



TOCCOA FALLS
COLLEGE

Fetterman School of Nursing



Bachelor of Science in Nursing
Student Handbook
2024-2025

ABOUT THIS HANDBOOK

The Fetterman School of Nursing (FSON) Bachelor of Science in Nursing (BSN) Student Handbook provides information to help plan your undergraduate academic career. This handbook is a compilation of the policies, procedures, regulations, and resources that govern the Toccoa Falls College (TFC) Fetterman School of Nursing. Students are responsible for the information contained in this handbook, the *TFC Academic Catalog*, and the *TFC 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 Toccoa Falls College's website: www.tfc.edu/nursing.

Failure to read the Catalog and Handbooks policies 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 about this handbook, please contact your faculty advisor.

We wish you a successful year!

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WELCOME FROM THE DEAN

Dear Nursing Student,

Welcome 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.

Nursing is a sacred profession – a sacred ministry of compassionate caring and servanthood. No other profession has the unique opportunity to minister to the physical, emotional, and spiritual needs of people who are suffering and in pain. 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 *TFC Academic Catalog* and *TFC 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,

Dr. Kirsti Hendrie

“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

Section I

School of Nursing

MISSION STATEMENT OF THE SCHOOL OF NURSING

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

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

The mission statement of the Fetterman 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 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 BSN 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 take the National Council Licensure Examination – Registered Nurse (NCLEX-RN) leading to licensure and 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 along with informing our concepts of health and healing. Nurse educators Shelly and Miller (2006) formulated the foundational issues in nursing from a Christian perspective. They capture the historical roots of nursing and theology by stating “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, p. 25).

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. (p. 43)

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 cited in O’Brien, 2014). As O’Brien (2014) stated, “both nursing history reflecting the profession’s tradition of service, and the attitudes and activities of 21st century nurses, reveal powerfully the spirituality of servant leadership already existing in the nursing community” (p. 326).

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 the adoption of servant leadership as the most appropriate leadership philosophy and practice for nursing and health care” (O’Brien, 2014, p. 2). O’Brien (2014) identified 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, 2008) 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 (1871) stated,

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? (p. 6)

PHILOSOPHY OF THE SCHOOL OF NURSING

The philosophy of the Fetterman School of Nursing 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 program's mission and philosophy statements and permeates all aspects of our philosophy regarding the study and practice of nursing.

The philosophy of the School of Nursing exemplifies the beliefs that faculty and students share about the immortal truth of scripture and a personal faith in Jesus Christ that shapes the person, the nurse, and the practice of professional nursing. The faculty facilitate 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 subscribe 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. Their lives interact with other persons in the context of families, communities, and global humanity. Shelly and Miller (2006) 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" (p. 252). 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, para. 1). In 1997, the World Health Organization defined Quality of Life to reflect a person’s notion of well-being. Quality of Life is noted as

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, p. 1)

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, para. 2). Nursing practice includes the comprehensive physical, psychosocial, and spiritual care of persons in the context of persons and communities. Nursing practice employs the use of critical thinking, evidence-based practices, ethics, information technologies, communication and collaboration, professional leadership and values, quality and safety, health policies, cultural competency, and health and illness 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.

PROFESSIONAL STANDARDS AND GUIDELINES

Consistent with the School of Nursing's mission, philosophy, and program outcomes, professional standards and guidelines provide the foundation for preparing educated and skilled nurse generalists. The following standards govern the organization, development, implementation, and evaluation of the School of Nursing philosophy, goals, and expected program outcomes:

- *Nursing: Scope and Standards of Practice* (American Nurses Association [ANA], 2021, 4th edition)
- *Code of Ethics for Nursing with Interpretive Statements* (American Nurses Association [ANA], 2015)
- *Rules and Regulations of the State of Georgia, Registered Nursing Education Programs*, (Chapter 410-8), (Georgia Board of Nursing).
- *Georgia Code: Georgia Registered Professional Nurse Practice Act* (Chapter 26, Article 1, [2019]), (Georgia Board of Nursing, Secretary of State)
- Toccoa Falls College Curriculum Structure and Degree Requirements, *Toccoa Falls College Academic Catalog 2024-2025*.
- *NCLEX-RN Test Plan* (National Council of State Boards of Nursing, 2023)

The framework for the baccalaureate program is guided by:

- *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 2008)
- *Quality and Safety Education for Nurses Competencies* (QSEN Institute, 2007)

OUTCOMES AND GOALS

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 with knowledge and skills who excel in compassionate, patient-centered care; advance the profession of nursing; 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 BSN 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*

CODE OF ETHICS

The *Code of Ethics for Nursing with Interpretive Statements* (ANA, 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 *Code of Ethics for Nursing with Interpretive Statements* (ANA, 2015); and the National Student Nurses' Association (NSNA), *Code of Ethics for Nursing Students* (2021) which includes the *Code of Academic and Clinical Conduct* and *Code of Professional Conduct*.

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 for Nursing with Interpretive Statements* (ANA, 2015) 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 (2015) House of Delegates approved the following nine provisions of the new *Code of Ethics for Nursing with Interpretive Statements*:

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.

CONCEPTUAL MODEL

The conceptual model of the Fetterman School of Nursing vividly illustrates the blending of the spiritually rich heritage of the college in promoting spiritual growth and the pursuit of learning, with the school'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.



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 is used as a guide for education and practice. Watson (1995) asserts, "at its most basic level nursing is a human-caring, relational profession" (p. 67). 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 (Watson, 1995).

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.

STUDENT COMPETENCY STANDARDS

The nursing curricula requires students to engage in diverse and complex experiences directed to the practice and acquisition of essential nursing competencies. Unique combinations of cognitive, behavioral, sensory, communication, observational, and psychomotor abilities and skills are required to perform these functions in a satisfactory manner and to consistently demonstrate competency. In addition to being essential to the successful completion of degree requirements, these competencies are necessary to ensure the health and safety of patients, fellow students, faculty, and other health care providers.

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

AACN Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

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

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

Student Learning Outcome 2: Integrate creative leadership knowledge and skills to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment

AACN Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Curriculum Concepts: Quality Improvement, Safety, and Leadership

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

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

AACN Essential III: Scholarship for Evidence-Based Practice

Curriculum Concept: Evidence-Based Practice and Critical Thinking

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

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

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

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

Curriculum Concept: Technology and Health Care Policy

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

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

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

Curriculum Concept: Communication and Collaboration

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

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

AACN Essential VII: Clinical Prevention and Population Health

Curriculum Concepts: Global and Cultural Competence

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

Student Learning Outcome 7: Integrate professionalism and professional nursing values based on legal, ethical, and Christian worldview standards into compassionate, sensitive nursing practice

AACN Essential VIII: Professionalism and Professional Values

Curriculum Concept: Professional Leadership and Ethical Practice

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

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

AACN Essential IX: Baccalaureate Generalist Nursing Practice

Curriculum Concept: Health/Illness Management

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

ACCREDITATION

Toccoa Falls College received authorization from the Georgia State Legislature to grant Baccalaureate degrees in 1939. The College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Bachelor, and Master degrees. Questions about the accreditation of Toccoa Falls College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404)-679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Developmental approval for the BSN program was granted by the Georgia Board of Nursing (GBON) on March 26, 2015. On July 21, 2016, the GBON granted initial approval for program implementation. An onsite visit conducted by the Executive Director of the GBON in August 2017 found the program to be in compliance with all board rules.

The baccalaureate degree program in nursing at Toccoa Falls College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).



Section II

Nursing Program Overview and Academic Standards

OVERVIEW OF THE BACCALAUREATE PROGRAM

The School of Nursing offers a four-year plan of study leading to a Bachelor of Science 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. After graduation, 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 their home state board of nursing.

The nursing curriculum consists of a total of 130 credits. The first two years of study is designed to include basic competencies in the humanities, fine arts, sciences and mathematics, social and behavioral, and Bible and theology studies. These represent the lower division courses of the nursing program and are prerequisite general education courses which provide a foundational skill set and broad-based knowledge within the context of a biblically centered education. The lower division courses total 68 credit hours and must be completed prior to entry into the nursing program (with the possible exception of the Bible and theology courses). The nursing curriculum, comprising the junior and senior level upper division nursing courses, has a total of 62 hours that require five semesters to complete. Students will have practice-based learning activities in diverse environments with populations across the lifespan that represent different cultures, ethnicities, and socioeconomic backgrounds. Also integral to the learning environment is the practice of clinical skills in the simulation/skills laboratory.

Preparation for professional nursing practice requires the acquisition and application of knowledge identified in the Fetterman 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, and
- Develop a personal vision of a professional nurse.

NURSING COURSES

Course syllabi provide essential information regarding academic achievements and expectations for each nursing course. Throughout the nursing program, the theory and practice courses are interrelated and build upon each other. Ethical conduct, responsibility, and accountability are constant requirements. As students progress through the program, their knowledge increases, skills become more complex, and practice expectations gradually increase in relation to competencies. For a complete list of courses and course descriptions, refer to the *TFC Academic Catalog*.

BSN CURRICULUM: LOWER DIVISION NURSING COURSES

Toccoa Falls College – Fetterman School of Nursing		
LOWER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
Freshman Year, Fall Semester		
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
Total: 16 hours		
Winterim Semester		
3	HUM 103	Western Thought and Culture
Total: 3 hours		
Freshman Year, Spring Semester		
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, CRJ 113, CSG, ECO, GHY, HIS, ICS 323, POL, PSY, or SOC	Social Science Elective
0	SAO	Service and Outreach
Total: 16 hours		
Sophomore Year, Fall Semester		
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
0	SAO	Service and Outreach
Total: 16 hours		
Sophomore Year, Spring Semester		
4	BIO 224	Anatomy and Physiology II
4	BIO 324	Medical Microbiology
3	PSY 243	Developmental Psychology
3	THE 303	Introduction to Theology
3	ANT, CRJ 113, CSG, ECO, GHY, HIS, ICS 323, POL, PSY, or SOC	Social Science Elective
0	SAO	Service and Outreach
Total: 17 hours		
Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements		
FSON GPA must be 3.25/4.0 or higher.		
This major requires a grade of “C” or better in all courses.		

BSN CURRICULUM: UPPER DIVISION NURSING COURSES

Toccoa Falls College – Fetterman School of Nursing		
UPPER DIVISION NURSING COURSES		
Credit Hours	Course Number	Course Name
Junior Year, Fall Semester		
6	NUR 306	Foundations of Professional Practice
3	NUR 323	Inquiry for Evidence-Based Practice
3	NUR 333	Health Assessment and Promotion
Total: 12 hours		
Junior Year, Spring Semester		
4	NUR 324	Pathophysiology and Pharmacology I
6	NUR 326	Adult Health Care I
4	NUR 354	Maternal – Newborn Nursing
Total: 14 hours		
Summer Session I		
4	NUR 344	Psychiatric Mental Health
Select ONE course:		
1	NUR 351	Cross-Cultural Nursing
1	NUR 361	Global Health Nursing Field Experience
0	SAO 240	Missions Outreach
Total: 5 hours		
Summer Session II		
4	NUR 334	Community and Public Health
Total: 4 hours		
Senior Year, Fall Semester		
4	NUR 414	Pathophysiology and Pharmacology II
4	NUR 454	Pediatric Nursing
6	NUR 466	Adult Health Care II
Total: 14 hours		
Senior Year, Spring Semester		
3	NUR 423	Leadership and Management
4	NUR 474	Care of Complex Patient Across the Lifespan
3	NUR 483	Capstone Integration
3	NUR 493	Senior Preceptorship
Total: 13 hours		
Total: 68 hours of Lower Division Nursing Prerequisites - CORE Requirements		
Total: 62 hours of Upper Division Nursing Courses		
Total: 130 hours		
Application for Graduation: _____		

APPLICATION PROCESS

The 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. Application for admission to the School of Nursing is separate from that of applying to Toccoa Falls College. Prospective nursing students must first apply to Toccoa Falls College and be admitted to the college as an intended nursing major. 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 TO THE NURSING PROGRAM

Students will complete the requirements for application to the nursing program in the spring semester of their sophomore year. Admission to the nursing program is offered once a year in the fall semester. Please note that admission to Toccoa Falls College is not synonymous with admission to the School of Nursing. Admission requirements are subject to change.

Completed BSN program application files will be reviewed annually during the spring semester by the Dean of Nursing and the nursing faculty. Full 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 a following sub-section, 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 3.25 in all nursing prerequisite courses.
2. Successful completion of all lower division nursing coursework with a grade of "C" or better is required. These courses are foundational for nursing education. Students receiving a C- or below in any nursing prerequisite will be required to repeat the course(s) to apply for admission into the nursing program. Repeated attempts of prerequisite courses may negatively impact admission decisions. Furthermore, students are allotted a total of two retakes of any required BIO and MAT prerequisites (as outlined in the BSN curriculum checklist).

3. Successful completion of the Assessment Technologies Institute's (ATI) Test of Essential Academic Skills (TEAS). The TEAS must be completed within one year of applying to the nursing program. Students not meeting the required benchmark for the assessment may retake the assessment once. A third attempt may be permitted under extenuating circumstances and must be approved by the Dean. Any attempt taken beyond the allotted two attempts without prior permission will result in only the first two attempts being considered for program admission.
4. Interview with the nursing faculty after the application has been reviewed and considered complete. Each potential candidate will 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 nullified.
5. Completion of the program admission packet, which includes the following:
 - a. A completed and signed application form.
 - b. \$25 non-refundable application fee made payable to: Toccoa Falls College
 - 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 (if not currently enrolled at TFC).
 - f. Official TEAS score(s).

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

Toccoa Falls College
Fetterman School of Nursing
107 Kincaid Drive MSC 994
Toccoa Falls, GA 30598

Acceptance Guidelines

After receiving the letter of conditional acceptance into the Fetterman School of Nursing, students must have the following items completed, obtained, and/or submitted by August 1st (unless otherwise stated) to be fully accepted into the program:

1. Specific health requirements outlined by the School of Nursing.
 - 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. A current PPD or QuantiFERON result is also required. Students who have not obtained a PPD test in the previous 12 months must complete the 2-step process for PPD testing or undergo QuantiFERON testing. The health form is included in the Acceptance Packet.
 - The immunization requirements are dictated by the Fetterman School of Nursing's clinical practice sites.

- If a student withdraws from the program for a semester or longer, all health requirements including physicals, immunizations, and PPD or QuantiFERON testing must be updated prior to reentering the program.
 - b. Students must possess and/or demonstrate the necessary behavioral, communication, sensory, and physical requirements for practicing nursing. Please refer to the Technical Standards subsection.
- 2. **Identification.** The School of Nursing must have a legible electronic copy of the following:
 - 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 against a plain background (similar to that of a passport photo).**
- 3. **Proof of health insurance.** The FSON requires notification of any changes in your healthcare insurance. If any changes occur, 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. Proof of insurance will be uploaded by the FSON office manager to ACEMAPP.
- 5. **Background checks and drug screens** are required for all applicants who have received their conditional acceptance notification. The drug screen and background check services are provided by InfoMart Advantage Students. The location of the clinic for lab work will be based on the zip code entered into the system. The student will be notified if the background check and/or drug screen is not favorable. The FSON reserves the right to conduct random drug screens. If a student withdraws from the program for a semester or longer, 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 two weeks of classes in the fall semester.** 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 (AED).
- 7. Navy colored uniform scrubs and a white or navy lab coat purchased through Meridy's Uniforms at www.meridys.com. A watch with a second hand and white leather nursing shoes are required. Refer to the Student Fees and Dress Code tables in this handbook.
- 8. ACEMAPP
 - a. The 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. You will receive notification from ACEMAPP that your account has been created.
 - c. Upload the following documents to ACEMAPP by August 1st (unless previously stated otherwise):
 - CPR certification from the American Heart Association,
 - Entrance Health Examination Form with current immunizations record and separate PPD or QuantiFERON result form,
 - Driver's license or government issued identification and proof of auto insurance,
 - Background Check and Drug Screen,
 - Proof of health insurance,
 - Photo with plain background,
 - TFC ID, and

- Any additional specific clinical practice site requirements (to be assigned at a later date).

Final acceptance into the nursing program will be extended only after the student has successfully met the admission and acceptance requirements. Failure to meet deadlines may result in having the 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.

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 Fetterman School of Nursing.

TRANSFER APPLICANTS AND TRANSFER OF CREDIT

Transfer applicants must meet the admission requirements of Toccoa Falls College and the Fetterman School of Nursing. Applicants must provide official transcripts from all previously attended institutions, including prior nursing education programs. 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 receive a positive recommendation from the transferring institution. Failure to disclose information may lead to dismissal from the School of Nursing, even after enrollment. Transfer students who have been dismissed from another nursing education program may be ineligible for admission to the nursing program depending on the reason for dismissal.

The School of Nursing may grant credit for previous nursing courses on an individual basis if the courses are from a nationally accredited nursing program. Credits for nursing courses taken at another nursing program may only be granted for those classes in which the student earned a grade of A. Transfer nursing applicants will be required to take a comprehensive exam(s) or ATI Content Mastery standardized assessment(s) covering content from all courses transferred into the nursing program. The applicant must also demonstrate competency in all relative clinical skills.

Transfer of pre-requisite credits from another college or university will be awarded at the level the course is offered at Toccoa Falls College if the course content is equivalent. Pre-requisite 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. Final decisions on equivalent course credit transfers will be made by the Office of the Registrar. Refer to the *TFC Academic Catalog* for more information on transfer credit.

FEES

Students are responsible for any associated course or clinical placement costs and specific agency compliance requirements that may be required prior to entering a clinical setting. This may include additional background checks, physicals, immunizations, or other requirements. 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: http://meridys.com/ Refer to Meridy's Handout in Conditional Acceptance Packet <ul style="list-style-type: none"> • Scrubs – navy • Lab coat – white, ¾ length 	<ul style="list-style-type: none"> • Scrubs - \$55 • Lab coat - \$27
White or navy scrub jacket	\$28 on Meridy's site – May purchase elsewhere
Shoes <ul style="list-style-type: none"> • White only • Leather all-white athletic shoes acceptable • No crocs, rockers, clogs 	\$76-\$86 on Meridy's site – May purchase elsewhere
Watch with second hand	\$25 and >
Nursing Textbooks	First Semester Cost: approximately \$900
Background Check/Drug Screen (Annual)	\$100
Physical Examination (Annual), Immunizations (Annual), and PPD or QuantiFERON testing (Annual)	\$100 and >
Health Insurance	Varies
CPR Certification (Recertification every 2 years)	Varies: \$50 and >
Graduation Pin	Varies: ~ \$100
RN License Fee	\$40.00
NCLEX application requirements	\$300

TECHNICAL STANDARDS

The School of Nursing has the responsibility to educate competent health care providers to care for patients. In addition to meeting character and academic qualifications, the nursing program has technical standards that students must meet to successfully progress in and graduate from the program. Students must possess and/or demonstrate the necessary behavioral, communication, sensory, and physical requirements for practicing nursing. The FSON considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in, and graduation from the nursing degree program. Progression in the program may be denied if a student is unable to demonstrate the technical standards. These standards identify skills, abilities, and behavioral characteristics required for successful completion of the program.

Functional Abilities/Skills	Student Demonstrated Competency
Professional Standards Preparation for the professional practice of nursing requires that students demonstrate	<ul style="list-style-type: none"> • Appropriate interpersonal relations and communication with patients, peers, faculty, and other health care personnel. • Responsible fulfillment of class and practicum obligations, including provision of safe nursing care in the practicum setting.

certain essential behaviors.

- Honesty and integrity in all academic and professional matters.
- Timely submission of required medical and certification documents.
- Critically think and concentrate with ability to respond quickly to changes in patient and unit conditions.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Observational Skills

Student must be able to observe and acquire information through visual, auditory, and somatic senses.

- Visualize information from written documents, oral presentations, demonstrations, and observation within a variety of settings.
- Observe the physical status and patient responses to nursing interventions to determine condition and effect of therapy.
- Respond effectively to verbal requests and needs of patients and the health care team.
- Perceive non-verbal communication indicators and describe pertinent data to the health care team.
- Possess visual acuity to identify markings and inscriptions on syringes, thermometers, etc.

Psychomotor Skills

Student must possess sufficient motor and sensory skills and demonstrate physical strength to provide safe nursing care; and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards.

- Perform assessment techniques and clinical procedures.
- Execute motor movements required in providing quality care and upholding patient safety standards.
- Maneuver a patient and/or clinical equipment as required.
- Withstand physically taxing activities required to perform nursing care activities. 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.
- Perform precision movements to carry out nursing intervention (e.g., catheterization, venipuncture, parenteral injections, medication administration).

Intellectual-Conceptual, Integrative, and Quantitative Skills

Student must be able to integrate didactic knowledge into clinical practice, exhibit sufficient knowledge and clarity of

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports, and use of computer-based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical

thinking to process the information, and apply it appropriately to situations in the classroom and clinical experiences.

settings for a variety of individual, family, or community needs and problems.

- Assess patients accurately using complex monitors and equipment.
- Synthesize information from the patient, medical records, and verbal reports to provide a comprehensive nursing care plan that meets the needs of the patient.
- Utilize critical thinking skills in all problem-solving activities.
- Measure, calculate, analyze, interpret, integrate, and evaluate a variety of data from patient, family, medical history, and diagnostic testing in planning nursing interventions.
- Analyze and evaluate relevant information when making care planning and delivery decisions about patients with complex health problems.
- Communicate verbally, and through reading and writing, with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.

Behavior and Social Skills

Student must possess the coping skills and intellectual abilities to: identify behaviors and attitudes in themselves and others, develop effective therapeutic relations, establish and maintain professional boundaries, exercise sound clinical judgment, and demonstrate emotional stability to ensure professional practice and delivery of care.

- Adapt to ever-changing environments, display flexibility, and function effectively during stressful situations to meet the demands of the profession.
- Develop therapeutic relationships with patients, families, and the health care team.
- Complete all nursing responsibilities attendant to the care of the patient.
- Adhere to professional behaviors of confidentiality, respect, patients' rights, valuing of differences with respect to culture, ethnicity, religion, gender, age, and sexual orientation.
- 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.
- Demonstrate accountability and responsibility 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

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 weighted average grade of 75% or higher on exams, quizzes (excluding online quizzes), and ATI assessments in the nursing courses. (Not applicable to NUR 323 – Inquiry for Evidence-Based Practice, NUR 334 – Community and Public Health Nursing, NUR 361 Global Health Field Experience, NUR 483 Capstone Integration, and NUR 423 Leadership and Management). There will be no rounding of any grades in the nursing program. Grades from other course assignments will only be calculated in the final course grade if the student has an exam/quiz/ATI assessment average of 75% or higher. An exam/quiz/ATI assessment average score of 74.99% or lower will result in a course failure and the need to repeat the course including any associated clinical component. If a student fails a course, the student must then reapply to the nursing program to retake the course.
 - Students may repeat a specific nursing course only once. A second failure to earn a weighted exam/quiz/ATI assessment average of 75% or higher in a course will result in the student being dismissed from the nursing program without the option for reapplication.
 - Students who are unsuccessful in any course must meet with the nursing faculty and/or program Dean for an exit interview to discuss and document the conditions for reentry, if applicable.
2. Maintain an overall course grade of 75% or higher. A course grade of 74.99% or below will result in a course failure and the need to repeat the course. There will be no rounding of any grades in the nursing program. If a student fails a course, the student must then reapply to the nursing program to retake the course including any associated clinical component.
 - 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.
 - Students who are unsuccessful in any course must meet with the nursing faculty and/or program Dean for an exit interview to discuss and document the conditions for reentry, if applicable.
3. Successfully meet the clinical lab/practicum requirements associated with the specific nursing course. Failure in the clinical component will result in a course failure and the need to repeat the course and any associated clinical component, if eligible for reentry to the program.
4. Demonstrate professional conduct and ethical behavior as stated in the ANA *Code of Ethics for Nursing with Interpretive Statements*. The nursing faculty reserves the right to dismiss from the program those students who exhibit unprofessional, immoral, or unethical behavior.
5. Satisfactorily complete the mandatory hospital in-services and orientation requirements and/or any ACEMAPP requirements. Clinical practice site requirements may be added or changed during the semester. Therefore, students are expected to maintain their ACEMAPP account and keep it current throughout each semester.

6. 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 a course failure.
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.

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. However, the student is ultimately responsible for seeking assistance when experiencing academic difficulty. To improve performance, the student and faculty will initiate a Performance Improvement Plan which identifies specific learning outcomes that are not satisfactory. The goal of the plan is to aid the student in meeting the course learning outcomes. Students must contact the appropriate course faculty member to schedule an appointment for advisement and remediation when they receive a score below 75% on any coursework.

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 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.

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 which are reviewed at the beginning of every course. Program progression and advancement is based on meeting the grading requirements for the didactic portion and earning the mandatory rating of "satisfactory" in the clinical portion prior to progression to the next level.

CLASS AND CLINICAL/SIMULATION/LAB 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 expected for each class and clinical experience.**

Students are required to be in class ready to participate by the designated start time of the class. Attendance for each class will be taken. Students are responsible for content in the course syllabi and course calendar. An absence from a class may require additional work to validate learning of the missed content. Students who miss more than 25% of a regularly scheduled course are at risk of being unsuccessful in the course and must meet with the course faculty to develop a Performance Improvement Plan. Childcare issues should be planned prior to classes and clinical rotations.

For clinical/simulation/lab experiences, students must arrive by the designated time (per their clinical instructor or faculty) ready to actively participate. Absences or tardiness can negatively impact the grade in any clinical/simulation/lab experience. Attendance and participation in these learning experiences is essential. Unexcused absences can result in failure of the course. For absences deemed as excused, 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.

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 by the course faculty. **Examples of unexcused clinical absences may include, but not limited to, vacation, medical and dental appointments, extracurricular activities, family obligations, work, or job interviews.**

PRIOR to a course or clinical/simulation/lab absence, students must contact course faculty and/or clinical instructor via phone, text, or email. **If the student fails to notify the faculty or clinical instructor directly, an unexcused absence will be assigned to the missed class or clinical/simulation/lab day.** In the event of an emergency, students may contact the FSON Office Manager. Inability to reach an FSON representative is not an acceptable reason for failure to notify of an absence.

In cases where medical issues may affect classroom or clinical/simulation/lab 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.**

ASSIGNMENTS AND EXAMINATIONS

The following are minimal requirements for the submission of course assignments, including papers and course examinations. 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 may result in grade reduction as determined by the faculty.
- Students are required to take all course examinations on the date and time scheduled.
- Students are permitted to use ear plugs during exams. Ear buds are not permitted.
- Exam testing time will not be extended for an unexcused tardy.

If extenuating circumstances preclude a student from taking an exam on the scheduled date and time, the **student must notify the appropriate faculty member prior** to the exam date and **provide a written documentation supporting the need for the extension**. The student is responsible for arranging any make-up assignments or examinations with the faculty member within three (3) days of the absence or a zero (0) will be awarded for the missed assignment or course examination.

Missed assignments, quizzes, or exams related to an unexcused absence may result in a grade of zero (0). The faculty reserve the right to determine if a student can make up an assignment, exam, or quiz. Faculty also reserve the right to administer a different exam to students missing a scheduled exam.

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 written papers, creating reference lists, and the like. All formal written papers should be composed according to APA standards and the grading rubric for each specific assignment.

Computer Technology Requirements

Toccoa Falls College Fetterman 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 time in the program. Students should ensure that their computers are properly updated prior to any standardized assessments so there are no delays in taking the assessment at the scheduled time. The faculty are not responsible for supplying students with a working laptop.

CONCERN AND COMPLAINTS POLICY ACADEMIC GRIEVANCE/GRADE APPEAL

Students are encouraged to seek the guidance of their academic advisor, program Dean, or other nursing faculty regarding any program concerns. Students who have concerns about nursing faculty/staff are encouraged to first speak directly with the faculty/staff member involved. Should a satisfactory resolution not be obtained, students may then schedule a meeting with the program Dean. Students may also refer to the *TFC Student Handbook* for additional information.

If the student's concern is specific to a course grade that was not satisfactorily resolved after meeting with the course faculty, the student should refer to the *TFC Academic Catalog* for information on the formal grade appeal process.

COURSE EXTENSION & INCOMPLETE GRADES FOR EMERGENCIES OR EXTREME CIRCUMSTANCES

On occasion, students are faced with emergencies or extreme 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 *TFC Academic Catalog*. Students who are granted a course extension may not be able to progress to the next semester in the program until the course is completed and a final course grade is earned.

WITHDRAWAL FROM NURSING COURSES AND CLINICAL EXPERIENCES

Once a student has been accepted to the program and has begun nursing course work, it is recommended the student remain in the program until graduation. However, if a student must withdraw from one or all courses during the semester, academic progression in the nursing program will be delayed. Students withdrawing from courses prior to the end of the semester may be considered for automatic reentry in the next semester when the courses from which the student withdrew are offered. The student will be subject to validation of knowledge which may be in the form of comprehensive exams and/or ATI standardized assessments and validation of any clinical skills. Students waiting beyond the next semester the courses are offered to reenter the program must apply for readmission to the program and reenter under the current admission requirements. Any course/clinical requirements such as a background check, drug screening, a health exam with updated immunizations (including a current PPD test or QuantiFERON result), and other requirements must be updated prior to the student beginning the semester of return.

ACADEMIC WARNING, PROBATION, AND DISMISSAL

Students who display unsafe, unprofessional, negligent, or incompetent performance in any learning environment may receive a warning, be placed on probation, or be dismissed from the nursing program, depending on the infraction. Students unable to perform at the minimally acceptable level of critical behaviors, students unable to correct deficiencies resulting in warning, and/or students unable to be removed from probation by the end of the current semester will earn an automatic course failure.

Students receiving warnings for an infraction will meet with the course faculty, Dean, and/or other program representative. A written Performance Improvement Plan will also be developed to aid in correcting the identified deficiency. The plan will be placed in the student's file. Students who have received warnings or who are on probation will be discussed by faculty in their monthly meeting.

Students may also 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 Professional Nurse Practice Act* or which seriously compromises the welfare or integrity of another person, and/or
- 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.

REAPPLICATION AND 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 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, and
- plan for successful progression through the program.

Recommendations for readmission may include being (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,
- validation of knowledge as recommended by faculty and the Georgia Board of Nursing,
 - This may include administration of comprehensive exams or ATI standardized assessments covering previous course material to determine mastery.
 - Certain returning students may also be required to take an online review course, such as the Hurst Review, at their expense as part prior to taking any exams or standardized assessments.
 - This may also include repeating or auditing previous nursing courses as identified by the Dean and program faculty.
 - Any student failing any course in the last semester must retake all nursing classes of the final semester again upon reentry, A returning student may be exempt from NUR 423 if the student passed the course previously.
- fulfillment of all Toccoa Falls College and School of Nursing requirements for the major and for graduation,
- validation of previously mastered clinical skills to determine competency, 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 and PPD or QuantiFERON results.

The nursing faculty will decide whether the student will be granted readmission. If readmission is granted, the student will collaborate with faculty in developing an individualized learning plan which defines specific requirements for program progression. Nursing courses must be taken in sequence. Therefore, repeating a course will delay the student's progression in and graduation from the nursing program.

All final readmission decisions will be dependent on the completion of the readmission requirements and course/clinical space availability. Reentering students may be subject to the current curricular and admission requirements. 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.

Section III

Academic Integrity and Professionalism

ACADEMIC INTEGRITY

TFC is a community that promotes learning, and as such, any behaviors that are inconsistent with that goal are unacceptable. As acknowledged in the *TFC Academic 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” (p. 4). Each student is expected to adhere to the mission statement, distinctives, goals, and information as cited in the *TFC Academic Catalog* and *TFC Student Handbook*.

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 a good standing in the nursing program. The student is expected to adhere to the *ANA Code of Ethics for Nursing with Interpretive Statements* 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 *TFC Academic Catalog* will be followed.

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 and clinical settings 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, p. 27). 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. *Nursing Education Perspectives*, 35(3), 167-179. doi: 10.5480/12-1028.1

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, and
- 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.

Psalm 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.

PROFESSIONAL BEHAVIOR POLICY

Students enrolled in the nursing program at Toccoa Falls College Fetterman School of Nursing are representatives of the nursing program, the College, and Jesus Christ. As such, nursing students are expected to be respectful to peers, faculty/staff, clinical instructors, patients and their families, and health care professionals with whom they interact. Students are also expected to demonstrate flexibility, professional decorum, and civility, while adhering to the core values of the School of Nursing. Finally, students are expected to display professionalism in their dress, conduct, and language.

Students enrolled in the School of Nursing are accountable for professional standards in the practice of nursing published in the *ANA Code of Ethics for Nursing with Interpretive Statements* and the *Rules of the Georgia Board of Nursing*. Incivility or unprofessionalism will result in the student being asked to leave the learning environment. The student must meet with the Dean, course faculty, and/or any other related program representative regarding the incident. Consequences may result in a warning, probation, or potential dismissal from the nursing program.

Please refer to the *TFC Student Handbook* specific to the following topics which apply to the program's professional behavior policy: discrimination and disrespect; disruptive activity; harassment; and inappropriate, indecent, or derogatory behavior or language.

OUTSIDE EMPLOYMENT WHILE IN THE NURSING PROGRAM

Often, nursing students have many obligations outside of the nursing program, including employment. While faculty understand the need to work, students are expected to arrange their employment schedules around their nursing school obligations. The nursing program is unable to schedule clinical rotations, simulation experiences, required lab time, and/or class periods around each student's work schedule.

For students who work at night, it is recommended that they do not work the night prior to a school obligation such as class, clinical, simulation, or lab time. Any student who is deemed impaired due to fatigue may be asked to leave the learning environment. This is especially true for any student engaging in patient care in the clinical setting. Student and patient safety are of primary importance.

COMMUNICATION DEVICES

Recording of lectures or presentations is not permitted without instructor consent. All personal electronic devices, including cell phones, must be disabled/muted during class time and placed in the students' belongings or another location as designated by the course faculty. Personal usage of these devices is prohibited during classroom and clinical activities. Emergency situations necessitating keeping the cell phone nearby should be directed to the faculty in charge.

Use of computers during class time will be exclusively limited to appropriate course activities. Surfing the internet, sending instant messages, or any other activity not related to the course is prohibited. Students not in compliance may be dismissed from the class and charged with an unexcused absence.

Student Email and CoursePages

Students are expected to check their TFC email accounts and CoursePages on a regular basis, a minimum of once daily Monday-Friday. Faculty and staff communicate via these platforms to inform students of any announcements or updates. Failure to check email or CoursePages does not relieve students from the responsibilities communicated via email or uploaded to CoursePages.

SOCIAL NETWORKS

The Fetterman School of Nursing adheres to the *Principles for Social Networking and the Nurse: Guidance for the Registered Nurse (2011)* which is linked to the *ANA Code of Ethics for Nursing with Interpretive Statements (2015)*. The *Principles for Social Networking and the Nurse: Guidance for the Registered Nurse (2011)* 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. The following six essential principles are relevant to all registered nurses and nursing students across all roles and settings. Violation of one or more of these principles may result in a course or clinical failure.

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 for Nursing with Interpretive Statements*).
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.

Section IV

Assessment

**Technologies Institute,
LLC (ATI)**

Students in the BSN program will utilize resources from Assessment Technologies Institute, LLC (ATI) throughout the nursing program. ATI is a comprehensive, online supplemental learning program comprised of resources designed to assist the student in applying critical thinking and problem-solving skills for learning important nursing concepts. ATI also supports NCLEX preparation through content mastery, assessment, and remediation.

ATI ASSESSMENTS AND REMEDIATION POLICY

ATI resources provide valuable guidance as students prepare for proctored ATI assessments. The proctored assessments include a variety of valid and reliable assessments 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.

ATI standardized proctored assessments begin with prospective students successfully passing the ATI Test of Essential Academic Skills (TEAS) requirement for consideration of acceptance into the Toccoa Falls College Fetterman School of Nursing. Once students are accepted and enrolled in the nursing program, several ATI Content Mastery Series assessments are integrated throughout the nursing program covering various topics. Subject matter scores earned on these assessments provide students and faculty with valuable information specific to student performance and understanding of nursing concepts. Finally, the ATI Comprehensive Predictor is administered during the final semester of the nursing program to evaluate student readiness in taking the NCLEX-RN examination.

After completion of each proctored assessment (Content Mastery and Comprehensive Predictor assessments), an individualized report is generated detailing the student's unique strengths and deficiencies for the assessed content. The student will also receive a personalized remediation plan designed to further the student's knowledge and understanding of the assessed content. All assigned remediation is to be completed as detailed in the grading rubric and by the required due date.

All students must sign and submit the *Student Acknowledgement and Understanding of ATI Assessments and Remediation Policy*.

Purpose

The purpose of this assessment and remediation policy is to detail the process for promoting student learning, measuring and evaluating student achievement of course and program outcomes, and achieving consistently high Nurse Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rates.

Receiving Full Credit for ATI Content Mastery Assessments

Students must complete all components of the ATI assessment grading rubric to receive full credit for the assessment. Failure to complete all components of the ATI assessment grading rubric will result in a grade of zero (0) for the assessment, **except for in cases of extreme emergencies with written supporting documentation**. The faculty for the course, in consultation with the Dean, will make the determination whether to award points in cases where students have missed a component due to an extreme emergency.

Remediation for all practice and proctored Content Mastery Series assessments must be completed as detailed below and in the grading rubrics. Students may be required to complete Focused Review time,

Active Learning Templates, and/or quizzes as part of the remediation process. Remediation is based on the first attempt of the practice and proctored assessments.

Required Focused Review time is as follows:

- **Practice assessments** – One hour for each practice assessment
- **Proctored assessments** – As detailed in the grading rubric

Active Learning Template requirements are as follows:

- **Practice and proctored Content Mastery assessments**
 - Students will complete active learning templates as determined by the course faculty for each item in any area where the student scored 60% or below.
 - The specific template for each topic item is provided. In the case of more than one template being listed, students should select the **System Disorder** template if listed. If the System Disorder template is not one of the recommended templates, the student may select any one of the templates listed for the topic item.
 - These templates must be handwritten and turned in to the course faculty by the assigned due date.
 - Create at least 4 quizzes with 25 questions each using the Dynamic Quizzing option.
 - One quiz should be specific to Adult Medical-Surgical (as noted in the attachment).
 - One quiz should be specific to Pharmacology and Parenteral Therapies (may omit this one if your score for the Pharmacological and Parenteral Therapies is higher than 60%).
 - At least 2 quizzes should be specific to the missed medical-surgical areas that are prevalent in your report. For example, if you noticed that you missed several respiratory questions, then you should create a 25-question quiz specific to the respiratory content.

Quiz requirements are as follows:

- **Practice and proctored Content Mastery assessments**
 - Students will also complete the most appropriate Standard Quiz in the Learning Systems RN 3.0 if they have scored 60% or below in any area of the practice or proctored assessments.
 - For the practice assessments, students will take only one quiz that best corresponds to the content area covered on Practice Assessment A or B. Students should strive for a score of 75% or higher on their first attempt.
 - For the proctored assessments, students will take the quiz labeled “Final” that best corresponds to the content area of the proctored assessment. Students should strive for a score of 75% or higher on their first attempt.
 - In lieu of Standard Quizzes, students may also create Dynamic quizzes in ATI specific to areas as identified on the ATI individualized reports. Quizzes should contain at least 25 questions. Students should strive for a score of 75% or higher.
 - A screenshot of each score must be submitted along with the active learning templates by the assigned due date.

Post-study quizzes must be taken as part of the remediation, if applicable.

Policy for all ATI Content Mastery Series proctored assessments

Students should follow the attached grading rubric. The process for receiving full credit for all proctored assessments includes the completion of practice assessments, proctored assessments, required remediation, and/or assessment retakes. Performance on the ATI Content Mastery Series proctored assessments is noted in levels: Level 3, Level 2, Level 1, or Below Level 1. Students are expected to achieve a Level 2 or higher on any Content Mastery Series proctored assessment.

CONTENT MASTERY SERIES GRADING RUBRIC

A combination of the practice and proctored assessments account for 10% of the course grade.

PRACTICE ASSESSMENT			
40 points			
Complete Practice Assessment A.		Complete Practice Assessment B.	
Remediation:		Remediation:	
<ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process. • Take Post Study Quiz (if available). 		<ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process. • Take Post Study Quiz (if available). 	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 40 points	Level 2 = 30 points	Level 1 = 10 points	Below Level 1 = 0 points
Remediation = 20 points:	Remediation = 20 points:	Remediation = 20 points:	Remediation = 20 points:
<ul style="list-style-type: none"> • Minimum 1-hour Focused Review • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process. 	<ul style="list-style-type: none"> • Minimum 2-hour Focused Review • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process. 	<ul style="list-style-type: none"> • Minimum 3-hour Focused Review • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process. 	<ul style="list-style-type: none"> • Minimum 4-hour Focused Review • For each topic missed, complete active learning templates and student-generated quizzes as part of the required remediation process.
Total - 100/100 points	Total - 90/100 points	Total - 75/100 points	Total - 60/100 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required – If retake score is Level 2 or higher, 10 points will be added to the final grade for the assessment.	Retake required– If retake score is Level 1, 5 points will be added to the final grade for the assessment. If the retake score is Level 2 or higher, 20 points will be added to the final grade for the assessment.

Policy for the ATI Comprehensive Predictor

Two (2) versions of the comprehensive assessment will be given in the last semester of the program to determine the student's level of preparedness for the NCLEX-RN examination. Scoring on the ATI Comprehensive Predictor report is offered in percentages. Students must earn a 95% predictability percentage or higher on at least one attempt of the comprehensive predictor to proceed to taking the NCLEX-RN examination immediately after graduation.

If a student earns less than a 95% predicted probability on the first attempt, he or she will devise a personalized remediation plan (which should include the suggested ATI remediation) for approval by the course faculty in preparation for the next attempt. Students who do not meet the minimal standard of a 95% predictability on their second attempt must complete a remediation plan (which should include the suggested ATI remediation) that has been approved by the course faculty before taking a third and final attempt (at an additional cost to the student.)

- Students must complete both **practice** comprehensive assessments before taking the proctored Comprehensive Predictor Assessment.
- Focused review requirements after taking the proctored assessment are as follows.
 - One hour for 95% or above (Comprehensive Predictor),
 - Two hours for 90% or above (Comprehensive Predictor),
 - Three hours for 85% or higher (Comprehensive Predictor), and
 - Four hours for 84% or lower (Comprehensive Predictor).
- Each proctored comprehensive assessment will be worth a percentage of the student's overall course grade.
 - Students earning 90% predictability or higher will earn the predictability score as their grade for the proctored assessment.
 - Students earning less than 90% predictability will earn their associated individual score.

The process for receiving full credit for the comprehensive predictor includes the completion of any practice assessments, proctored assessments, required remediation, and assessment retakes.

Student Acknowledgement and Understanding of ATI Assessments and Remediation Policy

I acknowledge both receipt and understanding of the ATI Assessments and Remediation Policy.

I understand I will take all standardized assessments as deemed necessary by the faculty course coordinators.

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

If I do not earn the required benchmark scores on a standardized assessment, I understand that I will be required to complete a remediation process by a designated due date.

This policy is effective for the entire time the student is in the nursing program, unless otherwise stated.

Student Name (Print): _____

Student Signature: _____

Date: _____ Expected Graduation Date: _____

Section V

Clinical Standards & Clinical Policies

CLINICAL PRACTICE GUIDELINES

Clinical practice standards for nursing students are based on the American Association of Colleges of Nursing (AACN, 2008) *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 are expected to demonstrate professional behavior during all clinical experiences in all settings. In assessing the quality of a student's academic and clinical performance, the faculty considers the student's maturity of judgment, as well as his/her adherence to any of the Professional Standards and Guidelines listed in Section I of this handbook. Additional practice guidelines with which students are expected to be familiar include any clinical setting policies and procedures and course specific clinical objectives and policies.

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.

SAFE PRACTICE RESPONSIBILITIES

Clinical experiences provide students with opportunities for building clinical reasoning and judgment skills and practicing nursing care competently and compassionately. Clinical experiences are 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.

In compliance with the *Georgia Registered Professional Nurse Practice Act (2019)*, 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 any scheduled clinical facility orientation. Students who miss a scheduled orientation will not be permitted to attend the assigned clinical, which may result in a clinical failure.
- 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 assigned nurse or unit charge nurse.
- 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 oversight 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 a clinical warning, clinical failure, or dismissal of the student from the clinical setting based upon the professional judgment of the faculty. Clinical instructors also reserve the right to dismiss a student from clinical areas if the student is ill, unprepared, or late. Dismissal from a clinical experience, excluding an excused absence, is deemed an unexcused absence and could result in a clinical failure. A meeting will be arranged with the student, clinical instructor, nursing faculty, and the Dean to discuss the situation and to determine whether the student will be permitted to progress in the program.

CLINICAL/SIMULATION/LAB PERFORMANCE EVALUATION AND GRADING

Clinical/simulation/lab performance is an integral component of the educational process in nursing. Satisfactory clinical/simulation/lab performance is an overriding concern in professional practice. A student's clinical/simulation/lab performance is evaluated by the clinical instructor and/or course faculty. Clinical evaluations between faculty and students are conducted during the semester and/or as student performance warrants. Simulation and lab evaluations are conducted following the learning experience.

Evaluation is based on the student's preparedness and performance in the clinical/simulation/lab 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 or process recordings analyzing patient needs and nursing care that are graded by the clinical instructor or course faculty.
- Clinical course papers addressing clinically related topics that are graded by the clinical instructor or course faculty.
- Clinical log journals in which students reflect on their progress and share their self-evaluative reflection.

Clinical performance is evaluated using the Student Clinical Performance Evaluation Tool 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 experiences are graded as "Satisfactory", "Needs Improvement", "Unsatisfactory", or "Not Observed."

- **Satisfactory (S)** 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 (NI)** 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 (U)** 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 (NO)** indicates the instructor did not observe the student performing the specific task.

Throughout all courses, students and clinical instructors are expected to assume an active role in evaluation. The student participates in the evaluation process by self-evaluating their clinical performance. 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. Clinical instructors also provide feedback to students on an ongoing basis. Additional feedback from licensed personnel from the clinical setting may also be obtained and included in the evaluation process. Students are expected to identify their own needs and be self-directed in seeking help and/or requesting additional experiences, if needed.

Students must earn a rating of "satisfactory" in every area on their final clinical performance evaluation for the course. The student who receives an "unsatisfactory" on their final clinical performance for the clinical portion of the course may receive a failing grade for the clinical rotation resulting in a failure for the course.

CLINICAL PERFORMANCE CHALLENGES AND REMEDIATION

The student should strive to demonstrate all performance objectives in each clinical rotation. 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 developed by the student and clinical instructor, which will include clear expectations for improved student performance within a specific timeframe.

When a student encounters a challenge in practice performance, the goal of the nursing faculty is to work in partnership with the student and to put resources in place so that the student can meet the clinical competencies required in the course. As needed, students are referred to the simulation/skills lab for additional practice. When the student has mastered a skill, nursing faculty will inform the student when that skill may be performed independently or, depending on the invasiveness of the skill, remain under the supervision by the course faculty and/or clinical instructor. Any unacceptable behaviors and/or deficiencies must be corrected for the student to be successful in the clinical rotation.

CLINICAL PRACTICE MAKE-UP

Absences from any clinical experience may impact progression in the nursing program. **Only students with excused absences and supporting documentation will be permitted to make up a clinical experience.** Students must submit documentation regarding their absence to their course faculty within 24 hours of the missed clinical day. The faculty will decide if the absence qualifies as excused or unexcused. For absences deemed as excused, 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. It is

highly recommended that students make every effort **NOT** to miss any clinical experiences. Refer to Section II: Class and Clinical/Simulation/Lab Attendance for more information.

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 and clinical reasoning and judgment. Available resources 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 is mandatory and cannot routinely be made up. If an emergency occurs and the student is unable to attend a laboratory/simulation experience, the student must follow the guidelines as detailed in Class and Clinical/Simulation/Lab Attendance in Section II of this handbook. Failure to follow guidelines may result in an unsatisfactory evaluation for the day. Extenuating circumstances will be evaluated on a case-by-case basis and at the discretion of the course faculty.

The clinical skills laboratory houses a wide variety of equipment and supplies with which students are confronted 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 any risk or harm to a patient. Scenarios allow students to care for patients with high-acuity, low-frequency conditions to enhance critical thinking skills and clinical judgment and reasoning. During scenarios, faculty facilitate the learning experience and ensure students achieve learning objectives.

Students are expected to be fully prepared for any simulation experience. Being unprepared for a simulation experience will result in a Performance Improvement Plan being initiated. Students must also be dressed in clinical attire for all simulation and skills evaluation experiences.

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-off dates and times will be made available for students to sign up. Any student who is late to their scheduled check-off time may not be allowed to check-off, resulting in a forfeited attempt. Any student missing their scheduled check-off time will forfeit their attempt and will proceed to the next attempt.
- Checkoffs may be done individually or in pairs as dictated by the nursing faculty.
- Students are evaluated based on the criteria set forth by the 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 faculty.

- Students who are not successful on an attempt will be remediated by the faculty to help increase the student's chances for success on their following attempt.
- 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 course faculty.
- Open lab times are scheduled to provide the students with adequate time to practice specific skills. If remediation and/or retesting is needed, it must be completed within a designated timeframe of the 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, long-term and rehabilitation facilities, physician offices, medical clinics, county public health departments, mental health facilities, county school districts, and home health agencies, for example. Sites such as the larger medical centers, which house medical-surgical nursing; women's, infant, child, and adolescent health; 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.

Many external factors affect the complexity of securing clinical placements (e.g., other nursing programs, medical students, residents, availability of clinical instructors, 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.

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 faculty. Clinical placement assignments are determined by availability of required clinical opportunities for students and a valid affiliation agreement with the hosting agency. **Clinical placement assignments may not be exchanged between students.** Students identifying extenuating circumstances that could affect their clinical assignment must notify course faculty prior to the start of the semester. Not all requests for assignment considerations can be honored. Students may not be mentored by a family member while in the clinical setting.

INCLEMENT WEATHER

In the event of inclement weather, notification is provided on the Toccoa Falls College website homepage. All clinical experiences are to be considered canceled in the event the College is closed **unless otherwise stated**. 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 to cancel the clinical experience.

BACKGROUND CHECKS/DRUG SCREENING

As part of the Admission Criteria

Hospital accrediting guidelines have resulted in many practice sites requiring background checks and drug screens for nursing students in the clinical settings. Accordingly, passing criminal background checks and drug screens, in addition to meeting the FSON Technical Standards listed in Section II of this handbook, are conditions for participation in the clinical component of the nursing program. **Students are not permitted to attend any clinical facility without completing the background check and drug screening.** Failure of either the background check or drug screening will result in dismissal from the nursing program. The cost of the criminal background check and the drug screen will be the responsibility of the student. Please refer to the Acceptance Guidelines in Section II for additional information.

While in the Program

The purpose of conducting background checks and drug screening is to ensure a safe, healthy academic environment. This policy is enacted in accordance with the Position Statement regarding *Substance Abuse in Nursing Education* published by the American Association of Colleges of Nursing, and with the standards set forth in Georgia's *Registered Professional Nurse Practice Act*. Students are to update their drug screen and background check annually and as needed during the program based on requirements from the clinical facilities. Costs associated with updating a drug screen and background check are incurred by the student.

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 or practicing. Students who participate in clinical experiences are subject to the rules and regulations of the host practice facility. The School of Nursing, in cooperation with affiliated clinical agencies, requires nursing students to allow those agencies to drug and/or alcohol test the student while engaged in clinical activities in accordance with their policies and to disclose any testing results to the FSON Dean of Nursing. Nursing students are required to adhere to the statements in this policy. A student who refuses to undergo testing shall be presumed to have violated this policy. Failure to comply could result in dismissal from Toccoa Falls College and the School of Nursing.

Through educational efforts, the School of Nursing also 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.

CLINICAL COMPLIANCE PROCESS

Students must be in compliance with all program and clinical facility requirements before entering the clinical practice settings. Lack of student compliance places the School of Nursing at risk of losing valuable clinical sites.

All nursing students must maintain 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 must complete a health physical including immunizations and PPD or QuantiFERON testing along with a background check and drug screen annually.

Students will be considered out-of-compliance if any item required to be submitted to the 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 affect the ability of the student to successfully meet clinical course objectives, potentially resulting in a clinical, and subsequent, course failure.

STUDENT UNIFORM AND DRESS CODE

The Toccoa Falls College nursing student represents the College, the School of Nursing, the nursing profession, and Jesus Christ. 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 when providing nursing care unless a different dress code is specifically defined by a clinical unit. Uniforms must be clean and without wrinkles, holes, stains, or frays.
- Student identification should **always** be visible and attached above the waist. Identification from other facilities, such as where the student works, is not permitted.
- 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 and a clinical failure.
- 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. Cleavage and the midriff should always be covered.
- Dress code violations will be reflected in the student's clinical evaluation.

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 or navy scrub jacket may be worn, without pattern or decoration
- White or black long or short sleeve T-shirts, without pattern or decoration, may be worn underneath scrub top

Shoes/Socks:

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

Hair:

- No unnatural hair color
- Clean, pulled back out of face, off of the collar
- Male students should be clean shaven or have neatly trimmed beards or mustaches

Appearance:

- Jewelry worn in the clinical setting should be minimal
 - A watch, wedding band, and short necklace may be worn
 - Dangling earrings, ear gauges, more than 2 sets of earrings, body piercings, and long necklaces are not permitted
- Visible tattoos that may be offensive to others are not permitted and must be covered
- Fingernails must be short and trimmed; clear nail polish may be worn, colored nail polish is not acceptable
 - Any type of artificial nail or overlay is not permitted
- Make-up should be moderate; no fragrance is permitted

Required Equipment:

- Watch with second hand
- Stethoscope with diaphragm and bell

Nursing Identification:

- Students must wear their Toccoa Falls School of Nursing identification badge (ID), or a designated ID badge provided by the clinical site

Uniform and Dress Code Requirements for Alternate Clinical Sites – As directed by the course faculty and/or clinical instructor

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 always worn

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. Any student who is not successful on the first attempt will be allowed to take the drug calculation quiz two additional times within a designated timeframe. This requirement must be successfully fulfilled by the third attempt for the student to progress in the course practicum and administer medications in the clinical settings. 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. Students who do not pass the requirement on the first attempt will be provided with remediation in preparation for the next attempt.

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

The use of calculators to assist with drug calculations during clinical rotations in the clinical site will be decided by individual clinical instructors.

PATIENT CONFIDENTIALITY AND THE USE OF MEDICAL RECORDS

The Fetterman 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.

Students must follow agency policies regarding the 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 ANA *Code of Ethics with Interpretive Statements*. A breach of confidentiality is considered a major offense and will be referred to the Dean for review and possible dismissal from the nursing program.

STANDARD PRECAUTIONS

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, vomiting, or fever equal to or greater than 100.4 F will not be allowed in the clinical site.**

GUIDELINES FOR OCCURRENCE REPORTING: ACCIDENT, INJURY, EXPOSURE

Providing nursing care to a 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, preceptor, and/or course faculty.

Any occurrence involving injury, or an occurrence deemed atypical or serious, shall be immediately reported to the clinical instructor or preceptor and course faculty. All incidents are reported in writing by the student and documentation provided to the Dean 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, clinical setting, or other types of academic activities in which the student has been exposed to an infectious disease. Students are also responsible for any expenses incurred due to an accident, injury, or exposure.

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. Clinical agency guidelines for initial treatment of accidental exposure to blood or blood products should be followed. 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. Toccoa Falls College and the Fetterman School of Nursing are 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.

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 preceptor and course faculty 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 Dean 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 are the student's financial responsibility.
8. Documentation of the accidental exposure to blood or blood products using the Incident and/or Accidental Exposure Report and any additional documentation 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>.

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 faculty 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 clinical setting. Permission from the student's attending physician is also required before allowing participation in clinical experiences following the delivery of her newborn. Nursing mothers who return to the classroom and clinical site should discuss their needs with the course faculty.

POST-SURGICAL RETURN TO CLINICAL

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

Section VI

Graduation & Degree Requirements

GRADUATION REQUIREMENTS

A student must complete a minimum of 130 semester hours of academic work approved by the Fetterman School of Nursing to meet the requirements for the degree of Bachelor of Science in Nursing. An application for graduation must be completed by the student to graduate. Graduation requirements are discussed in the *TFC Academic Catalog*.

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. These awards, and an explanation of each, are as follows:

Nursing Student of the Year – Voted on by faculty

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 – Voted on by faculty

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 3.2 cumulative GPA at the conclusion of the final semester.

Nursing Servanthood Award – Voted on by the cohort

This award is presented to the senior nursing student who exhibits Christ-like character while exercising 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.

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 Fetterman School of Nursing.

WHITE COAT CEREMONY

The white coat ceremony for junior nursing students is held during the fall semester as the students prepare 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. 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 (junior and senior) nursing students are required to attend.**

APPLICATION FOR LICENSURE

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

Instructions for registering with the board of nursing and for the NCLEX-RN will be covered as part of NUR 483 in the last semester of the program. The student is responsible for ensuring that all information required to apply for licensure by examination is received by the student's home state board of nursing and Pearson Vue. Once the graduate has met all course requirements to graduate with the BSN degree and has their application approved by their state board of nursing and Pearson Vue, they will receive an Authorization to Test (ATT) 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 *TFC Academic Catalog* and *TFC 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.

Office of Student Affairs

The Office of Student Affairs coordinates and provides a variety of support services to engage and nurture students to inspire and inquire. The mission of the Office 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 Office 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 Services
- Student Counseling Services
- Housing and Residence Life
- Student Health Services
- Student Engagement
- Office of Spiritual Formation
- Intramural Program
- Athletics

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

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 *TFC Student Handbook* for additional information.

Student Organizations

Student organizations are listed in the *TFC Student Handbook*.

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 is 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 an intended major, students are assigned to a nursing faculty member to assist them in their course of study and course progression. The advisors in the Fetterman 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. Students will formally declare their major as nursing in their first semester of the program. Senior nursing students should meet with their nursing advisor in the fall semester to evaluate their transcripts for graduation clearance.

Students are encouraged to discuss their learning needs with nursing faculty as they progress from one course to the next and throughout each course as they are 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 Office Manager 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 *TFC Academic 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 *TFC Student Handbook*.

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 *TFC Student Handbook*.

STANDING COMMITTEES

Fetterman 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 in other areas of the nursing program.

Students have the opportunity to serve on potential subcommittees within the nursing program that address awards and planning for ceremonies such as coating and pinning. The students may be elected, volunteer, and/or assigned by the professors to each committee. 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 *ANA Code of Ethics for Nursing with Interpretive Statements*.
- I will maintain and uphold the Code of Student Conduct and other Community Standards and Policies as stated in the *TFC Student Handbook* and *TFC Academic 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 *ANA Code of Ethics for Nursing with Interpretive Statements*.

Signature

Date



STATEMENT OF INFORMED CONSENT

I hereby agree to follow Universal Precautions while I am a student at the Toccoa Falls College Fetterman 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 faculty. 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 Fetterman School of Nursing as described in the BSN Student Handbook must be completed and/or updated before attending any clinical experiences. Current immunizations, including tuberculosis screenings, 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

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: _____

**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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