



Fetterman School of Nursing



Bachelor of Science in Nursing

Student Handbook

2018-2019

ABOUT THIS HANDBOOK...

The Fetterman School of Nursing Bachelor of Science in 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 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 their responsibilities. 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 with the education and skills to positively influence the profession of nursing and to profoundly impact the healthcare system by 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, GOALS, AND MOTTO

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

"to cultivate a uniquely Christian learning community that integrates the pursuit of truth with godly character to produce graduates prepared both personally and professionally for service."

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 organizational framework and model.

PURPOSE STATEMENT

The purpose of the baccalaureate nursing program is to prepare graduates for entry-level practice by integrating generalist knowledge and skills 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, described below, inform our identity and drive our Vision for the future.

Christian Worldview

The faculty of the School of Nursing actively engage students in discovering 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 and environment and informs our concepts of health and healing. Nurse educators Shelly and Miller (2006) formulate the foundational issues in nursing from a Christian perspective. They capture the historical roots of nursing and theology: “if we hope to maintain a strong Christian worldview in nursing, our faith must be nurtured in a Christian community and informed by a clear theology. True nursing cannot be divorced from the Christian story” (Shelly & Miller, 2006).

It is the position of nurse historians Dolan, Fitzpatrick, and Herrmann (1983) 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 as continuous with the beginning of Christianity.

Within the context of the Christian worldview, the faculty of the School of Nursing believe 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 such as 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 (Folta, 2005; Jeffries, 1998; King, 2003; McKoy, 2004; Schmidt, 1997). 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 they serve. Nurses, by the

very essence of their calling and their profession of caring for the sick, are natural servant leaders.

Recent research on nursing servant leadership “strongly support(s) the adoption of servant leadership as the most appropriate leadership philosophy and practice for nursing and health care” (O’Brien, 2014). O’Brien (2014) 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 offers 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 (Matthew 10:42).

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 they serve. The nurse-patient relationship is the foundation for caring practice. This caring practice has its origin in the nurse’s responsibility and accountability to give safe and competent care. The American Association of Colleges of Nursing (AACN) identifies caring as essential in baccalaureate education. Educators have the ability to foster the learning of caring in their students by modeling caring in their teaching.

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 truth of 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.

Educating reflective nurse professionals requires a curriculum that is built on a liberal arts background and that incorporates professional values, core competencies, core knowledge, and role development. The faculty of the School of Nursing subscribes to the following belief statements that are essential to the curriculum framework and have application to all programs of study with respect to person, environment, health, nursing, and nursing education. Nurses, in partnership with persons, families, groups, and communities, engage in the dynamic process of health promotion and illness and disease management.

The concept of **person** includes individuals, families, groups, communities, and populations. Persons are of intrinsic value and 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. Shelly and Miller view the person as “a physically, psychosocially and spiritually integrated being with intrinsic value and significance . . . responsible to live a healthful lifestyle and to promote health, but also to find meaning in suffering and death” (Shelly & Miller, 2006). The spiritual component is distinct from the physiological system and continues to exist after death. The nursing faculty believe in the integrity and worth of the human person. The values of respect, worth, dignity, and justice undergird the delivery of nursing care.

The **environment** consists of the practice milieu and the internal and external processes that have an impact on people. Environment includes physical, psychological, social, spiritual, and cultural elements as well as historical, political, and economic conditions. The environment is characterized by change, transition, development, and growth. Nurses are 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” (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, 1997).

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 early-Christian era. In a Christian worldview, nursing is a sacred ministry of compassionate care whose goal is to foster optimal health and bring comfort in suffering and death. Nursing within a Christian worldview also recognizes 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 from 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 and built 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.

Program Goals

The goals of the Fetterman School of Nursing BSN program are to:

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.

Student Learning Outcomes

The student learning outcomes are 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*

Program Mapping: Student Learning Outcomes, AACN Essentials, Program Outcomes, Goals and Core Values

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

Program Outcome I: Synthesize knowledge from arts, humanities and sciences in the planning, provision and evaluation of professional nursing care to 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

Program Outcome 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.

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

Program Outcome III: Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.

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

Program Outcome IV: Demonstrate skills in using patient care technologies, information systems, and communication devices that improve patient care outcomes and create a safe care environment.

Program Outcome V: Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments including local, state, national, and global healthcare trends.

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

Program Outcome VI: Demonstrate effective communication and collaboration strategies when working with 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

Program Outcome 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.

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

Program Outcome VIII: Integrate professional standards of moral, ethical and legal conduct in the provision of care to patients across the lifespan including vulnerable populations.

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

Program Outcome IX: Integrate knowledge, skills, and attitudes into the implementation of holistic, patient-centered compassionate care of individual, families, communities and populations in a variety of settings.

Curriculum Concepts - Glossary

The curriculum framework provides a structure for nursing students that describes various concepts 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, 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 backgrounds, environments,

attitudes, past experiences, knowledge, and perceptions. Communication is essential for effective 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 context of caring. 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 for 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, consistently advocates for quality health care and functions as a leader in the community and profession (AACN, 2008).

Quality and Safety in nursing involves the use of pertinent data to monitor the outcomes of care processes, to advance methods and designs, and to test these changes for continuous improvements to health care systems. Nurses integrate quality improvement aspects to positively impact patient safety, which is a pivotal component 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 this foundation are the core values of the School, which are Christian worldview, servant leadership, and nursing as a sacred ministry of caring.

The theoretical basis for the curriculum is congruent with the assumptions of nursing theorist Jean Watson and are used as a guide for education and practice. Watson (1995) asserts, "at its most basic level nursing is a human, caring, relational profession." 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 compassionate, patient-centered graduates for Christian servant leadership in the profession of nursing.

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

The nursing curricula requires students to engage in diverse and complex experiences directed to the practice and acquisition of essential nursing competencies. Unique combinations of cognitive, behavioral, sensory, communication, observational, and psychomotor abilities and skills are required to perform these functions in a satisfactory manner and to consistently

demonstrate competency. In addition to being essential to the successful completion of degree requirements, these competencies are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

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 patients	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, and 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, and 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 and 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	Demonstrate effective communication techniques, including negotiation and conflict resolution to produce positive professional work environment	Delegate 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, and 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
Describe self-awareness of cultural influences on assessment and health promotion	Deliver 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
Conduct cultural and linguistic assessments that reflect the health values, beliefs, and practices of patients	Develop and implement plans of care compatible with the cultural aspects and values and preferences of patients	Analyze cultural and linguistic influences on issues of health disparities, social justice, and healthy communities	Demonstrate culturally and linguistically competent nursing care
Describe health literacy and concepts of health promotion, illness prevention, and wellness	Develop holistic teaching plans that address health education needs for patients and caregivers throughout the trajectory of care	Present an evidence-based health education offering to a population of patients	Critique 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 evaluate 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; Incorporate ethical concepts in provision of nursing care	Engage in ethical reasoning to provide leadership in promoting advocacy and 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; Advocate for initiatives that will improve the health and wellness of populations	Identify the functions of leadership and management within the health care setting; Critique leadership styles (including personal style) in the management and delivery of care across settings	Design a professional leadership skills development plan; Perform 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 lifelong 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, communication	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, and communities	Demonstrate physiologic and psychosocial components of nursing practice with well and chronically ill persons, families, and 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
Identify 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
Describe holism in relation to healing and wellness	Plan care to 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	Demonstrate collaboration with interprofessional team in the implementation of holistic care, including health promotion and disease and injury prevention
Define spirituality and its impact on health and discuss how spirituality influences nursing care	Assess the spiritual health of patients by conducting a spiritual assessment	Implement nursing interventions and team collaboration to address spiritual needs	Integrate nursing interventions to assist patients to maintain or strengthen spirituality or to relieve spiritual distress; Evaluate 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.

The baccalaureate degree program in nursing at Toccoa Falls College is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001. Applying for accreditation does not guarantee that accreditation will be granted.

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 requiring a comprehensive knowledge of science, cultures, and society. The combination of intellectual skills and 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 plan of study leading to a Bachelor of Science degree in Nursing (BSN). The BSN is a prelicensure degree that prepares the 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, core values, 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 total credits with 68 credits dedicated to the general education (or lower division) requirements and 62 credits dedicated to the upper division nursing courses. The first two years of study include courses in the humanities, fine arts, sciences and mathematics, social and behavioral knowledge, and bible and theology studies. The bible and theology courses total 15 credit hours. As a whole, these prerequisite general education courses provide a foundational skill set and broad-based knowledge within the context of a biblically-centered education. Preferably, the lower division courses must be completed prior to beginning the upper division nursing courses of the nursing program. However, for transfer students into the nursing program, the bible and theology courses can be taken in an online format during their junior year. The Junior and Senior Level upper division nursing courses comprise the last two years of study and require five semesters to complete. The student must earn a grade of "C" or better in all upper division nursing courses, as well as their lower division nursing prerequisite courses, to progress through the program of study.

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	Freshman 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		
Interim Semester		
3	HUM 103	Western Thought and Culture
Total: 3 hours		
Freshman Year, Spring Semester		
3	ENG 123	Freshman 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/AML 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		
This major requires a grade of "C" or better in all courses.		

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

Each course syllabi provides essential information regarding 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 relate 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 for 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 policies and regulations 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 necessary for professional development. In addition to academic learning and clinical skills, nursing students have a responsibility to adhere to the statements within the *Code of Ethics* that provide guidance for their personal development of an ethical foundation while caring for patients in a variety of health care environments. A breach of the 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

APPLICATION PROCESS

Overview

The Toccoa Falls College Fetterman School of Nursing seeks candidates who possess a theology of caring and a strong commitment to fulfilling the Lord's calling on their lives. The mission of the School of Nursing is *"preparing compassionate, patient-centered graduates for Christian servant leadership in the profession of nursing."* The courses offered within the TFC BSN program provide a solid foundation for the practice of nursing. The framework for the nursing program is based on three core values: Christian Worldview, Servant Leadership in Nursing, and Nursing as a Sacred Ministry.

The TFC BSN program is a five-semester program. The curriculum is based on Jean Watson's (1995) theory, which asserts that "at its most basic level, nursing is a human, caring, relational profession." Upon successful completion of the BSN program, candidates will be awarded a Bachelor of Science in Nursing degree. Candidates will also be eligible to sit for the National Council Licensing Examination for Registered Nurses (NCLEX-RN) and apply for licensure as a registered nurse through the Georgia Board of Nursing.

Application for admission to the TFC BSN program is separate from that of applying to Toccoa Falls College. Nursing program applications must be submitted to be considered for admission into the BSN program. It is important to note that simply meeting requirements for admission to the nursing program does not automatically guarantee acceptance. The nursing faculty review each application carefully with attention given to the spirit of inquiry, commitment, and motivation toward scholarship. Complete academic records, essays, and letters of recommendation regarding character, intellectual curiosity, seriousness of purpose, and outside activities are also considered.

The School of Nursing application and all supporting documents must be received by the designated deadline. Applicants will not be considered for acceptance to the School of Nursing until all required documents have been submitted and the applicant's file is complete. Admission requirements are subject to change.

ADMISSION TO THE NURSING PROGRAM

Prospective nursing students must first apply to Toccoa Falls College and be admitted to the College as an intended nursing major. Students will complete the requirements for formal admission to the nursing program in the spring semester of their sophomore year. Please note that 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 all supporting documentation as requested. Supporting documentation includes official transcripts from all higher education institutions previously attended by the applicant,

including prior nursing education programs. Applicants who have attended another nursing program must indicate this attendance on the nursing application. Students who have attended another nursing program must also submit a letter of eligibility from the dean or director of their previous nursing program. Failure to disclose attendance in another nursing education program may lead to dismissal from the Toccoa Falls College BSN program. Dismissal from the TFC BSN program can occur after the student is enrolled. Transfer students who have been dismissed from another nursing education program may be ineligible for admission to the TFC BSN program.

Completed TFC BSN program application files will be reviewed annually during the spring semester by the nursing faculty. Acceptance to the nursing program is conditional pending the results of a background check and drug screen. Upon acceptance of admission to the program and enrollment in the School of Nursing, the student certifies that he/she meets all essential requirements and will continue to maintain these requirements throughout each semester of the nursing program.

The School of Nursing seeks to admit and retain students with high academic and spiritual standards. Therefore, 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 grade of “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 student’s GPA.
3. Successful completion of the HESI Admission Assessment Exam. The HESI admission test must be completed within one year of applying to the nursing program. Students not meeting the required benchmark for the exam may be required to retake the exam. After two unsuccessful attempts at the HESI Admission Assessment Exam, faculty will consider whether or not the student will be permitted a third attempt on an individual basis.
4. Interview with the nursing faculty after the application has been reviewed and considered complete. Candidates will be contacted with a date and time for the interview. Applicants not appearing at the scheduled time without prior notification will have their application considered invalid.
5. Completion of the program admission packet, which includes the following:
 - a. Complete and signed application form.
 - b. \$25 non-refundable application fee made payable to: Toccoa Falls College, School of Nursing.

- c. Biographical sketch:
 - i. The applicant's personal testimony including significant events and influences which have affected his/her life.
 - ii. An essay reflecting the applicant's calling into the nursing profession with inclusion of the School of Nursing's core values: Christian worldview, Nursing as a sacred ministry, and Servant leadership (maximum 300 words).
- d. Two BSN program references from persons qualified to provide pertinent information. References may include employers, church personnel, or faculty outside of nursing. No relatives please.
- e. Copy of Toccoa Falls College acceptance letter.
- f. Official HESI score(s).

The final day to submit a completed application will be determined on an annual basis. Late applications will not be accepted. Mailing address:

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

Acceptance Guidelines

After receiving the letter of conditional acceptance into the Fetterman School of Nursing (FSON), students must have the following items completed, obtained, and/or submitted by August 1 in order to be fully accepted into the program and begin clinical experiences:

1. Specific health requirements outlined by the School of Nursing that meet the stipulations of the clinical sites utilized in the BSN program.
 - a. A completed **Entrance Health Examination Form** with a **current immunization record signed by the student's primary care provider** which includes the required immunizations and/or titers for the following: Measles, Mumps, Rubella (MMR), Varicella, and Hepatitis B vaccines. Dates for DPT or DT and Tuberculin test (PPD) should be current. **Please note that two PPD tests are required and must be performed two weeks apart.** The health form is included in this Acceptance Packet.
 - b. An annual physical examination will be required at the beginning of each fall semester.
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 prior to beginning nursing classes:
 - a. **Copy of current valid driver's license or government issued identification.** Faxed copies are not always legible; clinical sites require a legible copy.
 - b. **Proof of current auto insurance**, if applicable, naming you as the insured driver and stating limits of liability.

3. **Proof of health insurance.** Your name must appear on the policy. The FSON requires notification of any changes in your healthcare insurance. If any changes occur, an updated proof of insurance (which is required by some clinical sites) must be provided to ACEMAPP and the FSON.
4. **Proof of malpractice/liability insurance.** Student malpractice insurance is purchased annually through a Blanket Professional Liability Insurance, required by all clinical practice sites, and issued through Healthcare Providers Service Organization and Nurses Service Organization. The \$15.00 fee will be paid by the student and collected by the Administrative Assistant of the FSON.
5. **Background Check and Drug Screen** are required and must be completed by August 1st of the admission year for all applicants who have received their acceptance notification. Only applicants with a cleared background check and drug screen will be admitted into the FSON. These services are provided by InfoMart Advantage. Information on how to register will be distributed to students. The location of the clinic for lab work will be based on the zip code you enter into the system. The student will be notified if the background check is not favorable. The FSON reserves the right to conduct random drug screens. If a student withdraws from the program for a semester; the background check and drug screen must be repeated prior to reentering the program.
6. Current certification in **Cardiopulmonary Resuscitation** (CPR) from the American Heart Association (AHA). AHA is required and must be taken before August 1. Basic Life Support (BLS) for the Healthcare Provider is the required course which includes 1- and 2-person adult, child, and infant CPR with Automated External Defibrillator.
7. Navy uniform scrubs and a white lab coat purchased through Meridy's Uniforms at www.meridys.com. An informational handout will be provided at NUR 200 Nursing Orientation and contained within the Acceptance Packet. A watch with a second hand and white leather nursing shoes are required. Refer to the Student Fees table contained within this Acceptance Packet.
8. ACEMAPP
 - a. TFC Fetterman School of Nursing utilizes ACEMAPP (ACE Matching and Placement Program) System, which is a compliance database and an online learning system that members (nursing schools and healthcare agencies) utilize to process clinical placement requirements for students.
 - b. Enrollment in the ACEMAPP System is an annual requirement for nursing students prior to their nursing experience in a clinical setting.
 - c. Upload the following documents to ACEMAPP (date to be determined on an annual basis):
 - Certification in Cardiopulmonary Resuscitation from the American Heart Association
 - Entrance Health Examination Form with current immunizations record
 - Driver's license or government issued identification and proof of auto insurance

- Background Check and Drug Screen
- Health insurance

9. Any additional specific clinical practice site requirements

Statement on Background Checks and Drug Screens

The Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) guidelines have resulted in many practice sites opting to require background checks and drug screens for nursing students working in clinical settings. Additionally, many clinical, non-JCAHO accredited sites, affiliated with the Fetterman School of Nursing for educational purposes have adopted this requirement. The clinical courses of Toccoa Falls College Fetterman School of Nursing require students to participate in the care of patients in various health care settings. Accordingly, passing criminal background checks and drug screens in addition to meeting the TFC FSON technical standards (contained within this Acceptance Packet and available in the current BSN Student Handbook) are conditions for participation in the clinical component of the nursing program.

Failure of either the background check or drug screening will result in immediate dismissal from the nursing program.

Clinical Course Compliance Requirements

All Toccoa Falls College Fetterman School of Nursing BSN nursing students are required to be in compliance with all health/immunization requirements, criminal background checks, CPR certification, and any agency specific requirements, such as in-services or orientations, while in the nursing program. Students will be considered out-of-compliance if a designated immunization or other item required to be submitted to the Fetterman School of Nursing, ACEMAPP, or other agency is not updated by the designated deadline. Students enrolled in clinical courses who are identified as out-of-compliance will not be permitted to attend clinical until the required updated documentation has been submitted. Clinical absences that result from being out-of-compliance may affect the ability of the student to successfully meet clinical course objectives, potentially resulting in course failure.

Final acceptance into the Toccoa Falls College BSN nursing program will be extended only after the student has successfully met the requirements detailed in the acceptance packet. 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 Fetterman School of Nursing Webpages found at <http://tfc.edu/department/nursing/>

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

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

TECHNICAL STANDARDS

The School of Nursing has the responsibility to educate competent health care providers to care for patients through the use of broadly based knowledge, and competent technical skills, which facilitate critical thinking and clinical judgment at the entry level. In addition to meeting character and academic qualifications, students must have the necessary behavioral, communication, sensory, and physical requirements for practicing nursing. The nursing program has academic, as well as technical standards, that students must meet in order to successfully progress in and graduate from the program. The technical standards reflect the performance abilities and characteristics 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.

In addition to academic qualifications, the Fetterman School of Nursing considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in, and graduation from its nursing degree program. Students admitted to the nursing program are expected to be able to complete the 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</p> <p>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.

	<ul style="list-style-type: none"> • Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.
<p>Observational Skills</p> <p>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 patients and the health care team. • Perceive non-verbal communication indicators and describe pertinent data to the health care team. • Possess visual acuity to identify markings and inscriptions on syringes, thermometers, etc.
<p>Psychomotor Skills</p> <p>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</p> <p>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</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 patients accurately using complex monitors and equipment.

<p>the classroom and clinical experiences.</p>	<ul style="list-style-type: none"> • 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</p> <p>Student must possess the coping skills and intellectual abilities to: identify behaviors 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.</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 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 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.

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 support a learning-centered environment in the BSN Program which helps students develop the ability to critically think and foster 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 classroom, lab, and clinical attendance; patient safety; respect for others; professional and ethical behaviors; 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 resulting in the student being required to retake the course.
 - a. Students may repeat a specific nursing course only once. Upon failure of the first nursing course, the student will be dismissed from the program. To continue in the nursing program, the student must submit an application for reentry.
 - b. A 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 reenter under the current curricular requirements.
2. Successfully meet the clinical lab/practicum associated with the specific nursing course. Failure in either the didactic or clinical component will require the student to repeat the

associated course and clinical component after successfully petitioning for readmission to the program. Students may be permitted to retake the course the next time it is scheduled, contingent upon available space in the course.

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 program those students who exhibit unprofessional, immoral, or unethical behavior.
4. Satisfactorily complete the mandatory hospital in-services and orientation requirements.
5. Satisfactorily complete a drug calculation test as part of the course requirements in each semester. Failure to pass this test with a minimum grade of 90% after three attempts will result in failure of the class.
6. Maintain an overall average of 75% or higher on assignments (exams, quizzes, papers, etc.) for each course. Grades will be expressed in points. There will be no rounding of any grades in the nursing program.

Evaluation strategies in didactic and clinical courses are clearly articulated in the course syllabi. The strategies are diverse and may include, but are not limited to the following: written mid-terms and final examinations, quizzes, oral participation, systematic literature searches, case studies, written nursing care plans, group presentations, concept mapping, process recordings, and written papers.

The School of Nursing faculty are committed to helping students achieve success in the nursing curriculum. The faculty monitor the academic progression of each student and inform students about strategies for success, college resources, and assistance. The faculty will notify students at risk for not successfully progressing through the program. 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. The learning contract will detail a remediation plan to assist the student in meeting the course learning outcomes.

If a student fails a course, the student will be required to apply for readmission to the School of Nursing. Upon readmission, the student will collaborate with faculty in developing an individualized learning plan defining specific requirements for program progression. Failure to meet each progression criterion detailed in the learning contract will result in the student earning a grade of zero (0) for the course. Upon failure of a second course, the student will be dismissed from the program without the option of seeking readmission.

Certain courses must be taken in sequence. Therefore, repeating a course will delay the student's progression in the nursing program. After one course failure, the student must meet with the nursing faculty for an exit interview in which conditions for reentry will be 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 of Nursing addressing the following:

- Reason for withdrawal/dismissal from the program
- Reason for seeking readmission to the Program
- How the situation that impacted the reason for withdrawal or dismissal has changed
- Which semester the student wishes to return
- Response to any recommendations that may have been made at the time of withdrawal/dismissal
- Plan for successful progression through the program

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

The readmission process for students in the School of Nursing may include

- reapplication to the School of Nursing;
- updating knowledge and validation of 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); and
- 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 the completion of the readmission requirements and course/clinical space availability. Reentering students will be subject to the current curricular requirements. Students who withdraw from the nursing program or have not completed a nursing course at Toccoa Falls College within 1 year must reapply for admission. Students must complete the BSN program within five years of their admission to the program. Any student who does not complete within the matriculation time limit will be unable to progress and will be ineligible for graduation.

TRANSFER APPLICANTS

Transfer applicants must meet the admission requirements of Toccoa Falls College and provide official transcripts from all previously attended institutions, including prior nursing education programs. Additional supporting documentation may also be 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 also 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 may be 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 an individual 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. The information listed below is an estimated cost of fees associated with the nursing program. This list should not be viewed as comprehensive, as it is subject to change. This information is offered only as a guideline for estimating expenses.

STUDENT FEES	
ITEM	APPROXIMATE COST
<p>Meridy's Uniforms Meridy's website: http://meridys.com/</p> <p>Refer to Meridy's Handout in Acceptance Packet</p> <ul style="list-style-type: none"> • Scrubs – navy • Lab coat – white, ¾ length 	<ul style="list-style-type: none"> • Scrubs - \$73 • Lab coat - \$33
<p>Shoes</p> <ul style="list-style-type: none"> • White only • Leather all-white athletic shoes acceptable • No crocs, rockers, clogs 	\$50 - \$75

Watch with second hand	\$25
Nursing Textbooks	First Semester Cost: ~ \$530 (excluding PHY 333)
Background Check/Drug Screen (Annual)	\$79.95
Physical Examination & Immunizations (Annual)	\$100 and >
Health Insurance	Varies
Malpractice Liability Insurance (Annual)	\$15
CPR Certification (Recertification every 2 years)	Varies: \$25 and >
Graduation Pin	Varies: \$50 and >
NCLEX Fee	\$200

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 without the option for readmission for any of the following:

- Failure of more than one required nursing course.
- A pattern of “below expectations” and/or “unsatisfactory” performance in the clinical setting during more than one clinical rotation.
- Engagement in any act considered a serious violation of the Georgia Registered Nurse Practice Act or which seriously compromises the welfare or integrity of another person.
- Physical, behavioral, psychological, or other difficulties which interfere with the ability to meet academic or clinical objectives, professional standards, and the College’s published standards.

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 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 program 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 a nursing course(s), resolution should be sought through conference with the course faculty and the 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 as such, any behaviors that are inconsistent with that goal are considered to be 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 college 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 Dean’s 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.”

ACADEMIC PROBATION AND SUSPENSION

Inability to correct deficiencies that result in a warning may lead to the student receiving a probationary status. 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.

Course 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, therefore, leading to automatic course failure.

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, ultimately 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 dismissed from the School of Nursing. Only one course withdrawal in the BSN Upper Division nursing program will be allowed. A second withdrawal or course failure will result in academic dismissal from the School of Nursing without the option for readmission.

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 result in a 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 an “unsatisfactory” rating for the clinical rotation resulting in a failing grade in the course. Further progression in the School of Nursing is determined according to the rules for academic probation and suspension and the availability of space in courses.

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, clinical learning experiences, and to participate in class learning activities. Punctual attendance is required for each class and clinical experience.

Students are required to be in class and seated five minutes before the designated start time of the class. 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. 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. Students are responsible for content in the course syllabi and course calendar and must adhere to all policies related to attendance. An absence from a class may require additional work in order to validate learning of the missed content. Students who attend less than 75% of a regularly scheduled course are at risk for being unsuccessful in the course. Absences will be handled at the discretion of the faculty. Students missing 75% or more of classes will be required to meet with the faculty for developing a student performance improvement plan.

For clinical experiences, students must arrive by the designated time (per their clinical instructor), ready to actively participate. Absences can negatively impact the grade in any nursing course or clinical/simulation experience. 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 may include, but not limited, to vacation, medical and dental appointments, extracurricular activities, family obligations, or job interviews. Childcare issues should be planned prior to classes and clinical rotations.

PRIOR to an absence, students are expected to contact course faculty when absences are necessitated. Should absences from a course or clinical learning experience be necessary, students are expected to notify the faculty member within 24 hours. 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 and email. Students are encouraged to contact the faculty member directly in the event of an absence. In the event of an emergency, students may contact the School of Nursing Administrative Assistant. Inability to reach a faculty member or the School of Nursing Administrative Assistant 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, birth, 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	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	75-76

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 maintain an overall average of 75% or higher on assignments (exams, quizzes, papers, etc.) for each course. Grades will be expressed in points. There will be no rounding of any grades in the nursing program. If the final grade in a course has an average of 74.99, it will not be rounded to a 75. Students earning a grade below 75% will fail the course, regardless of their 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, creating 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 as determined by the faculty.

- 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 zero (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 zero (0) for the assignment or exam. 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 the nursing 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.

HESI TESTING AND REMEDIATION POLICY

Purpose

To promote nursing program excellence, to measure and evaluate student achievement of course and program outcomes, and to achieve consistently high Nurse Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates. A program-wide testing and remediation policy is implemented to assist students to meet the minimum competency requirements needed to progress through the curriculum and guide remediation efforts.

Health Education Systems, Inc. (HESI) standardized testing is utilized throughout the nursing program. HESI standardized testing begins with an entrance exam requirement for prospective students to gain acceptance into the Toccoa Falls College Fetterman School of Nursing. Once students are accepted and enrolled, they will then take several HESI RN Specialty Exams which cover various topics studied throughout the course of their nursing program. The HESI RN Specialty Exams contain critical thinking test items designed to measure students' abilities to apply concepts to clinical problems. These exams are given during specific clinically related courses to help students identify knowledge gaps and to provide a series of remediation to mitigate the lack of knowledge.

The 160-item E2 Exit exam is administered during the final semester of the nursing program. Research studies have confirmed that the HESI Exit Exam is a highly accurate predictor of NCLEX-RN success. Studies also support the use of a benchmark score to insure a high probability of student success on the licensing exam.

HESI Exams are used to evaluate students' readiness for the NCLEX-RN and can be used to objectively evaluate students' curricular achievements. These exams familiarize students with the type of test items and the test administration process used by the National Council of State Boards of Nursing, thereby helping students prepare for the licensing exam. Subject matter scores provided by these exams given throughout the nursing curriculum can help ensure students' success within the nursing program, and serve as a guide for remediation to help prepare students for the licensure exam.

Policy:

All students will complete a 55-item HESI Specialty exam near the end of specific nursing course as specified in Table I. HESI exam(s), depending on placement in the program and course requirements, will be counted as 10-20% of the total course grade. Course grades include assignments, exams, adaptive learning and quizzing, HESI scores, case studies, projects and papers, all of which impact student progression.

To ensure success in the program, students are encouraged to: 1) complete course all assignments with a minimum course grade of "C"; 2) complete HESI course exams and

assignments; and 3) obtain a HESI benchmark score of 850 or higher on the Exit Exam (E2) during the last semester of the program.

Students who do not achieve the recommended progression benchmarks will complete a remediation plan and contract for approval by course faculty. Remediation detailed in the contract will be completed within a specified timeframe.

Failure to achieve the required score on two attempts will necessitate a third attempt at the expense of the student. E2 Exam administration schedules are communicated by the faculty member of the course and published in the course syllabus.

Table I. Specialty Exams Administered in Nursing Courses

COURSE	HESI EXAMS
NUR 305 Foundations of Professional Practice	Fundamentals
NUR 314 Nursing Practice I: Health Assessment and Promotion	Health Assessment Dosage Calculations
NUR 313 and 413 Pathophysiology and Pharmacology I and II	Pathophysiology Pharmacology
NUR 326 Nursing Practice II: Adult Health Care I	Medical-Surgical
NUR 336 Nursing Practice III: Community/Public	Management/Community
NUR 345 Nursing Practice IV: Psychiatric Mental Health	Psychiatric/Mental Health
NUR 423 Leadership and Management	Management/Community
NUR 455 Nursing Practice V: Childbearing and Family	Maternity/Pediatrics
NUR 465 Nursing Practice VI: Adult Health Care II	Gerontology
NUR 475 Nursing Practice VII: Care of Complex Patient Across the Lifespan	Critical Care
NUR 493 Senior Preceptorship	Critical Thinking

HESI Specialty and Exit Exams Process

1. Student signs and submits *Acknowledgement of HESI Testing and Remediation Policy* (Appendix I).

2. The HESI Specialty and Exit Exams are a required component of the nursing course in which it is administered. The HESI Specialty Exams are scheduled near the midpoint and/or end of each nursing course. The E2 Exam is scheduled after the mid-point of the final semester.
3. The recommended HESI Score and associated Performance Level are identified in Table II, as follows:

Table II: HESI Scoring Plan with Associated Performance Level

HESI SCORING PLAN	
HESI Scoring Interval	Performance Level
900 - 1000	Recommended performance
850 – 899	Acceptable performance
750 – 849	Below acceptable performance: Remediation and retest
699 - 749	Needs further preparation: Remediation and retest

Remediation Contract

Students who do not achieve required progression benchmarks, will contact the course faculty and complete a remediation plan and contract for approval. Students develop their personal plan for remediation based on the data received from their HESI Exam student report with correlating remediation. Remediation detailed in the contract will list specific activities they will complete in order to understand their missed concepts/content.

The remediation plan must be completed within a specified time, depending on the date of the second HESI proctored exam. The student will provide the completed contract to the faculty at least 2 business days prior to the planned exam time, and with faculty approval, be eligible to sit for a second version of the Specialty Exam. Recommended student remediation plans based on HESI scores are identified in Table III.

Table III. RECOMMENDED STUDENT REMEDIATION PLANS	
Based on HESI SCORES	
HESI Score 850 or above	<ol style="list-style-type: none"> 1. Review of remediation materials is encouraged to identify personal gaps, but is not required for progression. 2. Complete online remediation provided in HESI Student Access specific to the specialty exam. 3. Develop two 25-question custom quizzes in Evolve Adaptive Quizzing for NCLEX. Each quiz should reflect one priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take until 80% score is achieved. **
HESI Score 800 - 849	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of three hours of study is required. *

	<ol style="list-style-type: none"> 2. Develop three 25-question custom quizzes in Evolve Adaptive Quizzing for NCLEX. Each quiz should reflect one priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ** 3. Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score.
HESI Score 750 - 799	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of four hours of study is required. * 2. Develop four 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect one priority content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ** 3. Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score.
HESI Score 700 - 749	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of five hours is required. * 2. Develop five 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect one priority content area and sub topic of weakness identified in your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ** 3. Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score.
HESI Score 699 or below	<ol style="list-style-type: none"> 1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of six hours is required. * 2. Develop six 25-question custom quizzes in Adaptive Quizzing for NCLEX. Each quiz should reflect one content area and sub topic area of weakness identified in your HESI Exam Student Report. Continue to take quizzes in that content area until 80% correct is achieved. ** 3. Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score.

* Student must remain logged into their HESI Student account and work on the specific online remediation content for the number of hours specified. Do not print information and then log out of HESI remediation to study. Time spent in remediation content is monitored. Required remediation hours can be divided into multiple sessions.

** When using Adaptive Quizzing as remediation after HESI exams, use Custom Exams, not Mastery Exams. Additionally, it is advised that only one content is selected for each weakness (as opposed to combining multiple topic areas into a quiz with more questions).

*****It is strongly recommended that all students achieve the recommended level of proficiency (score of 850 or above) on the HESI exit exam (E2) before taking the NCLEX exam.**

Appendix I

Student Acknowledgement of HESI Testing and Remediation Policy

I acknowledge both receipt and understanding of the *HESI Testing and Remediation Policy*.

I understand I will take the HESI Specialty exams as deemed necessary by the faculty course coordinator, which may be every semester, as well as the HESI E2 Exit Exam at the end of the nursing program.

I understand that course grades, which include assignments, online discussions, adaptive quizzing, HESI scores impact my progression in the nursing program. I understand that I must achieve the minimum course grade (C) on course assignments, complete at least 75% of adaptive assignments, and obtain the HESI benchmark score of 850 or higher in order to progress to the next semester or to graduation.

If I do not earn a score of 850 or higher on the first or the second attempts of each HESI Specialty exam and the HESI E2 Exit Exam, I understand that I will be required to create and complete a remediation contract based on my HESI Exam Student Report. If after two attempts my score is below 850, I will complete a third HESI exam, at my own expense.

Student Name (Print): _____

Student Signature: _____

Faculty: _____

Date: _____

Appendix II

Remediation Plan Contract

Student Name:

Date:

Exam Type:

- Specialty
- E2 Exam
- HESI Score: _____
- Hours of HESI online post exam remediation to be completed: _____
- Adaptive Quizzing Topic(s) (25-question custom quiz, must achieve 80%):

- Case Studies Topic(s) (must achieve 80%):

Other (describe):

Plan for Remediation:

Timeline:

Plan approved:

Faculty _____ Date _____

I _____ verify that I have completed the above remediation

Student name

plan by _____.

Date

Remediation completion and approval to retake HESI exam: _____

Faculty

Date

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. Students should ensure that their computers are properly updated prior to any HESI examination so there are no delays in taking the exam at the scheduled time.

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
- Word processing and spreadsheet software

COMMUNICATION DEVICES

Recording 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 are 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 violating one of these principles may result in a course or clinical failure.

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 Drugs 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 to attend 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. Please refer to the "Acceptance Guidelines" section for additional information.

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 addresses the following: 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 standards are based on the American Association of Colleges of Nursing's (AACN) *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 with which students are expected to be familiar 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 abilities to meet the 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 for behavior that is unprofessional. The following examples are indicative of safe practice measures:

- Students will 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 will adhere to all policies and procedures of the clinical setting.
- Students will notify the clinical instructor 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 clinical instructor and team leader.
- Students are to be accountable and responsible to report unsafe and/or unprofessional behavior of other students to the clinical instructor.
- Clinical instructor supervision or qualified healthcare provider 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 or telephone orders from any health care personnel.

Unsatisfactory performance, unsafe practice, or unprofessional behaviors may result in dismissal of the student from the clinical setting, clinical warning, or clinical 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 experiences. 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 and Prevention, Prevention Guidelines for Health Care Workers, and the clinical institutions require for practice as a student nurse.

COMPLIANCE REQUIREMENTS

Specific compliances are required and due by the designated due date. Students will receive an email notification 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 and Hospital Orientation
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.

- The Student Affirmation Form must be signed by the student on an **annual** basis.

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 in place of the health examination.
- The Health Exam Form must be completed on an **annual** basis.

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

- Current CPR certification is required throughout the entire nursing program.
- Certification by the American Heart Association, specifically the Health Care Provider course, (CPR for the infant and child, and one-person and two-person CPR for the adult) is required. Other forms of CPR certification will not be accepted.
- The certification is for **two years** and must be renewed **prior** to the expiration date.

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.
- This requirement may have to be completed more than once during the program as required by any of our clinical partners.

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)
 - German Measles (Rubella)

- Mumps
- Hepatitis B
- Meningitis
- Varicella (chicken pox)
- Immunization Boosters
 - Tetanus-Diphtheria – Students must have received the basic primary series of 3 doses of Pertussis vaccine (DPT) in infancy. In addition, students must have a Td or Tdap booster within the past 10 years.
 - Measles, Mumps, and Rubella (MMR) – Students born on or after January 1, 1957 must meet this requirement by having been vaccinated against the three diseases (either as the combined vaccine MMR or individual vaccinations against the 3 diseases).
 - Tuberculosis test – Students must have documentation of a negative 2-step Mantoux PPD every twelve months. If the PPD is positive or the student has received BCG in the past, an annual chest x-ray must be completed.
 - Meningitis (or sign a waiver declining).
 - Varicella – Students must have received 2 doses of vaccine given at least one month apart or provide documentation by a health care provider of having had the illness previously.
 - 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).
 - Titers are required for Hepatitis B only upon entering the nursing program.

CR #9: HIPAA Training and Hospital Orientation

- Clinical facilities may require attendance to or completion of an orientation process for students entering the facility for clinical practice rotations. Orientation may include HIPAA training, charting software training, and review of facility policies and procedures.

CR #10: Practice Sites Orientation

- ACEMAPP is 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-COMPLAINT PROCESS

Students will be considered out of compliance if a designated requirement is not submitted by the assigned deadline and, therefore, will not be permitted to move forward 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.

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 an out-of-compliance status will affect the ability of the student to successfully meet clinical course objectives and may result in a clinical failure.

CLINICAL PERFORMANCE ESSENTIAL ATTRIBUTES FOR ADMISSION AND PROGRESSION

Nursing students 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 and 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 skills and practicing nursing care 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. Students will perform designated skills and achieve competencies prior to beginning their clinical experiences.

The student must assume personal responsibility for being in good physical and mental condition to provide safe nursing care along with the knowledge and skills necessary to give this care. Clinical instructor 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 could result in a clinical failure.

LEGAL REGULATION OF NURSING PRACTICE

Students enrolled in the School of Nursing must conform with the nursing practice regulations of the State of Georgia as presented in the following professional development guidelines.

- 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 for providing 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 nursing care without risk or harm to the patient. Scenarios allow students to care for patients with high-acuity, low-frequency conditions to 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.

- Check-offs may be done individually or in pairs as dictated by the nursing faculty.
- Students are evaluated based on the criteria set forth by the Procedure Check-off tool.
- Students who are unsuccessful in passing the check-off will have two additional attempts for successful completion, which must be scheduled with the nursing faculty or course coordinator.
- A remediation plan will be developed with the student and nursing faculty to help increase the student's chances for success on the second attempt. It will be a signed document between the nursing faculty and student with a specific written plan and expected outcomes. Follow-up with the student will be scheduled and a copy of the remediation plan will be 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, the result will be 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 nursing faculty 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 the surrounding areas for clinical experiences. Students are responsible for their own transportation to and from the 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 coordinator. 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 the assigned patient's medical diagnosis, pathophysiology involved, signs and symptoms, related pharmacology, significance of laboratory and diagnostic test data.
- Describe appropriate 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 the clinical instructor 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 experiences are 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 clinical failure.

Students must earn a rating of satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the clinical rotation and also 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 instructor in each course. Clinical evaluations between faculty and students are conducted twice a semester and/or as student 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 clinical instructor are expected to assume an active role in evaluation. Clinical instructors provide feedback to students on an ongoing basis. Students are expected to identify their own needs and 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. 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.

Students, whose performances in the clinical/simulation experiences meet the established criteria (satisfactory), 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 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 clinical 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.

CLINICAL REMEDIATION

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.

If a student receives an Unsatisfactory or Needs Improvement in any component prior to the final evaluation for the clinical rotation, the student, clinical instructor, and/or course coordinator 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 will be immediately informed that

their performance is not meeting the standard and a performance improvement plan will be initiated to address the issue. A remediation plan will be developed by the student and clinical 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 and/or course coordinator 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, nursing faculty will inform the student when that skill may be performed independently. Supervision of all skills is required unless otherwise directed by the nursing faculty.

A student may receive a warning at the discretion of the clinical 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 in order for the student to be successful in the clinical rotation. 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. Only students with an excused absence will 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 may be issued by the faculty. The faculty reserves the right to determine the components of any make-up requirements. It is highly recommended that students make every effort **NOT** to miss any clinical experiences.

STUDENT UNIFORM AND DRESS CODE

The Toccoa Falls College nursing student represents both the School of Nursing and the nursing 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.
- Student identification should always be visible.
- 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 clinical instructor or facility determines the attire is not appropriate for the clinical setting.
- Failure to adhere to the following dress code requirements will result in dismissal 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-skirts, jeans, flip flops, sandals, athletic wear, leggings, canvas shoes, and/or 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:

- Navy scrubs (matching top and bottom), without pattern or decoration with School of Nursing logo
- White Lab coat (jacket length) may be required
- 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:

- White, preferably a nursing type shoe; comfortable, with closed toe and closed, low heel (all-white athletic shoes are acceptable)
- White hosiery or socks

Hair:

- 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:

- 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:

- Watch with second hand
- Stethoscope with diaphragm and bell

Nursing Identification:

- 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 may be 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 do not meet the grade requirement 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 on or prior to the third attempt in order to progress in the course practicum and administer medications. Students may attend their assigned clinical rotation but will not be permitted to 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 course coordinator after the first unsuccessful attempt on the drug calculation quiz. Remediation will include a specific plan and an expected outcome with a scheduled follow-up date. The plan will be signed by the student and course coordinator and a copy maintained in the student's file.

The drug calculation quiz will be consistent in the testing of calculation skills and not pharmacology. 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 from the nursing program.

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 Skills/Simulation 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 School 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 Prevention and the clinical site policy and procedures to minimize exposure to infectious diseases. A student who has a productive cough or fever equal to or greater than 100.5 F will not be allowed at the clinical site.

GUIDELINES FOR OCCURRENCE REPORTING: ACCIDENT, INJURY, EXPOSURE

Providing nursing care to the patient with an 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 concerns for the safety of the student and the patient, therefore a policy for accidental exposure has been developed. 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. An “Incident and/or Accidental Exposure Report” form should be used to report student accidents occurring while the student is engaged in classroom, laboratory, or other types of academic activities. An “Incident and/or Accidental 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 personal protective equipment (PPE) when performing any task(s) that may involve exposure to blood or body fluids.
3. Students are responsible for immediately reporting to their clinical instructor, 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 should 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 will arrange 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 "Incident and/or Accidental 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. The Toccoa Falls College Fetterman School of Nursing is not responsible for any personal injury or exposure incurred by the student. Injuries or exposures and the resulting treatment are the direct responsibility of the student.

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 the student's attending physician is required before allowing participation in clinical experiences following the delivery of her 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 enrolled in a practicum course is to have surgery, the student 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 the clinical setting 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 at the conclusion of the final semester of the nursing program. One element of the pinning ceremony is the recognition of 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 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 must have a minimum cumulative GPA of 3.5 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 must 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 must 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 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. At this time, junior nursing students 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 (BSN) degree entitles the graduate to take the National Council Licensure Examination for RNs (NCLEX-RN) and, with a successful score, become a licensed professional 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 Dean 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 the NCLEX-RN examination. The student is strongly encouraged to take the NCLEX-RN as soon as possible after graduation as 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 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 specific to the following areas.

Tutoring Services

Tutoring Services provide 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 has a registered nurse on staff who is 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 RESPONSIBILITY

Upon declaration of nursing as a major, students are assigned to a nursing faculty member or nursing academic advisor to assist them in their course of study and course progression. The advisors in the School of Nursing look forward to building strong relationships with their students. The faculty advisor's role is to guide the student through the program curriculum and assist with course scheduling, as well as monitoring of 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 transcripts for graduation clearance.

The student is ultimately responsible for seeking assistance when experiencing academic difficulty. Student progress is monitored by faculty who are committed to helping the student achieve success. Early identification of those students experiencing academic difficulty allows them to be better informed about various strategies for success. Availability of the College's resources and assistance services are articulated to the students. It is the responsibility of the student to initiate contact during registration periods and to keep advisement appointments. The School of Nursing faculty maintain office hours each week for providing counseling, direction, and advisement. Faculty office hours are posted on the outside of the faculty member's office door. Faculty and academic advisors will notify students how to best contact them to schedule advisement appointments. Students are encouraged to meet with faculty

members to discuss any issues or concerns they may have early in the semester, and if indicated, to develop a plan for performance improvement. Appointments can be arranged with any of the 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 monetary assistance to qualified and deserving students for educational expenses through grants, scholarships, and loans. The purpose is to allow students access to the college who would normally be deprived of an educational opportunity because of insufficient 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 extracurricular 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.

STANDING COMMITTEES

School of Nursing students have an opportunity to participate in the governance of the school in a variety of ways. Students in each level will elect representatives for their cohorts during the first semester of enrollment. A representative from each cohort will attend the Nursing Faculty/Staff meetings to voice any concerns and/or to make suggestions for the improvement of the nursing program. The meetings are held monthly and the student representative joins faculty for a portion of each meeting to discuss curriculum evaluation, program and policies, and progression and retention. Student representatives are expected to confer with classmates prior to each meeting to identify issues and solutions and to bring those forward. Students are then expected to convey information to their classmates after meetings. In addition to attending Nursing Faculty/Staff meetings, students also serve on the FSON Advisory Council on a volunteer basis.

Students have the opportunity to serve on potential subcommittees within the nursing program that address awards, hospitality, mission trips, and planning for the coating, pinning, and graduation ceremonies. The students are elected, volunteer, 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; students may also convey information to the nursing 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 clinical rotations) 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

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/or 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
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 and note reaction type)

Severe food allergy: **Yes No** (If yes, please list and note reaction type)

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:

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

Flu (Influenza) Date _____

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 _____

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			

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

VACCINATIONS				
<u>Measles (Rubeola) – Dates of vaccination only</u>	Date #1 Booster			
	Date #2 Booster			
<u>Mumps – Dates of vaccination only</u>	Date #1 Booster			
	Date #2 Booster			
<u>Rubella – Dates of vaccination only</u>	Date #1 Booster			
	Date #2 Booster			
<u>Varicella (Chicken Pox) – Dates of vaccination OR date of having the illness</u>	Date #1 Booster	Date of illness		
	Date #2 Booster			
<u>Hepatitis B (Titer required)</u> If not immune, Booster Vaccine (2 doses administered at least 4 weeks apart)	Titer Date	Immune	Non-immune	Equivocal
	Date #1			
	Date #2			
	Date #3			

The Hepatitis B Titer must be completed for junior nursing students entering the nursing program. A repeat titer is NOT required for senior nursing students entering their second year of the program.

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	

Toccoa Falls College Waiver and Release of Liability

In consideration of the risk of injury inherent in participation in an academic, co-curricular, or clinical activity of the Fetterman School of Nursing ("Activity"), and as consideration of my right to voluntarily enroll in the Fetterman School of Nursing and, therefore, to participate in such Activity, I hereby, for myself, my heirs, executors, administrators, assigns, or personal representatives, knowingly and voluntarily enter into this Waiver and Release of Liability and hereby waive any and all rights, claims or causes of action of any kind whatsoever arising out of my participation in the Activity, and do hereby release and forever discharge Toccoa Falls College, located at 107 Kincaid Drive, Toccoa Falls, Georgia 30598, its trustees, officers, managers, agents, attorneys, faculty, staff, volunteers, heirs, representatives, predecessors, successors and assigns, for any physical or psychological injury that I may suffer as a result of my participation in the Activity, including traveling to and from an event related to this Activity.

I am voluntarily participating in the Activity and I am participating in the Activity entirely at my own risk. I understand there are risks associated with the Activity and understand that these injuries or outcomes may arise from my own or others' negligence or errors, omissions, acts or failure to act. I assume all related risks, both known or unknown to me, of my participation in this Activity.

I agree to indemnify and hold harmless Toccoa Falls College against any and all claims, suits or actions of any kind whatsoever for liability, damages, compensation or otherwise brought by me or anyone on my behalf, including attorney's fees and any related costs. I agree to voluntarily give up or waive any right that I otherwise have to bring a legal action against Toccoa Falls College for personal injury, whether physical or psychological, or property damage.

In the event that I require medical care or treatment as a result of or in connection with my participation in an Activity, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I am expected to carry my own health insurance and urged to acquire such insurance immediately and, in any event, prior to participating in any Activity of the Fetterman School of Nursing.

I acknowledge that I have carefully read this "Waiver and Release of Liability" and fully understand that it is a release of liability. To the extent that statute or case law does not prohibit releases for negligence, this release is also for negligence on the part of Toccoa Falls College, its trustees, officers, managers, employees, volunteers, representatives, agents and employees.

I, the undersigned Participant, affirm that I am of the age of 18 years or older, and that I am freely signing this agreement. I certify that I have read this agreement, that I fully understand its content and that this release cannot be modified orally. I am aware that this is a release of liability and a contract and that I am signing it of my own free will without duress or coercion.

Dated this _____ day of _____, 20_____

Signature: _____

Printed Name: _____

For the Fetterman School of Nursing of Toccoa Falls College:

Signature: _____

Printed Name: _____

Date of Signature: _____

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							
Level I Competency	Mid Semester			Final			Comments
	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							
	Mid Semester			Final			Comments
Level I Competency	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							
	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
Level I Competency							
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

Level I Competency	Mid Semester			Final			Comments
	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							
Level I Competency	Mid Semester			Final			Comments
	S	NI	U	S	NI	U	
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 lifelong 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
	S	NI	U	S	NI	U	
Level I Competency							
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							

Toccoa Falls College Fetterman 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

**Toccoa Falls College
Waiver and Release of Liability**

In consideration of the risk of injury inherent in participation in an academic, co-curricular, or clinical activity of the Fetterman School of Nursing (“Activity”), and as consideration of my right to voluntarily enroll in the Fetterman School of Nursing and, therefore, to participate in such Activity, I hereby, for myself, my heirs, executors, administrators, assigns, or personal representatives, knowingly and voluntarily enter into this Waiver and Release of Liability and hereby waive any and all rights, claims or causes of action of any kind whatsoever arising out of my participation in the Activity, and do hereby release and forever discharge Toccoa Falls College, located at 107 Kincaid Drive, Toccoa Falls, Georgia 30598, its trustees, officers, managers, agents, attorneys, faculty, staff, volunteers, heirs, representatives, predecessors, successors and assigns, for any physical or psychological injury that I may suffer as a result of my participation in the Activity, including traveling to and from an event related to this Activity.

I am voluntarily participating in the Activity and I am participating in the Activity entirely at my own risk. I understand there are risks associated with the Activity and understand that these injuries or outcomes may arise from my own or others’ negligence or errors, omissions, acts or failure to act. I assume all related risks, both known or unknown to me, of my participation in this Activity.

I agree to indemnify and hold harmless Toccoa Falls College against any and all claims, suits or actions of any kind whatsoever for liability, damages, compensation or otherwise brought by me or anyone on my behalf, including attorney’s fees and any related costs. I agree to voluntarily give up or waive any right that I otherwise have to bring a legal action against Toccoa Falls College for personal injury, whether physical or psychological, or property damage.

In the event that I require medical care or treatment as a result of or in connection with my participation in an Activity, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I am expected to carry my own health insurance and urged to acquire such insurance immediately and, in any event, prior to participating in any Activity of the Fetterman School of Nursing.

I acknowledge that I have carefully read this “Waiver and Release of Liability” and fully understand that it is a release of liability. To the extent that statute or case law does not prohibit releases for negligence, this release is also for negligence on the part of Toccoa Falls College, its trustees, officers, managers, employees, volunteers, representatives, agents and employees.

I, the undersigned Participant, affirm that I am of the age of 18 years or older, and that I am freely signing this agreement. I certify that I have read this agreement, that I fully understand its content and that this release cannot be modified orally. I am aware that this is a release of liability and a contract and that I am signing it of my own free will without duress or coercion.

Dated this _____ day of _____, 20_____

Signature: _____

Printed Name: _____

Incident and/or Accidental Exposure Report

Name of Student/Faculty _____

Date of Incident/Exposure _____

Time of Incident/Exposure _____

Date Reporting Incident/Exposure _____

Time _____

Place of Incident/Exposure _____

Witness to Incident/Exposure (include name and any contact information) _____

Description of the Incident/Exposure. Please be specific and factual.

Did the Student/Faculty require medical care? Yes No

If Yes please specify where and the extent of care.

Did the Student/Faculty require missed days from class/clinical work? Yes No

If yes please explain and include return date.

Follow up required _____

Signature of person reporting incident/exposure _____

Signature of person completing report _____

Date completed _____

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