response to the student's appeal. The Dean's decision is final.

Compliance with Timelines:

The intent of this policy is to resolve all grade appeals in the semester immediately following the semester in which the grade was given. Appeals of grades issued in the Spring and Summer terms will be reviewed in the Fall term. Appeals of grades issued in the Fall term will be reviewed in the Spring term. Failure by the student to comply



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

with any of the scheduled timelines without justifiable excuse shall result in forfeiture of the right of appeal and dismissal of the appeal. A student may appeal to the next level of appeal if there is failure without justifiable excuse of any other person in the appeal process to comply with scheduled timelines. The presentation of an excuse shall be made to the appropriate dean of the school or college to which the appeal is filed. Students are advised to consult with the Office of Scholarships & Financial Aid to determine the potential financial implications of course registration following the submission of a grade appeal.

***Please Note:** Whenever the term business day is used in this policy, it shall mean any day except Saturday, Sunday, an institutional holiday, or any day the university is closed.

Revised: 7/26

Approved: 7/26



Program Dismissal Appeal Policy

Purpose:

To establish processes related to student requests for assistance in resolving concerns related to a program dismissal. This appeal process will apply only to program dismissals.

The Division of Nursing respects students' rights to express opinions on matters related to DON policies and regulations. To appeal a program dismissal, the student should submit a completed *Request for DON Appeal* form and the *Program Dismissal Appeal: Request for Meeting with Department Chair* form within ten (10) business days of the dismissal.

Procedure:

- A. The student shall request a meeting with the Chair of Undergraduate Nursing within ten (10) business days of the program dismissal. The appeal should be submitted in writing using the *Request for DON Appeal* form and the *Program Dismissal Appeal: Request for Meeting with Department Chair* form.
- B. The Chair of Undergraduate Nursing will schedule a meeting with the student within five (5) business days of receiving the appeal forms. After the meeting, the Chair will provide a written response to the student's appeal within five (5) business days. If the decision is unacceptable, the student must respond in writing to the Chair within five (5) business days. If the student wishes to appeal the decision further, this must be clearly stated in the student's written response.
- C. The Chair will submit all appeal documents to the Chief Nursing Administrator for review. The Chief Nursing Administrator will schedule a meeting with the student within five (5) business days of receiving the appeal documents. After meeting with the student, the Chief Nursing Administrator will provide a written response to the student's appeal within five (5) business days. If the decision is unacceptable, the student must respond in writing to the Chief Nursing Administrator within five (5) business days. If the student wishes to appeal the decision further, this must be clearly stated in the student's written response.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

D. The Chief Nursing Administrator will submit all appeal documents to the Dean of the School of Health Sciences for review. The Dean will provide a written response to the student's appeal. The Dean's decision is final.

*Please Note: Whenever the term business day is used in this policy, it shall mean any day except Saturday, Sunday, an institutional holiday, or any day the university is closed.

Approved: 7/26



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

Notification of Policy and Procedure Changes

The Division of Nursing reserves the right to modify admission requirements; degree and graduation requirements; course requirements; curriculum design; tuition and fees; and other academic policies, procedures, and requirements.

Students will be notified of any changes to DON policies and/or procedures that affect their matriculation in the program. Notifications will be sent via the university's learning management system and to students' university-assigned email addresses. New and/or revised policies and procedures will be published in the next edition of the DON Undergraduate Student Handbook.

It is the responsibility of students to keep themselves informed about the content of all notices concerning policy and procedure changes.

Approved 10/14
Reviewed 5/23, 7/26



Faculty Responsiveness Expectations

Responsiveness to Students Related to Written Work:

Faculty and students should have a “working timetable” for returning written work, whether the work is submitted for a regularly scheduled course, for independent student work, or for professional dissemination. The expectation is that faculty will return students' written work within 10 business days of submission, unless otherwise negotiated or specified. Turnaround time depends, of course, on the volume of work to be reviewed and the proximity of deadlines. Any variation beyond 10 business days should be published in the course syllabus.

Email and Voice Mail:

Despite the immediacy of email and the ability to leave voicemail messages for faculty around the clock, an immediate response to such messages is neither expected nor feasible. Nonetheless, in most circumstances, email and voicemail messages should be responded to within three (3) business days. When additional work is needed to fully respond to an email or voicemail, a preliminary reply should be provided, noting when a more complete response will be sent.

Faculty Availability Between Semesters and Non-Contract Times:

The majority of the faculty have contracts that run from mid-August to mid-May. Faculty will generally not be available to return email or voicemail messages or to provide academic advising when they are not under contract. Students should not expect that independent work (e.g., any work related to papers, projects, theses, or incomplete coursework) will proceed with faculty input during periods when faculty are unpaid, unless otherwise negotiated with the faculty involved.

Approved 4/19
Reviewed 5/23



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

Student Participation in University Activities

Nursing students are encouraged to participate in university activities to promote personal and professional growth. If a university-approved activity conflicts with a scheduled class or clinical, the student must notify the course faculty of the conflict at least 2 weeks in advance. In addition, the coach, the organization's faculty/graduate advisor, or another university official must contact the course faculty to verify the date(s) of the university-approved activity and request that the student be excused from class and/or clinical. Students who do not adhere to these guidelines will not be granted an excused absence.

Part III: Clinical Policies, Procedures, and Social Regulations





Essential Functions of Clinical Practice

The following essential functions are based on the minimum competencies expected of a generalist nurse, the demands of clinical training in nursing education, and the safety and well-being of patients at the clinical agencies with which the Division of Nursing has established partnerships for student learning experiences. The examples provided below are not exhaustive of the abilities expected of a nursing student in the Division of Nursing.

General Abilities:

To provide quality nursing care, the student is expected to have functional use of the senses of vision, touch, hearing, taste, and smell. All data received by the senses must be integrated, analyzed, and synthesized consistently and accurately. The student must be able to observe patients accurately at a distance and at close range. In addition, the student must be able to perceive pain, pressure, temperature, position, equilibrium, and movement.

Observational Ability:

The student must be able to observe the patient/client holistically to accurately assess any alterations in health or illness. Inherent in this observation process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

Communication:

The student must be able to communicate effectively and receive communication, both verbally and nonverbally. This requires the ability to see, speak, hear, read, write, and use the English language effectively. A student must be able to elicit information, describe changes in mood, activity, and posture, and interpret nonverbal communication. A student must be able to communicate effectively and sensitively with patients. Communication includes not only speech but also reading and writing. The student must be able to communicate effectively and efficiently, in both oral and written form, with all members of the health care team.

Motor Ability:

The student must be able to perform gross and fine motor movements required to provide holistic nursing care. Examples of care the student must be able to perform include turning, transferring, transporting, and exercising patients/clients. The



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

student is expected to have the psychomotor skills necessary to perform or assist with procedures and treatments, medication administration, and emergency interventions. Examples of emergency interventions reasonably required of nurses include cardiopulmonary resuscitation, administration of parenteral medication, applying pressure to stop bleeding, and suctioning obstructed airways. A candidate must also be able to protect patients in emergency situations, such as a fire. Such actions require coordination of gross and fine muscular movements, equilibrium, and the functional use of the senses of touch, hearing, and vision. The student must be able to maintain consciousness and equilibrium and to have the physical strength and stamina to perform satisfactorily in clinical nursing experiences.

Intellectual – Conceptual Ability:

The student is expected to develop problem-solving skills and demonstrate the ability to establish care plans and set priorities. This includes the ability to calculate, analyze, and synthesize objective and subjective data, and to make decisions that reflect consistent, thoughtful deliberation on the appropriate data. The student must be able to listen, speak, read, write, reason, and perform mathematical functions at a level that allows the student to process and understand the materials presented (in both written and verbal formats) throughout his or her course of study.

Behavioral/Social Attributes:

The student must have the emotional stability to fully utilize their intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. The student is expected to have the flexibility to function effectively under stress; that is, the individual must be able to adapt to changing environments, display flexibility, and function in the face of uncertainties inherent in the clinical problems of many patients. Concern for others, integrity, accountability, interest, and motivation are necessary personal qualities.



Essential Functions Policy

Purpose:

To validate all nursing students' ability to meet the curriculum's cognitive, affective, and psychomotor requirements, with or without reasonable accommodations, while enrolled in the Upper Division of Nursing. This policy and related procedures shall be implemented in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as subsequently amended. In addition, students must comply with the patient safety and quality standards of clinical and other regulatory agencies.

Policy:

For admission and progression in the Upper Division of Nursing, all students must:

1. Meet eligibility requirements and patient safety and quality standards of clinical and other regulatory agencies.
2. Newly admitted students must:
 - a. Have a physical examination performed by a licensed medical provider such as a physician, physician assistant, or nurse practitioner.
 - b. Complete and submit the *Essential Functions Attestation & Medical Provider Verification*.
 - c. Provide documentation of required immunizations.
 - d. Provide documentation of current American Heart Association CPR Certification (BLS Provider).
3. To progress in the nursing program, all current students must submit, at the beginning of each subsequent academic year, the *Essential Functions Attestation & Medical Provider Verification* for continued validation of physical and emotional fitness to perform the essential functions of the nursing program.
4. All students must maintain currency of immunization status, TB testing, and CPR certification.
5. Students who experience physical illness/injury or mental illness after validating physical and emotional fitness must be assessed at the time of said



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

occurrence to determine if they remain in compliance with this policy and its intent.

Confidentiality: The handling of all records and subject information will be strictly confidential and disclosed only to those authorized to access them (e.g., Department of Disability Services, WSSU Division of Nursing, clinical agencies, etc.). Any breach of confidentiality will be considered serious, and appropriate disciplinary action will be taken.

Procedure:

Initial verification of student's ability to perform essential functions:

1. Once the applicant has met the eligibility requirements for acceptance, the *Essential Functions Policy* and *Essential Functions Attestation & Medical Provider Verification* will be provided by the Division of Nursing to the applicant with the official notification of provisional acceptance into the Upper Division of Nursing.
2. The student must complete the *Essential Functions Attestation & Medical Provider Verification* and return it to the Division of Nursing by the specified return date noted in the notification of provisional acceptance.

Annual verification of student's ability to perform essential functions:

1. Prior to the start of each subsequent academic year, each current student must submit the *Essential Functions Attestation & Medical Provider Verification* to continue validation of physical and emotional fitness to perform the essential functions.

Reasonable accommodations due to a disability:

1. At any time during the program, students who need reasonable accommodations to perform any essential function must:
 - a. Make requests to the WSSU Department of Disability Services (DDS).
 - b. DDS will engage in an interactive process to determine eligibility and may consult with the Division of Nursing to determine reasonable accommodations.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

- c. If reasonable accommodations are approved, DDS will notify students of their eligibility and create an Accommodation Plan that identifies the approved reasonable accommodations.

Temporary impairment (potential temporary impairment) verification to perform essential functions:

1. If a student is injured or ill, or if the student's health status changes, this must be reported to the Chair of Undergraduate Nursing within 24 hours and/or prior to the next clinical experience.
2. If a student is pregnant or experiencing a pregnancy-related condition, the student must report it to the Chair of Undergraduate Nursing as soon as possible. Pregnant students should also contact the Office of Title IX.
3. The Chair of Undergraduate Nursing will request that the student provide documentation from a licensed medical provider confirming the student's continued ability to perform clinical activities.
4. Valid documentation (on letterhead) from the licensed medical provider verifying that the student may safely participate in required clinical activities with no restrictions must be submitted to the Chair of Undergraduate Nursing before the student is allowed to participate in or continue participating in clinical activities.
 - a. If the student needs accommodations due to a temporary impairment, requests should be made to the DDS.
5. In some cases, the student must also be cleared by the assigned clinical facility in accordance with the facility's patient safety and quality standards. If necessary, the Division of Nursing will submit all associated documentation to the facility for review and to determine the student's ability to participate in clinical activities. Until the facility makes a decision, the student will not be allowed to participate in clinical activities.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Failure to provide documentation:

Failure to provide the requested documentation may result in the student being ineligible to participate in practicum courses and/or dismissal from the nursing program due to inability to perform essential functions.

Appealing the decision:

The student may submit a written appeal of a decision made by the Division of Nursing pursuant to this policy. Such an appeal must be submitted in writing to the Chair of Undergraduate Nursing within ten (10) business days of the student's receipt of notice of the decision. If the situation cannot be resolved by the Chair, the student may appeal to the Dean of the School of Health Sciences within ten (10) business days of the Chair's denial of the first appeal. The appeal to the Dean must be submitted in writing and include documentation related to the situation. The Chair will also have an opportunity to provide written documentation about the situation. The documentation will include specific details explaining why the Chair has denied the appeal and a record of communication with the student. The decision of the Dean is final.

Misrepresentations:

Any misrepresentation, falsification, or material omission of information by the student may result in dismissal from the nursing program.

Amendments or Termination of this Policy: WSSU Division of Nursing reserves the right to modify, amend, or terminate this policy at any time.

Approved: 7/26



Professional and Ethical Behavior

Students who accept admission to the Upper Division of Nursing must comply with the rules and regulations of the university, the School of Health Sciences, the Division of Nursing, the North Carolina Board of Nursing, and other regulatory bodies. Students are expected to uphold academic integrity. Students should conduct themselves with professional decorum and responsibility and comply with the Code of Ethics for Nurses.

Code of Ethics

The American Nurses Association *Code of Ethics for Nurses* (Code) is the definitive standard for ethical nursing practice. The Code guides nurses in making patient care and practice decisions in today's complex healthcare environment. It also supports nurses in maintaining their professional integrity across all care settings.

Students preparing to enter the profession of nursing are expected to follow the Code. Each person, upon entering the profession, inherits a measure of responsibility and trust within the profession and the obligation to adhere to the profession's standards of ethical practice and conduct. Life and death decisions are part of nursing, and ethics are therefore fundamental to the integrity of the nursing profession.

The American Nurses Association Code of Ethics for Nurses:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
5. The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe place to work that fosters flourishing,



authenticity of self at work, and self-respect through integrity and professional competence.

6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.
7. Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
8. Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Source: American Nurses Association, 2026



Patient Confidentiality and HIPAA Compliance Policy

Nursing students must maintain client confidentiality at all times. Such information must not be discussed with family, roommates, or other laypersons. The client's name will not appear on nursing care plans or other written work related to the patient care experience. Discussing confidential client information outside clinical conferences with other members of the healthcare team is a breach of patient confidentiality and violates HIPAA standards. Under no circumstances should students request or be granted remote access to a clinical agency's electronic documentation system on personal laptops or other electronic devices.

Under no circumstances shall patients and/or their family members be videotaped or photographed. Students must always adhere to HIPAA guidelines. Any information that can be linked to a patient should not be shared on any social or technological platform (public or private). Examples of identifiable information include, but are not limited to, name, age, gender, birthdate, diagnosis, unit, facility, and family member.

Any breach of patient confidentiality and/or violation of HIPAA standards will result in immediate disciplinary action, including failure of a course and/or dismissal from the nursing program.

Use of Electronic Devices in the Clinical Setting:

Personal electronic devices are strictly prohibited in the clinical setting. This includes, but is not limited to, cell phones, smart watches, tablets, laptops, and other electronic devices. Possession or use of any personal electronic device during clinical experiences will result in immediate dismissal from the clinical setting and a documented clinical policy violation.

Revised: 7/26



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

Social Media Policy

Purpose:

The North Carolina Board of Nursing recommends that all nursing programs adopt a social media policy. The Division of Nursing supports using social media to reach audiences important to the university, such as students, prospective students, faculty, and staff. Presence or participation on social media sites is guided by DON policy. Distribution of sensitive and confidential information, including clinical and course information, is protected under HIPAA and FERPA, whether communicated through traditional channels or social media.

General Information:

Social media are defined as communication mechanisms designed to be disseminated through social interaction and created using highly accessible, scalable publishing techniques. Social media are commonly thought of as a group of internet-based applications built on the ideological and technological foundations of the web that allow the creation and exchange of user-generated content.

Policy:

- Protect confidential, sensitive, and proprietary information. Do not post confidential or proprietary information about the university, staff, students, clinical agencies, patients, or others with whom one has contact while serving as a Winston-Salem State University student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the university.
- Do not use Winston-Salem State University or Division of Nursing marks, such as logos and graphics, on personal social media sites.
- Do not use Winston-Salem State University's name to promote a product, cause, or political party or candidate.
- Students shall not videotape or audio record professors or fellow students without consent.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

- Under no circumstances shall patients or their family members be videotaped or photographed.
- Students must always adhere to HIPAA guidelines. Any information that can be linked to a patient should not be shared on any social or technological platform, whether public or private. Examples of identifiable information include, but are not limited to, name, age, gender, birthdate, diagnosis, unit, facility, and/or family member.

Consequences:

- Any violation of patient confidentiality will result in immediate disciplinary action.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action, including failure of a course and/or dismissal from the nursing program.
- Each student is legally responsible for individual postings and may be liable if those postings are found defamatory, harassing, obscene, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Approved: 10/16

Reviewed: 5/26

Revised: 7/26



Clinical Attendance Policy

Clinical practice is essential to the student nurse's learning experience. The student has a responsibility to self as a learner, to assigned clients, to members of the interprofessional healthcare team, and to fellow students. Redistributing a student's clinical responsibilities requires planning time for the instructor and clinical staff. Therefore, each student is required to attend all scheduled clinical experiences. Clinical rotations may be scheduled any day of the week and at any time, including weekends and evenings. Clinical placement sites vary by location and may require up to one hour of one-way travel time from the university. Every effort is made to place students at the nearest available clinical sites; however, the Division of Nursing offers no guarantee that travel to a clinical placement site will be limited by mileage. Students are responsible for their own transportation to and from clinical.

Clinical attendance guidelines are as follows:

1. Students are required to attend all clinical experiences.
2. Students are required to arrive on time and remain for the full duration of the clinical experience.
3. Late arrival to or early departure from the clinical setting will result in a clinical absence.
4. Students may be denied participation in clinical experiences or dismissed from the clinical setting for the following reasons:
 - a. Student arrives late.
 - b. Student is unprepared to deliver patient care.
 - c. Student appears physically and/or psychologically ill.
 - d. Student appears to be under the influence of alcohol and/or drugs.
 - e. Student exhibits unprofessional or disruptive behavior
 - f. Student is unaware of limitations or fails to seek help when limitations are recognized.
 - g. Student is unkempt, unclean, or not in compliance with the DON Dress Code Policy.
 - h. Student is not compliant with clinical agency and/or DON requirements.
5. Denial of participation in clinical or dismissal from the clinical setting for any reason will result in a clinical absence and a documented clinical policy violation.



WINSTON-SALEM
STATE UNIVERSITY

School of Health Sciences
Division of Nursing

6. Students are required to make up any clinical absence.
7. Two clinical absences will result in failure of the practicum.

Students who must be absent from clinical must notify their clinical instructor and Course Coordinator at least one hour before the scheduled clinical start time. Students must also follow any additional course-specific requirements for reporting clinical absences.

Due to constraints related to clinical placement and other factors, a clinical make-up opportunity is not guaranteed and will be granted only at the discretion of the course faculty. The North Carolina Board of Nursing (NCBON) regulates clinical hours in prelicensure nursing programs. Therefore, clinical absences that are not made up may affect a student's ability to pass a practicum course and to progress in the nursing program.

Revised: 5/09, 7/26

Reviewed: 1/26



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Clinical Dress Code Policy

Uniforms: Approved by the Division of Nursing. White uniform or professional uniform (black polo shirt and khaki pants). Must be clean, neat, and wrinkle-free.

Shoes:

- White uniform – Solid white only, clean; made from leather or non-absorbent material with enclosed toe and heel.
- Professional uniform – Solid white or solid black; clean; made from leather or non-absorbent material with enclosed toe and heel.

Socks/Hosiery:

- White uniform – Solid white only
- Professional uniform - Solid white with white shoes or solid black with black shoes.

Undergarments:

- White uniform – Solid white or neutral color.

Undershirts:

- White uniform – Solid white short or long-sleeved
- Professional uniform – Solid black short or long-sleeved

Lab Coats:

- All students must have a lab coat.
- Must be worn when picking up clinical assignments and for selected observational experiences.

Hair:

- Should be no longer than shoulder length. If hair is longer than shoulder length, it must be pulled up.
- No ornamental hair accessories.
- No unnatural shades/hair colors.
- Head coverings may be worn for religious purposes or medical necessity.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Jewelry:

- Only one pair of small, stud earrings may be worn in the ear lobes.
- No necklaces or bracelets.
- No visible body piercings.
- One flat wedding or engagement ring is allowed.

Tattoos/Body Art:

- No visible tattoos that depict offensive/unprofessional language, images, and/or profanity.

Make-Up/Cosmetics/Body Fragrances:

- No excessive make-up or cosmetics.
- No perfume or body fragrances.
- No artificial nails, polishes, overlays, or other nail coverings.
- No artificial eyelashes of any kind.

Other:

- Fingernails should not extend over the end of fingertips.
- No gum or any form of tobacco, including vape pens.
- No sweaters, jackets, or hoodies are allowed in the patient care setting. Lab coat may be worn if an additional layer is needed in clinical areas with cooler temperatures.
- The name tag and photo I.D. must be worn on the left side of the chest.

Medical Equipment:

- Students are required to wear a secondhand watch and bring a stethoscope, penlight, and medical scissors to each clinical experience.

Clinical Assignment Pick-Up: Some practicum courses require students to pick up their patient assignment the day before clinical. The professional uniform must be worn when picking up patient assignments.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

***Students who appear in clinical not in compliance with the dress code policy will be dismissed from the clinical site, resulting in an absence.**

***Additional dress code requirements may be stipulated by the specific course or clinical agency.**

Revised: 5/25, 7/26



Clinical Scope of Practice for Nursing Students

According to the North Carolina Board of Nursing...

“The faculty member and /or preceptor is responsible for ‘appropriate supervision and delegation’... It is up to each nurse to decide what activities can safely be assigned or delegated to another individual based upon the agency policies/procedures, the education/training of the individual, and the validated competency of the individual.”

In accordance with the NCBON’s regulations, the DON has established the following list of skills that nursing students can and cannot perform in the clinical setting. Clinical faculty and preceptors must also review the clinical agency’s policy to determine whether there are additional skills that nursing students cannot perform. Specific units may prohibit additional skills.

Students CAN perform the following skills under direct supervision* of the clinical instructor, preceptor, or RN (per agency policy):

- Administer medications by all routes
- Administer narcotics
- Perform admission/discharge/transfer procedures
- Perform assessments & monitoring
- Conduct patient education
- Perform basic hygiene & patient positioning
- Insert & maintain FT/NG/OG tubes, Foley catheters, and peripheral IVs
- Perform tracheostomy care, wound care/dressing changes, suctioning, management of drains, ostomies, wound VAC, etc.
- Perform BLS interventions (CPR, documentation)
- Document nursing care
- Perform oral care for patients with and without endotracheal tubes
- Perform all interventions within the scope of practice of UAPs

*Direct supervision is defined as being onsite and physically present during the procedure.

Students CANNOT perform the following skills, but are strongly encouraged to observe the clinical instructor, preceptor, or RN:



- Administer IV chemotherapy agents, rejection medications, epidurals, or experimental drugs and thrombolytic agents.
- Remove epidural catheters or thoracotomy tubes.
- Titrate continuous IV infusions of vasoactive medications or medications which alter level of consciousness (such as sedatives or narcotics).
- Withdraw blood from arterial lines.
- Discontinue or insert PICC, central IV lines, or arterial lines.
- Administer medications into the reservoir of an implanted pump.
- Insert and/or manipulate intraosseous and intrathecal medication or fluid administration.
- Perform arterial blood punctures.
- Administer or restart blood products.
- Measure or perform cardiac outputs or pulmonary wedge pressures.
- Manipulate or remove arterial catheters, sheaths, dialysis catheters, or any invasive monitoring lines and pacing wires.
- Access dialysis devices (no dialysis needle insertion) or manipulate any dialysis therapy and/or continuous renal replacement therapy.
- Perform or manipulate peritoneal dialysis.
- Insert, tape, retape, extubate, or reposition endotracheal tubes.
- Alter settings on respiratory ventilator equipment.
- Accompany transport via helicopter or land transportation.
- Accompany or transport patients off unit independently.
- Serve as an interpreter (unless certification is held).
- Act as a witness for procedures or sign legally binding documents on a patient's behalf.
- Be a sitter for a patient.
- Perform procedural or conscious sedation.
- Perform defibrillation or cardioversion.
- Take verbal/telephone orders from a provider.
- Take/acknowledge written provider's orders from the chart or electronic medical record.
- Access narcotics or controlled medications, count narcotics or controlled medications.
- Use a staff member's medication access code. Staff/faculty must obtain the medication for the nursing student.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

- Insert fetal scalp electrodes.
- Administer nitrous oxide.
- Insert a small-bore nasogastric tube WITH a guidewire, similar to a Dubhoff.

NOTE: These lists are not exhaustive. Questions about the clinical scope of practice for nursing students should be directed to the appropriate faculty member or DON leadership. Clinical agency policies and procedures can restrict practice but not expand the scope of practice for WSSU nursing students.



Unsafe Clinical Practice Policy

Purpose:

Winston-Salem State University and the Division of Nursing have an academic, legal, and ethical responsibility to protect patients, the public, and the healthcare community from unnecessary exposure to dangerous or unsafe clinical situations. The American Nurses' Association Code of Ethics for Nurses with Interpretive Statements requires that *"the nurse acts to safeguard the client and public when healthcare and safety are affected by the incompetent, unethical, or illegal practice of any person."* Nursing faculty have this independent obligation as nurses and as faculty members. Safety is a major aspect of student learning and a critical component of each practicum course.

Policy:

Practice may be considered unsafe when a student fails to apply critical thinking and clinical judgment effectively, as evidenced by one or more of the following behaviors and/or actions:

- Failure to recognize the need for assistance with nursing actions.
- Performing interventions without adequate preparation or required supervision.
- Failure to take nursing action or report assessment findings when such action is essential to the health and safety of the client.
- Failure to demonstrate an understanding of self-limitations with regard to client safety.
- Attending clinical experiences while under the influence of alcohol, controlled substances, or other alterations in mental status.
- Failure to recognize the influence of one's own attitudes, beliefs, and behaviors on the care of clients.
- Deliberately giving false or inaccurate information regarding nursing care.
- Falsifying documentation relating to the care of clients.
- Performing activities which are detrimental to the health and safety of the client.
- Failure to assume responsibility for completing nursing actions.
- Performing activities outside the scope of the nursing student role.
- Refusal to provide assigned client care.



WINSTON-SALEM
STATE UNIVERSITY

**School of Health Sciences
Division of Nursing**

- Failure to prepare for client care responsibilities.
- Neglecting or abusing/purposely injuring a client, family member, fellow student, instructor, or other staff member.

It is the faculty's responsibility to determine a student's ability to provide safe nursing care. Evidence of unsafe clinical practice can result in the student's temporary or permanent removal from the clinical setting. Permanent removal from the clinical setting based on unsafe clinical practice will be grounds for failure of the practicum course and/or dismissal from the nursing program.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Clinical Compliance Requirements

The Division of Nursing requires that all students have a licensed medical provider attest to their emotional and physical ability to perform nursing-related functions. Students must also be immunized against childhood illnesses. The *Essential Functions Attestation & Medical Provider Verification* documents the required information.

Students must also obtain clearance from the clinical agencies to participate in clinical activities and provide patient care. The clearance process requires students to upload various documents to the compliance management platform to verify clinical compliance. Without clearance from the clinical agency, the student will not be permitted to participate in clinical activities.

Required Immunizations:

MMR – 2 doses or evidence of positive antibody titer

Varicella – 2 doses or evidence of positive antibody titer

Hepatitis B – 3 doses or evidence of positive antibody titer

Tdap – within the last 10 years

Influenza (flu) – must be vaccinated yearly for the current flu season

TB screening – yearly TB skin test (PPD) or QuantiFERON TB Gold blood test or negative chest X-ray if history of positive TB results

CPR Certification:

American Heart Association BLS Healthcare Provider certification is required. Must be renewed every two years. Only American Heart Association BLS course is accepted (not ACLS). American Red Cross is not accepted. Online courses are not acceptable.

Professional Liability Insurance:

Students must carry professional liability insurance with a minimum aggregate coverage of \$3,000,000. Coverage must begin with the first practicum course and continue throughout the student's enrollment in the nursing program. Students are covered only when engaged in clinical activities required for program completion. Failure to maintain insurance coverage will result in restriction from clinical activities. Liability insurance coverage is effective from August 1 to July 31 each year. Students must submit payment for liability insurance to the university.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

Physical and Emotional Fitness to Deliver Safe Patient Care:

Nursing students will be screened upon admission and annually for physical and emotional problems using information from the *Essential Functions Attestation & Medical Provider Verification*. In addition to this screening process, faculty members who identify a student with physical and/or emotional problems must refer the student to the Chair of Undergraduate Nursing. Students experiencing problems that may interfere with the safe practice of nursing will be required to seek appropriate treatment.

When students require treatment, the Chair of Undergraduate Nursing and Chief Nursing Administrator will determine the student's status in the program. If the student is allowed to continue in the program while undergoing treatment, evidence of response to treatment from a licensed provider must be submitted at regular intervals. If the student is asked to withdraw, they may be allowed to return to the program after the problem has been resolved and evidence from a licensed provider is submitted. The Chair of Undergraduate Nursing and the Chief Nursing Administrator will determine a reasonable amount of time for the student to resolve the problem. Failure or refusal to seek treatment will result in dismissal from the program.

If a student is pregnant or experiencing a pregnancy-related condition, the student should contact the Office of Title IX. The student will be required to submit documentation from their medical provider confirming that they can safely participate in required clinical activities without restrictions.

Students with ADA documented impairments may be eligible for reasonable accommodations. All accommodation requests are coordinated through the university's Department of Disability Services. Continuation of accommodations from a previous semester is not automatic. Action is required on the student's part. Students must contact DDS. Accommodations are not usually retroactive.



Criminal Background Check Policy

Introduction:

To enhance patient safety and well-being and bolster the public's continuing trust in health professionals, nursing students are required to complete a criminal background check (CBC) as a condition of admission to the Upper Division of Nursing.

Furthermore, to promote patient safety and reduce institutional liability, most clinical agencies require students to complete a CBC as a condition of participation in the clinical setting.

Policy:

All students admitted to the Upper Division of Nursing must consent to, submit to, and satisfactorily complete a CBC as a condition of admission. All expenses associated with the initial CBC and any subsequent CBCs, if needed, are the student's responsibility.

Procedure:

1. Prospective students will be informed through DON publications and web information that a background check is required prior to admission to the Upper Division of Nursing.
2. Students must complete their CBC through the DON's approved vendor. CBC results from other schools, agencies, or vendors will not be accepted.
3. Failure or refusal to complete the CBC within the required time frame will result in dismissal from the nursing program.
4. Satisfactory CBC results are required for admission and progression in the Upper Division of Nursing.
5. All questionable CBCs will be reviewed by the Chair of Undergraduate Nursing, who will then consult with the Chief Nursing Administrator, University Legal Affairs, and/or the North Carolina Board of Nursing to determine whether the student is eligible to continue in the nursing program.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

6. Criminal charges, convictions, and/or prayer for judgment rulings may render the student ineligible for clinical placement. Ineligibility for clinical placement may result in program dismissal.
7. If clinical agencies' requirements change, additional CBCs may be required.
8. CBC results will be stored in the approved vendor's electronic database, with access limited to the Chair of Undergraduate Nursing and other appropriate DON personnel.

Report of New Criminal Charges and/or Convictions:

During enrollment, if a student is charged or convicted of any criminal offense (other than a minor traffic violation), the student must report the charge(s) to the Chair of Undergraduate Nursing within five (5) days of the occurrence. Charges during enrollment may result in withdrawal from course(s), an incomplete, failure of course(s), or program dismissal. The Chair of Undergraduate Nursing will consult with the Chief Nursing Administrator, University Legal Affairs, and/or the North Carolina Board of Nursing to determine the consequences of the criminal charge.

Failure to report charges within five (5) days may constitute grounds for dismissal from the nursing program. All students must report charges within this time frame, including during summer and semester breaks and holidays. Upon receipt of any criminal charges (excluding minor traffic-related violations), students must not enter any clinical agency as a WSSU nursing student until cleared by the Chair of Undergraduate Nursing.

Appeal Process:

The student may appeal any administrative action taken as a result of unsatisfactory CBC results.

Revised: 7/26



Drug Screening Policy

Introduction:

To enhance the safety and well-being of patients and bolster the public's continuing trust in health professionals, nursing students are required to complete a drug screening as a condition of admission to the Upper Division of Nursing. Furthermore, to promote patient safety and reduce institutional liability, most clinical agencies require students to complete a drug screening as a condition of participation in the clinical setting.

Policy:

All students admitted to the Upper Division of Nursing must consent to, submit to, and satisfactorily complete a 12-panel drug screening as a condition of admission and progression in the program. All expenses associated with the initial and subsequent drug screenings are the student's responsibility.

Procedure:

1. Prospective students will be informed through DON publications and web information that a drug screening is required prior to admission and while enrolled in the Upper Division of Nursing.
2. Students must complete their drug screening through the DON's approved vendor. Drug screening results from other schools, agencies, or vendors will not be accepted.
3. Failure or refusal to complete the drug screening within the required time frame will result in dismissal from the program.
4. All positive drug screening results will be reviewed by the Chair of Undergraduate Nursing, who will then consult with the Chief Nursing Administrator, University Legal Affairs, and/or the North Carolina Board of Nursing to determine whether the student is eligible to continue in the nursing program.



WINSTON-SALEM
STATE UNIVERSITY
School of Health Sciences
Division of Nursing

5. The DON reserves the right to require students to complete subsequent drug screenings to determine eligibility or continued eligibility for clinical practice and program progression.
6. Subsequent drug screenings may be required at the start of an academic year and/or under the following conditions:
 - a. Required by a clinical agency for clinical placement or continuation of clinical placement
 - b. Reasonable suspicion of a substance use disorder
 - c. Reasonable suspicion that the student is under the influence of a controlled or restricted substance
 - d. Appearance of impairment in the classroom or clinical setting
 - e. Unusual or aberrant behavior
 - f. Charges or conviction for an offense involving a controlled or restricted substance
7. Drug screening results will be stored in the approved vendor's electronic database, with access limited to the Chair of Undergraduate Nursing and other appropriate DON personnel.

Appeal Process:

The student may appeal any administrative action taken as a result of a positive drug screening result.

Revised: 1/11, 7/26
Reviewed: 4/23