



TOCCOA FALLS  
COLLEGE

## Fetterman School of Nursing



Bachelor of Science in Nursing

# Student Handbook

2020-2021

## 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](http://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 21<sup>st</sup> 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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Integrate theoretical and conceptual knowledge from the humanities, behavioral and social sciences into nursing</b>	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
<b>Obtain a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs</b>	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
<b>Provide patient-centered, compassionate care based on respect for patient's preferences, values, and expressed needs</b>	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
<b>Perform self-assessment to identify one's own actions and values and demonstrate a commitment to excellence in practice</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Performs nursing skills safely, accurately, and without omission</b>	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
<b>Monitors patient status and notifies assigned nurse of any changes in patient condition or clinical data</b>	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
<b>Describe nursing and health care team activities that would improve quality of care</b>	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
<b>Promote nursing activities/ nursing interventions that create a culture of safety and caring</b>	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
<b>Propose an innovative solution to a system related, patient care problem identified in one's clinical practice</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Describe the general components of the research process and participate in data collection and other research activities; Cite sources of evidence for planned interventions</b>	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
<b>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</b>	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
<b>Discuss how to apply evidenced-based research to the nursing process and examine the role of evidence in determining best practice</b>	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
<b>Utilize clinical reasoning, decision making, and problem solving in providing holistic care to adults</b>	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
<b>Use skills of critical thinking, inquiry, and analysis to address practice issues</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Discuss the implications of socio-cultural, economic, legal, and political factors impacting healthcare delivery and practice</b>	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
<b>Explain why information and technology skills are essential for safe patient care and document and plan patient care in an electronic health record</b>	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
<b>Demonstrate skills in the use of technology for improving patient care and presenting relevant information</b>	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
<b>Uphold ethical standards related to data security, regulatory requirements, confidentiality, and patients' right to privacy</b>	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
<b>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</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Apply basic principles of therapeutic communication techniques to produce positive professional working relationships with patients/families and those from diverse backgrounds</b>	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
<b>Describes various communication skills and strategies to elicit accurate information for patients</b>	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
<b>Identify and discuss episodes when collaboration is essential to holistic care</b>	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
<b>Identify the role of the nurse with respect to communication, collaboration, and advocacy on the health care team</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Describe self-awareness of cultural influences on assessment and health promotion</b>	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
<b>Perform assessments for diverse patients across the life span</b>	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
<b>Conduct cultural and linguistic assessments that reflect the health values, beliefs, and practices of patients</b>	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
<b>Describe health literacy and concepts of health promotion, illness prevention, and wellness</b>	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
<b>Identify ways to improve environmental health</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Identify characteristics that make nursing a profession</b>	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
<b>Identify the legal, ethical, and practice standards for nursing care</b>	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
<b>Identify advocacy as one of the roles of the professional nurse; Participates in advocacy actions that improve health and wellness for patients</b>	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
<b>Identify the steps and methods of delegation consistent with the Standards of Practice and the Nurse Practice Act</b>	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
<b>Define the commitment to lifelong learning and review literature for examples of learning opportunities</b>	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
<b>Conduct a self-assessment in one or more of the following areas: physical, emotional, spiritual, cultural, relationships, communication</b>	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**

<b>Level I Competency</b>	<b>Level II Competency</b>	<b>Level III Competency</b>	<b>Level IV Competency</b>
<b>Apply Standards of Care in the nursing care of persons, families, and communities</b>	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
<b>Identify the roles of the nurse to include clinician, teacher, manager, leader, and researcher</b>	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
<b>Identify factors that impact the health care delivery system</b>	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
<b>Describe holism in relation to healing and wellness</b>	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
<b>Define spirituality and its impact on health and discuss how spirituality influences nursing care</b>	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 accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).



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. 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 academic terms 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 CURRICULUM: LOWER DIVISION NURSING COURSES

Toccoa Falls College – Fetterman School of Nursing		
LOWER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
<b>Freshman Year, Fall Semester</b>		
4	BIO 114	Biology I
3	BSF 103	Foundations of Spiritual Formation
3	COM 113	Introduction to Communication
3	ENG 113	Freshman Composition I
3	MAT 133	College Algebra
0	TFC 100	Orientation
<b>Total: 16 hours</b>		
<b>Winterim Semester</b>		
3	HUM 103	Western Thought and Culture
<b>Total: 3 hours</b>		
<b>Freshman Year, Spring Semester</b>		
4	BIO 124	Biology II
3	ENG 123	Freshman Composition II
3	HIS 100, 200, or 300 Level	History Elective
3	NTE 103	Introduction to the New Testament
3	ANT, CSG, ECO, GHY, HIS, POL, PSY, or SOC	Social Science Elective
<b>Total: 16 hours</b>		
<b>Sophomore Year, Fall Semester</b>		
3	BIB 213	Hermeneutics
4	BIO 214	Anatomy and Physiology I
3	ENG 200 or 300 Level	Literature Elective
3	MAT 253	Introduction to Statistics
3	OTE 103	Introduction to the Old Testament
<b>Total: 16 hours</b>		
<b>Sophomore Year, Spring Semester</b>		
4	BIO 224	Anatomy and Physiology II
4	BIO 234	General Microbiology
3	PSY 243	Developmental Psychology
3	THE 303	Introduction to Theology
3	ANT, CSG, ECO, GHY, HIS, POL, PSY, or SOC	Social Science Elective
<b>Total: 17 hours</b>		
<b>Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements</b>		
<b>FSON GPA: _____</b>		
<b>This major requires a grade of “C” or better in all courses.</b>		

## BSN CURRICULUM: UPPER DIVISION NURSING COURSES

Toccoa Falls College – Fetterman School of Nursing		
UPPER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
<b>Junior Year, Fall Semester</b>		
6	NUR 306	Foundations of Professional Practice
3	NUR 323	Inquiry for Evidence-Based Practice
3	NUR 333	Nursing Practice I: Health Assessment and Promotion
3	PHY 333	Bioethics
0	SAO 210	Community Outreach
<b>Total: 15 hours</b>		
<b>Junior Year, Spring Semester</b>		
3	NUR 313	Pathophysiology and Pharmacology I
6	NUR 326	Nursing Practice II: Adult Health Care I
5	NUR 335	Nursing Practice III: Community/Public Health
0	SAO 210	Community Outreach
<b>Total: 14 hours</b>		
<b>Summer Semester</b>		
5	NUR 345	Nursing Practice IV: Psychiatric Mental Health
0	SAO 210	Community Outreach
<b>Select one course:</b>		
1	NUR 351	Cross-Cultural Nursing
1	NUR 361	Global Health Nursing Field Experience
0	SAO 240	Community Outreach
<b>Total: 6 hours</b>		
<b>Senior Year, Fall Semester</b>		
3	NUR 413	Pathophysiology and Pharmacology II
6	NUR 456	Nursing Practice V: Childbearing and Family
5	NUR 465	Nursing Practice VI: Adult Health Care II
<b>Total: 14 hours</b>		
<b>Senior Year, Spring Semester</b>		
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
<b>Total: 13 hours</b>		
<b>Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements</b>		
<b>Total: 62 hours of Upper Division Nursing Courses</b>		
<b>Total: 130 hours</b>		
<b>Application for Graduation: _____</b>		

## COURSE DESCRIPTIONS

Each course syllabus 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.

### **NUR 306 Foundations of Professional Practice**

**Credit:** 6 credit hours

**Description:** The central focus of this course is an understanding of the basic theories and the scope and standards underlying professional nursing practice. Comprehensive patient care is applied with an emphasis on beginning technical competency in the knowledge and skills used to apply the nursing process.

### **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.

### **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.

### **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.

### **NUR 333 Nursing Practice I: Health Assessment and Promotion**

**Credit:** 3 credit hours

**Description:** This course includes a theoretical and lab 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. Emphasis is placed on disease prevention, risk reduction, and behavior change for a person across the lifespan.

### **NUR 335 Nursing Practice III: Community/Public Health**

**Credit:** 5 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.

### **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 examined.

### **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.

### **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.

### **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. 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.

### **NUR 423 Leadership and Management**

**Credit:** 3 credit hours

**Description:** This course explores concepts of leadership and management through the 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.

### **NUR 456 Nursing Practice V: Childbearing and Family**

**Credit:** 6 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.

### **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 are designed to enable students to integrate conceptual threads and skills that provide a basis for the generalist graduate nurse. The course content includes advanced concepts related to physiological and psychological changes experienced by the adult patient during alterations in health.

### **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.

### **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, collaborative communication skills.

### **NUR 493 Senior Preceptorship**

**Credit:** 3 credit hours

**Description:** This clinical course is the culmination of the baccalaureate nursing curriculum combining a preceptorship experience in a diverse patient, family, and community health care environment. This course focuses on the student's ability to integrate the concepts from their broad liberal arts education foundation with nursing knowledge, technical skills, and the core values acquired from their School of Nursing curriculum.

### **PHY 333 Bioethics**

**Credit:** 3 credit hours

**Description:** This course introduces the student to medical ethics 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 student will learn to analyze and resolve 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.

## 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 theory 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 (including social media content) 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. 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 Dean of Nursing and the Nursing Faculty. Acceptance to the nursing program is conditional, pending the results of any outstanding prerequisite classes (grades), background checks and drug screens. 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. Students must also meet the Technical Standards, as listed in the following table (p. 48), necessary for success in the nursing field. Therefore, the Dean and Nursing Faculty reserves the right to refuse admission to the program based on any deficits observed and documented in these areas. All decisions 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 in all nursing prerequisites.
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. Students are allowed a maximum of two repeated lower division courses.
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. The benchmark for the exam is 75% for each academic category of the exam (starting with the cohort entering the program in the fall of 2021). After two unsuccessful attempts at the HESI Admission Assessment Exam, faculty will consider whether 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. Each potential candidate will be required to sign up for a date and time for his or her 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 typically 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 the first week in August 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, Tdap/Td, and Hepatitis B vaccines. Dates for the 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 the Acceptance Packet. The immunization requirements are dictated by the Fetterman School of Nursing's clinical practice sites.
  - b. A physical examination will be required upon admission into the program.
2. **Identification.** The School of Nursing must have a legible electronic copy of the following identification 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. **Copy of your Toccoa Falls College student identification card.**
  - c. **Current photograph of you against a plain background.**
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.** Professional liability insurance is provided by Toccoa Falls College at no cost to the student.
5. **Background Checks and Drug Screens** 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 acquired by the end of the first week of classes. 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 colored uniform scrubs and a white lab coat purchased through Meridy's Uniforms at [www.meridys.com](http://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 the 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. TFC nursing students attend several of their clinical experiences at Northeast Georgia Medical Center (NGMC). NGMC has its accreditation with DNV Healthcare which is based in Cincinnati, Ohio, and is a wholly owned subsidiary of Det Norske Veritas.

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

<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Execute motor movements required in providing quality care and upholding patient safety standards.</li> <li>• Maneuver a patient and/or clinical equipment as required.</li> <li>• Withstand physically taxing activities required to perform nursing care activities. Clinical experience may require long periods of standing. Additionally, 12-hour shifts during NUR 493 Senior Preceptorship class in the final semester may be required.</li> <li>• Perform precision movements to carry out nursing interventions, e.g., catheterization, venipuncture, parenteral injections, medication administration.</li> </ul>
<p><b>Intellectual-Conceptual, Integrative, and Quantitative Skills</b></p> <p><b>Student must be able to integrate didactic knowledge into clinical practice, exhibit sufficient knowledge and clarity of thinking to process the information, and apply it appropriately to situations in the classroom and clinical experiences.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assess patients accurately using complex monitors and equipment.</li> <li>• Synthesize information from the patient, medical records, and verbal reports to provide a comprehensive nursing care plan that meets the needs of the patient.</li> <li>• Utilize critical thinking skills in all problem-solving activities.</li> <li>• Measure, calculate, analyze, interpret, integrate, and evaluate a variety of data from patient, family, medical history, and diagnostic testing in planning nursing interventions.</li> <li>• Analyze and evaluate relevant information when making care planning and delivery decisions about patients with complex health problems.</li> <li>• Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.</li> </ul>
<p><b>Behavior and Social Skills</b></p> <p><b>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</b></p>	<ul style="list-style-type: none"> <li>• Adapt to ever-changing environments, display flexibility, and function effectively during stressful situations to meet the demands of the profession.</li> <li>• Develop therapeutic relationships with patients, families, and the health care team.</li> <li>• Complete all nursing responsibilities attendant to the care of the patient.</li> <li>• Adhere to professional behaviors of confidentiality, respect, patients' rights, valuing of differences with respect to culture, ethnicity, religion, gender, age, and sexual orientation.</li> </ul>

**to ensure professional practice and delivery of care.**

- Adhere to designated clinical expectations required by faculty and clinical sites – specifically related to tardiness, absenteeism, and cell phone usage.
- 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 regarding 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 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 dismissed from the nursing program. The student must then reapply and will be required to retake the course.

- a. Students may repeat a specific nursing course only once. A second failure of any nursing course will result in dismissal from the nursing program, without the option for reapplication.
  - b. Repeating any nursing course requires approval of the Nursing Faculty and is dependent upon available space.
  - c. 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 associated with the drug calculation test.
  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.
  7. Any unfavorable academic circumstances leading to a student's dismissal from the nursing program will be instituted at the end of the semester per TFC policies.

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 APA formatted written scholarly 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. 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. Students must contact the appropriate course faculty member when they receive any score below 75% on coursework to schedule one-to-one advisement and remediation.

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 which defines 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. The faculty will consider whether the student will be permitted to seek 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 students 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 one 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, such as immunization records and HESI Admission Assessment Exam scores, will also be requested.

Applicants who have attended another nursing education program at any time are required to indicate this attendance on the nursing application and 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 if the course was from an accredited college or university. Refer to the Toccoa Falls College Catalog, Transfer Credit section. Final decisions on equivalent course credit transfers will be made by the Office of the Registrar.

## 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
Meridy's Uniforms Meridy's website: <a href="http://meridys.com/">http://meridys.com/</a> Refer to Meridy's Handout in Acceptance Packet	<ul style="list-style-type: none"> <li>• Scrubs - \$73</li> <li>• Lab coat - \$33</li> </ul>
<ul style="list-style-type: none"> <li>• Scrubs – navy</li> <li>• Lab coat – white, ¾ length</li> </ul>	
Shoes	\$50 - \$75
<ul style="list-style-type: none"> <li>• White only</li> <li>• Leather all-white athletic shoes acceptable</li> <li>• No crocs, rockers, clogs</li> </ul>	
Watch with second hand	\$25
Nursing Textbooks	First Semester Cost: \$750 (excluding PHY 333)
Background Check/Drug Screen (Annual)	\$79.95
Physical Examination (One Time) & Immunizations (Annual)	\$100 and >
Health Insurance	Varies
CPR Certification (Recertification every 2 years)	Varies: \$25 and >
Nightengale Lamp	\$18
Graduation Pin	Varies: ~ \$100
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.
- Any unfavorable academic circumstances leading to a student’s dismissal from the nursing program will be instituted at the end of the semester per TFC policies.

## 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 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.

## ACADEMIC INTEGRITY

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

## FETTERMAN SCHOOL OF NURSING HONOR CODE POLICY

### Purpose Statement

The purpose of incorporating the Honor Code and Pledge into the nursing program is to make space for the cultivation of graduate nursing students who are honest and act with integrity. The desire of the Fetterman School of Nursing is to allow students to practice uprightness and professionalism by setting a high standard of academic morality in the classroom which will persist into nursing practice. According to *The Essentials of Baccalaureate Education for Professional Nursing Practice*, Essential VIII states that integrity is “acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession” (AACN 2008). When students are able to understand and adhere to an honor code, cheating may be deterred (Stonecypher & Wilson 2014).

American Association of Colleges of Nursing (2008). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC.

<http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>

Stonecypher, K., & Wilson, P. (2014). Academic policies and practices to deter cheating in nursing education. DeBakey, VA.

## Honor Code Goals

The goals of the Fetterman School of Nursing Honor Code and Pledge are to:

- Develop an understanding of what it means to walk morally upright in school and in nursing practice.
- Prepare graduate nurses to integrate honesty and integrity into their workplace and in all of life.
- Glorify God by adhering to biblical values which He has set forth for Christians.

## Fetterman School of Nursing Honor Code

As a student of the Fetterman School of Nursing and representative of Jesus Christ, I pledge to adhere to the highest standards of honesty, integrity, accountability, confidentiality, and professionalism, in all my written work, spoken words, actions and interactions with patients, families, peers, and faculty.

By signing this pledge, I acknowledge the above statement and will abide by the standards therein. In addition, I will live by the teachings of the Bible specific to integrity and honesty.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Honor Pledge

I pledge to honor God in my coursework through academic integrity and adhere to biblical values by neither giving nor receiving aid on this exam/assignment.

## Reference Verses

Luke 16:10 - "Whoever can be trusted with very little can also be trusted with much, and whoever is dishonest with very little will also be dishonest with much."

Colossians 3:23 – "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters, since you know that you will receive an inheritance from the Lord as a reward. It is the Lord Christ you are serving."

Proverbs 4:25-27 – "Let your eyes look straight ahead; fix your gaze directly before you. Give careful thought to the paths for your feet and be steadfast in all your ways. Do not turn to the right or the left; keep your foot from evil."

Philippians 4:8 – "Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things."

Psalms 15:1-4 – "Lord, who may dwell in your sacred tent? Who may live on your holy mountain? The one whose walk is blameless, who does what is righteous, who speaks the truth from their heart; whose tongue utters no slander, who does no wrong to a neighbor, and casts no slur on others; who despises a vile person but honors those who fear the Lord; **who keeps an oath even when it hurts**, and does not change their mind."

Psalm 24:4-5 – “The one who has clean hands and a pure heart, who does not trust in an idol or swear by a false god. They will receive blessing from the Lord and vindication from God their Savior.”

## 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. Students with two performance improvement sessions with the Dean and/or faculty member may be terminated from the program at the discretion of the Dean if a third session occurs.

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 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. For example, if class starts at 11:00, students should be in their seats ready to participate at 10:55. Attendance for each class will be taken and absences may be reflected in the final grade. A student is considered 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 unexcused 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.) in order to pass a 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 are an integral component in the BSN program/curriculum. As such, 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 composed according to APA standards and the grading rubric for each specific assignment.

## ASSIGNMENTS AND EXAMINATIONS

The following are minimal requirements for the submission of course assignments, including papers and course examination. 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.
- All formal written papers must follow APA guidelines and grading rubric criteria.
- Students are required to take all course 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 or course examination.

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-RN examination.

Student performance on the HESI proctored exams generates personalized remediation, providing a tailored presentation of content unique to that student's deficiencies. All assigned remediation is to be completed per the course coordinator's instructions and by the required due date.

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-RN 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 prospective students successfully passing the *RN Admission Assessment with Critical Thinking (A2)* entrance exam requirement for consideration of acceptance into the Toccoa Falls College Fetterman School of Nursing. Once students are accepted and enrolled in the nursing program, they will then take several HESI RN Specialty Exams covering various topics studied throughout the 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 courses to help students identify knowledge gaps and to provide a series of remediation to mitigate the lack of knowledge.

The *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 RN Specialty and the *E2 Exit Exam* 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 (NCSBN), thereby helping students prepare for the NCLEX-RN licensing exam. Subject matter scores provided by these exams given throughout the nursing curriculum can help ensure students' success within the nursing program.

### Policy:

All students will complete at least one HESI RN 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 part of the total course grade. Course grades, which may include assignments, exams, HESI scores, case studies, projects, and/or papers, impact student progression through the program.

To ensure success in the program, students are encouraged to: 1) complete all course assignments with a minimum course grade of 75%; 2) complete HESI course exams with a minimum score of 850 along with any assigned HESI remediation, if required based on score earned; and 3) obtain a benchmark score of 850 or higher on the *E2 Exit Exam* during the last semester of the program.

Table I. HESI Specialty Exams Administered in Nursing Courses

COURSE	HESI EXAMS
NUR 306 Foundations of Professional Practice	Fundamentals – version 1
NUR 333 Nursing Practice I: Health Assessment and Promotion	Health Assessment – versions 1 and 2
NUR 313 Pathophysiology and Pharmacology I	Pathophysiology – version 1 Dosage Calculation – version 1
NUR 413 Pathophysiology and Pharmacology II	Pharmacology – version 2 Dosage Calculation – version 2
NUR 326 Nursing Practice II: Adult Health Care I	Fundamentals – version 2 Gerontology – version 1 Medical/Surgical – version 1
NUR 345 Nursing Practice IV: Psychiatric Mental Health	Psychiatric/Mental Health – version 1
NUR 423 Leadership and Management	Management – version 1
NUR 456 Nursing Practice V: Childbearing and Family	Maternity/Pediatrics – versions 1 and 2
NUR 465 Nursing Practice VI: Adult Health Care II	Medical/Surgical – version 2 Gerontology – version 2
NUR 475 Nursing Practice VII: Care of Complex Patient Across the Lifespan	Critical Care – versions 1 and 2
NUR 482 Capstone	Pathophysiology – version 1 Critical Thinking – version 1 Exit Exam – versions 1 and 2

### HESI Specialty and Exit Exams :

Student signs and submits *Acknowledgement of HESI Testing and Remediation Policy* (Appendix I). The HESI Specialty and Exit Exams are a required component of the nursing course in which it is administered. The recommended HESI Score and associated Performance Level are identified in Table II.

**Table II: HESI Scoring Plan with Associated Performance Level**

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

## HESI Exit Exam and Remediation Contract

The *E2 Exit Exam* will be administered twice in the final semester of the program. Exam administration schedules are communicated by the faculty member of the NUR 482 course and published in the course syllabus. Students must successfully meet the recommended benchmark on one of the two Exit Exam attempts before their name is released to their state board of nursing.

Students who do not achieve recommended progression benchmarks on the first HESI *E2 Exit Exam* will complete the required remediation available on the HESI website prior to the second attempt. Failure to achieve the required score on the second attempt will necessitate the student to complete a remediation plan and contract for approval by course faculty. 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. Recommended student remediation plans based on HESI scores are identified in Table III. Remediation detailed in the contract must be completed within a specific timeframe.

<b>Table III. Recommended Student Remediation Plans – Based on HESI Scores</b>	
HESI Score 850 or above	<ol style="list-style-type: none"><li>1. Review of remediation materials is encouraged to identify learning needs but is not required for progression.</li><li>2. Complete online remediation provided in HESI Student Access specific to the specialty exam.</li><li>3. Develop 25-question quizzes using the online practice questions module of the Saunders textbook. 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 on at least two of the quizzes.</li></ol>
HESI Score 800 - 849	<ol style="list-style-type: none"><li>1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of three hours of study is required. *</li><li>2. Develop 25-question quizzes using the online practice questions module of the Saunders textbook. 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 on at least three of the quizzes.</li></ol>

	<ol style="list-style-type: none"> <li>3. Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score or higher.</li> </ol>
<p>HESI Score 750 - 799</p>	<ol style="list-style-type: none"> <li>1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of four hours of study is required. *</li> <li>2. Develop 25-question quizzes using the online practice questions module of the Saunders textbook. 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 on at least four of the quizzes</li> <li>3. Select one HESI Case Study in a content area of weakness based on your HESI Exam Student Report and complete with 80% score or higher.</li> </ol>
<p>HESI Score 700 - 749</p>	<ol style="list-style-type: none"> <li>1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of five hours is required. *</li> <li>2. Develop 25-question quizzes using the online practice questions module of the Saunders textbook. 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 on at least five of the quizzes.</li> <li>3. Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score or higher.</li> </ol>
<p>HESI Score 699 or below</p>	<ol style="list-style-type: none"> <li>1. Complete online remediation provided in HESI Student Access specific to the Exam. A minimum of six hours is required. *</li> <li>2. Develop 25-question quizzes using the online practice questions module of the Saunders textbook. 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 on at least six quizzes.</li> <li>3. Select two HESI Case Studies in a content area of weakness based on your HESI Exam Student Report and complete with 80% score or higher.</li> </ol>

\* 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.

\*\*Students must achieve the recommended level of proficiency on the Exit Exams before their name is provided to the Georgia Board of Nursing to be approved to take the NCLEX-RN exam.

## Appendix I

### Student Acknowledgement of Testing and Remediation Policy

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

I understand I will take all standardized exams as deemed necessary by the faculty course coordinator.

I understand that the standardized test scores may impact both my course grades and my progression in the nursing program.

If I do not earn the required benchmark scores on the standardized exams, I understand that I will be required to create and complete a remediation contract with my faculty advisor.

Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Faculty: \_\_\_\_\_

Date: \_\_\_\_\_

**HESI Exit Exam Remediation Plan and Contract**  
**NCLEX-RN Preparation Resources and Instructions**

Student Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

RN Exit Exam v1 Score: \_\_\_\_\_ RN Exit Exam v2 Score: \_\_\_\_\_

Remediation Plan:

1. Complete **all** remediation packets for the HESI Exit Exam v2, not just the Essential 10.  
 Yes  No  In progress
  
2. Complete the Comprehensive Exams 1, 2, & 3 located on the Evolve website in HESI RN Case Studies and Practice Tests. Exams are the next to the last entry in the menu on the left side of the screen.  
 Yes  No  In progress
  
3. Create practice quizzes using the Saunders online practice questions (the same module used for your weekly 120 questions). Complete at least one 25-question quiz per day. Your timeline for completion will be determined by you and your faculty liaison. Your target score is 80%.  
 Yes  No  In progress
  
4. Complete all **three** of the HURST Review **FREE** exam prep resources listed below. Click the link, select your dates and register. Make sure you have registered and completed these prep resources.
  - a. **NCLEX® Challenge:** [NCLEX Challenge](#): *Review high level NCLEX® style questions, review the content & strategies a student would need to answer the question correctly.*
  - b. **Mini Review:** [Mini Review](#): *Interact with a live Hurst instructor, 30-minute lecture, 10 NCLEX® style questions w/ discussion of rationales*
  - c. **NCLEX® 101:** [NCLEX 101](#): *Core information that every student needs to know before taking the NCLEX®. Includes NCSBN test changes that will affect all students.* Yes  No  In progress
  
5. When numbers 1-4, listed above, are completed you and your faculty liaison will determine when to schedule the HESI Exit for 3<sup>rd</sup> time tester. Score: \_\_\_\_\_
  - a. If you achieve the 850 benchmark score, your name will be released to take the NCLEX.
  - b. If your score is lower than 850, complete all of the requirements listed below:
    - i. Return to #1 and complete all remediation packets for HESI v3 and
    - ii. Return to #3 creating a 50-question quiz per day per advisement of faculty
    - iii. Discuss with your faculty liaison when to schedule #6

6. When all of the criteria in #5b are completed, you will take the Hurst Review Practice Exam #1 (you will need a proctor, and email a screenshot of final score to faculty).  
 Score: \_\_\_\_\_
- If you achieve the benchmark score of 75 proceed to #7
  - If your score is lower than the benchmark, you and your faculty liaison will plan further remediation and discuss when to schedule Hurst Practice Exams #2, 3, 4 and HESI Exit v4.
7. Discuss with faculty to schedule HESI Exit for 4<sup>th</sup> time tester      Score: \_\_\_\_\_

Additional resources:

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Faculty and student identify timeline with expected date of completion:

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Comments:

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Plan approved:    Yes    No \_\_\_\_\_  
Faculty/Student/Date

I \_\_\_\_\_ verify that I have completed the above remediation plan on \_\_\_\_\_  
Student Name Date

Remediation completed, exam score ≥ benchmark, and approved to take NCLEX-RN:  
 \_\_\_\_\_  
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 standardized examinations so there are no delays in taking the exam at the scheduled time.

Computer system requirements include:

- Current version of Windows
- Google Chrome; Current version of Mozilla Firefox
- Adobe Acrobat Reader X or higher
- Adobe Flash Player 11 or higher
- Word processing and spreadsheet software
- Internet access

## COMMUNICATION DEVICES

Recording of lectures or presentations is not permitted without instructor consent. All personal electronic devices, including cell phones, will be disabled/muted during class time and placed in the students' belongings. 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 from the class 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.

Violation of one or more 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, 3rd Ed, 2015
- 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 for the duration of 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 compliance requirements on the part of the student are 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 Fetterman 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.

### 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 personal health insurance are the student's responsibility.

### CR #4: 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** by the designated deadline each fall semester.

#### 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 prior to admission to the program. An annual PPD test must be completed by 12 months after the 2-step Mantoux PPD test. 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. A varicella titer is required if a student has had the illness and has not had two doses of the vaccination.
  - 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-COMPLIANT 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 instructors reserve the right to dismiss a student from clinical areas if the student is ill, unprepared, late, or deemed to be a risk to patient safety. Dismissal from 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, [2018])
- *Code of Ethics for Nursing* (American Nurses Association [ANA], 2015)
- *Scope and Standards of Practice* (American Nurses Association [ANA], 2015)

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 School 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 laboratory 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

Student clinical 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 competencies and communicate those competencies in the clinical setting.
- 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 within 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 centers, 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 rotation 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 must submit a description of their specific circumstance to the course coordinator by a specified timeframe. 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, and significance of laboratory and diagnostic test data.
- Describe appropriate nursing interventions with expected outcomes.
- Evaluate nursing care.

Being unprepared for a clinical day or simulation/skills experience includes inadequate preparation to discuss and deliver patient care, incomplete pre-clinical activities, and inappropriate dress. The student may be dismissed from the 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, Unsatisfactory, or Not Observed.

- Satisfactory (S) – Safe and successful completion of all clinical experiences.
- Needs Improvement (NI) – Functions independently with certain skills but requires supportive cues with other skills.
- Unsatisfactory (U) – Unsafe nursing practice resulting in clinical failure.
- Not Observed (NO) – Was not observed by the instructor.

Students must earn a rating of “satisfactory” on their final performance evaluation in each course's practicum component. The student who receives an “unsatisfactory” for the practicum will receive a failing grade for both the clinical rotation and course. Practicum grades are either pass or fail.

## CLINICAL/SIMULATION PERFORMANCE PROGRESSION AND EVALUATION

Clinical performance/simulation is an integral component of the educational process in nursing. Satisfactory clinical performance/simulation is an overriding concern in professional practice. Clinical/simulation objectives are defined for each nursing course and are located in the course syllabus. A student's clinical/simulation 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. Simulation evaluations are conducted following the simulation experience.

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) specific to each course. 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 self-evaluating their clinical performance and adding comments if desired. The student signs and dates the tool indicating that the student has reviewed the evaluation. The clinical instructor will review the student's self-evaluation and offer pertinent feedback. Additional 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. Any student receiving an Unsatisfactory in any component on the final evaluation for the rotation will be subject to a clinical failure and, thereby, also a course failure.

## 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 Skills/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 and, thereby, a course failure also.

## 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**, if available. Students must submit documentation regarding their absence to their course coordinator within 24 hours of the missed clinical day. The course coordinator will then decide if the absence qualifies as excused or unexcused.

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 to be 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 potentially resulting in an unexcused absence for the day. 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**

<ul style="list-style-type: none"> <li>• White or black long sleeve T-shirts may be worn underneath scrub top</li> </ul>
<b>Shoes/Socks:</b> <ul style="list-style-type: none"> <li>• White, preferably a nursing type shoe; comfortable, with closed toe and closed, low heel (all-white athletic shoes are acceptable)</li> <li>• White hosiery or socks</li> </ul>
<b>Hair:</b> <ul style="list-style-type: none"> <li>• No unnatural hair color</li> <li>• Clean, pulled back out of face, off of the collar</li> <li>• Male students should be clean shaven or have neatly trimmed beards or mustaches</li> </ul>
<b>Appearance:</b> <ul style="list-style-type: none"> <li>• Jewelry is restricted to a watch, plain wedding band, one small post in each ear</li> <li>• Visible tattoos and visible body piercing are not permitted and must be covered</li> <li>• Fingernails must be short and trimmed; clear nail polish may be worn, colored nail polish is not acceptable</li> <li>• Make-up should be moderate; no fragrance is permitted</li> </ul>
<b>Required Equipment:</b> <ul style="list-style-type: none"> <li>• Watch with second hand</li> <li>• Stethoscope with diaphragm and bell</li> </ul>
<b>Nursing Identification:</b> <ul style="list-style-type: none"> <li>• Students must wear the Toccoa Falls School of Nursing identification badge at all times</li> </ul>

### 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. However, the first score is the score that is recorded in the grade book. If the student does not pass the drug calculation exam on the third attempt, the end-of-semester result will be course failure.

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 during clinical rotations in the clinical site 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 100.4 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), tuberculosis (TB), and Coronavirus-19 (COVID-19). 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 in which the student has been exposed 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, 2001, <https://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 (if available) 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 regarding any pertinent 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

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# Degree Requirements

## GRADUATION REQUIREMENTS

A student must complete a minimum of 130 semester hours of academic work approved by the Fetterman 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 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 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, as the student prepares to embark into the clinical realm of their nursing education. Students are transitioning from solely classroom/lab-based studies to a combination of classroom and clinical experiences. These diverse clinical practicum sites include: hospitals & medical centers, mental health facilities, home health agencies, clinics, school districts, public health departments, pharmacies, and medical offices. These clinical opportunities are represented by the white coat & stethoscope.

The white coat symbolizes the responsibilities that a TFC nursing student accepts in caring for patients. This ceremony is an opportunity to underscore those responsibilities and the commitment to care for patients over the span of their career.

By accepting a white coat, students are making a commitment to practice nursing with a sense of duty, treating the sick with compassion and selflessly serving the needs of patients.

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

The pinning ceremony is a milestone in the life of a nurse as it signals the end of their academic career and marks the beginning of their professional journey as they enter the professional world of nursing

During the pinning ceremony nursing graduates are presented their Toccoa Falls College Fetterman School of Nursing pin. The pinning ceremony also recognizes students who have achieved nursing awards. All nursing students are required to attend this ceremony.

## 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](http://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 (GBON) will be discussed during the last semester of the nursing program and presented in NUR 482 Capstone Integration. Students will submit required documents to the Georgia Board of Nursing during their

final semester. Once the graduate's completed application materials have been examined and accepted by the GBON and the Dean has granted authorization that the student has met all course requirements to graduate with the BSN degree, the graduate will receive approval 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

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 with disabilities. 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.

The institution provides student support, programs, and services that are intended to promote student learning and enhance their overall development. The Department of Student Affairs provides this support through services ranging from career and vocational readiness programs and holistic wellness planning to leadership development opportunities and service learning. Professional staff strive to offer an environment of learning, support, and challenge through the student's experience as a member of the Toccoa Falls College community in the residence halls, the dining hall, and other co-curricular spaces and activities. Initiatives emphasize student involvement through community engagement and social responsibility while supporting a

student's personal and professional development. Included in this area of institutional learning are the following resources:

- Career Development Center
- Student Counseling Center
- Housing and Residence Life
- Student Health Services
- Student Engagement Office
- Student Leadership
- Intramural Program

This area actively participates on the Planning & Evaluation Committee annually through the Vice President of Student Affairs (VPSA) setting overall goals and assessing the results to seek improvement in this area.

### **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.

### **Information Technology Resource Support**

TFC's Information Technology Department provides a full range of support to faculty, staff, and students. Classroom conversion and upgraded technology support both student and faculty outcomes. User support for Information Technology services are available on the first floor of the library. Hardware and software technology of sufficient quality are available to faculty, staff, and students to ensure the success of all programs at Toccoa Falls College. The Information Technology (IT) Department supplies and maintains current hardware and software for use by the faculty, staff, and students and oversees the campus email system. All faculty, staff, and students are provided a unique username and password. The IT Department provides the following resources in direct support of the academic goals of the Nursing Program:

- high-speed Wi-Fi with priority given to faculty,
- laptops provided to all faculty member,
- personal email accounts for all faculty, staff, and students,
- LMS services for all campus courses,
- faculty, staff, and student portal,
- campus-wide network and computer security,
- Microsoft Office, and
- complimentary computer repairs for personal faculty, staff, and student computers.

Technicians repair and troubleshoot hardware and software issues, install hardware and software, remove viruses, perform computer tune-ups, and assist with connection to the campus wireless system.

## Library

The Seby Jones Library at Toccoa Falls College ensures adequate and appropriate library learning and information resources and services to support the mission of the College. These services and resources are available to all members of the college community. The library of Toccoa Falls College through direct ownership and formal collective agreements, provides quality library facilities, print collections, online information resources, academic support services, bibliographic instruction, audiovisual resources, research assistance, qualified professional librarians and library staff to support the needs of the Nursing Program.

## 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



Date Received \_\_\_\_\_

## Fetterman School of Nursing Admission Application

Thank you for your interest in applying to the Fetterman School of Nursing at Toccoa Falls College. Please complete all information requested, sign, include the \$25.00 application fee, and mail the form to the Fetterman School of Nursing, Toccoa Falls College, 107 Kincaid Drive, MSC 994, Toccoa Falls, Georgia 30598.

Name \_\_\_\_\_  
Last
First
Middle
Maiden

TFC ID# \_\_\_\_\_ Telephone (Home) \_\_\_\_\_ (Cell) \_\_\_\_\_

TFC Email Address \_\_\_\_\_

Home Address \_\_\_\_\_  
Street
City
State
Zip Code

Mailing Address \_\_\_\_\_  
Street
City
State
Zip Code

Date of Birth \_\_\_\_\_ Age \_\_\_\_\_ Marital Status: \_\_\_\_\_

Birthplace \_\_\_\_\_ Primary Language Spoken \_\_\_\_\_

Allergic to Latex:  Yes  No Reaction: \_\_\_\_\_

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

Number of credit hours completed at TFC \_\_\_\_\_ Number of credit hours currently enrolled \_\_\_\_\_

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

Name of Nursing School \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Entrance Date: \_\_\_\_\_ Exit Date: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

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

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

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

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

Employer	Type of Work	Date Began	Date End

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

Name	Position	Institution and Address	Phone

Have you ever been convicted of a crime other than a minor traffic violation?  Yes  No

If yes, please provide details on a separate sheet of paper.

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

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### 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**





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

**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.

<b>Signature of Healthcare Provider</b>	<b>Date</b>	<b>Phone #</b>
<b>Print Name of Healthcare Provider</b>	<b>Address</b>	

## 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: \_\_\_\_\_

Toccoa Falls College Fetterman School of Nursing  
**Student Clinical Performance Evaluation Tool**  
**Level 1**

Student Name \_\_\_\_\_

Course Number \_\_\_\_\_

Clinical Instructor \_\_\_\_\_

Semester/Year \_\_\_\_\_

Clinical Site \_\_\_\_\_

The clinical experience is graded as Satisfactory, Needs Improvement, Unsatisfactory, or Not Observed.

- Satisfactory (S) – Safe and successful completion of all clinical experiences.
- Needs Improvement (NI) – Functions independently with certain skills but requires supportive cues with other skills.
- Unsatisfactory (U) – Unsafe nursing practice resulting in clinical failure.
- Not Observed (NO) – Was not observed by the instructor.

Students must earn a satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the course. Practicum grades are either pass or fail.

<b>Student Learning Outcome 1:</b> 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.									
<b>AACN Essential I - Liberal Education for Baccalaureate Generalist Nursing Practice</b>									
<b>Curriculum Concept:</b> Patient-Centered Compassionate Care and Health/Illness Management									
Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									

**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	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									

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

**AACN Essential III:** Scholarship for Evidence-Based Practice

**Curriculum Concept:** Evidence-Based Practice and Critical Thinking

Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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, and analysis to address practice issues									

**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	NO	S	NI	U	NO	
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									
<b>Student Learning Outcome 5:</b> Demonstrate effective communication, collaboration, leadership skills, sensitivity, and flexibility advocating for the delivery of high quality, safe, cost-effective nursing care									
<b>AACN Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes									
<b>Curriculum Concept:</b> Communication and Collaboration									
Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Apply basic principles of therapeutic communication techniques to produce positive professional working relationships with patients/ families and 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, and advocacy of the health care team									
<b>Student Learning Outcome 6:</b> Provide patient-centered, age-appropriate, culturally sensitive care that assists patients with health promotion and wellness, disease and injury prevention									
<b>AACN Essential VII:</b> Clinical Prevention and Population Health									
<b>Curriculum Concept:</b> Global and Cultural Competence									
Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									
<b>Student Learning Outcome 7:</b> Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice									
<b>AACN Essential VIII:</b> Professionalism and Professional Values									
<b>Curriculum Concept:</b> Professional Leadership and Ethical Practice									
Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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; <ul style="list-style-type: none"> <li>Participates in advocacy actions that improve health and wellness for patients</li> </ul>									
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, or communication									
<b>Student Learning Outcome 8:</b> Demonstrate the knowledge, skills, and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of persons, families, communities, and populations									
<b>AACN Essential IX:</b> Baccalaureate Generalist Nursing Practice									
<b>Curriculum Concept:</b> Health/Illness Management									
Level I Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Apply Standards of Care in the nursing care of persons, families, and/or 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									

## Student Self-Evaluation

Please identify below your strengths, areas of improvement, and goals.

Mid Self-Evaluation Date \_\_\_\_\_

Final Self-Evaluation Date \_\_\_\_\_

<b>Strengths – Mid-semester</b>	<b>Strengths – End of Semester</b>
<b>Areas of Improvement – Mid-semester</b>	<b>Areas of Improvement – End of Semester</b>
<b>Goals – Mid-semester</b>	
<b>Student Comments – Mid-semester</b>	<b>Student Comments – End of Semester</b>

**Clinical Instructor Evaluation**

Clinical Instructor Comments – Mid-semester	Clinical Instructor Comments – End of Semester

**Mid-semester Evaluation Signatures:**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Final Evaluation Signatures**

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

The student \_\_\_\_\_ has met OR \_\_\_\_\_ has not met the clinical requirements for this course.

**Student Clinical Performance Evaluation Tool**  
**Second Semester or Summer Term – Level 2**

Student Name \_\_\_\_\_

Course Number \_\_\_\_\_

Clinical Instructor \_\_\_\_\_

Semester/Year \_\_\_\_\_

Clinical Site \_\_\_\_\_

The clinical experience is graded as Satisfactory, Needs Improvement, Unsatisfactory, or Not Observed.

- Satisfactory (S) – Safe and successful completion of all clinical experiences.
- Needs Improvement (NI) – Functions independently with certain skills but requires supportive cues with other skills.
- Unsatisfactory (U) - Unsafe nursing practice resulting in clinical failure.
- Not Observed (NO) – Was not observed by the instructor.

Students must earn a satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the course. Practicum grades are either pass or fail.

**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

<b>Level II Competency</b>	<b>Mid Semester</b>				<b>Final</b>				<b>Comments</b>
	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	
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									

**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 II Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Administers medications safely with an understanding of the purpose, route, dose range, and 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									
Construct a plan of care for clients with mental and emotional problems									
Engage in quality improvement/patient safety activities to promote knowledge of the organizational process, unit application, and evaluation process									

**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 II Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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, and decision making skills in the provision of quality nursing care to persons, children, family, and communities									

**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 II Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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; <ul style="list-style-type: none"> <li>Review proposed legislation affecting health care and provide written comments</li> </ul>									

**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 II Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Initiates effective written and therapeutic verbal communication with patients									
Demonstrates ability to engage patient in health care decision making									
Demonstrate the ability to communicate and collaborate with multiple health care professionals									
Demonstrate appropriate team building and collaborative strategies when working with interprofessional teams									

**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

<b>Curriculum Concept: Global and Cultural Competence</b>									
<b>Level II Competency</b>	<b>Mid Semester</b>				<b>Final</b>				<b>Comments</b>
	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	
Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the mental and physical health and wellness of all 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									
<b>Student Learning Outcome 7: Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice</b>									
<b>AACN Essential VIII: Professionalism and Professional Values</b>									
<b>Curriculum Concept: Professional Leadership and Ethical Practice</b>									
<b>Level II Competency</b>	<b>Mid Semester</b>				<b>Final</b>				<b>Comments</b>
	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	<b>S</b>	<b>NI</b>	<b>U</b>	<b>NO</b>	
Identify and describe nursing theory, history, philosophy, and research of the nursing profession									
Practice ethical problem-solving process in case studies; <ul style="list-style-type: none"> <li>Incorporates ethical concepts in provision of nursing care</li> </ul>									
Apply the concept of advocacy as part of the holistic approach to patient care; <ul style="list-style-type: none"> <li>Advocates for initiatives that will improve the health and wellness of populations</li> </ul>									
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									

**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 II Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Demonstrates physiologic and psychosocial components of nursing practice with well and chronically ill populations. Demonstrates effective techniques for interacting with persons experiencing mental health disorders									
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									

## Student Self-Evaluation

Please identify below your strengths, areas of improvement, and goals.

Mid Self-Evaluation Date \_\_\_\_\_

Final Self-Evaluation Date \_\_\_\_\_

<b>Strengths – Mid-semester</b>	<b>Strengths – End of Semester</b>
<b>Areas of Improvement – Mid-semester</b>	<b>Areas of Improvement – End of Semester</b>
<b>Goals – Mid-semester</b>	
<b>Student Comments – Mid-semester</b>	<b>Student Comments – End of Semester</b>

## Clinical Instructor Evaluation

Clinical Instructor Comments – Mid-semester	Clinical Instructor Comments – End of Semester

### Mid-semester Evaluation Signatures:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Final Evaluation Signatures

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

The student \_\_\_\_ has met OR \_\_\_\_ has not met the clinical requirements for this course.

**Student Clinical Performance Evaluation Tool  
Level 3**

Student Name \_\_\_\_\_

Course Number \_\_\_\_\_

Clinical Faculty \_\_\_\_\_

Semester/Year \_\_\_\_\_

Clinical Site \_\_\_\_\_

The clinical experience is graded as Satisfactory, Needs Improvement, Unsatisfactory, or Not Observed.

- Satisfactory (S) – Safe and successful completion of all clinical experiences.
- Needs Improvement (NI) – Functions independently with certain skills but requires supportive cues with other skills.
- Unsatisfactory (U) - Unsafe nursing practice resulting in clinical failure.
- Not Observed (NO) – Was not observed by the instructor

Students must earn a satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the course. Practicum grades are either pass or fail.

<b>Student Learning Outcome 1:</b> 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.									
<b>AACN Essential I - Liberal Education for Baccalaureate Generalist Nursing Practice</b>									
<b>Curriculum Concept:</b> Patient-Centered Compassionate Care and Health/Illness Management									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Integrate multiple dimensions of patient-centered care: information, communication, education, comfort, emotional support, and involvement of family									
Demonstrate the integration of compassionate, patient-centered care with faith and values utilizing the servant-leadership model									
Use writing intensive assignments to promote reflection, insight, and integration of ideas across disciplines									

<b>Student Learning Outcome 2:</b> Integrate creative leadership knowledge and skills to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment									
<b>AACN Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety									
<b>Curriculum Concepts:</b> Quality Improvement, Safety and Leadership									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Identify the need for the professional nurse to advocate for patients and families									
Implement strategies to promote an environment of safety that are appropriate for assigned patients									
Evaluate care based on patient response, outcomes, and scientific knowledge and makes revisions as necessary									
Identify strengths and weaknesses in formulating a plan for personal and professional growth									
<b>Student Learning Outcome 3:</b> 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									
<b>AACN Essential III:</b> Scholarship for Evidence-Based Practice									
<b>Curriculum Concept:</b> Evidence-Based Practice and Critical Thinking									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									
Utilize critical thinking to organize data and determine nursing interventions to achieve patient outcomes									
Apply critical thinking concepts, reasoning, judgment, and decision making skills in the provision of quality nursing care to persons, children, family, and communities									
Identify educational needs and provide education to enhance patient well-being and health promotion									

**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 III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									
Apply patient care technologies as appropriate to address the needs of a diverse patient population									
Demonstrate the use of and employ a range of technologies in improving patient care outcomes and creating a safe care environment									

**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 III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Demonstrate open communication, mutual respect, and shared decision-making in nursing practice to achieve quality patient care									
Demonstrate 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									

<b>Student Learning Outcome 6:</b> Provide patient-centered, age-appropriate, culturally sensitive care that assists patients with health promotion and wellness, disease, and injury prevention									
<b>AACN Essential VII:</b> Clinical Prevention and Population Health									
<b>Curriculum Concept:</b> Global and Cultural Competence									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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									
Develop holistic teaching plans that address health education needs for patients and caregivers throughout the trajectory of care									
Teach vulnerable populations about avoiding environmental risk									
<b>Student Learning Outcome 7:</b> Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice									
<b>AACN Essential VIII:</b> Professionalism and Professional Values									
<b>Curriculum Concept:</b> Professional Leadership and Ethical Practice									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Propose creative solutions to health care needs of patients and evaluate plans									
Engage in ethical reasoning to provide leadership for promoting advocacy and collaboration as a professional									
Analyze solutions to address an identified need in collaboration with healthcare team									
<b>Student Learning Outcome 8:</b> Demonstrate the knowledge, skills, and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of persons, families, communities, and populations									
<b>AACN Essential IX:</b> Baccalaureate Generalist Nursing Practice									
<b>Curriculum Concept:</b> Health/Illness Management									
Level III Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Design care management needs based on desired outcomes in accordance with patient preferences									
Plans of care include multiple approaches to meet outcomes including complementary and alternative health perspectives when congruent with patient preferences									
Implement nursing interventions and team collaboration to address spiritual needs									
Adhere to the six rights of medication administration to ensure patient safety									

## Student Self-Evaluation

Please identify below your strengths, areas of improvement, and goals.

Mid Self-Evaluation Date \_\_\_\_\_

Final Self-Evaluation Date \_\_\_\_\_

<b>Strengths – Mid-semester</b>	<b>Strengths – End of Semester</b>
<b>Areas of Improvement – Mid-semester</b>	<b>Areas of Improvement – End of Semester</b>
<b>Goals – Mid-semester</b>	
<b>Student Comments – Mid-semester</b>	<b>Student Comments – End of Semester</b>

## Clinical Instructor Evaluation

Clinical Instructor Comments – Mid-semester	Clinical Instructor Comments – End of Semester

### Mid-semester Evaluation Signatures:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Final Evaluation Signatures

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

The student \_\_\_\_ has met OR \_\_\_\_ has not met the clinical requirements for this course.

**Student Clinical Performance Evaluation Tool  
Level 4**

Student Name \_\_\_\_\_

Course Number \_\_\_\_\_

Clinical Faculty \_\_\_\_\_

Semester/Year \_\_\_\_\_

Clinical Site \_\_\_\_\_

The clinical experience is graded as Satisfactory, Needs Improvement, Unsatisfactory, or Not Observed.

- Satisfactory (S) – Safe and successful completion of all clinical experiences.
- Needs Improvement (NI) – Functions independently with certain skills but requires supportive cues with other skills.
- Unsatisfactory (U) - Unsafe nursing practice resulting in clinical failure.
- Not Observed (NO) – Was not observed by the instructor.

Students must earn a satisfactory in the practicum component of each course. The student who receives an unsatisfactory for the practicum will receive a failing grade for the course. Practicum grades are either pass or fail.

<b>Student Learning Outcome 1:</b> 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.									
<b>AACN Essential I - Liberal Education for Baccalaureate Generalist Nursing Practice</b>									
<b>Curriculum Concept:</b> Patient-Centered Compassionate Care and Health/Illness Management									
Level IV Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Synthesize theoretical and conceptual knowledge in organizing, planning, and providing care									
Participate in interprofessional service learning activities such as health promotion and disease prevention projects for diverse populations									
Utilize evidence and outcomes to evaluate effectiveness of the nursing care plan and revises care to improve outcomes									

**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 IV Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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 and families									
Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives with the interprofessional teams									
Develop a leadership or quality improvement project (review literature about a practice problem, propose a practice change based on an evidence-based model, present project									

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

**AACN Essential III:** Scholarship for Evidence-Based Practice

**Curriculum Concept:** Evidence-Based Practice and Critical Thinking

Level IV Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
Examine and evaluate policies used in the clinical setting using current evidence-based practice measures; <ul style="list-style-type: none"> <li>Collaborate to identify practice problems, formulate evidence-based conclusion and recommendations and present findings</li> </ul>									
Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient and/or family preferences									

Evaluate selected research and theory as relevant to the care of patients, families, and 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 IV Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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; <ul style="list-style-type: none"> <li>Advocate for scientific, social, and political health policy actions which advance quality nursing care</li> </ul>									
Compare the benefits and limitations of reimbursement on the delivery of health care services; <ul style="list-style-type: none"> <li>Compare costs of tests, procedures, and/or medications charged to insurance companies vs self-pay patients</li> </ul>									

**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 IV Competency	Mid Semester				Final				Comments
	S	NI	U	NO	S	NI	U	NO	
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										
<b>Student Learning Outcome 6:</b> Provide patient-centered, age-appropriate, culturally sensitive care that assists patients with health promotion and wellness, disease and injury prevention										
<b>AACN Essential VII:</b> Clinical Prevention and Population Health										
<b>Curriculum Concept:</b> Global and Cultural Competence										
Level IV Competency	Mid Semester				Final				Comments	
	S	NI	U	NO	S	NI	U	NO		
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; <ul style="list-style-type: none"> <li>Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of settings</li> </ul>										
Participate in prevention activities such as: immunizations, health counseling, genetic health screening, cancer screening, and/or assessing home environment to prevent falls										
Participate in a community disaster drill										
<b>Student Learning Outcome 7:</b> Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice										
<b>AACN Essential VIII:</b> Professionalism and Professional Values										
<b>Curriculum Concept:</b> Professional Leadership and Ethical Practice										
Level IV Competency	Mid Semester				Final				Comments	
	S	NI	U	NO	S	NI	U	NO		
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										
Integrate professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice										
Design a professional leadership skills development plan; <ul style="list-style-type: none"> <li>Performs team leadership for the design, delivery, management, and evaluation of nursing care for multiple patients</li> </ul>										
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										
<b>Student Learning Outcome 8:</b> Demonstrate the knowledge, skills, and attitudes of baccalaureate generalist nursing practice in the compassionate holistic care of persons, families, communities, and populations										
<b>AACN Essential IX:</b> Baccalaureate Generalist Nursing Practice										
<b>Curriculum Concept:</b> Health/Illness Management										
Level IV Competency	Mid Semester				Final				Comments	
	S	NI	U	NO	S	NI	U	NO		
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; <ul style="list-style-type: none"> <li>Evaluates strategies designed to promote the spiritual health of populations of patients</li> </ul>										

## Student Self-Evaluation

Please identify below your strengths, areas of improvement, and goals.

Mid Self-Evaluation Date \_\_\_\_\_

Final Self-Evaluation Date \_\_\_\_\_

<b>Strengths – Mid-semester</b>	<b>Strengths – End of Semester</b>
<b>Areas of Improvement – Mid-semester</b>	<b>Areas of Improvement – End of Semester</b>
<b>Goals – Mid-semester</b>	
<b>Student Comments – Mid-semester</b>	<b>Student Comments – End of Semester</b>

## Clinical Instructor Evaluation

Clinical Instructor Comments – Mid-semester	Clinical Instructor Comments – End of Semester

### Mid-semester Evaluation Signatures:

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Final Evaluation Signatures

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Instructor signature: \_\_\_\_\_ Date: \_\_\_\_\_

Course Faculty signature: \_\_\_\_\_ Date: \_\_\_\_\_

The student \_\_\_\_ has met OR \_\_\_\_ has not met the clinical requirements for this course.

**Toccoa Falls College Fetterman School of Nursing  
Class/Clinical Performance Improvement Plan and Outcome**

Course \_\_\_\_\_ Date \_\_\_\_\_ Student \_\_\_\_\_ Faculty \_\_\_\_\_

The purpose of this Performance Improvement Plan is to define serious areas of concern, gaps in your academic or clinical performance, reiterate FSON expectations, and allow you the opportunity to demonstrate improvement and commitment.

**Areas of Concern Related to:**

**Observations/Discussions:**

**Performance Improvement Plan related to the areas of concern to be improved/addressed:**

**Activities/Recommendations/Resources with Timeframe:**

**Student Comments:**

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Date of Follow-up Conference \_\_\_\_\_ Outcome (met/not met)

**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 and does not meet the objectives of the course

**Comments:**

Instructor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Copy to Student     Copy to Student File

## 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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