



Fetterman School of Nursing



Bachelor of Science in Nursing

Student Handbook

2017-2018

ABOUT THIS HANDBOOK...

The Fetterman School of Nursing BSN Student Handbook provides information to assist in planning your undergraduate academic career. This handbook is a compilation of the policies, procedures, regulations and resources that govern the Toccoa Falls College School of Nursing. Students are responsible for the information contained in this document, the Toccoa Falls College Catalog, and the Student Handbook.

As educational opportunities and policies are subject to periodic change, the School of Nursing and the College must reserve the right to make changes affecting policies, fees, curriculum, or any other matters announced in this publication. This Handbook is reviewed and updated annually by the nursing faculty. The most current edition is available to students online on the School of Nursing homepage of The Toccoa Falls College's website: www.tfc.edu/nursing.

Failure to read the policies contained in the Catalog and Handbooks does not relieve the student of this responsibility. The rules and regulations in this book pertain to all nursing students admitted into the School of Nursing.

If you have questions regarding the contents of this handbook, please contact your faculty advisor.

We wish you a successful year!

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Section I

Introduction

WELCOME FROM THE DEAN

Dear Toccoa Falls College Nursing Student,

How exciting it is to welcome you to the Fetterman School of Nursing at Toccoa Falls College! On behalf of the faculty and staff, I congratulate you on your acceptance to the nursing major.

How rewarding for you to be called to one of the most challenging professions. As practitioners of the future, you will be providers and leaders in the delivery of quality, culturally competent care within a technological and global environment.

It is our desire at the Fetterman School of Nursing to equip nurses who will shape the profession of nursing and have a profound impact in transforming healthcare and transforming lives through the uniqueness of a Christ-centered nursing practice. Consistent with the mission and purpose of the College, the School of Nursing embraces the truth of Scripture as the foundation that prepares students for the passions to which God has called them. Our College motto articulates the commitment to develop godly character while nurturing intellect.

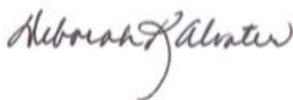
Here at Toccoa Falls College, nursing is a ministry of compassionate care. No other profession has the unique opportunity to minister to the physical, emotional, and spiritual needs of people who are suffering and in pain. Nursing, as a profession, embraces not only the arts and sciences but encompasses servanthood. Nursing is a sacred profession – a sacred ministry of caring. There is a decidedly spiritual element that undergirds nursing practice. Your time at the Fetterman School of Nursing will be filled with holy moments as you grow in your knowledge of nursing as a ministry.

This handbook is one of several resources available to assist you as you progress through your program of study. The Toccoa Falls College Catalog and Student Handbook provide general information about academic and student life policies. The School of Nursing BSN Handbook describes specific policies and procedures directly related to nursing students, providing information you will need to be an informed, engaged nursing student. It is your responsibility, as a student in the major, to be familiar with the contents of this handbook.

We are honored that you have selected Toccoa Falls College to pursue your BSN degree and we are committed to your success. The faculty are here to help you reach your educational goals. It is our desire to prepare you for a rewarding career in nursing. It is our prayer that you will enjoy success in your academic endeavors, excel in compassionate care and moral leadership, and grow in your knowledge of nursing as a sacred ministry.

We wish you success in the coming semesters and beyond. May you be richly blessed as you serve our Lord in this exceptional profession.

With Every Blessing,



“Now the God of peace...equip you in every good thing to do His will, working in us that which is pleasing in His sight, through Jesus Christ, to whom be the glory forever and ever. Amen.” Hebrews 13:21

INTRODUCTION TO TOCCOA FALLS COLLEGE

In 1907, Dr. Richard A. Forrest believed that following the vision God had put in his heart was the most important work his life could accomplish. Despite overwhelming obstacles, he established an academic institution that was devoted to preparing God's people to fulfill their calling – Toccoa Falls College. Dr. Forrest became the college's first president and under his direction the school kept pace with the advancement of educational standards in the United States.

Significant dates in Toccoa Falls College's history began in 1928 when the State of Georgia fully accredited Toccoa Falls High School. Then in 1937, a four-year Bible college program was initiated by adding a number of courses in the field of general education to the biblical and theological studies. The Georgia Legislature chartered the College Division in 1939 and authorized the Institute to grant the degree of Bachelor of Arts in Biblical Education. In 1957, the college was accredited by the Accrediting Association of Bible Colleges and in December, 1983 by the Commission on Colleges of the Southern Association of Colleges and Schools. In 1975, the Board of Trustees changed the name from Toccoa Falls Institute to Toccoa Falls College.

Toccoa Falls College is an independent, nonprofit educational institution that offers Christ-centered education that prepares men and women for vocational Christian ministries as well as professional careers. As an affiliate college of the Christian and Missionary Alliance denomination, Toccoa Falls College combines superior academic preparation with a strong base of theological studies. Graduates serve in places of Christian leadership throughout the United States and in many nations around the world. The College functions under a Board of Trustees that sets policy, and an administration and faculty that implement the policy.

Toccoa Falls College is incorporated under the laws of the State of Georgia as a four-year college and is authorized by the Georgia State Legislature to grant the baccalaureate degree.

Toccoa Falls College Mission Statement, Distinctives, Mission Goals, and Motto

The mission of Toccoa Falls College is faithful to the vision of the College's founder, Dr. Richard A. Forrest:

"to glorify God through seeking and developing Christian servant leaders who will impact their world with the love and message of Jesus Christ."

The Mission Distinctives affirm that Toccoa Falls College is an educational institution, a character-building enterprise, and a spiritual formation community, all integrated into a unique way of life. Its primary purpose is to glorify God through offering residential and online programs that prepare men and women for lives of personal fulfillment and Christian servant leadership to the church and the world. Graduates serve throughout the United States and around the world fulfilling the dream of founder Dr. R. A. Forrest, who said: "The sun never sets on the graduates of Toccoa Falls College."

The College has adopted a Statement of Faith that it will teach and defend the historic and basic doctrines of evangelical Christianity. The Statement of Faith adopted by the Board of Trustees in October 1999 affirms that the College is conducted according to the faith and teaching of the Christian and Missionary Alliance. The leaders of the College believe that the application of biblical principles in the lives of the faculty and the students will result in personal love and commitment to Christ, wholesome consideration for others, and a well-disciplined life.

Toccoa Falls College has identified Mission Goals that exemplify the rich spiritual, biblical foundation from which the College was founded. These Mission Goals are identified as: Spiritual, Academic, Intellectual, Moral, and Professional. Dr. Richard Forrest was convinced of the importance for all students to receive a quality, Christian education. Over one hundred years later, the College still holds true to the first President's vision, following the College's motto: *Where character is developed with intellect.*

The Vision Statement of Toccoa Falls College declares it will be known as a premier Christian college that uniquely integrates biblical truth, academic excellence, and intentional spiritual formation within a caring Christian community. The College's goals embody its mission and distinctives for making the College a Christ-centered educational institution that prepares men and women for vocational and professional occupations.

Section II

School of Nursing

MISSION STATEMENT OF THE SCHOOL OF NURSING

The mission of the Toccoa Falls College School of Nursing is:

*“Preparing compassionate, patient-centered graduates
for Christian servant leadership in the profession of nursing.”*

The mission statement of the School of Nursing is congruent with Toccoa Falls College and is derived from the College’s mission statement, distinctives, and goals. The mission statements of both Toccoa Falls College and the School of Nursing reflect significant Christian beliefs and values, and a commitment to teach and defend the historic and basic doctrines of evangelical Christianity. The BSN program embraces Toccoa Falls College’s mission to develop Christian servant leaders who will seek to glorify God and prepare men and women for lives of personal fulfillment and intellectual pursuits. This vision is a channel for the ultimate beliefs in spiritual formation, academic excellence, intellectual and moral leadership, and professional growth which give direction and meaning to the BSN program.

The mission statements of the College and the School of Nursing have application and impact in all of the program’s endeavors. The application of the mission statements is realized in the development of the curriculum, philosophy, core values, goals, program and student outcomes, and organization framework and model.

PURPOSE STATEMENT

The purpose of the baccalaureate nursing program is to prepare graduates for entry level practice incorporating the generalist knowledge common to baccalaureate nursing education as delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN 2008). Baccalaureate-prepared nurses are generalists who apply the knowledge, skills, and attitudes learned from the foundational courses to be providers, designers, leaders, managers, and coordinators of care and to address and solve complex problems related to health care.

The program prepares graduates to write the national examination (NCLEX-RN) leading to licensure as Registered Nurses for a life of service in the profession of nursing.

CORE VALUES OF THE SCHOOL OF NURSING

The Core Values of the Fetterman School of Nursing are aligned with the Mission Goals of the College. The administration, faculty, and staff of the School of Nursing embrace the following Core Values: Christian Worldview, Servant Leadership, and Nursing as a Sacred Ministry of

Caring. These Core Values inform our identity and drive our Vision for the future and are described below.

Christian Worldview

The faculty of the School of Nursing actively engages students in the discovery of the meaning of the Christian worldview and Christ-centered care in the formation of their nursing practice. In a Christian worldview, nursing is a ministry of compassionate care. The greatest commandment given by Christ: to love God with our heart, soul, and mind; and to love our neighbors as ourselves (Matthew 22: 37-40) provides a Christian worldview framework. The faculty believe this Christian worldview shapes our understanding of the person, environment, and informs our concepts of health and healing (Shelly & Miller, 2006).

It is the position of nurse historians Dolan, Fitzpatrick, and Herrmann that “the teachings and example of Jesus Christ had a profound influence on the emergence of gifted nurse leadership as well as on the expansion of the role of nurses. Christ stressed the need to love God and one’s neighbor. The first organized group of nurses was established as a direct response to His example and challenge” (Dolan, Fitzpatrick, & Herrmann, 1983). Still another nurse historian purports the history of nursing is continuous with the beginning of Christianity.

Within the context of the Christian worldview, the faculty of the School of Nursing believes that a baccalaureate nursing education provides the nursing knowledge, skills, and abilities grounded in compassionate, competent, and professional nursing care. The Christian worldview considers basic issues: the nature and character of God, nature of the universe and humanity, the basis of ethics and questions of life and what happens to a person at death. This set of fundamental beliefs provides the spiritual context within a learning environment that emphasizes Christ-centered patient care.

Servant Leadership in Nursing

Historically, nursing has been viewed as a vocation of service. The concept of servant leadership is well documented through historical accounts of the lives of nursing leaders dating back to the pre-Christian era. Today the writings of nurse historians abound, describing a nurse’s personal identification with nursing as a vocation of service (Schmidt, 1997; Jeffries, 1998; King, 2003; McKoy, 2004, Folta, 2005). As O’Brien’s research testifies “both nursing history reflecting the profession’s tradition of service, and the attitudes and activities of 21st century nurses, reveal powerfully the spirituality of servant leadership already existing in the nursing community” (O’Brien, 2014).

Servant leadership begins with the principle that the servant-leader is servant first. “...*the one who is the greatest among you must become like the youngest, and the leader like the servant...But I am among you as the one who serves*” (Luke 22:26-27). Nursing encompasses a unique commitment to provide both care and compassion for those one serves. Nurses, by the very essence of their calling and their profession of caring for the sick, are natural servant leaders.

In recent nursing servant leadership articles, O'Brien's research "strongly support the adoption of servant leadership as the most appropriate leadership philosophy and practice for nursing and health care" (2014). O'Brien identifies certain behavioral themes of a nursing servant leader: listening with the heart, giving of yourself, a passion for ministry, assessing needs, becoming an advocate, discerning decisions, making a difference, being there to serve, a feeling of belonging and gratitude in the profession, and embracing a higher purpose.

Nursing as a Sacred Ministry of Caring

The nurse's ministry of caring is reflected in the Christian parable of the Good Samaritan. Christ's message regarding the need for each individual's care for their brothers and sisters exemplifies the love commandment. This account provides nurses with a model of unequivocal concern, love, and nondiscrimination in providing care to those in need. The least gesture of human kindness was important to Christ, even a cup of cold water given in His name did not pass unrewarded.

Christ, in His ministry of healing and teaching, prepared the way for His early followers to attend with care and tenderness to the needs of their ill brothers and sisters. Nursing as a profession and a calling encompasses a unique commitment to provide both care and compassion for those one serves.

Florence Nightingale was one of the first to bring spirituality and science together to improve the care of the sick. From the inception of the nursing profession, she considered nursing a spiritual vocation. Nightingale felt spiritually called to model the greatness and generosity of God in service to the sick. In describing the spiritual ministry of nursing, Nightingale said in 1867: "Nursing is an art, and if it is to be made an art, it requires as exclusive a devotion, as hard a preparation, as any painter's or sculptor's work. For what is having to do with dead canvas or cold marble compared with having to do with the living body, the temple of God's spirit."

PHILOSOPHY OF THE SCHOOL OF NURSING

The School of Nursing has identified a philosophy that embraces Toccoa Falls College's mission statement, distinctives, and goals in upholding the commitment to develop Christian servant leaders within a Christ-centered community. This Christian worldview serves as the underpinning for the program and directs the vision, mission, and practices. Belief in a sovereign God guides the School's mission and philosophy statements and permeates all aspects of our philosophy regarding the study and practice of nursing.

The philosophy of the School of Nursing exemplifies the beliefs that faculty and students share about the immortal truth of the scripture and a personal faith in Jesus Christ that shapes the person, the nurse, and the practice of professional nursing. The faculty facilitates the integration of faith, learning, and professional practice to prepare nurses for service in transforming healthcare and transforming lives.

The faculty of the School of Nursing subscribes to the following belief statements applicable to all programs of study, with respect to person, environment, health, nursing, and nursing education.

The **person** is the result of the creative work of God and lives from conception to natural death in the image of God. We believe in the integrity and worth of the human person. The values of respect, worth, dignity, and justice undergird the delivery of nursing care. As a unique creation of God, each person possesses spiritual, physical, emotional, relational, cultural, and intellectual qualities, and their lives interact with other persons in the context of families, communities, and global humanity. The spiritual component is distinct from the physiological system and continues to exist after death.

The **environment** is that which surrounds us, the world created by God. People shape, and are shaped by, this environment which has the ability to affect a person's health. Changes that impact the health and well-being of the person may have lasting impact. Nurses are therefore concerned with the health care of the global community, as well as the community of relationships that surround each person. As a result, nurses need to be informed and concerned about global health issues, and work to create safe, healing environments both within communities and health care organizations.

Health is a significant focus of nursing care and intersects all areas of human experience. Health is defined as "a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity" by the World Health Organization (1948). An updated definition of health was formulated in 1997 to reflect a person's notion of well-being: "an individual's perception of their position in life in the context of culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment" (World Health Organization).

Physical, societal, and cultural norms influence health, and as such, persons can make choices that contribute to healthy living. Changes in health status occur in response to the stressors and strengths of the environment. A significant role of the nurse is to educate persons, families, and communities to ensure healthcare services promote conditions relevant to the health and well-being of those in need of care.

Nursing is the discipline dedicated to "the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response and advocacy in the care of individuals, families, communities, and populations" (American Nurses Association, 2010). Nursing practice is the use of critical

thinking, best practices, communication, nursing therapeutics, and illness and disease management to promote health and wellness.

The School of Nursing faculty believe that nursing, as a practice profession, is steeped in a Christian ethos of caring, dating back to the pre-Christian era. Nursing within a Christian worldview purports the sacred relationship between a nurse and a patient, defining it as a sacred covenant. The nurse provides care that has a moral foundation in God's covenant with humankind as Christ exemplified while on earth. "Covenantal caring is rooted in foundational principles, the image of God in humankind and thus the absolute value of human life, and relationships that are characterized by love, equality, and freedom" (Bradshaw, 1994).

Nursing is commonly described as both a science and an art that builds on knowledge from the natural sciences, social sciences, and liberal arts. Nursing is a scholarly discipline comprised of a distinct body of knowledge developed by theory and research. The practice of nursing is governed by safe evidenced-based care, patient-care technologies, and developmentally and culturally appropriate approaches. Nurses work collaboratively with patients and multidisciplinary teams to design, implement, and evaluate health care. Embedded in nursing practice are research activities, critical thinking, professionalism, and leadership skills. Nursing is ever mindful of the health needs of individuals, families, communities, and societies throughout the lifespan, in rapidly changing and complex environments.

Nursing education at Toccoa Falls College is founded in the historic and basic doctrines of evangelical Christianity. Within the context of a liberal arts education, the College fosters a culture of spiritual, academic, intellectual, moral, and professional integration. Nursing faculty strive to build on these constructs to establish an educational climate that prepares students for professional practice in nursing and a life of learning and service. The School of Nursing educates students to become professional nurses who synthesize and apply concepts from the liberal arts, nursing curricula, and nursing practice.

Nursing education is a collaborative endeavor of faculty and students, utilizing a variety of teaching-learning strategies to facilitate the achievement of expected competencies, skills, and outcomes. Students assume responsibility for their own learning by identifying their individual learning goals, applying their learning to their professional practice, and evaluating their progress toward these goals. Faculty actively participate in the learning process and are role models and facilitators of student learning.

Through the mission of the program, the students explore and develop a personal philosophy of nursing that is grounded in a Christian worldview, builds upon a scientific and theoretical foundation incorporating practice elements into a seamless continuum of nursing knowledge and professional nursing practice.

BSN Program Outcomes of the Curriculum

The mission, goals, and expected outcomes of the BSN program reflect current trends in nursing education, the nursing profession and the increased complexities of the health care system.

They are congruent with those of the College and consistent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). The BSN program outcomes prepare the graduate to:

- I. Synthesize knowledge from arts, humanities, and sciences in the planning, provision, and evaluation of professional nursing care to diverse populations.
- II. Apply organization and leadership concepts, skills, and decision making to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team.
- III. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
- IV. Demonstrate skills in using patient care technologies, information systems, and communication devices that improve patient care outcomes and create a safe care environment.
- V. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments including local, state, national, and global healthcare trends.
- VI. Demonstrate effective communication and collaboration strategies when working with interprofessional teams to optimize patient outcomes.
- VII. Integrate the concepts of spirituality, psychosocial needs, and culturally appropriate strategies for health promotion, risk reduction, and disease and injury prevention for diverse individuals, families, groups, and communities across the life span.
- VIII. Integrate professional standards of moral, ethical, and legal conduct in the provision of care to patients across the lifespan including vulnerable populations.
- IX. Integrate knowledge, skills, and attitudes into the implementation of holistic, patient-centered compassionate care of individuals, families, communities, and populations in a variety of settings.

General Goals of the Program

1. Provide a baccalaureate nursing education that builds on a foundation of arts, humanities, and science, and provides a Christian worldview based experience that prepares nurses for a life of service.
2. Prepare competent professional nurses who excel in compassionate, patient-centered care and view nursing as a sacred ministry.
3. Develop Christian servant leaders who will impact and transform the profession, community, and the world.
4. Enhance student access and success in the baccalaureate degree option for prelicensure students in the geographic area.
5. Increase visibility by strategic community engagement.

BSN Student Learning Outcomes of the Curriculum

The BSN Curriculum is designed to prepare graduates for entry into professional nursing practice. This foundation offers both academic and professional nursing courses that provide the base for clinical competence and informed judgments about health care environments and patient-centered care. The following learning outcomes are expected of graduates of the Fetterman School of Nursing's baccalaureate program. The learning outcomes are patterned after *The Essentials of Baccalaureate Education for Professional Nursing Practice, AACN (2008)* which provides the educational framework for the preparation of professional nurses. The student learning outcomes and related program outcomes define the graduate of the program as one who will:

1. Synthesize theoretical and conceptual knowledge from the liberal arts, sciences, humanities, Christian worldview, and nursing to provide patient-centered care in a variety of nursing contexts and settings. (I)*
2. Integrate creative leadership knowledge and skills to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment. (II)
3. Apply the nursing process and evidenced based research using critical thinking in the practice of nursing across the lifespan for health promotion, risk reduction, and disease prevention in the care of patients, families, and communities. (III)
4. Incorporate current technologies and informatics and evaluate healthcare policy, finance, and regulatory standards to support quality care outcomes in complex healthcare environments. (IV, V)
5. Demonstrate effective communication, collaboration, leadership skills, sensitivity, and flexibility advocating for the delivery of high quality, safe, cost-effective nursing care. (VI)
6. Provide patient-centered, age-appropriate, culturally sensitive care that assists patients with health promotion and wellness, disease and injury prevention. (VII)
7. Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice. (VIII)
8. Demonstrate the knowledge, skills, and attitudes of baccalaureate generalist nursing practice in the compassionate, holistic care of persons, families, communities, and populations. (IX)

* Roman Numerals refer to Program Outcomes

Curriculum Concepts – Glossary

The curriculum framework provides a structure for nursing students that describes various concepts that are necessary to support and develop professional nursing practice. The School of Nursing uses these curriculum concepts, goals, and student and program outcomes to provide structure, direction, and continuity for the program. This framework enhances the nurse's understanding of expectations as a professional, regardless of his/her practice setting, and

serves as a guide for strategic planning, program development, and clinical practice for nursing at Toccoa Falls College.

The key concepts of the framework and the philosophy are threaded throughout the curriculum and are critical to the integrity of the curriculum structure. These organizing concepts include: communication and collaboration, critical thinking, ethics, evidence-based practice, global and cultural competency, healthcare technologies, health/illness management, health policy, professional leadership, and quality and safety.

While concepts of person, health, nursing, and nursing education and environment form the foundation of the philosophy, the following curriculum concepts, with definitions, are embedded throughout the curriculum.

Communication and Collaboration, within the context of nursing, is a dynamic and interpersonal process by which information, ideas, beliefs, values, and feelings are exchanged. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge, and perceptions. Communication is inherent in collaboration and requires critical thinking skills. Collaboration is the process of making and carrying out decisions with other people regarding healthcare and research in a caring context. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and partnering with members of teams and communities at local regional, national, and global levels.

Critical Thinking is an active process of analysis exploring relevant phenomena and making judgments to intervene in a therapeutic manner. This reflexive, transferable process involves the ongoing integration and application of a complex set of abilities.

Ethics is a set of shared values or principles that govern the way nurses interact with patients, families, and other health professionals. Ethical principles include altruism, autonomy, integrity, freedom, veracity, privacy, beneficence, fidelity, human dignity, and social justice. They are used to clarify and resolve identified moral problems and ethical dilemmas. The beliefs and values outlined in the American Nurses Association's Code of Ethics for Nurses provide guidelines for ethical nursing practice.

Evidence-Based Practice, Scholarship and Research encompasses the systematic inquiry that uses disciplined methods to answer questions or solve problems. The nurse translates current research findings, or evidence, into professional nursing practice. Basing practice on evidence from many sources improves outcomes in practice, education, administration, and research at local, regional, national, and global levels. Evidence-based research is critiqued, analyzed, and applied to the provision of care to persons, families, groups, and communities. Professional nurses participate in the scholarship of discovery, application, integration, and teaching.

Global and Cultural Competency is the skilled delivery of care based on the appreciation for and knowledge of diversity in the backgrounds of persons. The nurse who is culturally competent takes into account the person's view of the world which is transmitted from generation to generation. The person's worldview, which is manifested in beliefs, practices, likes, dislikes, customs, norms, and rituals, is incorporated within appropriate therapeutic nursing interventions. Cultural competence involves tailoring health care delivery to meet patient's ecological, biosocial, cultural, and linguistic needs to improve outcomes and eliminate disparities in healthcare.

Healthcare Technologies are tools that enhance clinical practice and may include computers, web based applications, monitors, decision support systems, and data gathering devices to support patient care interventions and knowledge development. Technology may enhance nursing practice in direct and indirect patient care, health related communication, nursing informatics, and clinical information management. Nurses must therefore maintain the knowledge and skills necessary to provide quality care that is technologically current while maintaining a caring, interactive approach.

Health/Illness Management includes a scope of services across the health/illness continuum which includes management of health promotion, risk reduction/illness prevention, health maintenance, health restoration, rehabilitation, and palliative and end-of-life care for diverse persons, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care.

Health Policy is the compilation of decisions made within the government, and sometimes private entities, regarding health and health care. Policies influence health in areas such as access to care, patient care delivery, and financing. It is therefore incumbent upon the nursing profession to consider the impact of health policy on professional nursing practice and to participate in policy development as warranted (Harrington & Estes, 2008).

Professional Leadership in nursing is an awareness of complex systems, and the impact of power, politics, policy, and regulatory guidelines on these systems. Leadership skills emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration, care coordination, delegation, and conflict resolution. The nurse uses leadership skills to promote high quality patient care and patient safety within organizational and community arenas (AACN, 2008). The professional nurse evaluates one's own practice as well as contributes to the support and advancement of the profession. The professional nurse focuses on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care and functions as a leader in the community and profession (AACN, 2008).

Quality and Safety, Quality care uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Nurses integrate quality aspects into patient safety, which are a pivotal component in the integration of nursing care.

Conceptual Foundation for the Nursing Curriculum

The conceptual foundation underlying the curriculum of the School of Nursing consists of a formulation of concepts derived from the mission, vision, core values, and philosophy of the College and the School of Nursing. Essential to the foundation are the core values of the School, which are: Christian worldview, servant leadership, and nursing as a sacred ministry of caring.

The theoretical base for the curriculum is congruent with the assumptions of nursing theorist Jean Watson and are used as a guide for education and practice. Jean Watson asserts, “at its most basic level nursing is a human, caring, relational profession” (1995). It is Watson’s view that nurses move beyond the original human science context to a caring science framework. Nursing faculty believe caring is the essence of nursing and it is uniquely the nurse who is involved in a partnership with the patient in the caring process. Watson’s Theory of Human Caring is an ethical-moral-philosophical foundation for professional nursing that makes explicit its covenant relationship with the patient. This covenant nurse-patient relationship moves beyond knowledge and skills into a practice of caring, healing, health, and human experiences.

The faculty believe the integration of human caring into the curriculum is important in today’s healthcare environment where global health issues and advanced technological tools and information systems threaten the sacredness of the nurse-patient relationship.

Conceptual Model

The Conceptual Model vividly illustrates the blending of the spiritually rich heritage of the College in promoting spiritual growth and the pursuit of learning, with the School of Nursing's mission and core values in preparing competent nurses who will excel in compassionate, patient-centered care.

This model illustrates the caring hands of a nurse that surround the globe. The globe represents communities and populations in need of quality healthcare. The inscription surrounding the globe represents the core values of the School of Nursing. The cross represents the integration of faith, learning, and nursing practice. At Toccoa Falls College nursing professionals are equipped to be Christian servant leaders in the delivery of compassionate, patient-centered care within a global environment.



COMPETENCY STANDARDS

Student Learning Outcome 1: Synthesize theoretical and conceptual knowledge from the liberal arts, sciences, humanities, Christian worldview and nursing to provide patient-centered compassionate care in a variety of nursing contexts and settings

AACN Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Curriculum Concept: Patient-Centered Compassionate Care and Health/Illness Management

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Integrate theoretical and conceptual knowledge from the humanities, behavioral and social sciences into nursing	Develop individualized, accurate, and complete nursing care plans with rationales and outcome criteria	Integrate multiple dimensions of patient-centered care: information, communication, education, comfort, emotional support, involvement of family	Synthesize theoretical and conceptual knowledge in organizing, planning, and providing care
Obtain a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs	Maintain patient privacy, confidentiality, and dignity	Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model	Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations
Provide patient-centered compassionate care based on respect for patient's preferences, values, and expressed needs	Develop and implement discharge plans for the patient	Identify educational needs and provide education to enhance patient well-being	Utilize evidence and outcomes to evaluate effectiveness of the nursing care plan and revises care to improve outcomes
Perform self-assessment to identify one's own actions and values and demonstrate a commitment to excellence in practice	Engage in collaborative learning projects to build communication and leadership skills	Use writing intensive assignments to promote reflection, insight, and integration of ideas across disciplines	Participate in interprofessional service learning activities such as health promotion and disease prevention projects for diverse populations

Student Learning Outcome 2: Integrate creative leadership knowledge and skills to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment			
AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety			
Curriculum Concepts: Quality Improvement, Safety and Leadership			
Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Performs nursing skills safely, accurately, and without omission	Administers medications safely with an understanding of the purpose, route, dose range, side effects	Identify the need for the professional nurse to advocate for patients/families	Examine how the safety, quality, and cost effectiveness of health care can be improved through involvement of patients
Monitors patient status and notifies assigned nurse of any changes in patient condition or clinical data	Identify, implement, and evaluate strategies to reduce risk of harm to patients and health care team	Implements strategies related to National Patient Safety Goals that are appropriate for assigned patient	Describe strategies to empower patients in all aspects of the health care process
Describe nursing and health care team activities that would improve quality of care	Describe the process of root cause analysis of a sentinel event	Evaluates care based on patient response, outcomes, scientific knowledge and makes revisions as necessary	Proposes methods to enhance achievement of safe, quality outcomes of care for patients/families
Promote nursing activities/nursing interventions that create a culture of safety and caring	Participate in quality and patient safety initiatives which involve persons, families, communities, populations, and health care team	Identify strengths and weaknesses in formulating a plan for personal and professional growth	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives with the interprofessional teams
Propose an innovative solution to a system related patient care problem identified in one's clinical practice	Engage in quality improvement/patient safety activities to promote knowledge of the organizational process, unit application and evaluation process	Communicate with healthcare team to solve healthcare practice problems	Develop a leadership or quality improvement project (review literature about a practice problem, propose a practice change based on an evidence-based model, present project)

Student Learning Outcome 3: Apply the nursing process and evidenced based research using critical thinking in the practice of nursing across the lifespan for health promotion, risk reduction, and disease prevention in the care of patients, families, and communities

AACN Essential III: Scholarship for Evidence-Based Practice

Curriculum Concept: Evidence-Based Practice and Critical Thinking

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Describe the general components of the research process and participate in data collection and other research activities; Cite sources of evidence for planned interventions	Apply evidence-based practice measures to enhance patient outcomes; Compare observed practices with published practice standards for assigned patients	Integrate research based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care	Examine and evaluate policies used in the clinical setting using current evidence-based practice measures; Collaborate to identify practice problems, formulate evidence-based conclusion and recommendations and present findings
Demonstrate knowledge of basic scientific methods of research process and ways to apply evidence to clinical practice; Identify a research article and determine the type and level of evidence included	Evaluate the credibility of sources of information and utilize appropriate sources for locating evidence reports and clinical practice guidelines	Participate in the process of retrieval, appraisal, and synthesis of evidence to improve patient outcomes	Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences
Discuss how to apply evidenced-based research to the nursing process and examine the role of evidence in determining best practice	Differentiate clinical opinion from research and evidence; analyze the health care needs of a community and propose interventions	Provide examples of evidenced-based research in the areas of health promotion, risk reduction, and disease prevention	Evaluate selected research and theory as relevant to the care of patients, families, communities
Utilize clinical reasoning, decision making and problem solving in providing holistic care to adults	Demonstrates clinical reasoning in the delivery and management of patient-centered compassionate care	Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes	Demonstrate the ability to critically think with groups of patients with complex health care needs
Use skills of critical thinking, inquiry, analysis to address practice issues	Apply critical thinking concepts, reasoning, judgment, decision making skills in the provision of quality nursing care to persons, children, family, and communities	Analyze a community and propose an intervention to address a health care need	Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice

Student Learning Outcome 4: Incorporate current technologies and informatics and evaluate healthcare policy, finance, and regulatory standards to support quality care outcomes in complex healthcare environment.

AACN Essential IV: Information Management and Application of Patient Care Technologies

AACN Essential V: Health Care Policy, Finance, and Regulatory Environments

Curriculum Concept: Technology and Health Care Policy

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Discuss the implications of socio-cultural, economic, legal, and political factors impacting healthcare delivery and practice	Demonstrate effective use of information management tools to monitor outcomes of care processes	Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making	Describe examples of how technology and information management are related to the quality and safety of patient care
Explain why information and technology skills are essential for safe patient care and document and plan patient care in an electronic health record	Identify essential information that must be available in a common database to support patient care	Identify and provide rationale for essential information that must be available to support patient care	Apply information management tools to monitor safe processes of care
Demonstrate skills in the use of technology for improving patient care and presenting relevant information	Use written verbal, non-verbal, and emerging technology methods to communicate effectively	Describe health care policies and issues in practice and their impact on the global community	Analyze the role of the nurse in the development of health care policies
Uphold ethical standards related to data security, regulatory requirements, confidentiality, and patients' right to privacy	Demonstrate the use of and employ a range of technologies in improving patient care outcomes and creating a safe care environment	Apply patient care technologies as appropriate to address the needs of a diverse patient population	Evaluate data from all technologies to inform the delivery of care; Advocate for scientific, social, and political health policy actions which advance quality nursing care
Describe state and national rules and regulations that authorize and define professional nursing practice; Develop a professional e-portfolio; Analyze a hospital bill for one day of care and identify where nursing services are embedded	Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in health care delivery; Review proposed legislation affecting health care and provide written comments	Articulate, through a nursing perspective, issues concerning healthcare delivery with regard to finance and policy; Advocate for patients who experience health disparities to improve the quality of health for diverse population	Compare the benefits and limitations of reimbursement on the delivery of health care services; Compare costs of tests, procedures, medications charged to insurance companies vs self-pay patients

Student Learning Outcome 5: Demonstrate effective communication, collaboration, leadership skills, sensitivity, and flexibility advocating for the delivery of high quality, safe, cost-effective nursing care

AACN Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Curriculum Concept: Communication and Collaboration

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Apply basic principles of therapeutic communication techniques to produce positive professional working relationships with patients/families, those from diverse backgrounds	Initiates effective written and verbal communication with patient and health care team	Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care	Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver compassionate patient-centered care
Describes various communication skills and strategies to elicit accurate information for patients	Demonstrates ability to engage patient in health care decision making	Demonstrates effective communication techniques, including negotiation and conflict resolution to produce positive professional work environment	Delegates care activities integrating leadership skills and functions competently within scope of practice providing quality, safe patient care
Identify and discuss episodes when collaboration is essential to holistic care	Demonstrate the ability to collaborate with multiple health care professionals	Analyze solutions to address a need identified on the unit in collaboration with the health care team	Analyze the impact of collaboration on the plan of care and outcomes
Identify the role of the nurse with respect to communication, collaboration, advocacy on the health care team	Demonstrate appropriate team building and collaborative strategies when working with interprofessional teams	Apply the attributes of values, responsibility, and standards of moral, ethical, and legal conduct that impact the role and practice of the professional nurse	Contribute the nursing perspective to interprofessional teams to optimize patient outcomes

Student Learning Outcome 6: Provide patient-centered, age-appropriate culturally sensitive care that assists patients with health promotion and wellness, disease and injury prevention

AACN Essential VII: Clinical Prevention and Population Health

Curriculum Concepts: Global and Cultural Competence

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Describes self-awareness of cultural influences on assessment and health promotion	Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of persons, families, and populations	Discuss the influence of age, culture, social, and environmental variables on the patient's health and health care needs	Analyze the interaction among global, cultural, societal, and policy factors on the health and wellness of persons
Perform assessments for diverse patients across the life span	Demonstrate caring concepts and an awareness of cultural influences in nursing practice	Apply knowledge of social and cultural factors to the care of diverse populations	Analyze impact of cultural barriers to care
Conducts cultural and linguistic assessments that reflect the health values, beliefs, and practices of patients	Develops and implements plans of care compatible with the cultural aspects and values and preferences of patients	Analyzes cultural and linguistic influences on issues of health disparities, social justice, and healthy communities	Demonstrates culturally and linguistically competent nursing care
Describes health literacy and concepts of health promotion, illness prevention, and wellness	Develops holistic teaching plans that address health education needs for patients and caregivers throughout the trajectory of care	Presents an evidence-based health education offering to a population of patients	Critiques national and global health and wellness initiatives; Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of settings
Identify ways to improve environmental health	Collaborate with institutions to develop and implement interventions/policies to minimize transmission of communicable diseases	Teach vulnerable populations about avoiding environmental risk; Participate in a community disaster drill	Participate in prevention activities such as: immunizations, health counseling, genetic health screening, cancer screening, assessing home environment to prevent falls

Student Learning Outcome 7: Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice			
AACN Essential VIII: Professionalism and Professional Values			
Curriculum Concept: Professional Leadership and Ethical Practice			
Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Identify characteristics that make nursing a profession	Identify and describe nursing theory, history, philosophy, and research of the nursing profession	Propose creative solutions to health care needs of populations and evaluates plans	Analyze solutions to address an identified need in collaboration with healthcare team
Identify the legal, ethical, and practice standards for nursing care	Practice ethical problem-solving process in case studies; Incorporates ethical concepts in provision of nursing care	Engage in ethical reasoning to provide leadership in promoting advocacy, collaboration as a professional	Integrate professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice
Identify advocacy as one of the roles of the professional nurse; Participates in advocacy actions that improve health and wellness for patients	Apply the concept of advocacy as part of the holistic approach to patient care; Advocates for initiatives that will improve the health and wellness of populations	Identify the functions of leadership and management within the health care setting; Critiques leadership styles (including personal style) in the management and delivery of care across settings	Design a professional leadership skills development plan; Performs team leadership for the design, delivery, management, and evaluation of nursing care for multiple patients
Identify the steps and methods of delegation consistent with the Standards of Practice and the Nurse Practice Act	Discuss the role of nursing leadership in advocacy, health policy, and professional nursing practice	Demonstrate the role of coaching, mentoring and staff development and their relationship to effective leadership	Analyze the factors that impact delegation, motivation, and leadership within the health care team
Define the commitment to lifelong learning and review literature for examples of learning opportunities	Demonstrate the importance of professional growth through study and scholarship	Analyze a research article on an innovative model for health care delivery	Demonstrate a commitment to life long learning in professional nursing practice by designing a learning plan
Conduct a self-assessment in one or more of the following areas: physical, emotional, spiritual, cultural, relationships, communications	Participate in rounds with chaplains or other spiritual care professionals	Observe and respond to focused questions about the proceedings of ethical review committees, IRB, nursing practice councils, state board of nursing meets/hearings	Participate in service-learning projects such as school visits, career days, health camps, or vulnerable populations in homeless shelter or homes for battered women/children

Student Learning Outcome 8: Demonstrate the knowledge, skills and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of persons, families, communities, and populations

AACN Essential IX: Baccalaureate Generalist Nursing Practice

Curriculum Concept: Health/Illness Management

Level I Competency	Level II Competency	Level III Competency	Level IV Competency
Apply Standards of Care in the nursing care of persons, families, communities	Demonstrates physiologic and psychosocial components of nursing practice with well and chronically ill persons, families, children in the community	Design care management needs of the patient based on desired outcomes	Analyze solutions to address care in a variety of nursing settings
Identifies the roles of the nurse to include clinician, teacher, manager, leader, and researcher	Describe the current and emerging trends in nursing and the historical context of these issues	Compare health care models in the US and other countries	Analyze physiologic and psychosocial components of nursing practice with patients with complex health care needs
Identify factors that impact the health care delivery system	Advocates for policies that promote health for persons, families, communities, and populations	Participate in nursing activities to improve the health care system	Propose implementation strategies to improve the health of persons, families, communities, and populations
Describes holism in relation to healing and wellness	Plan of care include nursing interventions that meet patient outcomes; care demonstrates a holistic approach	Plans of care include multiple approaches to meet outcomes including complementary and alternative health perspectives when congruent with patient preferences	Demonstrates collaboration with interprofessional team in the implementation of holistic care, including health promotion and disease and injury prevention
Defines spirituality and its impact on health and discuss how spirituality influences nursing care	Assess the spiritual health of patients by conducting a spiritual assessment	Implements nursing interventions and team collaboration to address spiritual needs	Integrates nursing interventions to assist patients to maintain or strengthen spirituality or to relieve spiritual distress; Evaluates strategies designed to promote the spiritual health of populations of patients

ACCREDITATION

Toccoa Falls College received authorization from the Georgia State Legislature to grant Baccalaureate degrees in 1939. The College received candidate status with the Southern Association of Colleges and Schools Commission on Colleges in 1980, and in 1983 received full accreditation as an institution to offer both Associate and Baccalaureate degrees. Contact the Commission on Colleges at 1966 Southern Lane, Decatur, GA 30033-4097, 404-679-4500 for questions about the accreditation of Toccoa Falls College.

Developmental approval for the BSN program was granted by the Georgia Board of Nursing on March 26, 2015. Initial approval for the BSN program was granted by the Georgia Board of Nursing on July 21, 2016.

Section III

The Baccalaureate Program

OVERVIEW OF BACCALAUREATE PROGRAM

Toccoa Falls College is an established Christian community dedicated to maintaining the finest traditions of a liberal arts education within a biblical framework. The nursing program intentionally fosters learning across multiple fields of study, wide-ranging knowledge of science, cultures, and society. The combination of intellectual skills and a commitment to a Christian worldview prepares nurses to solve complex problems related to population-based health care.

The School of Nursing offers a four-year curriculum designed to lead to a Bachelor of Science degree in Nursing (BSN). The BSN is a four-year prelicensure degree that prepares a nurse generalist for leadership and practice in the role of professional nurse in a variety of health care settings and specialties. The curriculum for the nursing program at Toccoa Falls College is directly derived from the stated mission, distinctives, and goals of the College. The mission statements of both Toccoa Falls College and the School of Nursing reflect significant Christian beliefs and values, and a commitment to teach and defend the historic and basic doctrines of evangelical Christianity.

The nursing curriculum consists of 130 credits of which 52 are general education requirements, 15 are natural science support courses, 6 are elective, and 62 credits are nursing courses. The first two years of study were developed to include basic competencies in the humanities, fine arts, sciences and mathematics, social and behavioral knowledge, and bible and theology studies, representing the lower division nursing courses. These prerequisite general education courses provide a foundational skill set and broad-based knowledge within the context of a biblically-centered education. The lower division courses total 68 credit hours and must be completed prior to entry into the upper division courses. The nursing curriculum, comprising the Junior and Senior Level upper division nursing courses, has a total of 62 hours that require five semesters to complete.

BSN NURSING CURRICULUM: LOWER DIVISION NURSING COURSES

Toccoa Falls College BSN Nursing Curriculum		
LOWER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
Freshman Year, Fall Semester		
3	ENG 113	English Composition I
3	MAT 133	College Algebra
3	COM 113	Introduction to Communication
3	BSF 103	Foundations of Spiritual Formation
4	BIO 114	Biology I
Total: 16 hours		
Winterim Semester		
3	HUM 103	Western Thought and Culture
Total: 3 hours		
Freshman Year, Spring Semester		
3	ENG 123	English Composition II
3	HIS 100, 200, or 300 Level	History Elective
4	BIO 124	Biology II
3	NTE 103	Introduction to the New Testament
3	ANT, CSG, ECO, GHY, POL, PSY 113, SOC	Social Science Elective
Total: 16 hours		
Sophomore Year, Fall Semester		
4	BIO 214	Anatomy and Physiology I
3	MAT 253	Statistics
3	ENG 200 or 300 Level	Literature Elective
3	OTE 103	Introduction to the Old Testament
3	BIB 213	Hermeneutics
Total: 16 hours		
Sophomore Year, Spring Semester		
4	BIO 224	Anatomy and Physiology II
4	BIO 234	General Microbiology
3	THE 303	Introduction to Theology
3	PSY 243	Developmental Psychology
3	ANT, CSG, ECO, GHY, POL, PSY 113, SOC	Social Science Elective
Total: 17 hours		
Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements		

BSN NURSING CURRICULUM: UPPER DIVISION NURSING COURSES

Toccoa Falls College BSN Nursing Curriculum		
UPPER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
Junior Year, Fall Semester		
5	NUR 305	Foundations of Professional Practice
4	NUR 314	Nursing Practice I: Health Assessment and Promotion
3	NUR 323	Inquiry for Evidence-Based Practice
3	PHY 333	Bioethics
Total: 15 hours		
Junior Year, Spring Semester		
3	NUR 313	Pathophysiology and Pharmacology I
6	NUR 326	Nursing Practice II: Adult Health Care I
6	NUR 336	Nursing Practice III: Community/Public Health
Total: 15 hours		
Summer Semester		
5	NUR 345	Nursing Practice IV: Psychiatric Mental Health
Select one course:		
1	NUR 351	Cross-Cultural Nursing
1	NUR 361	Global Health Nursing Field Experience
Total: 6 hours		
Senior Year, Fall Semester		
3	NUR 413	Pathophysiology and Pharmacology II
5	NUR 455	Nursing Practice V: Childbearing and Family
5	NUR 465	Nursing Practice VI: Adult Health Care II
Total: 13 hours		
Senior Year, Spring Semester		
3	NUR 423	Leadership and Management
5	NUR 475	Nursing Practice VII: Care of Complex Patient Across the Lifespan
2	NUR 482	Capstone Integration
3	NUR 493	Senior Preceptorship
Total: 13 hours		
Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements		
Total: 62 hours of Upper Division Nursing Courses		
Total: 130 hours		

COURSE DESCRIPTIONS

The course syllabus provides essential information about planning academic achievements and expectations for each course. Throughout the program, the theory and practice courses are interrelated and build upon each other. In addition, courses to advance knowledge critical to professional nursing are incorporated throughout the program. Ethical conduct, responsibility, and accountability are constant requirements throughout the program. As students progress through the program, their knowledge increases, skills become more complex, and practice expectations gradually increase in relation to competencies.

PHY 333 Bioethics

Credit: 3 credit hours

Description: This course introduces the student to a range of bioethical topics from stem cell research to emerging technologies in health care and includes information required for examination of ethical decision-making in clinical practice. Emphasis is on ethical obligations of professional nurses in their roles as members of a profession, providers of care, and designers and managers of care. The course introduces students to methods of analyzing and resolving moral dilemmas using clinical decision-making frameworks, as well as methods for increasing self-awareness by examining and understanding the impact of their own personal value systems.

NUR 305 Foundations of Professional Practice

Credit: 5 credit hours

Description: This course facilitates the student's application of core concepts from the liberal arts, sciences, and humanities courses to basic nursing care. The central focus is an understanding of the basic theories and the scope and standards underlying professional nursing practice. Interdisciplinary relationships among nurses, nursing roles, patients, health and the health care system are explored. Comprehensive patient care is applied with a focus on beginning technical competency in the knowledge and skills used to apply the nursing process with persons across the lifespan, groups, and communities. Students will be challenged to examine their beliefs about care giving, spirituality, culture, and values to increase their sensitivity, respect, and caring for others. This course articulates with NUR 314 Nursing Practice I: Health Assessment and Promotion.

NUR 313 Pathophysiology and Pharmacology I

Credit: 3 credit hours

Description: This course is the first part of a comprehensive study that provides a foundation in the pathophysiology of key disease processes and pharmacological therapies. Principles of pathophysiology and pharmacology are integrated to provide a basis for study of selected medications that are used to treat or manage diseases with an application to nursing process. Body-system units will be explored and applied using the nursing process. There will be a

systematic review of drug classes and their relationship to the disease processes, as well as medication administration and calculation.

NUR 314 Nursing Practice I: Health Assessment and Promotion

Credit: 4 credit hours

Description: This course includes a theoretical, lab, and clinical component, introducing the beginning nursing student to the concepts and skills used in basic health assessment, health promotion, and the development of professional nursing practice. This course focuses on helping students acquire skills to conduct a comprehensive health assessment, including the physical, psychological, social, spiritual, functional, and environmental aspects of health. Emphasis is placed on disease prevention, risk reduction, and behavior change for a person across the lifespan in the context of their families and environments including those from diverse and vulnerable populations. Therapeutic communication and physical, psychosocial, cultural, and spiritual assessment techniques and mastery of basic nursing therapeutics are emphasized. The application of clinical assessment and clinical judgment is assessed in simulated and actual environments.

NUR 323 Inquiry for Evidence-Based Practice

Credit: 3 credit hours

Description: This theory course provides an understanding of the basic elements of the research process and models for applying evidence to clinical practice. Identification of practice issues, appraisal and integration of evidence and evaluation of outcomes are emphasized. Students critique both qualitative and quantitative research with the goal of assisting the student to critically evaluate and utilize nursing research. The student will identify a research proposal, identify variables, analyze data, evaluate research studies, and apply research findings to create best practice or evidence-based conclusion. The course is planned for collaborative peer examination of the research process through critique of nursing studies. The research project will be completed and presented in NUR 482 Capstone Integration.

NUR 326 Nursing Practice II: Adult Health Care I

Credit: 6 credit hours

Description: This course is the first of two adult health care courses that integrate conceptual threads and nursing skills fundamental to the professional practice of nursing. The concepts of health wellness and illness, disease prevention, and disease process for diverse adult populations and their affected families are introduced, building upon concepts presented in NUR 305 and 314. Holistic nursing care concepts are emphasized along with further development of communication and physical assessment skills, application of the nursing process, evidence-based care, cultural competence, patient teaching, and critical thinking skills. The clinical components of the course allow the student to apply fundamental concepts and evidence-based clinical nursing skills, while implementing compassionate, patient-centered care in the acute and long-term care settings. The novice professional role of the nurse is developed in the care management of one patient.

NUR 336 Nursing Practice III: Community/Public Health

Credit: 6 credit hours

Description: This course focuses on preventative health care and health promotion in individuals, families, and communities, considering the influence of culture and lifespan development. Using biophysical, environmental, sociocultural, and economic determinants of health, students focus on improving health outcomes with individuals, families, and communities. Global factors and local health issues impacting healthcare are critically examined and principles of compassionate, culturally sensitive, holistic, spiritual care, and the nurse's role in the promotion of population health are emphasized. The clinical practicum will provide opportunities for community/public health nursing practice with vulnerable populations in selected settings. Students assess individuals, families, and communities, providing needed education, preventative services, and support.

NUR 345 Nursing Practice IV: Psychiatric Mental Health

Credit: 5 credit hours

Description: This course focuses on the principles and concepts of mental health for individuals, families, and groups. The psychopathology of mental health and the use of various treatment modalities related to the nursing care of patients and their families with mental health needs are used. The course emphasizes the implementation of therapeutic relationships with persons, families, and at-risk groups who have actual and potential mental health stressors. Religious and spiritual influences on health, ethical, and legal values and the Christian worldview are interwoven in a culturally congruent process. A further development of critical thinking, therapeutic use of self, and communication skills will continue in community and acute care mental health and chemical dependency settings.

NUR 351 Cross-Cultural Nursing

Credit: 1 credit hour

Description: Health care beliefs, practices, and traditions are examined in this course with a focus on health, wellness, and illness from various cultural perspectives and how these concepts form the foundation of cross-cultural nursing. Emphasis is on how the patient's beliefs, values and practices are influenced by culture, and how these perceptions affect the delivery of culturally competent nursing care. This course provides the student with an opportunity to examine personal values and beliefs as they are related to health practices of people from other cultures.

NUR 361 Global Health Nursing Field Experience

Credit: 1 credit hour

Description: This elective course was developed to enhance cultural awareness, personal reflection, and integration of cultural competency skills in a short-term service learning experience, either international or in a local ethnically diverse setting. With a focus on population health, health disparities and high-risk populations, students are prepared to

become providers in nursing care at the local, national, and international level. Students will participate in hospitals and health clinic services in partnership with community agencies in rural, urban or global settings.

NUR 413 Pathophysiology and Pharmacology II

Credit: 3 credit hours

Description: Part II of a comprehensive study of human pathophysiology and the application of pharmacologic therapies appropriate to the professional nurse role, building on the acquired knowledge from NUR 313. Students will demonstrate a cumulative knowledge of the application of pathophysiologic and pharmacologic processes to the care and promotion of health and wellness across the lifespan. Major drug classification is studied through the use of prototypical drugs presented with specific application to nursing care within the nursing process.

NUR 423 Leadership and Management

Credit: 3 credit hours

Description: This course explores concepts of leadership and management through an examination of various leadership/management theories, application of ethical and legal principles and organizational and resource management styles. Emphasis is on the application of critical thinking skills, evidence-based practice outcomes, compassionate patient-centered care, and advanced communication skills in collaboration with interprofessional teams. Application of leadership concepts through supervised experiences in local health care setting; hours are combined with NUR 493 Senior Preceptorship.

NUR 455 Nursing Practice V: Childbearing and Family

Credit: 5 credit hours

Description: This course explores theoretical concepts and clinical application of holistic nursing care for mothers, children, and families based on physiological and developmental normalcy and stressing safety and optimization of outcomes. A synthesis of pathophysiology, pharmacologic and therapeutic concepts are presented. Special attention is paid to health promotion, home/community care, patient and family education, clinical reasoning, evidence-based practice, and cultural competence. The focus of the course will also include family-centered care of children within developmental, cultural, ethnic, religious, and social structures.

NUR 465 Nursing Practice VI: Adult Health Care II

Credit: 5 credit hours

Description: This course is the second of two adult health care courses that is designed to enable students to integrate conceptual threads and skills that provide a basis for the generalist graduate nurse, building on concepts from NUR 326 Adult Health Care I. The course content includes advanced concepts related to physiological and psychological changes experienced by the adult during alterations in health, preparing the student for NUR 475 Care of the Complex Patient. Emphasis is given to judgment and professional values within a legal/ethical

framework. The course includes clinical experiences that provide opportunities to apply theoretical concepts to clinical practice in the nursing care of diverse adult populations.

NUR 475 Nursing Practice VII: Care of the Complex Patient Across the Lifespan

Credit: 5 credit hours

Description: This course completes the transition from novice nurse to generalist graduate nurse in the provision of nursing care of individuals across the lifespan who are experiencing transitions in health requiring complex nursing judgment and interventions. This course integrates complex learning concepts and advanced technical skills within the care of diverse populations and their affected families, building upon NUR 314, 326, 465 and other pre-requisite nursing courses. End-of-life, ethical and legal issues and the Christian worldview are interwoven in each clinical environment.

NUR 482 Capstone Integration

Credit: 2 credit hours

Description: This course is designed to provide students with the opportunity to synthesize theoretical and clinical experiences from previous nursing courses into a capstone experience. Students will integrate knowledge and skills acquired throughout the program including: nursing research, critical thinking, information technology, cultural competence, care coordination, leadership and management, collaboration and communication skills. Students demonstrate competence in evidence-based practice and quality and safety initiatives, as achieved in a complex and changing health care environment. This course facilitates the student's evaluation of principles and practices of the profession of nursing while assisting in the role transition to a practicing registered nurse.

NUR 493 Senior Preceptorship

Credit: 3 credit hours

Description: This clinical course is the culmination of the baccalaureate nursing curriculum combining a preceptorship (a one-on-one apprenticeship with a qualified Registered Nurse) in a diverse patient, family, and community health care environment. This course focuses on the student's ability to integrate the concepts from the broad liberal education foundation with nursing knowledge, technical skills, and the core values of the School of Nursing. This preceptorship immersion experience provides the pre-licensed student with the opportunity to practice critical thinking and clinical reasoning, integrate management and leadership theories, and synthesize concepts such as evidence-based, culturally competent care in the care of patients. In addition, the preparation of a professional career in a changing 21st century health care environment will be analyzed. Students will have the opportunity to synthesize competencies consistent with program outcomes and to refine their nursing care practice skills.

CODE OF ETHICS

The *Code of Ethics for Nurses* (American Nurses Association, 2015) articulates the ethical obligation of all registered nurses. The nine provisions identify the responsibilities of nurses beginning with the most basic values and commitments of the nurse in respecting the patient, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems. The provisions also address the nurse's accountability in practice, ethical issues related to boundaries of duty and loyalty, and the nurse's obligation to address social justice issues, through direct action and involvement in health policy, as well as the nurse's contribution through scholarly inquiry and research.

The professional nurse is accountable for professional standards in the practice of nursing published in the *American Nurses' Association (ANA) Code of Ethics for Nurses with Interpretive Statements (2015)*; and the *National Student Nurses' Association, Code of Academic and Clinical Conduct (2001)*; *Code of Professional Conduct (1999)*; and *Code of Ethics for Nursing Students (2009)*.

As a Biblically-centered institution, Toccoa Falls College has established the rules and policies of student conduct based on Biblical truths, moral standards, and ethical principles. It is the responsibility of the individual student to maintain high professional and ethical principles. The School of Nursing believes that ethical principles are a necessary guide to professional development. In addition to learning academic theory and clinical skills, nursing students have a responsibility to adhere to the statements within the *Code of Ethics* that provide guidance in the personal development of an ethical foundation while caring for patients in a variety of health care environments. A breach of professional standards and/or ethical conduct will warrant dismissal from the course and/or the nursing program.

The American Nurses Association House of Delegates approved the following nine provisions of the new *Code of Ethics for Nurses*:

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4

The nurse has authority, accountability, and responsibility for nursing practice; makes

decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5

The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain integrity of the profession, and integrate principles of social justice into nursing and health policy.

Section IV

Academic Standards

ADMISSION TO THE NURSING PROGRAM

A prospective nursing student must first apply to Toccoa Falls College and is initially admitted to the College as an intended nursing major. Students apply for formal admission to the nursing program in the second semester of the sophomore year. Applicants are considered for candidacy to the nursing major following enrollment in the spring semester courses of sophomore year. Admission to Toccoa Falls College is not synonymous with admission to the School of Nursing. Admission requirements are subject to change.

Transfer students must meet the admission requirements of Toccoa Falls College and provide official transcripts from all previously attended institutions, including prior nursing education programs, and other supporting documentation as requested. Applicants who have attended another upper level nursing education program are required to indicate this attendance on the nursing application, and to submit a letter of eligibility from the dean or director of the previous nursing program. Failure to disclose this information may lead to dismissal, even after enrollment, from the Toccoa Falls College BSN program. Transfer students who have been dismissed from another nursing education program are ineligible for admission to the BSN program.

Completed application files are reviewed by the Nursing Faculty annually during Spring Semester. In February/March Pre-Licensure BSN nursing program applicants are notified of conditional acceptance status pending background check and drug screen. By accepting admission and enrolling in the School of Nursing, the student certifies that he/she meets all essential requirements at the time of admission and will continue to do so. The School of Nursing seeks to admit and retain students with high academic and spiritual standards. The Nursing Faculty reserves the right to refuse admission to the program. All decisions of the faculty are final and may not be appealed.

Admission Guidelines

Requirements for admission into the nursing program include the following:

1. A minimum, cumulative GPA of 3.0.
2. Successful completion of all lower division nursing course work with a "C" or better. These courses are foundational for nursing courses and students receiving a C- or below will be required to repeat the course(s) to be eligible for admission into the nursing program. Although present on the transcript, the original course grade will not be used when factoring the GPA.
3. Successful completion of the HESI admission assessment test.
4. Interview with nursing faculty to be conducted after the application has been reviewed and considered complete. Candidate will be contacted with a date and time; applicants who fail to appear at the scheduled time without prior notification will have their application considered invalid.

5. Completion of admission packet that includes:
 - a. Completed and signed application form.
 - b. \$25 non-refundable application fee made payable to: Toccoa Falls College, School of Nursing.
 - c. Biographical sketch:
 - i. Your testimony including significant events and influences which have affected your life.
 - ii. An essay reflecting the candidate's calling into the nursing profession with inclusion of the School of Nursing's core values (maximum 300 words).
 - d. Two BSN program references from persons qualified to provide pertinent information and may include employers or faculty outside of nursing.
 - e. Copy of TFC acceptance letter.
 - f. Official HESI score(s).

The final day to submit a completed application is March 31st. Late applications will not be accepted. Mailing address:

Toccoa Falls College
Fetterman School of Nursing
107 Kincaid Drive
Toccoa Falls, GA 30598

Acceptance Guidelines

In addition to the above requirements for admission to the nursing program, students must submit proof of the following by July 1st in order to be fully accepted into the program:

1. Specific health requirements outlined by the School of Nursing that meet the stipulations of the clinical sites utilized in the BSN program. Submit a completed **Entrance Health Examination Form** with a **current immunization record** which includes the required immunizations and/or titers for the following: Measles, Mumps, Rubella (MMR), Varicella, Hepatitis B vaccine, DPT or DT, and Tuberculin test (PPD). **Please note that there are two PPD required and must be two weeks apart.** The health form is included in this BSN Student Handbook and available online at the TFC BSN website.
2. Driver's license and proof of auto insurance. The School of Nursing must have a legible copy of each of the following on file provided to us prior to beginning nursing classes:
 - a. **Copy of current valid driver's license.** Faxed copies are not always legible; please make sure the copy on file is legible because of clinical site requirements.
 - b. **Proof of current auto insurance** naming you as the insured driver and stating limits of liability.
3. **Proof of health insurance;** your name must appear on the policy. The School of Nursing requires notification of any changes in your healthcare provider, and the new proof of insurance (which could be required by some clinical sites) must be provided for

your file.

4. **Proof of malpractice/liability insurance.** Student malpractice insurance is purchased through a Blanket Professional Liability Insurance, required by all clinical practice sites, and issued through Healthcare Providers Service Organization and Nurses Service Organization.
5. Agency required in-services, such as online orientation.
6. Criminal background check.
7. Completion of 10 panel drug screen. Instructions for completion of the drug screen will be sent with acceptance letters. The drug screen must be completed by July 1st of application year. Annual drug screening once accepted into the program is a maintenance requirement. Positive drug screens will be reviewed by the Dean of the School of Nursing on an individual basis and may result in loss of acceptance, removal from clinical experience, and clinical failure. The School of Nursing reserves the right to conduct random drug screens. If a student drops-out for a semester, the drug screen is repeated before re-admittance into the program.
8. Current certification of the American Heart Association CPR training. Students will not be allowed to begin clinical experiences without meeting this requirement.

Final acceptance into the Toccoa Falls College Nursing program is not extended until the student has completed all requirements. Prospective students must meet set deadlines. Failure to meet deadlines may result in having the tentative acceptance rescinded. Students who fail to complete all requirements will not be allowed to attend any nursing classes, as they have not been fully accepted into the program. Admission requirements are delineated on the School of Nursing Webpages found at www.tfc.edu/nursing.

According to the School of Nursing clinical site agreements with hospitals and other sites, a background check and drug screening is required prior to the first clinical experience and then annually thereafter. Failure of either the background check or drug screening will result in immediate dismissal from the nursing program.

The policy for Toccoa Falls College and the School of Nursing in the admission of students, hiring of employees, or the operation of any program or activity, is not to discriminate based on the applicant's race, color, age, sex, handicap, or national or ethnic group.

Acceptance into the Division of Nursing does not guarantee licensure. If you have any questions about any of the requirements, please contact the office of the School of Nursing.

ACADEMIC PROGRESSION AND EVALUATION

Nursing majors are governed by the College's code of student conduct and community standards and other policies as stated in the Toccoa Falls College Catalog and Student

Handbook as well as the policies recorded in the BSN Student Handbook. Once the student has begun course work, it is recommended that the student remain in the program until graduation.

Preparation for the professional practice of nursing requires the acquisition and application of knowledge identified in the Toccoa Falls College School of Nursing Mission, Philosophy, Goals, Learning and Student Outcomes, and Performance Competency Standards. The School of Nursing faculty supports a learning-centered environment in the BSN Program to develop the ability for critical thinking and intellectual growth. The student is challenged to:

- Actively participate in class and practicum forums
- Work collaboratively with classmates, faculty, and clinical practice instructors
- Integrate theoretical knowledge with nursing practice experiences
- Develop a beginning personal vision of a professional nurse

Progression in the nursing program is dependent on satisfactory completion of nursing major courses, which include theoretical knowledge, skills competency, and clinical performance. The faculty may consider factors in addition to academic performance when determining whether or not a student may continue in the program. These factors include but are not limited to in-seat, lab and clinical attendance, patient safety, respect for others, professional behavior, and cognitive, affective, and psychomotor competencies.

To maintain enrollment in the program, students must continue to meet the criteria set forth below:

1. Maintain a minimum grade of “C” in all nursing courses as defined in the School of Nursing Grading Scale. A grade below “C” in any nursing course is considered a course failure and the student must retake the course.
 - a. Students may repeat a specific nursing course only once.
 - b. The second failure of any nursing course will result in dismissal from the nursing program, without the option for reapplication.
 - c. Repeating any nursing course requires approval of the Nursing Faculty and is dependent upon available space.
 - d. Students who wish to return to the College after a leave of absence or re-enroll after withdrawing will re-enter under the current curricular requirements.
2. Students are required to pass the clinical lab/practicum associated with a nursing course. Failure in either the didactic or clinical component requires repeating the associated course after successfully petitioning for re-admittance to the program. Students may be accepted into the failed course the next time it is scheduled, on a space available basis.
3. Demonstrate professional conduct and ethical behavior as stated in the *ANA Code of Ethics*. Students suspended from the College will be subject to faculty review regarding readmission to the program. The nursing faculty reserves the right to dismiss from the major, students who exhibit unprofessional, immoral, or unethical behavior.

4. Students must satisfactorily complete the mandatory hospital in-services and orientation requirements.
5. Students must satisfactorily complete a drug calculation test as part of the course requirements in each semester. Failure to pass this test with a grade of 100% after three attempts will result in failure of the class.
6. A test/exam (does not include quizzes) average of 75% or better is required to pass any NURS course. This will be expressed in points. The student must earn 75% of the total test/exam points in the course. There will be no rounding of grades.

Evaluation strategies in theory and clinical courses are clearly articulated in the course syllabi. The strategies are diverse and include: written mid-term and final examinations, quizzes, oral participation, a systematic literature search, case studies, written nursing care plans, group presentations, concept mapping, process recordings, and written papers.

The School of Nursing faculty is committed to helping the student achieve success in the nursing curriculum. The faculty monitors the academic progression of each student and informs students about strategies for success, college resources, and assistance. The faculty will notify students at risk for not successfully progressing through the program. A nursing course failure requires that a learning contract plan be instituted defining specific requirements for program progression. The student is responsible for seeking assistance when experiencing academic difficulty. In an effort to improve performance, the student and faculty will initiate a learning contract which identifies specific learning outcomes that are not satisfactory. Failure to meet each progression criterion will result in the student earning a grade of '0' for the course. A nursing course may be repeated only once. If the student is not successful in any repeated nursing course, after the second attempt, the student will be dismissed without the option of seeking readmission to the BSN program.

Certain courses must be taken in sequence; repeating a course may delay the student's progression in the nursing program. Students who fall behind in the normal progression and are not allowed to continue in the program must schedule an exit interview with the Nursing Faculty. During the exit interview, conditions for reentry are defined and documented. The student is not eligible for re-entry into the program until the exit interview process is satisfactorily completed.

READMISSION

Any student seeking readmission to the School of Nursing must write a letter to the Dean addressing the following:

- Reason for withdrawal/dismissal
- Reason for seeking readmission to the Program
- How the situation has changed in the interim

- Which semester the student wishes to return
- Response to any recommendations that may have been made at the time of withdrawal/dismissal
- Plan for progression through the program

Recommendations for readmission may include that the student: be readmitted, be denied readmission, or be readmitted for a probationary period with conditions specified in writing.

Readmission for students in the School of Nursing may include:

- Reapplication to the School of Nursing
- Updating knowledge and skills as recommended by faculty and the Georgia Board of Nursing, which may include repeating courses
- Fulfillment of all Toccoa Falls College and School of Nursing requirements for the major and for graduation
- Demonstration of competency in medication administration (successful completion of the dosage calculation quiz and medication administration demonstration)
- Fulfillment and updating of all course/clinical requirements prior to returning, which may include background check, drug screening, and health exam with current immunizations

All final readmission decisions will be dependent on course/clinical space availability. All conditions for readmission must be satisfied. Students will reenter under the current curricular requirements. Students who have dropped out of the nursing program or have not completed a nursing course at Toccoa Falls College within 1 year must re-apply for admission. Students must complete the BSN program within five years of their admission to the program. Any student who does not complete within their matriculation limit will be unable to progress and graduate.

TRANSFER

Transfer applicants must meet the admission requirements of Toccoa Falls College and provide official transcripts from all previously attended institutions, including prior nursing education and other supporting documentation as requested, such as, immunization records.

Applicants who have attended another nursing education program at any time are required to indicate this attendance on the nursing application and to submit a letter of eligibility from the dean or director of the previous nursing program. Transferring students must be in good academic standing at the time of transfer and receive positive faculty recommendations from the transferring institution. Failure to disclose information may lead to dismissal, even after enrollment, from the School of Nursing BSN program. Transfer students who have been dismissed from another nursing education program are ineligible for admission to the BSN program.

TRANSFER OF CREDIT

Transfer of credits will be awarded at the level the course is offered at Toccoa Falls College, if the course content is equivalent. Elective credit may be awarded at the appropriate level for courses not offered at the College. No credit will be granted for remedial or developmental courses. The School of Nursing will grant credit for previous courses on a case by case basis as long as the course was from an accredited college or university. Refer to the Toccoa Falls College Catalog, Transfer Credit section.

FEES

Students are responsible for any associated course or clinical placement costs and specific agency compliance requirements that may require additional time prior to entering a clinical setting. This may include additional background checks or electronic medical record training.

INCLEMENT WEATHER

In the event of inclement weather, notification is provided on the Toccoa Falls College homepage. All clinical experiences are to be considered canceled in the event the College is closed. Clinical experiences may begin before the College administration makes decisions regarding class cancellation, or conditions affecting the College may not impact activity at the clinical site. If this occurs, the nursing faculty and Dean will make the decision whether or not to cancel the clinical experience.

DISMISSAL FROM THE SCHOOL OF NURSING

Students may be dismissed from the School of Nursing when any of the following occur:

- Students earn a final grade below 'C' in any required nursing course.
- Students withdraw from or earn a grade of incomplete in any required course in the nursing major.
- A pattern below expectations and/or "unsatisfactory" performance in the clinical setting.
- Students engage in any act which is a serious violation of the Georgia Registered Nurse Practice Act or which seriously compromises the welfare or integrity of another person.
- Students experience physical, behavioral, psychological, or other difficulties which interferes with the ability to meet academic objectives, professional standards, and the College's published standards.

Faculty reserves the right to dismiss a student from clinical areas if the student is ill, unprepared, late, or deemed to be a risk to patient safety. Dismissal from a clinical experience, excluding an excused absence, is deemed an unexcused absence and will result in dismissal from the School of Nursing program.

COURSE EXTENSION AND INCOMPLETE GRADES FOR EXTENUATING CIRCUMSTANCES

On occasion, students in good standing are faced with major problems or challenges in personal circumstances that make progression in the nursing program difficult. Students are encouraged to seek counsel or advice from the course faculty as soon as possible to discuss the best plan for course completion.

Students may receive an extension and a grade of "I" (Incomplete) per standards in the Academic Information section of the College Catalog. They must be in good standing, and successfully passing the course at the time this action is taken. Students requiring a course extension for reasons other than extenuating circumstances must submit their request in writing to the course faculty. Course extensions are granted at the discretion of the individual course faculty in consultation with the nursing dean. Students who are granted a course extension may or may not be able to move on to the next course in the program.

CONCERN AND COMPLAINTS POLICY ACADEMIC GRIEVANCE/GRADE APPEAL

Students are encouraged to seek the guidance of the academic advisor or other faculty if a concern arises. If an issue occurs that is directly related to nursing courses, resolution should be sought through conference with the course faculty and Dean.

Students of the Toccoa Falls College School of Nursing must follow the policies and guidelines for resolution of a grievance as stipulated in the Toccoa Falls College Student Handbook, section IV, Student Engagement, Student Concern and Complaints Policy, and description of appeal process outlined in section II Code of Student Conduct, Appeal procedures. For resolving grievances of an academic nature, students are advised to review the College Catalog section on Grades and Academic Standing.

ADVANCED PLACEMENT

Advanced placement is not an option in the Toccoa Falls College School of Nursing at this time.

ACADEMIC INTEGRITY

The College is a community that promotes learning, and any behaviors that are inconsistent with that goal are unacceptable. As acknowledged in the Community Standards of the Toccoa Falls College Catalog, “The college expects its faculty, staff, and students to maintain personal conduct which is spiritually and morally constructive – thus glorifying the Lord in all things.” Each student is expected to adhere to the mission statement, distinctives, goals, and the Academic Information as cited in the Toccoa Falls College Catalog and the Code of Student Conduct presented in the Student Handbook. The Code of Student Conduct and the full Misconduct and Conduct Procedures appear in the Toccoa Falls College Student Handbook, which is available on the website.

Students in the School of Nursing have a professional responsibility to exhibit honesty and integrity in all situations. Individual misconduct reflects upon the practices, values, integrity, and reputation of the nursing profession. Students must exhibit these community standards and values, and uphold all professional responsibilities to maintain good standing in the nursing program. The student is expected to adhere to the *ANA Code of Ethics for Nurses* and the *Standards of Practice for Professional Nurses*. It is the responsibility of each student to ensure his or her academic pursuits are conducted with utmost integrity.

The process of handling cases of academic dishonesty outlined in the College Catalog will be followed. “Whenever the college establishes that a student has engaged in cheating, plagiarism, or dishonesty, disciplinary action will be taken, up to and including the assignment of an automatic ‘F’ for the entire course. This grade penalty shall take precedence over a course withdrawal received by the Registrar’s Office on the same day or later than the incidence of academic dishonesty. The Deans Council may also consider dismissal from the college. Any modification of the above disciplinary action will be considered only if the student files an appeal to the Academic Discipline Appeals Committee through the Academic Dean’s office.”

Faculty reserve the right to dismiss a student from clinical areas if the student is ill, unprepared, late or deemed to be a risk to patient safety. Dismissal from clinical sites/experiences for any reason, excluding student illness, is deemed unexcused, thus carrying the requisite grade consequences.

ACADEMIC PROBATION AND SUSPENSION

Inability to correct deficiencies that resulted in a warning may result in progression to probation. A student may be placed on probation at faculty discretion based upon unprofessional or unsafe behaviors that constitute immediate intervention. Students on probation at the end of a semester may not progress to the subsequent semester. Students will be notified in writing and will meet with the nursing faculty. Specific clinical, lab, or classroom objectives not being met will be reviewed and a remediation plan may be developed. The remediation plan will be placed in the student's file. A student's probationary status will be discussed in a nursing faculty meeting.

Failure may occur if the student demonstrates unsafe, unprofessional, negligent or incompetent clinical, lab, or classroom performance. Students unable to perform at the minimally acceptable level of critical behaviors, those unable to correct deficiencies resulting in warning by the end of the subsequent semester, and students unable to be removed from probation by the end of the current semester will fail the clinical experience in question.

When a student's clinical performance endangers patients or is deemed unsafe, the student may be removed without prior warning or notice from the clinical area for the remainder of the semester, resulting in failure of the course. A meeting will be arranged with the student, clinical instructor, nursing faculty, and Dean to discuss the situation and to determine whether the student will be permitted to progress in the program.

A student who receives below a 'C' in any nursing course will be academically suspended from the School of Nursing. Only one course withdrawal in the BSN Upper Division nursing program will be allowed. A second withdrawal will result in academic suspension from the School of Nursing.

ADMINISTRATIVE WITHDRAWAL FROM NURSING COURSES AND CLINICAL EXPERIENCES

Students enrolled in the School of Nursing are accountable for professional standards in the practice of nursing published in the *American Nurses' Association Code of Ethics for Nurses* and the *Rules of the Georgia Board of Nursing*. Any deviations from these standards will constitute course and or clinical failure.

If a nursing course is not successfully completed, academic progression in the nursing program will be affected and the student may need to withdraw from the nursing program for an entire academic year based on the course offering schedule.

Students' clinical experiences are considered a vital part of learning the practice of professional nursing, and faculty guidance is available in facilitating these learning experiences. As students progress through the program of study, they are expected to increase their abilities to function independently and assume responsibility for their actions. When a student's clinical decision making is deemed by faculty to constitute unsafe or unethical nursing practice, or when there is lack of adherence to established policies and procedures related to professional conduct, the student will receive a failing grade in the course and will be withdrawn from the course and/or suspended from the program. Further progression in the School of Nursing is determined according to the rules for academic probation and suspension, and the availability of space.

CLASS AND CLINICAL ATTENDANCE

Nursing is a professional discipline that requires safe practice, effective communication, and reliable and accountable behaviors. Class attendance is vital to the success of the nursing student. Students are expected to attend all course activities including classes, seminars, conferences, laboratories, and clinical learning experiences, and to participate in class learning activities. Punctual attendance is required for each class and clinical experience. Absences can negatively impact the grade in any nursing course or clinical/simulation experience. An absence from a class may require additional work in order to validate learning of the missed content. Students are responsible for content in the course syllabi and must adhere to all policies related to attendance.

Attendance for each class will be taken and absences may be reflected in the final grade. A student is considered to be tardy any time after the designated start time. A warning will be issued the first time a student is late. Three times tardy will result in one unexcused absence. Students who attend less than 75% of a regularly scheduled course are subject to academic failure for that course. For every unexcused absence, the final course grade decreases to the next grade level. The course instructor makes the determination between an excused and unexcused absence.

Attendance at clinical experiences is essential and absences are unacceptable. A student will be placed on probation for one unexcused clinical absence. Subsequent unexcused clinical absences will result in failure of the clinical course. Extreme emergencies of hospitalization, death of an immediate family member, or physical impairment may be excused absences, and will be considered on an individual basis. Examples of unexcused clinical absences would

include but not be limited to: vacation, medical and dental appointments, job interviews. Childcare issues should be planned prior to classes and clinicals.

PRIOR to an absence, students are expected to contact course faculty when absences are necessitated. Should absences from a clinical learning experience be necessary, students are expected to notify the faculty member within 24 hours before or after missing a class. If the student does not notify the instructor, an unexcused absence will be assigned to that missed class day. All nursing faculty have voice mail for telephone messages. Students are encouraged to contact the faculty member directly in the event of absence. In the event of an emergency, students may contact the School of Nursing Administrative Assistant. Inability to reach a faculty member is not an acceptable reason for failure to notify faculty of an absence.

In cases where medical issues may affect attendance, the student will be required to provide evidence from his/her health care provider that the student may fully participate in all classroom, laboratory, and clinical activities without restrictions and that the student's health concerns will not negatively affect patients. For situations including, but not limited to, surgery, pregnancy, delivery, and other major health related issues, this evidence will be required before returning to the classroom, laboratory, or clinical activities. Note: Illness alone may not constitute an excused absence; documentation of illness is required.

An alternative assignment to assist the student in meeting the course objectives may be assigned by the faculty, in addition to the required clinical makeup day.

GRADING SCALE

The following grading scale is used to evaluate all nursing courses.

School of Nursing Grading Scale	
Grade	Grading Scale
A	90-100
B	80-89
C	75-79

Each nursing course syllabus specifies grading practices and passing requirements that are reviewed at the beginning of every course. Program progression and advancement is based on academic grades in each course, and a "satisfactory" standing is mandatory for the practice component of all clinical courses prior to progression to the next level.

Students must achieve an average grade of 75 or higher on course exams in order to pass the course. If the exam average is 74.99 or lower, it will not be rounded to a 75. Grades from other assignments will only be added if the student has an exam average of 75 or greater. A grade below 75 is unacceptable and will result in repeating the course or dismissal from the nursing

program. Students who do not receive a grade of 75 or above will fail the course, regardless of other assignment grades or clinical competency evaluation.

WRITING STANDARDS

Written assignments for all courses in the nursing major are expected to be typed and double-spaced. The American Psychological Association Manual (APA), current edition, is the accepted reference for writing papers, preparing bibliographies and reference lists, etc. All formal written papers should be submitted with a title page and a running head per APA format.

ASSIGNMENTS AND EXAMINATIONS

The following are minimal requirements for the submission of academic papers. Students should review course syllabi for additional requirements.

- Assignments are due on the date and time listed in the course syllabus. Extensions must be negotiated with the appropriate faculty member **prior to the scheduled date of submission**. Late submission of assignments will result in grade reduction.
- Follow the guidelines in the syllabus for paper or electronic submission. Some courses employ Turnitin.com.
- All papers must follow APA guidelines.

Students are required to take all examinations on the date and time scheduled. If extenuating circumstances preclude a student from taking an exam, turning in an assignment, or attending a class or a clinical experience on the scheduled date, the **student must notify the faculty member responsible for the class or clinical prior** to the scheduled assignment or class, and provide a written explanation of the absence. The student is responsible for arranging any make-up with the faculty member responsible for the class or clinical within three (3) days of the absence or a “0” will be awarded for the missed assignment.

Unexcused absences and missed assignments or exams, without permission of the faculty, will result in a grade of “0” for a final grade. The faculty reserves the right to determine if a student can make up an exam or quiz.

HEALTH EDUCATION SYSTEMS, INCORPORATED

Students in the BSN program will be utilizing Health Education Systems, Inc, (HESI), a comprehensive online supplemental learning program presented throughout the nursing curriculum. HESI learning materials include specialty exams, practice tests, patient reviews,

and case studies to assist in applying critical thinking and problem solving skills related to learning important nursing concepts and test taking strategies.

Additionally, HESI offers NCLEX preparation that includes content mastery, assessment, and remediation. The program starts with didactic, knowledge-based scenarios with integration of NCLEX examination-style questions. Questions then progress to realistic patient scenarios requiring students to apply key concepts in order to manage complex patient conditions and make sound clinical decisions.

All of these components provide valuable guidance as students prepare for the proctored HESI Examinations, which are a variety of valid and reliable exams used throughout program/curriculum to assess academic readiness, analyze students' ability to apply concepts related to key clinical content areas, and evaluate their readiness for the NCLEX examination.

Student performance on the HESI proctored exams generates personalized remediation, providing a tailored presentation of content unique to that student's deficiencies.

HESI also includes reporting capabilities, which provide detailed diagnostic reports for both students and educators, providing key insights into both student/programmatic strengths and weaknesses, and an opportunity to address those prior to the NCLEX examination.

COMPUTER TECHNOLOGY REQUIREMENTS

Toccoa Falls College School of Nursing uses a variety of technologies to enhance and support student learning and assessment activities. All nursing students are required to have a laptop for class work and proctored assessments throughout their academic career.

Computer system requirements include:

- Windows 7 or Windows 8
- Internet Explorer 8 or 9; Mozilla Firefox 14
- Adobe Acrobat Reader X or higher
- Adobe Flash Player 11 or higher

COMMUNICATION DEVICES

Taping of lectures or presentations is not permitted without instructor consent. All personal electronic devices will be disabled/muted during class time. Personal usage of these devices is prohibited during classroom and clinical activities. Use of computers during class time will be exclusively limited to appropriate course activities. Emergency situations should be directed to

the faculty person in charge. Students not in compliance may be dismissed and charged with an unexcused absence.

SOCIAL NETWORKS

The Toccoa Falls College School of Nursing adheres to the *Principles for Social Networking* which is linked to the *ANA Code of Ethics for Nurses* established by the American Nurses Association (2015). ANA's *Principles for Social Networking and the Nurse: Guidance for the Registered Nurse* provides guidance to registered nurses on using social networking media in a way that protects patients' privacy and confidentiality and maintains the standards of professional nursing practice. These six essential principles are relevant to all registered nurses and nursing students across all roles and settings. These Principles are:

1. Nurses must not transmit or place online any identifiable patient information. Standards of professionalism are the same online as in any other circumstances. (see the *ANA Code of Ethics*)
2. Nurses must observe ethically prescribed professional patient-nurse boundaries. Do not share or post information or photos gained through the nurse-patient relationship.
3. Nurses should understand that patients, families, colleagues, institutions, and employers may view postings. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online. Do not make disparaging remarks about patients, family members, employers, faculty, peers, or co-workers, even if they're not identified.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities. Do not take photos or videos of patients on personal devices, including cell phones.
6. Nurses should participate in developing institutional policies governing online contact. Promptly report a breach of confidentiality or privacy.

Any nursing student found guilty of breaking one of these principles may be dismissed from the nursing program.

ALCOHOL AND OTHER DRUGS POLICY

The Toccoa Falls College Alcohol and Other Drugs Policy (published in the Toccoa Falls Student Handbook) prohibit the use, possession, or distribution of alcoholic beverages and/or controlled substances on or off campus. The College reserves the right to use all legal means necessary to enforce its regulations and applicable laws, which includes involving local and state law enforcement in searches.

Toccoa Falls College is committed to maintaining a safe, healthy, lawful and productive working environment for all employees and students. The College's Alcohol and Other Drug drug policy is intended to educate members of the College community about the health risks associated with the use and abuse of alcohol and other drugs, and about the resources available for counseling and therapy. The College encourages students with alcohol or drug-related problems to seek assistance. Student Health Services has confidential drug and alcohol counseling and programs available. Affected individuals may be referred to appropriate community agencies and organizations for assistance.

The School of Nursing cooperates with clinical sites to provide for the safe care of their patients during nursing students' experiences in their facilities, whether they are observing and/or practicing. The School of Nursing, in cooperation with affiliated clinical agencies, requires nursing students to allow those agencies to drug test the student in accordance with their policies and to disclose any drug testing results to the Dean of the School of Nursing.

The purpose of this policy is to ensure a safe, healthy academic environment. This policy is enacted in accordance with the Position Statement on the subject of *Substance Abuse in Nursing Education* published by the American Association of Colleges of Nursing, and, also, with the standards set forth in Georgia's Registered Professional Nurse Practice Act (Title 43, Chapter 26, Article 1).

Through educational efforts, the School of Nursing provides students with information about the effects of alcohol and other drugs and provides information about counseling services. Students are educated in the identification of suspicious behavior and the symptoms of drug and alcohol abuse. The following shall serve as examples of behavior which can form reasonable suspicion: changes in attitude or performance level, disorientation, slurred speech, odor of alcohol/tobacco, excessive absences and/or tardiness, unexplained disappearances while on duty, mood swings, or imprudent judgment.

Students who participate in the clinical experience are subject to the rules and regulations of the host practice facility. This may include drug and/or alcohol testing. If there is a reasonable suspicion that a student has used drugs or alcohol while engaged in clinical activities, such tests may be administered. A student who refuses to undergo testing shall be presumed to have violated this policy.

Nursing students are required to adhere to the statements in this policy. Failure to comply will result in dismissal from Toccoa Falls College and the School of Nursing.

BACKGROUND CHECK AND DRUG SCREEN

Clinical facilities require that all students who engage in clinical experiences must complete a

criminal background check and drug screening. **Students are not permitted at any clinical facility without completing the background check, and drug screening.** The cost of the criminal background check and the drug screen will be the responsibility of the student.

DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT, AND STALKING

It is the policy of the School of Nursing at Toccoa Falls College to comply with the policy set forth in the Student Handbook under Part III: Community Standards and Policies. The Domestic Violence, Dating Violence, Sexual Assault, and Stalking policy discusses: the definition of these crimes, prevention and education, interim measures, impact statement, confidentiality, and reporting an incident. Additionally, the policy lists measures to reduce the risk, and provides explanations on the warning signs that may be characteristic of abuse.

Section V

Clinical Standards & Clinical Policies

CLINICAL PRACTICE GUIDELINES

The Toccoa Falls College nursing students' clinical practice is based on the American Association of Colleges of Nursing, *The Essentials of Baccalaureate Education for Professional Nursing Practice*, and the *Georgia Board of Nursing Rules and Regulations*. Students are responsible for performing in accordance with these standards. Nursing students will demonstrate professional behavior during all clinical experiences in all settings.

Additional practice guidelines students are expected to be familiar with include:

- The American Nurses' Association Scope and Standards of Practice, 2nd Ed, 2010
- The American Nurses' Association Standards of Professional Nursing Practice and Performance
- The American Nurses' Association *Code of Ethics for Nurses*, 2015
- The Joint Commission National Patient Safety Goals
- National Student Nurses' Association *Code of Ethics*
- Georgia Board of Nursing, Georgia Registered Professional Nurse Practice Act
- Clinical setting policies and procedures
- Course specific clinical objectives and policies

SAFE PRACTICE RESPONSIBILITIES

In compliance with the Nurse Practice Act, the student must demonstrate appropriate knowledge, skills, and ability to meet standards for safe clinical practice. It is within this context that students can be disciplined and/or dismissed from the nursing program for practice that threatens the safety of a patient, family member, or other health care provider or behavior that is unprofessional. The following are examples of safe practice measures:

- Students must attend the scheduled clinical facility orientation. Students who miss this scheduled orientation will not be permitted to attend the assigned clinical, which may result in a delay of the clinical experience until another clinical assignment becomes available.
- Students must adhere to all policies and procedures of the clinical setting.
- Students will notify the faculty of any condition(s) on the clinical unit that may adversely affect the student, or their performance.
- Students will report any changes in the patient's health status immediately to the instructor and team leader.
- Students are accountable and responsible to report unsafe and/or unprofessional behavior of other students to the faculty.
- Clinical instructor supervision is required to administer all procedures, treatments, and medications.

- Students will remain at the clinical site during the assigned shift.
- Students will not take verbal orders from any health care personnel.

Unsatisfactory performance, unsafe practice, or unprofessional behaviors may result in removal of the student from the clinical setting, clinical warning, or failure based upon the professional judgment of the faculty.

CLINICAL COMPLIANCE STATEMENT

Nursing is a practice discipline that requires student participation in education and practice experience. Therefore, certain student requirements are necessary to ensure student success and protect student and patient health and safety. A major requirement of the nursing program is compliance with all the information that the School of Nursing, Georgia Board of Nursing, Centers for Disease Control, Prevention Guidelines for Health-Care Workers, and the clinical institutions require to practice as a student nurse.

COMPLIANCE REQUIREMENTS

Compliances are required ANNUALLY and due by June 30. Students will receive an email notification early in the spring semester regarding important compliance information, directions, and deadlines. All compliance requirements are listed in the table below. Information on each requirement follows the table.

CR #	Document
1	Student Affirmation Form
2	Health Exam Form
3	Personal Health Insurance
4	Liability/Malpractice Insurance
5	Cardiopulmonary Resuscitation (CPR) Certification
6	Background Check and Drug Screen
7	Influenza Immunization
8	Immunization Record and Boosters
9	HIPAA Training
10	Practice Sites Orientation

All students at the Toccoa Falls College School of Nursing are required to submit and comply with these requirements:

CR #1: Student Affirmation Form

- The student is responsible for all the information listed on the Student Affirmation Form.

CR #2: Health Exam Form

- Health Exam Form must be completed and signed by a health care provider; copies of doctor's records are not accepted as the health examination.

CR #3: Personal Health Insurance

- Students must retain proof of health insurance throughout the academic year. All costs related to emergency or follow-up care associated with any injury sustained while in a clinical setting that is not covered by student's health insurance are the student's responsibility.
- A copy of the student's personal health insurance card (front and back) must be submitted annually.

CR #4: Liability/Malpractice Insurance

- Current liability/malpractice insurance is required annually of all students by the clinical facilities.
- The School Blanket Professional Liability Insurance Program is offered through HPSO & NSO.

CR #5: Cardiopulmonary Resuscitation (CPR) Certification

- CPR certification is REQUIRED annually.
- Only Health Care Provider through the American Heart Association at the appropriate BLS level (CPR for the infant and child, and one-person and two-person CPR for the adult) is accepted.
- The certification is for two years, and certification may not be dated before May 1.

CR #6: Background Check and Drug Screen

- Passing a criminal background check and drug screen is a condition for participation in the clinical experiences of the nursing program.

CR #7: Influenza Immunization

- Seasonal Influenza Immunization is required annually each fall semester prior to attendance at any clinical site utilized by the nursing program.

CR #8: Immunization Record and Boosters

- Immunization Record

- Diphtheria, Tetanus, Pertussis (DPT) series
 - Measles (Rubeola) vaccination
 - German Measles (Rubella)
 - Poliomyelitis (OPV) series
- Immunization Boosters
 - Tetanus-Diphtheria – students must have the basic primary series of 3 doses of Diphtheria and Tetanus Toxoid (DT or Td). These are usually given with Pertussis vaccine (DPT) in infancy. In addition, students must have a Td or Tdap booster within the past 10 years.
 - Measles, Mumps, and Rubella – Students born on or after January 1, 1957 must meet this requirement, either by having been vaccinated against the three diseases (either as the combined vaccine MMR or individual vaccinations against the 3 diseases).
 - Tuberculosis test – documentation of a negative 2-step Mantoux PPD every twelve months. If PPD is positive, a chest x-ray must be done.
 - Meningitis (or sign a waiver declining).
 - Varicella antibody blood titer test or 2 doses of vaccine given at least one month apart.
 - Hepatitis B series – Students must complete a series of 3 Hepatitis vaccinations (an initial dose, followed by a dose at 1-2 months and a dose at 4-6 months).

CR #9: HIPAA Training and Hospital Orientation

CR #10: Practice Sites Orientation

- ACE-MAPP: a web-based online learning system which will certify to educational and healthcare institutions that students have completed certain requirements prior to the start of their clinical placements.

NON-COMPLIANT PROCESS

Students will be considered out of compliance if a designated requirement is not submitted by the assigned deadline, and will not progress in the nursing program. Students may not participate in clinical experiences without appropriate and complete documentation of all requirements. Lack of student compliance places the School of Nursing at risk of losing valuable clinical sites.

Students enrolled in clinical nursing courses who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week, an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance officer. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure. Students who fail to provide appropriate documentation before fall orientation will not be able to start clinical experiences.

CLINICAL PERFORMANCE ESSENTIAL ATTRIBUTES FOR ADMISSION AND PROGRESSION

Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes establishes the essential qualities that are considered necessary for students to achieve the knowledge, skills, and levels of competency for both nursing education and practice. Students in the School of Nursing must possess the functional abilities and skills to effectively implement nursing care. These essential attributes include: observational, psychomotor, intellectual-conceptual, integrative and quantitative, behavioral and social requirements. The following statements are standards that comprise essential student nursing competencies to include professional and technical standards. In addition to academic qualifications, the School of Nursing considers the ability to consistently demonstrate these professional and technical attributes essential for entrance to, continuation in, and graduation from its nursing degree program.

The clinical experience provides the student with opportunities for building clinical reasoning and to practice nursing competently and compassionately. The clinical experience is designed to build nursing knowledge, enhance nursing practice and patient safety, and improve the health outcomes of patients, families, and communities. The professional nurse possesses the skills to provide safe care that is age and culturally appropriate.

The student must assume personal responsibility for being in good physical and mental condition to provide safe nursing care and for the knowledge and skills necessary to give this care. Students will perform designated skills and achieve competencies prior to beginning their clinical experiences. Students who are admitted into the nursing program are expected to exhibit the following essential qualities.

TECHNICAL STANDARDS

The School of Nursing has the responsibility to educate competent health care providers to care for patients with critical judgment, broadly based knowledge, and competent technical skills, which facilitate critical thinking and clinical judgment at the entry level. In addition to character and academic qualifications students must have the necessary behavioral, communication, sensory, and physical requirements to be able to practice nursing. The nursing program has academic as well as technical standards students must meet in order to successfully progress in and graduate from the program. The technical standards reflect the performance abilities and characteristics that are necessary for successful completion of the requirements of clinically-based health care programs. These standards identify skills, abilities, and behavioral characteristics required for successful completion of the program.

Students admitted to the nursing program are expected to be able to complete curriculum requirements which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional nurse. Progression in the program may be denied if a student is unable to demonstrate the technical standards.

Functional Abilities/Skills	Student Demonstrated Competency
<p>Professional Standards Preparation for the professional practice of nursing requires that students demonstrate certain essential behaviors.</p>	<ul style="list-style-type: none"> • Appropriate interpersonal relations and communication with patients, peers, faculty, and other health care personnel. • Responsible fulfillment of class and practicum obligations, including provision of safe nursing care in the practicum setting. • Honesty and integrity in all academic and professional matters. • Timely submission of required medical and certification documents. • Critically think and concentrate with ability to respond quickly to changes in patient and unit conditions. • Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.
<p>Observational Skills Student must be able to observe and acquire information through visual, auditory, and somatic senses.</p>	<ul style="list-style-type: none"> • Visualize information from written documents, oral presentations, demonstrations, and observation within a variety of settings. • Observe the physical status and patient’s response to nursing interventions to determine condition and effect of therapy. • Respond effectively to verbal requests and needs of patient and health care team. • Perceive non-verbal communication indicators and

	<p>describe pertinent data to health care team.</p> <ul style="list-style-type: none"> • Possess visual acuity to identify markings and inscriptions on syringes, thermometers, etc.
<p>Psychomotor Skills Student must possess sufficient motor and sensory skills and demonstrate physical strength to provide safe nursing care; and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards.</p>	<ul style="list-style-type: none"> • Perform assessment techniques and clinical procedures. • Execute motor movements required in providing quality care and upholding patient safety standards. • Maneuver a patient and/or clinical equipment as required. • Withstand physically taxing activities required to perform nursing care activities. Perform precision movements to carry out nursing interventions, e.g., catheterization, venipuncture, parenteral injections, medication administration.
<p>Intellectual-Conceptual, Integrative, and Quantitative Skills Student must be able to integrate didactic knowledge into clinical practice, exhibit sufficient knowledge and clarity of thinking to process the information, and apply it appropriately to situations in the classroom and clinical experiences.</p>	<ul style="list-style-type: none"> • Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology. • Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family, or community needs and problems. • Assess patient accurately using complex monitors and equipment. • Synthesize information from the patient, medical records, and verbal reports to provide a comprehensive nursing care plan that meets the needs of the patient. • Utilize critical thinking skills in all problem solving activities. • Measure, calculate, analyze, interpret, integrate, and evaluate a variety of data from patient, family, medical history, and diagnostic testing in planning nursing interventions. • Analyze and evaluate relevant information when making care planning and delivery decisions about patients with complex health problems. • Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
<p>Behavior and Social Skills Student must possess the coping skills and intellectual abilities to: identify behaviors</p>	<ul style="list-style-type: none"> • Adapt to ever-changing environments, display flexibility, and function effectively during stressful situations to meet the demands of the profession. • Develop therapeutic relationships with patients, families,

and attitudes in themselves and others, develop effective therapeutic relations, establish and maintain professional boundaries, exercise sound clinical judgment and demonstrate emotional stability to ensure professional practice and delivery of care.

and the health care team.

- Complete all nursing responsibilities attendant to the care of the patient.
- Adhere to professional behaviors of confidentiality, respect, patients' rights, valuing of people's differences with respect to culture, ethnicity, religion, gender, age, and sexual orientation.
- Reflect on own practice and identify learning needs and goals to improve academic achievement.
- Demonstrate openness to critical appraisal by peers and faculty, utilizing the appraisal to improve performance.
- Accountable and responsible for nursing actions and professional conduct.
- Preserve confidentiality in regards to collaboration and patient care.

Adapted from Yocom, C. J., "A validation study: functional abilities essential for nursing practice" National Council of State Boards of Nursing Inc, 1996.

LEGAL REGULATION OF NURSING PRACTICE

Students enrolled in the School of Nursing must conduct themselves to conform with the nursing practice regulations of the State of Georgia as presented in the:

- Georgia Registered Professional Nurse Practice Act (Chapter 26, Article I, [2013])
- *Code of Ethics for Nursing* (American Nurses Association [ANA], 2015)
- *Scope and Standards of Practice* (American Nurses Association [ANA], 2010)

Students must also demonstrate maturity of judgment. In assessing the quality of a student's academic and clinical performance, the faculty takes into account of the student's maturity of judgment, as well as the professional development guidelines noted above. The College of Nursing may refuse enrollment, discontinue enrollment, or refuse re-enrollment of any student who violates the state nursing practice regulations, or who, in the professional judgment of the faculty, exhibits a serious deficiency with respect to her or his maturity of judgment or conformity with the professional development guidelines.

SIMULATION CENTER AND CLINICAL SKILLS LABORATORY

The Fetterman School of Nursing houses a simulation center and a clinical skills laboratory that provides students with the necessary resources to learn essential nursing concepts, skills, and critical thinking. Resources available provide a combination of self-directed student learning, and learning experiences guided by faculty supervision. These experiences are an essential portion of the nursing courses. As such, attendance will be mandatory and cannot routinely be

made up. If an emergency occurs and the student is unable to attend a laboratory/simulation experience, the student will have to follow specific guidelines given by the clinical instructor/course coordinator. Failure to follow the guidelines may result in an unsatisfactory evaluation for the day. Extenuating circumstances will be evaluated on a case by case basis at the discretion of the course instructor.

The clinical skills laboratory houses a wide variety of equipment and supplies that students are confronted with in the clinical settings and are expected to know how to use when providing direct patient care. Teaching models are provided for students to learn and practice skills essential to the nursing profession.

The simulation center provides students with the opportunity to learn and practice nursing skills in a non-threatening, simulated environment. Simulators provide state-of-the-art learning opportunities for students to practice realistic care without risk or harm to the patient. Scenarios allow students to care for patients with high-acuity, low-frequency conditions. Scenarios enhance critical thinking skills and clinical judgment. During scenarios, faculty facilitate the learning experience and ensure students achieve learning objectives.

Skills Evaluation Procedure

The student skill competencies will be evaluated to ensure they meet the standards and criteria set by the course. Evaluation of skill competencies in the lab setting is on a pass/fail basis.

Procedure check-off guidelines are as follows:

- Skills should be performed within a designated time period.
- All check-offs are done individually, not as a group.
- Students are evaluated based on the criteria set forth by Procedure Check-off tool.
- Students who are unsuccessful in passing the check-off will have two additional attempts, which must be scheduled with the clinical instructor or course coordinator.
- A remediation plan will be developed with the student and instructor to help increase their chances for success on the second attempt. It will be a signed document between the instructor and student with a specific written plan and outcome. Follow up with the student will be scheduled and a copy maintained in the student record.
- In the event of a third attempt, two faculty members must be present for the evaluation process.
- If the student is unsuccessful on his or her third attempt, it will result in a failure for the course.
- Students are expected to maintain their individual skill competency list.
- Students who need additional counseling or assistance should make an appointment with the clinical instructor or course coordinator.
- Lab times will be scheduled to provide the students with adequate time for practice of specific skills. If remediation and/or retesting is needed, it must be completed within seven working days of initial evaluation.

CLINICAL PLACEMENT AND TRAVEL

The School of Nursing continues to strengthen practice partnerships in the region. Over the course of the BSN program, students will acquire a strong practice foundation, and will be sought after as new graduates by many of the practice facilities.

Clinical experiences for nursing students take place in a wide range of health care facilities. Clinical placements may include hospitals, numerous ambulatory practice facilities, long-term and rehabilitation facilities, hospice care, physician offices, medical clinics, detention center, County Public Health Departments, mental health facilities, County School Districts, and Home Health agencies. Sites such as the medical centers, which house medical-surgical nursing, women's health, infant, child and adolescent, critical care, and psychiatric mental health are utilized regularly because of the many services they provide in addition to the quality of the learning experiences.

As a result of the various clinical course locations, nursing students will be required to travel in surrounding areas for clinical experiences. Students are responsible for their own transportation to clinical sites. Students are also required to provide their own automobile insurance.

Student clinical placements are arranged by the School of Nursing faculty. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. Student clinical placement assignments may not be exchanged between students.

There are many external factors that affect the complexity of securing clinical placements (e.g. other nursing programs, medical students, residents, and implementations of electronic documentation systems). Therefore, the clinical placement process is an established framework to facilitate appropriate clinical sites that will meet the course and program objectives as well as ensure the strongest preparation possible for students across the program.

Students identifying extenuating circumstances that could affect their clinical assignment are required to submit a description of their specific circumstance by a specified timeframe prior to the course. Not all requests for assignment considerations can be honored. Students may not be mentored by a relative/partner or be placed in the clinical unit or department in which the student is currently employed. Other departments or units within the same agency are acceptable.

CLINICAL PREPARATION

Students are expected to perform designated skills and achieve competencies prior to beginning their clinical experiences. Students will be prepared for their clinical experience by

demonstrating the ability to:

- Complete a comprehensive care plan for a designated patient assignment.
- Discuss assigned patient's medical diagnosis, pathophysiology involved, signs and symptoms, related pharmacology, significance of laboratory and diagnostic test data.
- Describe nursing interventions with expected outcomes.
- Evaluate nursing care.

Being unprepared for a clinical includes inadequate preparation to discuss and deliver patient care, incomplete pre-clinical activities, and inappropriate dress. The student may be dismissed from the clinical experience if a faculty member determines the student is not prepared to provide safe care, or the student acts in an unprofessional manner. If dismissed from the clinical setting the student will receive an unexcused absence, which may result in a clinical warning and/or clinical failure.

CLINICAL GRADING

Clinical experience is graded as Satisfactory, Needs Improvement, or Unsatisfactory.

- Satisfactory – Safe and successful completion of all clinical experiences.
- Needs Improvement – Functions independently with certain skills, but requires supportive cues with other skills.
- Unsatisfactory – Unsafe nursing practice resulting in course failure.

Students must earn a satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the course.

Practicum grades are either pass or fail.

CLINICAL/SIMULATION PERFORMANCE PROGRESSION AND EVALUATION

Clinical performance is an integral component of the educational process in nursing. Satisfactory clinical performance is an overriding concern in professional practice. Clinical objectives are defined for each nursing course and are located in the course syllabus. A student's clinical performance is evaluated by the clinical faculty in each course. Clinical evaluations with faculty and students are conducted twice a semester, and/or as performance warrants.

Clinical evaluation is based on the student's preparedness and performance in the clinical/simulation experience. A variety of methods are used to evaluate students' clinical

performances throughout the program. In the clinical practice courses, evaluative methods may include:

- Pre-conference dialogue between clinical instructors and students related to practice assignments.
- Conversations and feedback between clinical instructors and students about how the student is progressing in providing nursing care.
- Pre/Post conferences in which students and the clinical instructor meet to review practice challenges.
- Written care plans analyzing patient needs and nursing care that are graded by the clinical instructor.
- Clinical course papers addressing clinically-related topics that are graded by the clinical instructor.
- Clinical log journals in which students reflect on their progress and share their self-evaluative reflection.

Throughout all courses, students and faculty are expected to assume an active role in evaluation. Faculty provides feedback to students on an ongoing basis. Students are expected to identify their own needs and to be self-directed in seeking help, and/or requesting additional experiences if needed. *Students are encouraged to discuss their learning needs with nursing faculty as they progress from one course to the next and throughout each course.*

Clinical performance is evaluated using the “Student Clinical Performance Evaluation Tool” (refer to Section IX: Clinical Forms). This tool is designed to measure student performance in relation to clinical competencies as well as student outcomes. Each category has several performance levels identified. Clinical performance outcomes will be documented as either “satisfactory,” “needs improvement,” “unsatisfactory,” or “not observed.” Clinical evaluation is an ongoing process expressed through informal conversations and observations of the student. The student participates in the evaluation process by reviewing the tool and adding comments if desired. The student signs and dates the tool indicating that the student has reviewed the evaluation. Feedback from licensed personnel from the clinical setting may also be obtained and included in the evaluation process. It is the student’s responsibility to have her or his experiences checked-off by the clinical instructor.

The student whose performance in the clinical/simulation experience meets the established criteria will be considered “satisfactory” for the clinical component of the course, and will be able to progress through the program.

Evaluation Terms:

- **Satisfactory** performance is defined as functioning independently with minimal supervision, requiring occasional supportive cues. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills

with utilization of the learning consistent with course objectives.

- **Needs Improvement** performance is defined as functioning independently with certain skills, but requires supportive cues with other skills. Student demonstrates safe and adequate application of the nursing process, communication, and psychomotor skills on most days, but needs assistance at times.
- **Unsatisfactory** performance is defined as functioning dependently, requiring continuous supportive cues. Student demonstrates unsafe and inadequate application of the nursing process, communication, and/or psychomotor skills.
- **Not observed** indicates the instructor did not observe the student performing the specific task.

The student should strive to demonstrate all performance objectives in each clinical rotation. A student who demonstrates a pattern of unsatisfactory performance will be at risk of clinical failure.

CLINICAL REMEDIATION

A “Satisfactory” grade must be achieved in all components to pass the clinical practicum course. The Student Clinical Performance Evaluation tool is utilized to document clinical performance. Refer to this tool located in Section IX: Clinical Forms.

If a student receives an “Unsatisfactory” or “Needs Improvement” in any component, the student, clinical instructor, and/or faculty will develop a remediation plan based on the area of concern. The remediation plan is documented on the Performance Improvement Plan and Outcome tool located in Section IX: Clinical Forms.

CLINICAL PERFORMANCE CHALLENGES

If a clinical instructor observes that a student’s clinical performance is not meeting professional practice requirements, and/or course outcomes, the student is immediately informed that their performance is not meeting the standard and a performance improvement plan will be initiated to address the issue. A plan is developed by the student and instructor, which will include clear expectations for improved student performance within a specific timeframe. Outcomes will be documented on the “Performance Improvement Plan and Outcome” tool.

When a student encounters a challenge in practice performance, the goal of the nursing faculty is to work in partnership with the student and to put resources in place so that the student can meet the clinical competencies required in the course. As needed, students are referred to the Simulation Laboratory for additional practice. When the student has mastered a skill, faculty will inform the student when that skill may be performed independently. Supervision of all

skills is required unless otherwise directed by the faculty; no skills are performed independent of faculty presence.

A student may be placed on clinical warning at the discretion of the instructor based upon unprofessional or unsafe clinical behavior(s) or deficiencies identified in the Clinical Performance Functional Abilities/Skills section. The unacceptable behavior(s) must be corrected before the end of the semester. Failure to do so will result in a clinical failure.

CLINICAL PRACTICE MAKE-UP

An absence from the clinical experience may delay progression in the nursing program. Students with an excused absence may be permitted to make up a clinical experience. An alternative assignment to assist the student in meeting the course objectives, or a lowered letter grade will be issued by the faculty. The faculty reserves the right to determine the components of any make-up requirements.

GENERAL CLINICAL POLICIES

STUDENT UNIFORM AND DRESS CODE

A Toccoa Falls College nursing student represents both the School of Nursing and the profession. Therefore, appearance and behaviors must reflect these responsibilities. Professional apparel is neat, modest, well fitting, and must conform to both the School of Nursing and the practice setting dress code.

The following dress code guides the student in the professional role as a nursing student. Students must comply with approved clinical attire requirements as a part of safety and professional expectations.

- Nursing students are expected to wear student uniforms and/or lab coats when providing nursing care, unless a different dress code is specifically defined by a clinical unit. Uniforms must be clean and without wrinkles.
- A lab coat over professional attire must be worn during visits to the clinical areas, when attending agency functions not needing the official uniform. Identification should always be visible. Lab coats must be worn upon entry and exit of clinical facilities.
- Additional requirements related to attire or behavior in the clinical setting may be made by any faculty member responsible for class or clinical instruction.
- Students will be asked to leave the clinical site if the faculty or facility determines the attire is not appropriate for the clinical setting.

- Failure to adhere to the following dress requirements will result in removal from the clinical site. Dress code violations will be reflected in the student’s clinical evaluation.
- The following items are considered inappropriate attire and should not be worn to any clinical site: t-shirts, tank tops, halter-tops, sheer blouses, shorts, mini-skirt, jeans, flip flops, sandals, athletic wear, leggings, canvas shoes, clogs. Clothing must not be form fitting or excessively baggy. There should be no visible underclothing and the whole of the midriff should be covered at all times.

Uniform and Dress Code Requirements for Clinical Placement	
Uniform:	<ul style="list-style-type: none"> • Navy scrubs (matching top and bottom), without pattern or decoration with School of Nursing logo • White Lab coat (jacket length) • White shirts to wear under scrubs (optional), without pattern or decoration • White cardigan sweater (optional), without pattern or decoration • White or black long sleeve T-shirts may be worn underneath scrub top
Shoes/Socks:	<ul style="list-style-type: none"> • White, preferably a nurse shoe; comfortable, with closed toe and closed, low heel (all-white athletic shoes are acceptable) • White hosiery or socks
Hair:	<ul style="list-style-type: none"> • No unnatural hair color • Clean, pulled back out of face, off of the collar • Male students should be clean shaven or have neatly trimmed beards or mustaches
Appearance:	<ul style="list-style-type: none"> • Jewelry is restricted to a watch, plain wedding band, one small post in each ear • Visible tattoos and visible body piercing are not permitted and must be covered • Fingernails must be short and trimmed; clear nail polish may be worn, colored nail polish is not acceptable • Make-up should be moderate; no fragrance is permitted
Required Equipment:	<ul style="list-style-type: none"> • Watch with second hand • Stethoscope with diaphragm and bell
Nursing Identification:	<ul style="list-style-type: none"> • Students must wear the Toccoa Falls School of Nursing identification badge at all times

Uniform and Dress Code Requirements for Alternate Clinical Sites

Professional Business Attire:

- Pants/skirt (knee length or below), no jeans
- Tailored dress; blouse/skirt
- Shoes – comfortable with a low heel for walking and to allow for participation in a variety of activities with patients
- All clothing should be clean and wrinkle-free
- Lab coat is required over clothing in the clinical areas
- Name badge with picture must be worn at all times

Modifications or additions to the Uniform and Dress Code policy may be required by clinical instructors based on professional judgment and/or the requirements dictated by the clinical site.

DRUG CALCULATION COMPETENCY

The ability to accurately perform calculations specific to the safe administration of medications is a continuous sequence throughout the BSN curriculum. Each semester all students will take a drug calculation quiz and must achieve a 90% or above to pass the quiz. Students who fail the quiz may take advantage of remediation options, such as additional tutoring. The student will be allowed to take the drug calculation quiz two additional times within a two-week period, and must pass in order to progress in the course practicum and administer medications. Students may attend clinicals but cannot administer medications in the clinical setting until the drug calculation quiz has been successfully completed. A remediation plan will be written with the student and instructor after the first attempt is unsuccessful. Remediation will include a plan and an outcome with a scheduled follow-up date. The plan will be signed by the student and instructor, and a copy maintained in the student file.

The drug calculation quiz will be consistent in the testing of calculation skills and not pharmacology. Students may not use calculators while taking the drug calculation quiz. The use of calculators to assist with drug calculations on the clinical unit will be decided by individual clinical instructors.

Students who experience difficulty with drug calculations at any point in the nursing curriculum may be referred to the Course Coordinator for remediation. Remediation may occur in various formats, which may include, but is not limited to, practice quizzes provided by the Course Coordinator, practice with a medication calculation textbook, simulation exercises, or skills case studies.

PATIENT CONFIDENTIALITY AND THE USE OF MEDICAL RECORDS

The Toccoa Falls College School of Nursing supports patients' rights to confidentiality and privacy, and therefore, all documentation and reports adhere to the Health Insurance Portability and Accountability Act of 1996 (HIPAA) regulations. The nursing care delivered to the patients and all patient interactions are discussed with faculty, students, and health care personnel within the context of the clinical experience and should always conform to strict confidentiality even after the relationship with the clinical setting has ended.

Patient information or clinical situations should never be discussed while communicating on social media platforms. Social networks are not considered professional. Professional contact with patients should be limited to the professional setting. Students must follow agency policies regarding use of, and access to, electronic medical records. Unauthorized retrieval of medical records is prohibited. Violations of patient confidentiality are considered a breach of the American Nurses' Association *Code of Ethics*, and the National Student Nurses' Association *Code of Ethics*. A breach of confidentiality is considered a major offense and will be referred to the Dean for review and/or dismissal.

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

All nursing students are responsible for reviewing and maintaining clinical skills in accordance with the Centers for Disease Control. The Learning Resource Lab will have the following information in the skills module: Safety Orientation, Blood Borne Pathogens, Infection Control, Managing Healthcare Stress, and Hazardous Materials. Before beginning the clinical experience, students are expected to read the OSHA guidelines listed below:

- A general explanation of the epidemiology, modes of transmission, and any symptoms of blood borne pathogens.
- A general explanation of the Exposure Control Plan and means by which you may obtain a copy of the standards.
- An explanation of the methods for recognizing tasks which may include exposure to blood, and ways to reduce/prevent exposure through employment of engineering controls, work practices, and personalized protective equipment (PPE).
- Information on the types, proper use, location, removal, handling decontamination, and proper disposal of PPE.
- Explanation of the procedure to follow if any exposure incident occurs, including the method of reporting the incident.
- Information on post-exposure evaluation and medical follow-up that is provided following an exposure incident.
- An explanation of signs/labels and color-coding per facility.

EXPANDED MEDICAL POLICIES

Infectious Disease Policy

The clinical sites utilized by the School of Nursing for clinical practice experiences have a written policy or plan for infection control designed to minimize or eliminate exposure to infectious diseases. The clinical site will make the infection control plan available to the Division of Nursing for examination and copying. The clinical site's infection control plan will include:

- Implementing the infection control plan.
- Reviewing and updating the changes to the infection control policy and procedures.
- Dealing with and documenting occupational exposure.

Standard Precautions and Isolation Practices

All students will follow standard precautions and isolation procedures as defined by the Centers for Disease Control and the clinical site policy and procedures to minimize exposure to infectious diseases. If a student has a productive cough or fever greater than 100.5 F they will not be allowed at the clinical site.

GUIDELINES FOR OCCURRENCE REPORTING: ACCIDENT, INJURY, EXPOSURE

Providing nursing care to the patient with infectious disease remains one of the greatest challenges and concerns of the nursing profession. The School of Nursing is committed to providing a safe and healthful clinical environment for our students and faculty. Minimizing the possibility of infection occurs through proper training and engineering controls with adherence to clinical site policy. Infectious diseases presently include, but are not limited to, human immunodeficiency virus (HIV), hepatitis B (HVB), methicillin resistant staphylococcus aureus (MRSA), vancomycin-resistant enterococci (VRE), and tuberculosis (TB). The School of Nursing shares the concern for the safety of the student and the patient and as such has developed this policy for accidental exposure. The student caring for a possible infectious disease patient is encouraged to address questions or concerns at any time to the clinical instructor or course coordinator.

Any occurrence involving injury, or an occurrence deemed atypical or serious shall be immediately reported to the supervising faculty member. All incidents are reported in writing by the student and documentation provided to the Dean of the School of Nursing. A "Student Accident Report" form should be used to report student accidents occurring while the student is engaged in classroom, laboratory, or other types of academic activities. A "Student Exposure Report" should be utilized to report student exposure to tuberculosis, blood borne pathogens, etc.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

When an incident occurs that involves accidental exposure to blood or blood products, the situation is one that demands immediate attention because of potential effects it can have on the health of the student.

Policy Statements:

1. The potential dangers of situations involving accidental blood exposure are discussed with students in their first clinical nursing course.
2. Students must wear appropriate protective equipment when performing any task(s) that may involve exposure to blood or body fluids.
3. Students are responsible for immediately reporting to their faculty member or to their preceptor any incident that involves accidental exposure to blood or blood products.
4. Students are responsible for adhering to established policies and procedures of the College and the clinical agency when situations of accidental exposure to blood or blood products occur.
5. The student may choose at any point to refuse follow-up treatment after an accidental exposure to blood or blood products; however, this decision must be communicated in writing to the Office of the Dean, School of Nursing.
6. The student is responsible for arranging for any follow-up testing or prophylaxis that is recommended as a result of initial testing after accidental exposure to blood or blood products.
7. All costs incurred as a result of accidental exposure to blood or blood products, including laboratory tests for both the student and the patient, are the student's financial responsibility.
8. Documentation of the accidental exposure to blood or blood products is placed in the student record by the faculty member.

The School of Nursing adheres to the Updated U. S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Post-Exposure Prophylaxis, CDC, June 29, 2000,

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>.

GENERAL PROCEDURES TO FOLLOW WHEN ACCIDENTAL EXPOSURE OCCURS

Should an exposure to blood or body fluids occur from a needle stick in the campus laboratory or a clinical setting, the student should:

- Allow the wound to bleed freely – milking the wound to promote bleeding is recommended.

- Wash the wound vigorously with soap and water.
- Report the incident to the clinical instructor.

The student and faculty member follow the clinical agency guidelines for initial treatment of an accidental exposure to blood or blood products. If the tested blood or blood product in question is positive, the student is to be advised by the health care institution's Infection Control Coordinator (or a person in a comparable position) about the type of prophylaxis that is required. The student may then elect to receive prophylactic treatment from the agency, or the student's private health care provider. The student arranges for any recommended follow-up treatment with a private physician.

The student, faculty member or preceptor must complete an incident report and any other forms required by the agency. The Toccoa Falls College School of Nursing "Student Exposure Report" form is completed by the student and faculty member or preceptor. The faculty member submits the form or summary, and a copy of the incident report if available, to School of Nursing, to be placed in the student's record.

STUDENT PREGNANCY POLICY

For the safety of the pregnant student, awareness of the potential risks related to specific learning experiences in the clinical settings should be discussed, such as, but not limited to, communicable diseases, exposure to radiation, strenuous activity, toxic substances, and the potential for bodily harm. The student should consult with the course coordinator prior to the beginning of the clinical experience for guidelines of the clinical site related to pregnant mothers. The student is responsible for presenting a statement of release from the student's health care provider allowing the expectant mother to continue in the program. Permission from their attending physician is required allowing participation in clinicals following delivery of the newborn. Nursing mothers who return to the classroom and clinical site must discuss their needs with the course coordinator.

POST-SURGICAL RETURN TO CLINICAL

If a student is enrolled in a practicum course and that student is required to have surgery, they must provide a verification form from their surgeon allowing them to return to clinical activities without restrictions. The return to the clinical site must not impact their recovery. In addition, students returning to clinicals with a walking cast must adhere to the policies of the clinical site.

Section VI

Graduation & Degree Requirements

GRADUATION REQUIREMENTS

A student must complete a minimum of 130 semester hours of academic work approved by the School of Nursing to meet the requirements for the degree of Bachelor of Science in Nursing. Refer to the BSN Curriculum Degree Program Checklist.

An application for graduation must be completed by the student in order to graduate. Graduation requirements are discussed in the Toccoa Falls College Catalog, Graduation Concerns section.

NURSING AWARDS

Senior nursing students are honored at a pinning ceremony that recognizes the students who have demonstrated outstanding achievement in nursing. Nursing faculty and students will submit names of students they believe have achieved or demonstrated outstanding work in the nursing program. These awards, and an explanation of each, are as follows:

Nursing Student of the Year

This award is one of the highest honors bestowed upon a junior or senior nursing student. The candidate must give evidence of outstanding professional behavior, enhance the quality of life through compassionate care of patients, and display servant leadership toward patients, colleagues, and faculty. The selection is made by the entire nursing faculty. The student will have a minimum of a 3.5 cumulative GPA at the conclusion of the final semester.

Nursing Leadership Award

This award is presented to the senior nursing student who excels in the nursing leadership role both in the clinical setting and the didactic classroom. The candidate will display leadership in community service, professional leadership within the college, and demonstrate potential to make a difference in the nursing profession. The student will have a minimum of a 3.0 cumulative GPA at the conclusion of the final semester.

Nursing Servanthood Award

This award is presented to the senior nursing student who exercises appropriate clinical judgment, understands the reasoning behind specific nursing policies and standards of care, and accepts responsibility for continued development of the nursing profession while continuing their journey of Christian ministry and development of self. The student will have a minimum of a 3.0 cumulative GPA at the conclusion of the final semester.

Additional criteria for the above awards include:

1. Exemplifies excellence within the Nursing Major while meeting life and educational challenges with dignity, respect, and with a Christian worldview.
2. Reflects the conceptual framework of the Toccoa Falls College School of Nursing.

WHITE COAT CEREMONY

The white coat ceremony is held during the fall semester for students to publicly declare their intent to pursue the nursing profession. All junior nursing students enrolled in the first semester of the nursing course will be eligible to participate in the ceremony. All (junior and senior) nursing students are required to attend.

PINNING CEREMONY

Pinning is a special nursing ceremony to give graduates their Toccoa Falls College School of Nursing pin and to recognize students who have achieved nursing awards. All senior students are required to participate in this ceremony. However, if a student is unable to attend due to an emergency, they may pick up their nursing pin from the Dean. All (junior and senior) nursing students are required to attend.

APPLICATION FOR LICENSURE

Successful completion of the Bachelor of Science in Nursing degree entitles the graduate to take the National Council Licensure Examination for RNs (NCLEX-RN), and with a successful score, become a registered nurse.

The student is referred to the Georgia Board of Nursing website: www.sos.georgia.gov/plb/rn to complete the *Information Sheet for Licensure by Examination as a Registered Professional Nurse for Graduates of Georgia Board of Nursing Approved Nursing Programs and Traditional Nursing Education Program*. The NCLEX-RN application and registration must be completed according to the instructions outlined on the website. The student is responsible for ensuring that all information required to apply for licensure by examination is received by Georgia Board of Nursing.

The application procedures, materials, and related information about the requirements of the Georgia Board of Nursing will be discussed during the last semester of the nursing program. The student will submit required documents to the Georgia Board of Nursing after grades are posted for the final semester, and after the Division Chair grants authorization that the student has met all course requirements to graduate with the BSN degree. Once the graduate's

completed application materials have been examined and accepted, the graduate will receive authorization to schedule a time to take the NCLEX-RN examination. The student is strongly encouraged to take the NCLEX-RN as soon as possible after graduation. Postponement could jeopardize the student's score.

Section VII

Support Services

ACADEMIC SUPPORT SERVICES

To encourage academic success, Toccoa Falls College offers a variety of campus services, including academic and student services. The campus life program is an important part of the total educational experience of the student. To that end, the college offers a variety of services to support student success, as well as programs designed to assist students in developing life skills, and service to God and to others.

Refer to the Toccoa Falls College Catalog and Student Handbook for further information.

Center for Academic Success

The Center for Academic Success assists Toccoa Falls College in fulfilling its commitment to educate and serve students. The Center for Academic Success coordinates and provides a variety of academic and support services to students. The goal of the Center for Academic Success is to provide counsel for students concerning academic issues in the following areas.

Tutoring Services

Tutoring Services provides a variety of academic and support services for student achievement and adjustment in college. Tutoring services are available free of charge to currently enrolled students requesting academic assistance. Tutoring involves one-on-one assistance from qualified students who have been approved by the director and the faculty in a given subject area. Tutoring is available for most subjects offered at the College.

Disability Services

The Americans with Disabilities Act defines a person with a disability as any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Disability Services coordinates and provides a variety of academic and support services based on the individual needs of each student. The goal of Disability Services is to seek to create an accessible academic social and physical environment for students with disabilities at Toccoa Falls College.

CLEP Administration Services

The goal of the CLEP Administration of CLEP Services is to provide efficient test administration and services for the community and students of Toccoa Falls College.

Division of Student Affairs

The Division of Student Affairs coordinates and provides a variety of support services to engage and nurture students to inspire and inquire. The mission of the Division of Student Affairs seeks to develop students holistically through programs and initiatives that promote a dynamic Christ centered community.

Career Services

Career services are provided to assist graduates and currently enrolled students in finding appropriate employment opportunities. Students can explore their skills, interests, values, and personality, and how they relate to career possibilities.

Counseling Center

The Counseling Center provides professional mental health services in a Christian format. The services are available to all students at no cost.

Health Services

Health Services provides a registered nurse who is on staff and available to advise and give medical care to students. Clinical and hospital facilities are available in close proximity to the College.

Social Activities

The College seeks to provide opportunities beyond the classroom to develop Christian community and character through a balanced program of social events throughout the year. Refer to Toccoa Falls College Catalog for additional information.

Student Organizations

Student organizations are listed in the Toccoa Falls College Catalog.

ACADEMIC ADVISING – STUDENT AND FACULTY RESPONSIBILITIES

Upon declaration of nursing as a major, students are assigned to a nursing faculty member as an advisor to assist them in their course of study and course progression. The advisors in the School of Nursing look forward to building a strong relationship with their students. The faculty advisor's role is to guide the student through the program curriculum, course scheduling, as well as monitoring course progress, providing career assistance and college resources, and spiritual growth. Both the student and the advisor have the joint responsibility to ensure that a student's course of study and degree requirements are outlined and identified. Senior nursing students should meet with their nursing advisor in the fall semester to evaluate their transcript for graduation clearance.

The student is ultimately responsible for seeking assistance when experiencing academic difficulty. However, the student may need to know that their progress is being monitored and that the faculty is committed to helping the student achieve success. This plan for early identification and follow-up of students experiencing academic difficulty is designed to insure that students are well informed about strategies for success, including College resources and assistance. It is the responsibility of the student to initiate contact during registration periods, and to keep advising appointment. The School of Nursing faculty maintain office hours each

week that are available for students to provide counsel, direction, and advisement. Each faculty member has office hours posted on the outside of their office door for students to sign up for appointments. Students are encouraged to meet with faculty to discuss any issues or concerns they may have early in the course, and if indicated, to develop a plan for performance improvement. Appointments can be arranged for any nursing faculty members through the Administrative Assistant for the School of Nursing. Unresolved student-faculty concerns should be directed to the attention of the Dean of the School of Nursing.

STUDENT FINANCIAL SERVICES

The Office of Student Financial Services offers assistance by helping students obtain funds for educational expense by promoting grants, scholarships, and loans to qualified deserving students who would normally be deprived of an education because of inadequate financial means. For eligibility and application requirements, please refer to the Toccoa Falls College Catalog or schedule a meeting with Student Financial Services.

Section VIII

**Student
Professional
Activities**

STUDENT ORGANIZATIONS

There are a variety of clubs and organizations on campus to which a student may belong. The involvement in student organizations and activities contributes to the holistic development of the nursing student; the faculty and staff encourage and support the student's endeavors. A listing of student organizations is provided in the Toccoa Falls College Student Handbook, section VI, Campus Life.

Students have opportunities to participate in, lead, and start new organizations to meet the needs of the student interest. Information regarding the chartering of a new student organization is available in the Division of Student Affairs. Further direction is provided in the Toccoa Falls College Student Handbook, Section IV: Student Engagement.

Organizations and clubs which are specific to the School of Nursing are as follows:

National Student Nurses' Association (NSNA) and Georgia Association of Nursing Students (GANS)

NSNA is the professional organization for nursing students. Total school enrollment in NSNA provides every student membership at the national, state, and local levels. GANS, the state level of membership, allows students to participate in a professional organization and encourages leadership skills, as well as socialization, within the profession of nursing. Joining the NSNA at \$35/year or \$70/two years automatically enrolls the student into a membership in GANS. There are certain codes of conduct, both in the academic and clinical settings, set forth by NSNA.

Nurse Christian Fellowship (NCF)

The NCF provides a network to bring the message of Jesus Christ and the Christian worldview to the area of nursing education and practice. NCF has programs and resources available to equip nurses and students for ministry through nursing. Groups meet to encourage one another through bible studies, outreach, and prayer. Membership for each full-time nursing student is \$35/year. Membership is open to nurses and nursing students in the U.S. who annually affirm the purposes and doctrinal basis of the NCF.

STANDING COMMITTEES

Students from each class will select a representative to the School of Nursing Faculty Committee. The committee meetings are held monthly and the student representatives will join faculty for a portion of each meeting to discuss curriculum and evaluation, program and policies, and progression and retention.

Students will have the opportunity to serve on potential subcommittees within the nursing program regarding peer review, awards, hospitality, and planning for the graduation and the pinning ceremony. The students will be elected and/or assigned by the professors to each committee. Each student assigned to a committee will display exemplary communication and leadership skills as well as excellence in academic work. Student representatives may ask their classmates for information to bring to the meetings and students may convey information to division faculty by contacting their student representative.

Section IX

Forms



SCHOOL OF NURSING BSN STUDENT AFFIRMATION FORM

I understand that as a nursing student I am a member of a profession which places me in a position of confidence requiring the utmost discretion and professionalism to protect those with and for whom I work. I acknowledge that as a member of the nursing profession I have a responsibility to act in a manner consistent with the essential attributes of the profession. In this regard:

I will adhere to HIPAA guidelines. I agree to protect the privacy of faculty, peers, patients and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a Toccoa Falls College nursing student during actual and simulated clinical experiences. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a Toccoa Falls College nursing student. I will not discuss or post any information about faculty, peers, patients, family members, or any clinical facility on any electronic venue (i.e., My Space, Facebook, Twitter, cell phones, etc.).

I have read and understand I am accountable for the information within the BSN Student Handbook and will abide by the stated policies, guidelines, and standards.

I have read the Standards for Admission to the School of Nursing BSN program and hereby validate that I am capable of meeting the full scope of academic and clinical requirements as stated in this Handbook which include the Essential Attributes for Admission and Progression.

I agree that information from my education record/file (e.g., grades, GPA, courses completed, compliances for clinicals) may be released to clinical facilities, educational institutions, and potential employers for purposes of membership application, compliance and/or reference checks, letters of recommendation, etc.

I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses.

I will maintain and uphold the Code of Student Conduct and other Community Standards and Policies as stated in the Toccoa Falls College Student Handbook and College Catalog.

I will adhere to all School of Nursing Compliance requirements and understand failure to provide documents will jeopardize my standing in the nursing program.

By signing this form, I affirm my commitment to maintain professionalism related to HIPAA guidelines, and the American Nurses Association (ANA) *Code of Ethics*.

Signature

Date



STATEMENT OF INFORMED CONSENT

I hereby agree to follow Universal Precautions while I am a student at the Toccoa Falls College, School of Nursing. I understand these precautions protect me, my patients, my family members, and other health care professionals from infections and/or communicable diseases.

If I should be involved with a needle stick or other incident while caring for a patient, I agree to follow the latest information from the Centers for Disease Control and Prevention and immediately report the incident to the clinical instructor or course coordinator. Records of the occurrence will be maintained in the School of Nursing office and will be considered privileged and confidential.

I understand the Compliance Requirements required by the School of Nursing as described in the BSN Student Handbook must be completed and/or updated before attending any clinical experiences. Current immunizations must be maintained throughout the course of my clinical experiences.

I understand nursing involves the study and care of patients across the life span and these patients will be ill or well. By participating in the care of these patients, I may be exposed to infectious and communicable diseases. I understand that should I be exposed to, or develop an infectious or communicable disease, while acting as a caregiver in my clinical experience, the testing, diagnosis, and treatment will be at my own expense. I agree to inform the School of Nursing of any changes in my health status, such as contraction of a communicable and/or infectious disease, or pregnancy. I understand that a change in my health status may increase my health risk in relation to giving care for patients with bacterial and viral diseases. I agree to seek sound medical advice for changes in my health status.

Signature

Date



Date Received _____

Fetterman School of Nursing Admission Application

Thank you for your interest in applying to the Fetterman School of Nursing at Toccoa Falls College. Please complete all information requested, sign, include the \$25.00 application fee, and mail the form to the Fetterman School of Nursing, Toccoa Falls College, 107 Kincaid Drive, Toccoa Falls, Georgia 30598.

Name _____
Last First Middle Maiden

TFC ID# _____ Telephone (Home) _____ Cell _____

TFC Email Address _____

Home Address _____
Street City State Zip Code

Mailing Address _____
Street City State Zip Code

Date of Birth _____ Age _____ Marital Status: _____

Birthplace _____ Primary Language Spoken _____

Allergic to Latex: Yes No Reaction: _____

Ethnicity: African-American Caucasian Hispanic Native American Pacific Islander
 Other (specify) _____ US Citizen: Yes No

Number of credit hours completed at TFC _____ Number of credit hours currently enrolled _____

Have you ever been a student in any nursing school? Yes No If yes, please complete the following:

Name of Nursing School _____

Address _____ City _____ State _____ Zip Code _____

Entrance Date: _____ Exit Date: _____

Reason for Leaving: _____

Educational Background: Begin with the high school from which you graduated and list in chronological order all schools and colleges subsequently attended. Attach additional sheet, if necessary.

Name of School or College and Location	Begin Date	End Date	Year	Degree Obtained

Activity Record: (Honors, awards, offices, scholarships)

Employment/Volunteer Background: State below in chronological order any work experience you have had, including part-time, volunteer, nurse’s aide, etc. Attach additional sheets if necessary.

Employer	Type of Work	Date Began	Date End

References: Please list the names of the two people who are completing the BSN Reference Form. Please do not include relatives.

Name	Position	Institution and Address	Phone

Have you ever been convicted of a crime other than a minor traffic violation? Yes No
If yes, please provide details on a separate sheet of paper.

Please Note: According to our clinical agreements with hospitals and other clinical sites, a background check, finger printing, and drug screen testing will be required prior to your first clinical experience, and then annually with the exception of finger printing. Failure of either your background check or drug screen will result in immediate dismissal from the nursing program.

STATEMENT OF UNDERSTANDING

As of the date of this application, I have earned a grade of “C” or better in all completed prerequisite lower division nursing courses. I also acknowledge that I must receive a 75% minimum cumulative passing score on the HESI Admission Assessment Exam to be considered for the program. If admitted into the Nursing Program, I certify that I will complete the program curriculum and clinical rotations as set forth by the Fetterman School of Nursing. I understand that there are no exemptions granted to the established schedule. I acknowledge that program completion is not a guarantee of licensure.

I certify that all information in this application is correct and true to the best of my knowledge. **Furthermore, I understand that failure to provide truthful information may result in dismissal from the program.**

Signature of Applicant

Date

Toccoa Falls College Fetterman School of Nursing BSN Program Reference Form

This section to be completed by applicant.

Name _____
 Last First Middle Maiden

Address _____

Telephone (Home) _____ (Work) _____ (Cell) _____

This section to be completed by reference.

The above named applicant is applying for admission to Toccoa Falls College School of Nursing Bachelor of Science in Nursing Program and has named you as a reference. The purpose of this form is to obtain an assessment of the applicant's ability for the BSN Program. Please complete.

Name _____

Agency Affiliation _____ Title _____
 Address _____ City _____ State _____ Zip _____

1. How many years have you known the applicant? _____
 In what capacity? ___ Supervisor ___ Educator ___ Work Associate ___ Other _____

2. Rank the applicant in the following areas:

	Above Average	Average	Below Average	Not Applicable
Academic Ability				
Collaborative Ability				
Intellectual Ability				
Verbal Communication				
Written Communication				
Leadership Qualities				
Integrity				
Self-Direction				
Team Player				

3. Do you know of any reason this individual would not be able to complete the course of study? _____

4. Do you: ___ Highly Recommend ___ Recommend ___ Recommend with Reservations ___ Not Recommend this individual for this course of study? Comments: _____

If you would like to discuss the applicant with us, please include your contact information: _____

Reference Signature _____ Date _____

Please return to: **Toccoa Falls College
 School of Nursing
 107 Kincaid Drive
 Toccoa Falls, Georgia 30598**

Toccoa Falls College Fetterman School of Nursing Health Form and Physical Examination

**Notice: All sections must be completed.
Form must be signed by a licensed health care provider.
Copies of medical records, lab reports, and incomplete forms will NOT be accepted.**

Last Name	First Name	Date of Birth: ____/____/____
Email	Cell #	TFC ID #
Home Address	Parent/Guardian Phone #	Parent/Guardian Home #
Emergency Contact Name	Relationship	Emergency Contact Phone #
Medical Insurance	Policy #	

Physical Examination | To be completed and signed by your healthcare provider

Height	Weight	Blood Pressure	Pulse	Respirations	Temperature
--------	--------	----------------	-------	--------------	-------------

Allergies to medications? **Yes** **No** (If yes, please list)

Severe food allergy **Yes** **No** (If yes, please list)

Is an EpiPen prescribed? **Yes** **No** Insect allergy? **Yes** **No** Environmental allergy? **Yes** **No**

Eyeglasses? **Yes** **No** Contact Lenses? **Yes** **No** Hearing Aid? **Yes** **No**

Current or past medical, surgical, or psychiatric condition(s). *Please list and provide relevant medical information:*

Prescription medication(s) *Please list and include dosage:* _____

Immunizations:

Hepatitis B Date #1 _____ Date #2 _____ Date #3 _____

Tetanus/Diphtheria/Pertussis Vaccine (Tdap or TD are accepted) Date _____
Must be within the past 10 years

Health Form and Physical Examination

Clinical Evaluation	Normal	Abnormal	Comments
Skin			
HEENT, Hearing, Visual Acuity			
Neck and Thyroid			
Lungs/Chest			
Breasts			
Heart			
Abdomen			
Genitalia			
Back/Spine			
Extremities/Musculoskeletal			
Neurologic			
Emotional/Psychological			
Other Findings			

Tuberculin Status

Tuberculin Skin Test (TST) #1 Date Administered _____ Initials _____ Site _____
 Date Results _____ Initials _____ Result _____ Negative _____ Positive _____

Tuberculin Skin Test (TST) #2 Date Administered _____ Initials _____ Site _____
 Date Results _____ Initials _____ Result _____ Negative _____ Positive _____

If Positive TST: Chest X-Ray Date _____ Results _____
 Isoniazid Prophylaxis: _____ Yes _____ No _____ Dates _____

Antibody Titers: Must be completed and interpreted by health care provider. If titers indicate not immune or equivocal, booster vaccination(s) is/are required.

ANTIBODY TITERS			
Measles (Rubeola) Titer If not immune, booster Vaccine (2 doses administered at least 4 weeks apart)	Date	Immune	Not Immune
	Date #1 Booster		
	Date #2 Booster		
Mumps Titer If not immune, Booster Vaccine (2 doses administered at least 4 weeks apart)	Date	Immune	Not Immune
	Date #1 Booster		
	Date #2 Booster		
Rubella Titer If not immune, Booster Vaccine (2 doses administered at least 4 weeks apart)	Date	Immune	Not Immune
	Date #1 Booster		
	Date #2 Booster		
Varicella (Chicken Pox) Titer If not immune, Booster Vaccine (2 doses administered at least 4 weeks apart)	Date	Immune	Not Immune
	Date #1 Booster		
	Date #2 Booster		

Is this applicant in good physical and mental health?

___ Yes/Unlimited Activity ___ No Reason: _____

I have reviewed the medical history and examined the student noted above; the information is accurate and complete to the best of my knowledge.

Signature of Healthcare Provider	Date	Phone #
Print Name of Healthcare Provider	Address	

Student Clinical Performance Evaluation Tool

Student Learning Outcome 1: Synthesize theoretical and conceptual knowledge from the liberal arts, sciences, humanities, Christian worldview and nursing to provide patient-centered compassionate care in a variety of nursing contexts and settings.							
AACN Essential I - Liberal Education for Baccalaureate Generalist Nursing Practice							
Curriculum Concept: Patient-Centered Compassionate Care and Health/Illness Management							
	Mid Semester			Final			Comments
Level I Competency	S	NI	U	S	NI	U	
Integrate theoretical and conceptual knowledge from the humanities, behavioral and social sciences into nursing							
Obtain a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs							
Provide patient-centered compassionate care based on respect for patient's preferences, values, and expressed needs							
Perform self-assessment to identify one's own actions and values and demonstrate a commitment to excellence in practice							
Level II Competency							
Develop individualized, accurate, and complete nursing care plans with rationales and outcome criteria							
Maintain patient privacy, confidentiality, and dignity							
Develop and implement discharge plans for the patient							
Engage in collaborative learning projects to build communication and leadership skills							
Level III Competency							
Integrate multiple dimensions of patient-centered care: information, communication, education, comfort, emotional support, involvement of family							
Demonstrate the integration of compassionate patient-centered care with faith and values utilizing the servant leadership model							
Identify educational needs and provide education to enhance patient well-being							
Use writing intensive assignments to promote reflection, insight, and integration of ideas across disciplines							
Level IV Competency							
Synthesize theoretical and conceptual knowledge in organizing, planning, and providing care							
Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations							

Utilize evidence and outcomes to evaluate effectiveness of the nursing care plan and revises care to improve outcomes							
Participate in interprofessional service learning activities such as health promotion and disease prevention projects for diverse populations							

Student Learning Outcome 2: Integrate creative leadership knowledge and skills to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment							
AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety							
Curriculum Concepts: Quality Improvement, Safety and Leadership							
	Mid Semester			Final			Comments
Level I Competency	S	NI	U	S	NI	U	
Performs nursing skills safely, accurately, and without omission							
Monitors patient status and notifies assigned nurse of any changes in patient condition or clinical data							
Describe nursing and health care team activities that would improve quality of care							
Promote nursing activities/ nursing interventions that create a culture of safety and caring							
Propose an innovative solution to a system related patient care problem identified in one's clinical practice							
Level II Competency							
Administers medications safely with an understanding of the purpose, route, dose range, side effects							
Identify, implement and evaluate strategies to reduce risk of harm to patients and health care team							
Describe the process of root cause analysis of a sentinel event							
Participate in quality and patient safety initiatives which involve persons, families communities, populations, and health care team							
Engage in quality improvement/patient safety activities to promote knowledge of the organizational process, unit application and evaluation process							
Level III Competency							
Identify the need for the professional nurse to advocate for patients/ families							
Implements strategies related to National Patient Safety Goals that are appropriate for assigned patient							
Evaluates care based on patient response, outcomes, scientific knowledge and makes revisions as necessary							
Identify strengths and weaknesses in formulating a plan for personal and professional growth							
Communicate with healthcare team to solve healthcare practice problems							
Level IV Competency							
Examine how the safety, quality, and cost effectiveness of health care can be improved through involvement of patients							
Describe strategies to empower patients in all aspects of the health care process							

Proposes methods to enhance achievement of safe, quality outcomes of care for patients/families							
Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives with the interprofessional teams							
Develop a leadership or quality improvement project (review literature about a practice problem, propose a practice change based on an evidence-based model, present project							

Student Learning Outcome 3: Apply the nursing process and evidenced based research using critical thinking in the practice of nursing across the lifespan for health promotion, risk reduction, and disease prevention in the care of patients, families, and communities							
AACN Essential III: Scholarship for Evidence-Based Practice							
Curriculum Concept: Evidence-Based Practice and Critical Thinking							
Level I Competency	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
Describe the general components of the research process and participate in data collection and other research activities; Cite sources of evidence for planned interventions							
Demonstrate knowledge of basic scientific methods of research process and ways to apply evidence to clinical practice; Identify a research article and determine the type and level of evidence included							
Discuss how to apply evidenced-based research to the nursing process and examine the role of evidence in determining best practice							
Utilize clinical reasoning, decision making and problem solving in providing holistic care to adults							
Use skills of critical thinking, inquiry, analysis to address practice issues							
Level II Competency							
Apply evidence-based practice measures to enhance patient outcomes; Compare observed practices with published practice standards for assigned patients							
Evaluate the credibility of sources of information and utilize appropriate sources for locating evidence reports and clinical practice guidelines							
Differentiate clinical opinion from research and evidence; analyze the health care needs of a community and propose interventions							
Demonstrates clinical reasoning in the delivery and management of patient-centered compassionate care							
Apply critical thinking concepts, reasoning, judgment, decision making skills in the provision of quality nursing care to persons, children, family and communities							
Level III Competency							
Integrate research based evidence, clinical judgment, and patient and family preferences in planning, implementing, and evaluating outcomes of care							
Participate in the process of retrieval, appraisal, and synthesis of evidence to improve patient outcomes							

Provide examples of evidenced-based research in the areas of health promotion, risk reduction, and disease prevention							
Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes							
Analyze a community and propose an intervention to address a health care need							
Level IV Competency							
Examine and evaluate policies used in the clinical setting using current evidence-based practice measures; Collaborate to identify practice problems, formulate evidence-based conclusion and recommendations and present findings							
Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/ family preferences							
Evaluate selected research and theory as relevant to the care of patients, families, communities							
Demonstrate the ability to critically think with groups of patients with complex health care needs							
Engage in a purposeful, goal-directed process that employs logic, analysis, creativity, and intuition to make decisions that guide practice							

Student Learning Outcome 4: Incorporate current technologies and informatics and evaluate healthcare policy, finance, and regulatory standards to support quality care outcomes in complex healthcare environment.							
AACN Essential IV: Information Management and Application of Patient Care Technologies							
AACN Essential V: Health Care Policy, Finance, and Regulatory Environments							
Curriculum Concept: Technology and Health Care Policy							
Level I Competency	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
Discuss the implications of socio-cultural, economic, legal and political factors impacting healthcare delivery and practice							
Explain why information and technology skills are essential for safe patient care and document and plan patient care in an electronic health record							
Demonstrate skills in the use of technology for improving patient care and presenting relevant information							
Uphold ethical standards related to data security, regulatory requirements, confidentiality, and patients' right to privacy							
Describe state and national rules and regulations that authorize and define professional nursing practice; Develop a professional e-portfolio; Analyze a hospital bill for one day of care and identify where nursing services are embedded							
Level II Competency							
Demonstrate effective use of information management tools to monitor outcomes of care processes							
Identify essential information that must be available in a common database to support patient care							
Use written verbal, non-verbal, and emerging technology methods to communicate effectively							
Demonstrate the use of and employ a range of technologies in improving patient care outcomes and creating a safe care environment							
Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in health care delivery; Review proposed legislation affecting health care and provide written comments							
Level III Competency							
Utilize informatics to communicate, manage knowledge, mitigate error, and support decision making							
Identify and provide rationale for essential information that must be available to support patient care							
Describe health care policies and issues in practice and their impact on the global community							

Apply patient care technologies as appropriate to address the needs of a diverse patient population							
Articulate, through a nursing perspective, issues concerning healthcare delivery with regard to finance and policy;							
Level IV Competency							
Describe examples of how technology and information management are related to the quality and safety of patient care							
Apply information management tools to monitor safe processes of care							
Analyze the role of the nurse in the development of health care policies							
Evaluate data from all technologies to inform the delivery of care; Advocate for scientific, social, and political health policy actions which advance quality nursing care							
Compare the benefits and limitations of reimbursement on the delivery of health care services; Compare costs of tests, procedures, medications charged to insurance companies vs self-pay patients							

Student Learning Outcome 5: Demonstrate effective communication, collaboration, leadership skills, sensitivity, and flexibility advocating for the delivery of high quality, safe, cost-effective nursing care							
AACN Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes							
Curriculum Concept: Communication and Collaboration							
Level I Competency	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
Apply basic principles of therapeutic communication techniques to produce positive professional working relationships with patients/ families, those from diverse backgrounds							
Describes various communication skills and strategies to elicit accurate information for patients							
Identify and discuss episodes when collaboration is essential to holistic care							
Identify the role of the nurse with respect to communication, collaboration, advocacy on the health care team							
Level II Competency							
Initiates effective written and verbal communication with patient and health care team							
Demonstrates ability to engage patient in health care decision making							
Demonstrate the ability to collaborate with multiple health care professionals							
Demonstrate appropriate team building and collaborative strategies when working with interprofessional teams							
Level III Competency							
Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care							
Demonstrates effective communication techniques, including negotiation and conflict resolution to produce positive professional work environment							
Analyze solutions to address a need identified on the unit in collaboration with the health care team							
Apply the attributes of values, responsibility and standards of moral, ethical and legal conduct that impact the role and practice of the professional nurse							
Level IV Competency							
Incorporate effective communication and collaborative strategies when working with interprofessional teams to deliver compassionate patient- centered care							
Delegates care activities integrating leadership skills and functions competently within scope of practice providing quality, safe patient care							

Analyze the impact of collaboration on the plan of care and outcomes							
Contribute the nursing perspective to interprofessional teams to optimize patient outcomes							

Student Learning Outcome 6: Provide patient-centered, age-appropriate culturally sensitive care that assists patients with health promotion and wellness, disease and injury prevention							
AACN Essential VII: Clinical Prevention and Population Health							
Curriculum Concept: Global and Cultural Competence							
	Mid Semester			Final			Comments
Level I Competency	S	NI	U	S	NI	U	
Describes self-awareness of cultural influences on assessment and health promotion							
Perform assessments for diverse patients across the life span							
Conducts cultural and linguistic assessments that reflect the health values, beliefs, and practices of patients							
Describes health literacy and concepts of health promotion, illness prevention, and wellness							
Identify ways to improve environmental health							
Level II Competency							
Delivers care with consideration of the impact of global, cultural, societal and policy factors affecting the health and wellness of persons, families and populations							
Demonstrate caring concepts and an awareness of cultural influences in nursing practice							
Develops and implements plans of care compatible with the cultural aspects and values and preferences of patients							
Develops holistic teaching plans that address health education needs for patients and caregivers throughout the trajectory of care							
Collaborate with institutions to develop and implement interventions/policies to minimize transmission of communicable diseases							
Level III Competency							
Discuss the influence of age, culture, social, and environmental variables on the patient's health and health care needs							
Apply knowledge of social and cultural factors to the care of diverse populations							
Analyzes cultural and linguistic influences on issues of health disparities, social justice, and healthy communities							
Presents an evidence-based health education offering to a population of patients							
Teach vulnerable populations about avoiding environmental risk; Participate in a community disaster drill							
Level IV Competency							
Analyze the interaction among global, cultural, societal and policy factors on the health and wellness of persons							
Analyze impact of cultural barriers to care							

Demonstrates culturally and linguistically competent nursing care							
Critiques national and global health and wellness initiatives; Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of settings							
Participate in prevention activities such as: immunizations, health counseling, genetic health screening, cancer screening, assessing home environment to prevent falls							

Student Learning Outcome 7: Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice							
AACN Essential VIII: Professionalism and Professional Values							
Curriculum Concept: Professional Leadership and Ethical Practice							
	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
Level I Competency							
Identify characteristics that make nursing a profession							
Identify the legal, ethical and practice standards for nursing care							
Identify advocacy as one of the roles of the professional nurse; Participates in advocacy actions that improve health and wellness for patients							
Identify the steps and methods of delegation consistent with the Standards of Practice and the Nurse Practice Act							
Define the commitment to lifelong learning and review literature for examples of learning opportunities							
Conduct a self-assessment in one or more of the following areas: physical, emotional, spiritual, cultural, relationships, communications							
Level II Competency							
Identify and describe nursing theory, history, philosophy and research of the nursing profession							
Practice ethical problem-solving process in case studies; Incorporates ethical concepts in provision of nursing care							
Apply the concept of advocacy as part of the holistic approach to patient care; Advocates for initiatives that will improve the health and wellness of populations							
Discuss the role of nursing leadership in advocacy, health policy and professional nursing practice							
Demonstrate the importance of professional growth through study and scholarship							
Participate in rounds with chaplains or other spiritual care professionals							
Level III Competency							
Propose creative solutions to health care needs of populations and evaluates plans							
Engage in ethical reasoning to provide leadership in promoting advocacy, collaboration as a professional							
Identify the functions of leadership and management within the health care setting; Critiques leadership styles (including personal style) in the management and delivery of care across settings							
Demonstrate the role of coaching, mentoring and staff development and their relationship to effective leadership							

Analyze a research article on an innovative model for health care delivery							
Observe and respond to focused questions about the proceedings of ethical review committees, IRB, nursing practice councils, state board of nursing meets/hearings							
Level IV Competency							
Analyze solutions to address an identified need in collaboration with healthcare team							
Integrate professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice							
Design a professional leadership skills development plan; Performs team leadership for the design, delivery, management, and evaluation of nursing care for multiple patients							
Analyze the factors that impact delegation, motivation, and leadership within the health care team							
Demonstrate a commitment to life long learning in professional nursing practice by designing a learning plan							
Participate in service-learning projects such as school visits, career days, health camps, or vulnerable populations in homeless shelter or homes for battered women/children							

Student Learning Outcome 8: Demonstrate the knowledge, skills and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of persons, families, communities, and populations							
AACN Essential IX: Baccalaureate Generalist Nursing Practice							
Curriculum Concept: Health/Illness Management							
	Mid Semester			Final			Comments
Level I Competency	S	NI	U	S	NI	U	
Apply Standards of Care in the nursing care of persons, families, communities							
Identifies the roles of the nurse to include clinician, teacher, manager, leader, and researcher							
Identify factors that impact the health care delivery system							
Describes holism in relation to healing and wellness							
Defines spirituality and its impact on health and discuss how spirituality influences nursing care							
Level II Competency							
Demonstrates physiologic and psychosocial components of nursing practice with well and chronically ill persons, families, children in the community							
Describe the current and emerging trends in nursing and the historical context of these issues							
Advocates for policies that promote health for persons, families, communities and populations							
Plan of care include nursing interventions that meet patient outcomes; care demonstrates a holistic approach							
Assess the spiritual health of patients by conducting a spiritual assessment							
Level III Competency							
Design care management needs of the patient based on desired outcomes							
Compare health care models in the US and other countries							
Participate in nursing activities to improve the health care system							
Plans of care include multiple approaches to meet outcomes including complementary and alternative health perspectives when congruent with patient preferences							
Implements nursing interventions and team collaboration to address spiritual needs							
Level IV Competency							
Analyze solutions to address care in a variety of nursing settings							
Analyze physiologic and psychosocial components of nursing practice with patients with complex health care needs							

Propose implementation strategies to improve the health of persons, families, communities and populations							
Demonstrates collaboration with interprofessional team in the implementation of holistic care, including health promotion and disease and injury prevention							
Integrates nursing interventions to assist patients to maintain or strengthen spirituality or to relieve spiritual distress; Evaluates strategies designed to promote the spiritual health of populations of patients							

School of Nursing
Class Performance Improvement Plan and Outcome

Course _____

Areas of Concern Related to:

Grades _____

Absences _____

Performance Improvement Plan

The knowledge and competencies that must be demonstrated to meet the course objectives:

Recommendations and Timeframe - May include suggested resources and activities:

Outcome (met/not met)

Instructor's Signature _____ Date _____

Student's Signature _____ Date _____

Date of Follow-up Conference _____

Outcome

Follow up conference. Please check one of the following:

- ___ Has overcome concerns and now meets the objectives of the course
- ___ Has not overcome the concerns; does not meet the objectives of the course

Comments:

Instructor's Signature _____ Date _____

Student's Signature _____ Date _____

___ Copy to Student

___ Copy to Student File

**School of Nursing
Performance Improvement Plan and Outcome**

Course _____

Areas of Concern

Performance Improvement Plan

The skills, knowledge, and competencies that must be demonstrated to meet the course objectives:

Recommendations and Timeframe - May include suggested resources and activities:

Outcome (met/not met)

Instructor's Signature _____ **Date** _____

Student's Signature _____ **Date** _____

Date of Follow-up Conference _____

Outcome

Follow up conference. Please check one of the following:

___ Has overcome concerns and now meets the objectives of the course

___ Has not overcome the concerns; does not meet the objectives of the course

Comments:

Instructor's Signature _____ **Date** _____

Student's Signature _____ **Date** _____

___ Copy to Student

___ Copy to Student File

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