

2018-2019 Undergraduate BSN Student Handbook



**Department of Nursing
Division of Applied Health Sciences**

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*"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"*

*Florence Nightingale
1867*

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CHAPTER I INTRODUCTION AND GENERAL INFORMATION

Congratulations and Welcome to the Nursing Program! You are beginning your journey to your goal of becoming a Professional Nurse. Although the requirements are demanding, the rewards you will achieve are most satisfying. Pfeiffer's Nursing Program will prepare you to practice across all health care settings. As a BSN graduate, you will have the greatest opportunity for advancement. For instance, a BSN is required for entry into a Master's program, which may in turn lead to a career in management, or on to more specialized nursing positions such as clinical nurse specialist, nurse practitioner, nurse educator, or nurse researcher. A BSN is preferred and often required for military nursing, case management, public health nursing, forensic nursing and school nursing.

This handbook has been carefully compiled and designed to serve you. It has been created with two objectives: to provide clear and thorough guidelines; and, to serve as a practical, helpful resource. Most importantly, this handbook is intended as a guide as you progress through the Nursing Program.

The faculty of the Department of Nursing is committed to working with you to achieve your professional goals and is eager and ready to work with you to encourage your personal and professional growth.

We look forward to getting to know each of you personally.

Dr. Daniels

Dr. Daniels, PhD, MSN, RN, CNE
Chair, Professor
Department of Nursing

GENERAL INFORMATION FOR BSN STUDENTS

The Department of Nursing follows the policies of Pfeiffer University as outlined in the *Undergraduate College Catalog*. The Handbook has been designed to help the student transition from the liberal arts curriculum into the nursing curriculum. This handbook provides policies and procedures of the Department of Nursing at Pfeiffer University. It is a reference manual for current students and is intended to complement, not replace, the rules and regulations described in the *Pfeiffer Student Handbook* and the *Undergraduate College Catalog* (<http://www.pfeiffer.edu/academics/course-catalogs>). The student is responsible for reading and becoming familiar with the policies in this handbook, the *Pfeiffer Student Handbook*, *Undergraduate College Catalog* and the Website (www.pfeiffer.edu). Students should use these resources when questions arise and as a guide to academic and nonacademic policies and procedures. The handbook may also be accessed on the Department of Nursing website; policy changes will be updated electronically. Students will be notified of changes and date effective via Pfeiffer University email.

HISTORY

Pfeiffer University first opened its doors in 1885 as a mission school founded to provide an education to students who had few opportunities for formal learning. Much has changed over the years, but Pfeiffer continues to emphasize the “service before self” principles on which we were built. Supported by church agencies, foundations, public-spirited business firms, alumni, individuals, and devoted service on the part of the faculty, staff, and trustees, Pfeiffer has continually grown in academic excellence, developing new programs to meet the needs of its students and emphasizing the ideals of Christian service.

EQUAL OPPORTUNITY

Pfeiffer University is committed to upholding the principles outlined in Title IX, which states “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.” Pfeiffer University is also committed to upholding the principles outlined in Title VII and employs individuals and admits students of any race, color, or national origin to all rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, or national origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other university- administered programs. Furthermore, Pfeiffer University Trustees have determined that students not be denied admission, rights, privileges, programs, or activities on the basis of religion, veteran status, or ethnic origin; nor will the University discriminate on the basis of religion, veteran status, or ethnic origin. According to Section 504 Pfeiffer University does not discriminate against employees, students, or applicants who are handicapped. This policy is in keeping with Section 504, The Rehabilitation Act of 1973 as amended. Pfeiffer University does not discriminate against students or applicants on the basis of age. This policy is in keeping with the Age Discrimination Act of 1975, and with the EEOC Age Discrimination Act. Pfeiffer University is authorized under Federal law to enroll nonimmigrant alien students.

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North Carolina Board of Nursing

4516 Lake Boone Trail

Raleigh, NC 27607

Phone: 919-782-3211

Website: www.ncbon.com

PROGRAM OVERVIEW

The Department of Nursing in the Division of Applied Health Sciences at Pfeiffer University offers an undergraduate program leading to the Bachelor of Science in Nursing (BSN) degree. The Pre-Licensure BSN program, which is fully approved by the North Carolina Board of Nursing, and is accredited by the Commission on Collegiate Nursing Education (CCNE) <http://www.aacn.nche.edu/ccne-accreditation>, is open to all high school graduates and college students who wish to pursue a nursing major. A bachelor's degree with a major in nursing at Pfeiffer University requires 124 semester credit hours of study. Admission to Pfeiffer University does not guarantee admission to the nursing major. Successful completion of the nursing program does not mean automatic licensure as a Registered Nurse. Graduates of the program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Graduates are prepared to provide care in and across all environments as a generalist nurse.

Pfeiffer University's nursing curriculum is based on the Caring theoretical perspective. The concept of caring directs teaching methodologies, student learning activities, teacher-student interactions and the climate of the program. Pfeiffer University nursing students benefit from both the applied sciences and a core curriculum based in the liberal arts.

ADMISSION REQUIREMENTS

- Freshman Applicants: Students who have completed high school and received a diploma should complete the application process through the Office of Admissions.
- Qualified transfer and change-of-major students must meet the same academic criteria for admission as first time freshmen. Records of students transferring to Pfeiffer University from other academic institutions are evaluated and transfer credit is granted as appropriate. Students are expected to complete all remaining nursing course work for the degree at Pfeiffer. See transfer student information in the *Undergraduate College Catalog* for additional information about the university transfer policies, including transfer of credit from community colleges. Applicants who transfer must be eligible to return to all institutions previously attended. Natural science core courses completed greater than five years prior to admission to the Upper Division must be evaluated by the Chair of the Department of Nursing and may require repeat coursework. Applicants must submit one official copy of each transcript from all accredited colleges/universities attended since high school.
- All students must first be admitted to Pfeiffer University as Pre-Nursing students and meet University admission requirements. At least 45 SH (excluding activity courses) must be earned in residence at Pfeiffer University. (See Residence Requirement in the *Undergraduate College Catalog*)

- The program may be completed in 8 semesters. However, general education classes (lower division) can be taken on a part-time or full-time basis. Nursing Program courses (upper division) are NOT available on a part-time basis and must be taken in sequence.
- In the spring semester of the sophomore year, candidates will formally apply for admission to the upper division of the Nursing Program. Pre-Nursing students must successfully complete (or be enrolled in) the required University core prerequisite courses and nursing specific courses with a grade of C (GPA 2.0) or better before applying for admission to the nursing major.
- The deadline for submission of the supplemental application to the Department of Nursing is February 1 of the year they plan to enter the Nursing Program. Upon acceptance into the Nursing Program, up to 20 qualified students will be admitted to the upper division of the Nursing Major for fall admission. Preference will be given to students who have attended Pfeiffer University.
- The Admissions Committee, composed of nursing faculty and various members of the Nursing Advisory Board, will select the *most qualified candidates for admission based on the following*:
 1. Applicant's academic performance (cumulative GPA and science scores)
 2. Personal essay score
 3. Community service history (Last 5 years)
 4. Test of Essential Academic Skills (TEAS scores). The score must be at or above the level of proficient (58.7) as established by ATI to receive points in the admission ranking. This exam has four parts English, Math, Science, and Reading Comprehension. Students are allowed to repeat the TEAS assessment test once per application year. TEAS scores from other institutions will be considered if the TEAS was taken 6 months or less prior to application to upper division.
 5. Core performance standards of the Southern Council on Collegiate Education for Nursing (SCCEN) related to physical, mental, and emotional health that enables a student to participate in and complete the program. Nursing is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements and certain functional abilities are essential for the delivery of safe, effective nursing care. All students must be able to perform the functions that are necessary for the safe practice of nursing with diverse nursing care recipients in a wide variety of settings and which are essential to the licensing requirements for nursing.
- All acceptances are contingent upon submission of a satisfactory health appraisal prior to entering the program or participating in clinical experiences. Evidence of a physical examination and the following immunization requirements must be provided: Rubella and Rubeola titers, Measles, Polio, Diphtheria/Tetanus, Varicella (either positive titer or 2 vaccines), an annual 2-step negative TB test or annual chest x-ray if there is a history of a positive ppd, Hepatitis B immunizations or a signed declination (For students who have Hepatitis B contraindications, written verification or official deferral must be submitted) and an Influenza vaccine.
- All acceptances are contingent upon the completion of *Nurse Aide I training and listing from a state-approved program or current listing as a NC Licensed Practical Nurse. See

<https://www.ncnar.org/ncna.html> for list of programs. Students must hold a documented, current, unrestricted credential as a Nurse Aide I (NAI) from the NC Nurse Aide Registry <https://www.ncnar.org/index1.jsp> and the Division of Health Service Regulation. (A copy of current listing on the NC DHSR Nurse Aide Registry Website will be acceptable documentation.) ***Challenging the Nurse Aide I examination without training will not meet this requirement*** It is strongly recommended that students be certified before enrollment in sophomore nursing courses but not required. **CNA certification is not pre-requisite to applying for the upper division; however, students selected to the upper division nursing major must have completed the Nurse Aide I training program and must be listed on the NC Nurse Aide Registry before beginning coursework in the junior level courses.*

- Students must obtain and maintain current CPR (adult, infant and child) Certification before beginning coursework in the junior level courses. **Only the American Heart Association BLS (Basic Life Support) for Healthcare Providers** will be accepted. This CPR for the healthcare provider/professional rescuer course must include hands on skill demonstration of one and two rescuer adult, child and infant CPR and use of an AED.
- Students will be required to undergo drug testing and a criminal background check before being allowed to participate in clinical experiences. The student is responsible for the costs associated with drug testing and background checks. Being accepted to the program does not mean that you are automatically cleared to attend the clinical sites.

CAMPUS RESOURCES

Students should be aware of the available campus resources at Pfeiffer University and seek help when needed.

Career Services offers a comprehensive program assisting students in:

Career goal identification
Resume skills
Self-evaluation
Internship resources

Wick S. Sharp Learning Center is committed to the principle of the innate value of all learners and provides academic access and support to students in their transition from high school, and nontraditional students in their transition from community colleges, the work place, and senior transfer institutions. Available services include:

Individual and small group tutoring
Supplemental instruction
Study skills instruction
Basic skills instruction

Pfeiffer University Personal Development and Counseling Services provide service within the university environment that contributes to the academic success, personal development, and positive social contribution of Pfeiffer University students. Available services include:

Confidential individual appointments

Focus and support groups
Classroom presentations
Alcohol, Drugs, Anxiety, Depression, and Eating Concerns screenings
Workshops and Seminars
Consultations
Student Group and Residence Halls programs

Computer Labs in Jane Freeman Hall, Goode Hall, Pfeiffer Library and the Learning Center are available to students and are open 24 hours a day during the school year.

Gustavus A. Pfeiffer Library is composed of five book stack levels containing over 125,000 volumes, 200 print journal subscriptions and an AV collection, all to support a liberal arts curriculum. Students have access to 53 databases containing ~ 16,500 online journals, reference materials, and 20,000 e-books. The databases and e-books cover all disciplines and are available on or off campus 24-7. The Misenheimer library is open 77 hours per week, 7 days a week. Students also have access to Stanly Community College's Library and the Stanly County Public Library.

Health Services is located in the Stokes Student Center.

FEES POLICY

A lab fee will be charged for clinical and laboratory courses. These fees partially cover expenses unique to nursing. Other costs incurred include books, uniforms, nursing equipment (e.g., stethoscope, scissors, and watch with second hand, penlight, and other items). See *Pfeiffer University Undergraduate Catalog Costs and Financial Policies*, for tuition, fees, and other institutional costs.

FINANCIAL AID

Most types of aid are based upon financial need and scholastic performance. The Office of Financial Aid is the best source of information about financial assistance (*see Pfeiffer University Undergraduate Catalog*). A number of external sources offer financial aid resources specifically for students in nursing. The following is a partial list:

- Forgivable Educational Loans for Service (FELS): provides financial assistance to qualified students enrolled in an approved education program and committed to working in critical employment shortage professions in North Carolina. <http://www.cfnc.org/fels>
- The Association of American Colleges of Nursing website <http://www.aacn.nche.edu/Education/financialaid.htm#> undergrad lists scholarships, grants, and loans available to undergraduate students choosing a nursing career.
- Various clinical practice sites, hospital systems, and other agencies may offer education scholarships to employees and partial or full tuition reimbursement for courses that support continued learning and advancement in the workplace.
- All military branches support academic careers of individuals willing and able to commit time to the military after graduation:
Army: <http://armynursecorps.amedd.army.mil>
Navy: <http://www.navy.com/careers/healthcare/nursing>
Air Force: <http://www.airforce.com/careers>

TRANSPORTATION AND CHILDCARE POLICY

Students will need access to reliable transportation for clinical courses and activities. Students are expected to arrange for childcare during class and clinical hours. Children are not permitted in the clinical and classroom setting.

CAMPUS PARKING

All vehicles bearing a valid Pfeiffer University parking decal are allowed to park 24 hours a day year-round on the Pfeiffer University Campus. Parking spaces marked “**RESERVED**” will be designated for Faculty and Staff, Monday-Friday between the hours of 8:00am-5:00pm.

STUDENT REPRESENTATION

All students are encouraged to provide input on decisions concerning the nursing program. Students are invited to become active in student government and the nursing student organization.

The following list includes a sample of ways that students can become involved in governance:

1. Provide honest and fair feedback to your instructor when asked to complete instructor and course evaluations at the end of a course.
2. Participate in student activities and service projects on campus.
3. Students participate in the governance of the nursing program through representation in nursing faculty meetings and the annual Advisory Board meeting. Faculty members invite students to self-select which students participate.
4. Provide input when your peers are representing your issues at committee meetings and student forums.

STUDENT RECOGNITION/AWARDS

White Coat Ceremony

The ceremony represents a significant step in the students’ educational journey and is held when students are at the midway point of their undergraduate nursing education. The white lab coat marks the beginning of transition into caring for patients in hospitals and other healthcare settings. The Department of Nursing presents each junior nursing student with a lab coat, embroidered with the symbolic cross, heart, and flame of the Pfeiffer nursing logo.

Pathway to Professionalism Award

Students in the spring semester of the sophomore year select a peer in the nursing major who demonstrate professionalism and has the potential to positively influence the profession of nursing in the future. The chosen student receives the award (plaque) during the spring undergraduate award ceremony held in the campus chapel.

Outstanding Junior Nursing Student Award

Criteria for this award are: Scholarship-the student must have a GPA of 3.5 or better, Service to School, Community, and Church, Leadership, Motivation, Character, and Positive outlook on life and nursing.

The selection process for this award is as follows:

1. A ballot of eligible (GPA of 3.5 or better) will be compiled
2. Department of Nursing faculty will vote to determine the award recipient

3. The winner will remain a secret until presented with the award (plaque) at the Awards Ceremony.

*in case of a tie vote, both students will be honored with the award

Senior Specific Awards

Academic Achievement Award

This award is presented to the traditional senior nursing major having the highest cumulative grade point average. The award is based upon the grades for the total course work. The chosen student receives the award (plaque) during the spring undergraduate award ceremony held in the campus chapel.

Outstanding Senior Nursing Student Award

Criteria for this award are: Scholarship-the student must have a GPA of 3.5 or better, Service to School, Community, and Church, Leadership, Motivation, Character, and Positive outlook on life and nursing.

The selection process for this award is as follows:

1. A ballot of eligible (GPA of 3.5 or better) will be compiled
2. Department of Nursing faculty will vote to determine the award recipient
3. The winner will remain a secret until presented with the award (plaque) at the Awards Ceremony.

*in case of a tie vote, both students will be honored with the award

PFEIFFER UNIVERSITY ALUMNI ASSOCIATION

The Pfeiffer Alumni Association maintains an active network with alumni through communication and activities. All graduates are strongly encouraged to maintain active membership in the Alumni Association after graduation. Graduates should remember to keep both the future Department of Nursing Alumni Association and the University Alumni Office informed of changes in name, address, and telephone number. (See www.pfeiffer.edu for more information on the Alumni Association)

DISABILITY POLICY

Pfeiffer University Department of Nursing complies with the 1990 Americans with Disabilities Act (ADA). The Act was passed by the United States Congress to prohibit discrimination against qualified individuals with disabilities. Disability is defined as (a) a person with a physical or mental impairment that substantially limits one or more of the major life activities of such individuals (b) a record of such impairment or (c) being regarded as having such an impairment. Pfeiffer University is a private institution and, therefore, is covered under Title III of the Disability Act. The Department of Nursing is bound by the contracts of all clinical agencies/facilities used by nursing students for clinical experiences. See section *Core Performance Standards* for additional details.

ELECTRONIC MAIL (e-mail)

Most communication between faculty members and students occurs via e-mail. Faculty will contact students through their Pfeiffer University e-mail address. Students should check their Pfeiffer e-mail several times each week.

STUDENT RECORDS

The Office of the Registrar maintains all official grades and records of students. However, the Department of Nursing maintains official information specific to enrollment in the nursing program. This includes all health information required by clinical agencies. All student clinical evaluations are filed at the end of each semester. Intent forms and a copy of the application letter can be found in the Department of Nursing files.

The Department of Nursing policy for the administration of student educational records is in accordance with the provisions of the **Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment**. This policy provides that the student has a right of access to student educational records maintained by the university or any department within the university. The policy also protects the confidentiality of personally identifiable information in student records. Faculty, administrators, and staff are not permitted to talk with family members and/or friends regarding student performance unless the student has given written permission to do so.

EMPLOYMENT

Many students who are enrolled in the Department of Nursing find that they need to work; however, it is often difficult to accommodate the demands of academic and work schedules concurrently. Where possible, it is the intent of the faculty to encourage students to balance the demands of school and work in a way that promotes optimal learning and healthy lifestyles.

To this end, students should not be employed at a level that will compromise their academic progress. Full-time pre-licensure BSN students are encouraged to limit their work activities outside of school as much as possible to insure they can meet their academic responsibilities. According to experts in the field, working more than 16 hours per week has a detrimental effect on the academic performance of nursing students (Salamonson & Andrews, 2006). All students for whom a reduction in employed hours may create a hardship are encouraged to seek funds to support their educational program. The University's Financial Aid Office is available to assist with the pursuit of scholarship funds as well as federal grants and loans.

ADVISEMENT

Each student is assigned a Faculty Advisor upon admission. Each faculty member has posted office hours for the purpose of advising students. Advisees are encouraged to consult their advisors on any matter pertinent to their academic pursuits. Students are strongly encouraged to meet with their faculty advisors at least once a semester prior to registration to review their progress in the curriculum and to register for courses. Student performance is monitored and documented on a regular basis to ensure student learning and success in the nursing program. Students are ultimately responsible for appropriate registration and for the completion of all graduation requirements, including applying for graduation. The advisor may be contacted through the Department of Nursing.

PROFESSIONAL RISK

The practice of nursing involves the care of individuals who are ill or injured. Communicable diseases are common in health care delivery settings, and may be a threat to nursing students. During the performance of clinical practice, a student may have contact with patients with HIV/AIDS, Tuberculosis (TB), Hepatitis B (HBV), Hepatitis C (HCV), and other infections. Such contact, although rare when proper preventive measures are used, may result in a student being exposed to infectious agents, and/or transmitting an infectious disease to other students, faculty, patients, and family members. Students enrolled in the Nursing Program at Pfeiffer University are expected to provide care to patients who may have known or unknown communicable diseases. Application to and acceptance of an offer from the Nursing Program indicates an understanding of related professional risks.

Salamonson, Y., & Andrews, S. (2006). Academic performance in nursing students: Influence of part-time employment, age and ethnicity. *Journal of Advanced Nursing*, 55 (3), 342-349).

CHAPTER II MISSION, OUTCOMES, CURRICULUM FRAMEWORK, GUIDING PRINCIPLES, AND CONCEPTS

Pfeiffer University Bachelor of Science in Nursing Prelicensure Program

PURPOSE

The purpose of the baccalaureate program in nursing is to prepare students to be professional nurses in a Christian academic environment with the values, core competencies, core knowledge, and role development essential for leadership and service for the nursing profession. The nursing major builds on a solid foundation of the liberal arts and science and includes study in the natural, behavioral, and social sciences, and the humanities, and nursing sciences. Graduates of the program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN), which is required for practice as a Registered Nurse. Graduates are prepared to provide care in and across all environments as a generalist nurse.

A solid educational foundation in the university setting provides the distinguishing cornerstone for the study and practice of professional nursing and prepares the graduate for lifelong learning and graduate level study.

Expected Student Outcomes

Upon completion of the Pfeiffer University baccalaureate program in nursing, the graduate will have the ability to:

1. Integrate evidence-based knowledge from nursing, theories and concepts from liberal education, including the humanities and behavioral, mathematical, natural and physical sciences into the practice of professional nursing.
2. Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals, families, groups, and

communities.

3. Practice professional nursing competently in the roles of advocate, clinician, coordinator/collaborator, educator, leader, and consumer of research in a variety of health care settings to promote quality improvement and patient safety.
4. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams using written and emerging technology communication strategies.
5. Integrate knowledge of leadership/management/administrative and information technology skills and health care policies in providing direct and indirect care to clients.
6. Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups and communities across the lifespan while promoting health care literacy.
7. Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.
8. Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.
9. Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the health care needs of the Piedmont region, the state, the nation, and the global society.
10. Integrate Caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

PHILOSOPHY

The nursing program functions within the framework of the purposes and values consistent with the philosophy of Pfeiffer University and embraces the Christian values of human dignity, integrity, and service to become servant leaders and lifelong learners. A United Methodist-related university with multiple campuses and delivery systems, Pfeiffer University is committed to educational excellence, service and scholarship. Within nurturing communities of learners, Pfeiffer values diversity and promotes the attainment of full academic and personal potential through accessible undergraduate and graduate programs. It is the vision of the university that our students embrace the Christian values of human dignity, integrity and service. The educational philosophy encompasses assertions regarding six Christian caring principles derived from M. Simone Roach, R.N., Ph.D., C.S.M. that include compassion, competence, confidence, conscience, commitment, and comportment within nursing education and nursing practice. The faculty believes that education is a life-long process of reflection, intellectual challenge, and practice and is committed to the education of the whole person. Learning involves a change in attitudes, values, and behavior brought about by critical thinking, knowledge, and experiences. Learning is most likely to occur where learners are self-motivated, self-directed, and active participants who accept responsibility for learning and is best achieved in an educational

environment that fosters creativity, encourages intellectual inquiry, and recognizes each learner's uniqueness.

CURRICULUM FRAMEWORK

The conceptual framework has been designed to provide organization to the nursing curriculum and serves as a guide for the selection of nursing content, progression of courses, and sequencing of learning experiences. Building on the foundation of Christian faith and liberal arts education, the curriculum framework incorporates values and concepts adapted from *the Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015), *the Nursing Practice Act, State of North Carolina*, (2009), and *IOM, 2010, Future of Nursing: Leading Change, Advancing Health*, *The Essentials of Baccalaureate Nursing* (2008) and the *ANA Standards of Clinical Nursing Practice* (2004) defined by the nursing faculty as follows:

Person

The concept of person includes individuals, families, groups and communities. Humans are unique and complex entities with intrinsic value and dignity, and worthy of respect, because of their shared and unique physical, emotional, intellectual, social, cultural, and spiritual characteristics. Individuals exist within a social milieu and encounter forces that have an impact on optimal health and development.

Environment

The environment encompasses ever-changing sociocultural, physical, economic, and political components that influence the development and adaptive functions of human beings as well as the health care delivery system. Aggregates of internal and external factors influence the health of person(s).

Health

Health is a dynamic state located on a continuum between wellness and illness. Health is individually defined and influenced by cultural and lifestyle experiences within the context of the environment and society as a whole. Health is affected throughout the lifecycle by genetic and environmental factors, choices about health patterns, and by the ability of persons to meet their health care needs and to access health care.

Professional Nursing

Professional nursing is an art and science through which nurses provide caring assistance to persons within society. The faculty believes that professional nurses must achieve a balance between evidence-based knowledge, skills, and attitudes and professional confidence, maturity, caring, and compassion. Nursing is a dynamic process that addresses human responses to health and illness through the application of scientific knowledge and best practices to maximize health potential or provide for a peaceful death. Nurses use a systematic process of critical thinking to collect and analyze data, diagnose, plan, therapeutically intervene, and evaluate outcomes. The professional nurse participates in nursing practice engaged in the six interrelated roles of provider, advocate, collaborator/coordinator, educator, designer/manager, and researcher. Professional nursing encompasses three dimensions: provider of care, coordinator of care and member of the profession. Nurses use the nursing process to empower clients to achieve maximum potential for daily living and enhance the quality of nursing and health care through

leadership and research.

Fundamental Essentials of Baccalaureate Nursing (2008)

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- Knowledge and skills in leadership, communication, quality improvement, and patient safety.
- Professional nursing practice grounded in the analysis and application of evidence for practice.
- Knowledge and skills in information and patient care technology.
- Healthcare policies, including financial and regulatory policies.
- Collaboration among healthcare professionals to deliver high quality and safe patient care.
- Health promotion and disease prevention at the individual and population levels.
- Professionalism
- Integration of knowledge and skills in practice across the lifespan and in the continuum of healthcare environments. Clinical reasoning within the context of patient-centered care reflecting ethical values.

Caring Principles (Roach, 1977)

Compassion involves developing sensitivity to and immersion in the human condition, sharing joys, accomplishments, pain, and suffering with clients and colleagues. The sub-concepts of communication and holistic caring perspective are the cornerstones of a compassionate relationship in which the nurse understands and uses knowledge of culture, socioeconomic, and developmental status.

Competence is acquiring and using evidence-based scientific and humanistic knowledge and skill in the application of the nursing process to guide therapeutic interventions for individuals, families, and communities. Knowledge of the sub-concepts of the nursing process and health status is foundational to developing competence.

Confidence fosters the development of a professional relationship based on mutual respect. Caring engenders trust without dependence or paternalism and a relationship in which growth and independence is encouraged. The sub-concept of professional roles is used to develop confidence in the practice of nursing.

Conscience grows out of experience and a process of valuing self and others. It demands the ability to respect the humanness of life in all manifestations. It is the increased awareness of local, national and global health concern and current trends in health care that affect all ages and populations. An awareness of the sub-concept of ethics, accountability, and responsibility in relation to personal and professional behaviors of self and others, along with skill to critically analyze choices, is essential in protecting the rights of all while providing and coordinating care and developing as a member of a profession.

Commitment is engaging in a conscious and willing course of action. It means involvement and investment of time and energy in influencing health care in our changing environment and

growth personally and professionally through dedication to life-long learning. Commitment is maintaining and elevating the standards and obligations of the nursing profession and assuring the delivery of excellence in nursing care. Understanding the sub-concept of influences upon nursing including legal dimensions is critical to this development.

Comportment conveys the image of behavior, language, and appearance as symbols of professional practice. The professional standards are the important sub-concepts of comportment.

Organization of Curriculum

Nursing concepts of person, environment, health, and professional nursing introduced early in the nursing program provide a foundation for students to develop critical thinking and effective therapeutic communication skills. The faculty believes human caring is fundamental to the metaparadigm of nursing. Curriculum progression begins with a focus on caring for self (self-knowledge and acceptance) to a focus on caring for others (nursing care of individuals, families, and groups) and finally to a focus on caring for communities (community enhancement). Evidence of all three dimensions of nursing is addressed: provider of care, coordinator of care, and member of a profession within the environment.

The curriculum is organized in sequence using the four content concepts: Person is conceptualized as self and individual at the sophomore level, includes family at the junior level, and groups and communities at the senior level. Health is conceptualized as a dynamic state of being resulting from the interaction of person and environment. Wellness of individuals across the lifespan is addressed in the sophomore year. In the junior year, illness, disease, and dysfunction of families are added to the concept of wellness. Exploration of the health of groups and communities is studied at the senior level.

Progression of Courses

Utilizing the nursing process, critical thinking, and therapeutic communication, students will develop competency in nursing care and socialization into the professional nursing role. Courses are designed to promote learning from fundamental concepts to complex issues related to nursing care of individuals, families, groups, and communities. The progression is as follows:

- Students' progress from studies of individual and social aspects of health in the freshman year to the basic concepts of therapeutic communication, healthcare technology, professional nursing and holistic nursing care of the aging population in the sophomore year.
- Students develop competence in communication for diverse cultures, health assessment, pharmacology, and basic nursing care to adults in the first semester of the junior year and nursing care of the childbearing family and acutely ill adults the following semester. Students also begin to explore issues such as accessibility, accountability, and affordability in health care.
- The nursing role is expanded in the senior year to include nursing research, nursing care to psychiatric/mental health clients, complex nursing care to adults, and population-focused nursing. The final semester includes leadership and management

principles, designing, managing, and coordinating care and offers a concentrated, direct patient care clinical experience that will assist the students' transition to independent clinical responsibilities. A synthesis course provides students with a culminating experience using comprehensive client case studies to refine critical thinking and problem solving skills for effective transition into professional nursing practice.

Concepts within a Nursing Course

Principle (Client centered care, quality improvement, life- long learning)	Related Concepts:
Client/Person	Safe Effective Care, Health Promotion, Psychosocial Integrity, Physiologic Integrity
Environment	Public Health, Global Health, Respect for environment, Health care systems/policies
Health Maintenance	Risk reduction, Disease prevention, Illness management
Nursing	Nursing process, Caring, Communication and Documentation, Technical skills, Nursing role, Information technology, Teaching/Learning

Concepts related with Caring Principles

Principle	Related Concepts
Compassion	Oral and written communication, holistic caring perspectives
Competence	Nursing process, nursing interventions
Confidence	Professional role
Conscience	Ethical approaches, values, accountability, responsibility, social justice
Commitment	Policies and standards, economics, evidence-based nursing practice, legal constraints, environmental influences, political issues, historical trends
Comportment	Professional standards of nursing practice as a member of the profession, behavior, language, appearance, agency standards

CHAPTER III

BSN PLAN OF STUDY AND COURSE DESCRIPTIONS

The Pre-Licensure BSN program is 4 years in length and encompasses two phases. The first phase is comprised of 69 semester credit hours of lower-division work (liberal arts and nursing prerequisites). The second phase is comprised of 56 semester credit hours of upper-division work in the nursing major and is completed within the Department of Nursing. The total number of semester credit hours for the Bachelor of Science in Nursing degree is 124 hours.

NURSING PLAN OF STUDY

In addition to the General Education requirements, the following prerequisite nursing requirements must be taken:

BIOL 324	Principles of Microbiology
CHEM 210N	General, Organic and Biochemistry
PSYC 202S	Introduction to Psychology
PSYC 222M	Statistics & Data Analysis
PSYC 295	Developmental Psychology
EXSC 300	Nutrition
EXSC 265	Human Anatomy and Physiology I
EXSC 266	Human Anatomy and Physiology II
NURS 201	Introduction to Professional Nursing and Healthcare Technology (WI)
NURS 310	Healthcare and the Aging Population (Counts as 2hr Activity Course)

Upper-level Nursing Courses:

NURS 312	Foundations and Concepts for Professional Nursing Practice
NURS 314	Therapeutic Communication for Diverse Cultures
NURS 316	Health Assessment
NURS 318	Pharmacology for Nursing
NURS 320	Nursing Care of Adults I
NURS 322	Nursing Care of the Childbearing and Childrearing Family
NURS 326	Pathophysiology for Nursing
NURS 410	Nursing Care of Adults II
NURS 412	Psychiatric/Mental Health Nursing
NURS 414	Introduction to Nursing Research (WI)
NURS 416	Community Health Nursing
NURS 418	Nursing Leadership Values, Trends, and Perspectives (WI)
NURS 501	Transition to Professional Nursing: Senior Internship
NURS 510	Synthesis for Professional Nursing Practice

MASTER CURRICULUM PLAN

Note: Courses with bold title and * indicate prerequisite nursing requirements

Pfeiffer University Bachelor of Science in Nursing Prelicensure Program Suggested 4-Year Plan of Study Lower Division Prerequisite Courses

Freshman Year			
Fall, Year 1	Cr	Spring, Year 1	Cr
UNIV 125, Pfeiffer Journey	2	UNIV 126, Pfeiffer Journey	1
CHEM 210N, General, Organic, Biochemistry (fulfills Intro to Natural Science General Education)	4	BIOL 324, Principles of Microbiology	4
PSYC 222M, Statistics and Data Analysis or MATH 220, College Algebra (if math assessment scores indicate need to take prior to Statistics course)	3	PSYC 202S, Introduction to Psychology (fulfills the Social and Behavioral Science General Education requirement)	3
General Education: ENGL 101 or 102	3	General Education: ENGL 102 or other General Education	3
General Education Course	3	General Education Course	3
Activity	1	Activity	1
Total	16	Total	15
Sophomore Year			
Fall, Year 2	Cr	Spring, Year 2	Cr
EXSC 265, Human Anatomy and Physiology I	4	EXSC 266, Human Anatomy and Physiology II	4
PSYC 295, Developmental Psychology	3	EXSC 300, Nutrition	3
NURS 310 Healthcare and the Aging Population (fulfills 2 Activity credits)	2	NURS 201, Introduction to Professional Nursing and Healthcare Technology (WI) (fulfills the computer requirement)	3
General Education or PSYC 222M, Statistics and Data Analysis, (if student did not complete this course in freshman year)	3	General Education Course or Elective	3
General Education Course or Elective	3	UNIV 275 Pfeiffer Sophomore Seminar	3
Total	15	Total	16

**Pfeiffer University Bachelor of Science in Nursing Prelicensure Program
4-Year Plan of Study
Upper Division Nursing Courses**

Junior Year			
Fall, Year 3	Cr	Spring, Year 3	Cr
NURS 312, Foundations and Concepts for Professional Nursing Practice/Foundation and Concepts	5	NURS 320, Nursing Care of Adults I and Clinical Practicum	6
NURS 314, Therapeutic Communication for Diverse Cultures	3	NURS 322, Nursing Care of the Childbearing/Childrearing Family and Clinical Practicum	6
NURS 316, Health Assessment	3	NURS 326 Pathophysiology for Nursing	2
NURS 318, Pharmacology for Nursing	3	UNIV 375 Pfeiffer Junior Seminar	3
Total	14	Total	17
Senior Year			
Fall, Year 4	Cr	Spring, Year 4	Cr
NURS 410, Nursing Care of Adults II	6	NURS 416, Community Health Nursing	5
NURS 412, Psychiatric/Mental Health Nursing	5	NURS 418 Nursing Leadership Values, Trends, and Perspectives (WI)	3
NURS 414, Introduction to Nursing Research (WI)	3	NURS 501, Transition to Professional Nursing: Senior Internship	3
		NURS 510, Synthesis for Professional Nursing Practice	3
Total	14	Total	14

NOTES:

THE FOLLOWING COURSES HAVE PREREQUISITES:

BIOL 324 Principles of Microbiology

EXSC 265 Human Anatomy and Physiology I

EXSC 266 Human Anatomy and Physiology II

PSYC 295 Developmental Psychology

Courses designated as Writing Intensive (WI) require successful completion of ENGL 101.

All courses 312 and above require admission into the upper division major.

LOWER DIVISION COURSE DESCRIPTIONS

Prerequisites for Pre-Nursing

CHEM 210N General, Organic and Biochemistry 4 SH

This course is designed specifically for students who are interested in pursuing a nursing degree. The course will provide an overview of the foundations of general, organic, and biological chemistry will be explored. Satisfies the general education requirement in Natural Science.

BIOL 324 Principles of Microbiology 4 SH

Provides an overview of bacteria, viruses, and eukaryotic microorganisms responsible for human disease. Mechanisms of disease progression will be discussed in conjunction with immunological defenses of human hosts. Microbial growth, structure, and control will be studied with a focus on molecular and genetic aspects. The course will not be part of the curriculum for the biology major. This course is appropriate for students who intend to pursue careers in nursing, and who require a microbiology course with a medical microbiology focus. The course will be designed as an introductory level biology course. Prerequisites are instructor approval and CHEM 210N.

EXSC 265 Human Anatomy and Physiology I 4 SH

The first of an introductory level, two-semester sequence with emphasis on the structure and function of the human body systems: integumentary, skeletal, muscular, nervous/special senses, circulatory, and respiratory. Consists of three (3) contact hours of lecture and a one hour lab. Prerequisites: BIOL 211 and permission of the instructor **or** BIOL 324 Microbiology and permission of the instructor **or** two classes in the sciences and sophomore standing.

EXSC 300 Nutrition 3 SH

An introductory class with focus on the principles of nutrition as they apply throughout the life cycle. The emphasis of the course is on nutrients and their relationship to optimal health and selected disease states.

EXSC 266 Human Anatomy and Physiology II 4 SH

The second of an introductory two-semester sequence on the structure and function of the human body. Consists of three (3) contact hours of lecture and one and one-half hours of lab. Topics covered in EXSC 266 include the following body systems: endocrine, digestive, urinary, lymphatic, and reproductive.

PSYC 202S Introduction to Psychology 3 SH

Psychology as a science of human behavior; the work of the psychologist; modes of thought and methods of study; motivation; sensing; learning; perceiving; thinking; emotion; personality; testing. The first course in Psychology for all students regardless of major. Satisfies the general education requirement in Social Science.

PSYC 222M Statistics & Data Analysis 3 SH

This course is an introduction to the analysis of data. Topics covered include measures of center and spread; z-scores; probability; chi-square; correlations; analysis of variance; bivariate regression; and multiple regression. Students gain an understanding of which test is appropriate for any given analysis problem. Students use the Statistical Package for the Social Sciences (SPSS) throughout the course. Satisfies the general education requirement in Mathematics.

PSYC 295 Developmental Psychology 3 SH

After taking this course students will understand the biological, social, emotional and cognitive changes that all people go through as they move inexorably across the lifespan - from birth to old age. Students

will learn the implications of both theory and research for everyday interactions with people of all ages, and come to have an appreciation for changes that occur within their own lives as they age. Prerequisite: PSYC 202S.

NURS 201 Introduction to Professional Nursing and Healthcare Technology 3 SH (WI)

An introductory nursing course that covers the history of nursing, theoretical foundations, roles and behaviors of the professional nurse, and an introduction to the nursing process and critical thinking. The course introduces students to applications of information systems in health care practice, education, and research and addresses legal and ethical issues related to informatics. Students learn how healthcare providers can assess, develop, and use information systems to work more efficiently, allocate resources more effectively, and improve health care. This course meets the University's Computer Competency requirement and is approved as Writing Intensive. Prerequisite: Pre-nursing status and successful completion of ENGL 101.

NURS 310 Healthcare and the Aging Population 2 SH

This course introduces students to older adults, which will comprise the majority of health care recipients in students' future careers. Physiological/psychological functioning, common health problems, and the nurse's role in caring for older adults are addressed. The course incorporates service-learning activities in a local continual care community setting. This course meets the University's Activities Course requirement (2hr). Prerequisites: Pre-nursing status.

UPPER DIVISION COURSE DESCRIPTIONS

The numbers enclosed in parentheses immediately following the course title indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

NURS 312 Foundations and Concepts for Professional Nursing Practice (5,3,2)

An introduction to basic concepts related to nursing theory and practice: person, health, environment, and nursing. Fundamental and caring concepts, clinical nursing skills, and standards based on evidenced-based practice are introduced and applied using the nursing process for client-centered care. Laboratory activities include clinical simulation and the development of communication, teaching, and psychomotor skills. Clinical experience in the second half of the semester provides opportunities for application of basic knowledge and skills with individual adult and older adult patients in a long-term care setting and opportunities to participate as a member of the interdisciplinary health care team. Prerequisites: Admission into the nursing program. Co-requisites: NURS 314 Therapeutic Communication for Diverse Cultures, NURS 316 Health Assessment, NURS 318 Pharmacology for Nursing.

NURS 314 Therapeutic Communication for Diverse Cultures (3,3,0)

This course explores therapeutic communication concepts and principles, types of communication, factors affecting communications patterns, and the practical application of therapeutic communication in various patient situations with diverse populations across the lifespan. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312 Foundations and Concepts for Professional Nursing Practice, NURS 316 Health Assessment, NURS 318 Pharmacology for Nursing.

NURS 316 Health Assessment (3,3,0)

This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. The student is introduced to psychological and socio-cultural assessment techniques as well as to assessment considerations with diverse populations across the lifespan. Student application occurs through participation in classroom activities, practice in a lab setting,

in small group case discussions, and in the clinical setting. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312 Foundations and Concepts for Professional Nursing Practice, NURS 314 Therapeutic Communication for Diverse Cultures, NURS 318 Pharmacology for Nursing.

NURS 318 Pharmacology for Nursing (3,3,0)

Incorporates the basic principles of pharmacotherapeutics and principles underlying therapeutic interventions. Emphasis is on the professional nurse's role and responsibilities, nursing implications of drug therapy, including legal/ethical, psychosocial, developmental, physiological, religious, and cultural considerations. Students utilize math skills to calculate drug dosages. Prerequisites: Admission into the nursing program. Co-requisites: NURS 312 Foundations and Concepts for Professional Nursing Practice, NURS 314 Therapeutic Communication for Diverse Cultures, NURS 316 Health Assessment.

NURS 320 Nursing Care of Adults I/Clinical Practicum (6,3,3)

Building on previous knowledge and the human caring approach, students apply critical thinking skills to nursing care of diverse adults across the lifespan who are experiencing commonly occurring medical or surgical disorders or diseases. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, and holistic nursing care management using the nursing process. The theory component focuses on evidenced-based practice and the role of the nurse in promoting, maintaining, and restoring health for adults. The clinical component provides the opportunity for the student to apply concepts and skills using advanced technology. Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 322, 326.

NURS 322 Nursing Care of the Childbearing/Childrearing Family/Clinical Practicum (6,3,3)

This course examines concepts specific to maternal and child health with family as context. The holistic needs of the childbearing and childrearing family are discussed. The health and illness continuum is explored from a developmental perspective in the classroom and provides the opportunity to apply the nursing process in a variety of inpatient, outpatient, and community settings. Learners will be introduced to health care of the neonate, child, childbearing woman, and childbearing and childrearing families. The course focuses on promoting health, maintaining wellness, restoring health, and intervening during illness. Evidence-based nursing, current health issues, ethical dilemmas, and trends pertinent to clinical practice are examined. Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 326, 320.

NURS 326 Pathophysiology for Nursing (2,2,0)

This course offers an exploration of selected pathophysiological processes that occur in the body when a homeostatic imbalance is brought about by internal or external factors. Knowledge of the etiology of specific impaired health states that individuals may experience, as well as the behavior and symptomatology that may be manifested will be explored. These principles will enable the student to frame problems through the critical thinking process. Prerequisites: Successful completion of NURS 312, 314, 316, 318. Co-requisites: NURS 322, 320.

NURS 410 Nursing Care of Adults II/Clinical Practicum (6,3,3)

Provides the opportunity to explore nursing care as it is provided to diverse adults across the lifespan who are experiencing a variety of complex, acute, and chronic health problems in various settings, including long-term care and/or rehabilitation nursing settings. Emphasis is on application of pathophysiologic concepts, assessment and evaluation of human responses to illness, and holistic nursing care management using the nursing process. Builds on previous concepts, processes and skills necessary for the practice of professional nursing. Theory component focuses on evidenced-based practice and the role of the nurse in promoting, maintaining, and restoring health for adults. Clinical component provides opportunities for application of concepts and skills using advanced technology. Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 412, 414

NURS 412 Psychiatric/Mental Health Nursing (5,3,2)

Provides the opportunity to explore nursing care as it is provided to diverse adults across the lifespan who are experiencing a variety of psychiatric and mental health problems in various clinical settings. Emphasis is on the use of self in relationships, psychiatric nursing assessment, and the role of the nurse as a member of the health care team. Holistic nursing management integrates knowledge of psychobiology, pharmacology, and thoughtful, competent, caring nursing practice. Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 410, 414.

NURS 414 Introduction to Nursing Research (3,3,0) (WI)

Introduces students to the principles of basic research process in nursing. Methods of gathering, analyzing and interpreting data commonly used in nursing research are discussed. Emphasis is on assisting students to conceptualize the importance of nursing research and to understand and use published health care research. Prerequisites: Successful completion of NURS 300-level courses and ENGL 101. Co-requisites: NURS 410, 412.

NURS 416 Community Health Nursing/Clinical Practicum (5,3,2)

Provides an opportunity to examine specific theoretical perspectives related to the care of diverse populations. The course includes community assessment and planning, economic issues in health care, epidemiology, environmental health, health promotion, bioterrorism, and global health. Learning experiences occur in the classroom and in a variety of community settings such as schools, community-based clinics, health departments, and home health agencies. Prerequisites: Successful completion of junior year NURS 300-level courses, NURS 410, 412, 414. Co-requisites: NURS 418, 501, 510.

NURS 418 Nursing Leadership Values, Trends, and Perspectives (3,3,0) (WI)

This course provides an opportunity to examine leadership and management principles in professional nursing. Contemporary issues relevant to nursing practice are analyzed. Emphasis is on transition to the professional nursing role. This required course meets one of the University's three Writing Intensive course requirements. Prerequisites: Successful completion of junior year NURS 300-level courses, NURS 410, 412, 414 and ENGL 101. Co-requisites: NURS 416, 501, 510.

NURS 501 Transition to Professional Nursing: Senior Internship (3,0,3)

This focused care clinical course facilitates the transition of senior nursing students to professional nursing practice and integrates clinical and theoretical learning from previous nursing courses. As a capstone course, emphasis is placed on application of knowledge and skills in the design, management and coordination of care for clients in a variety of health care settings. Guided clinical experiences provide opportunities to refine critical thinking skills and to demonstrate increased independence in planning, implementing, and evaluating nursing care for multiple patients in a selected clinical setting. Students identify and implement strategies for resolving conflicts arising from diversity issues and moral, ethical, and legal dilemmas in clinical practice. Prerequisites: Successful completion of junior year NURS 300-level courses, NURS 410, 412, 414. Co-requisites: NURS 416, 418, 510.

NURS 510 Synthesis for Professional Nursing Practice (3,3,0)

Students will have the opportunity to use individual, group, and technology-based methods to facilitate critical thinking and problem solving using comprehensive client case studies. This culminating classroom experience includes a review of nursing content and a final comprehensive exam in preparation for the NCLEX exam. Prerequisites: Successful completion of junior year NURS 300-level courses, NURS 410, 412, 414. Co-requisites: NURS 416, 418, 501.

**CHAPTER IV
DEPARTMENT OF NURSING ACADEMIC, BEHAVIOR, AND
PERFORMANCE POLICIES AND STANDARDS**

GRADING SYSTEM

Pfeiffer University uses a letter grade and plus-minus system for evaluating academic performance and allows each department to determine the numerical equivalent of the grading symbols. The nursing faculty has selected the following equivalent.

Letter Grade	Numeral Equivalent	Quality Points
A	94-100	4.0
A-	92-93	3.7
B+	89-91	3.3
<u>B</u>	<u>86-88</u>	<u>3.0</u>
B-	83-85	2.7
C+	80-82	2.3
C	76-79	2.0
C-	73-75	1.7
D+	70-72	1.3
D	67-69	1.0
D-	64-66	0.7
F	63 and below	0.0
I (Incomplete)		0.0
P (Pass)		Credit allowed, not used to calculate GPA
W (Withdrawal)		Attempted hours, not quality hours, not used to calculate GPA

ACADEMIC STANDARDS FOR PROGRESSION

According to the National Council of State Boards of Nursing (NCSBN), because the practice of nursing changes over time, it is necessary to periodically re-evaluate the appropriateness of the passing standards for the NCLEX-RN examination. To ensure that the passing standards for the NCLEX-RN examinations accurately reflect the amount of nursing ability currently required to practice competently at the entry level, the NCSBN Board of Directors re-evaluates the passing standard every three years when the test plan is reviewed. The NCSBN Board of Directors voted to raise the passing standards for the NCLEX-RN and they were implemented on April 1, 2016, in conjunction with the 2016 NCLEX-RN Test Plan. The new passing standard will remain in effect through March 31, 2019.

The following must be met in order to progress in the pre-licensure nursing program:

1. Achieve a grade of B (86) or higher in each nursing course before progressing to the next nursing course. The student is required to pass the exam component with an average weighted score of 86 (B) by the end of the course in order to progress in the upper division of nursing. If the student achieves an average weighted score 86 (B) within the exam component, then all grades (exams and coursework) are combined for the final official overall grade of the course. If the student does not achieve a minimal average weighted score of 86 (B) on the exam component, the grade percentages for all components including exams are not calculated and the official overall grade for the course remains the average weighted score within the exam component.
2. A student who does not achieve a grade of B (86) or higher must repeat the course in order to progress in the upper division of nursing. A student is permitted to repeat only one nursing course during progression through the nursing program, returning to repeat a course is contingent on available space in the current cohort and successful completion of the Competency Assessment Test. (see Readmission Policy pg. 30)
3. A student receiving below a B (86) in two or more nursing courses will result in dismissal from the program.
4. Students who withdraw from the program must follow the University policy for Re-admission. Re-admission to the program is not guaranteed. Students seeking readmission for the Fall Junior semester must reapply. (see Readmission Policy pg. 30)
5. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F (fail) for the course. A student must satisfactorily complete both components of the course in order to progress to the next clinical course.
6. A student must function safely in the clinical area at all times in order to continue in the program. The faculty reserves the right to dismiss a student who demonstrates behavior that conflict with safety essential to nursing practice.
7. Maintain current CPR certification, TB (or x-ray) testing, Influenza vaccination, evidence of Hepatitis B vaccination series or signed refusal waiver and health insurance while enrolled in

the nursing program. An annual update is required to maintain status of Occupational Safety and Health (OSHA) and Bloodborne Pathogens Standards.

8. Adhere to all policies of the University, Department of Nursing, and clinical agencies.

READMISSION POLICY

Students seeking readmission **AND** space is available, must demonstrate competency at their level of readmission in all three areas of nursing knowledge by passing a Comprehensive Exam that includes theoretical, experiential, and clinical components with a passing grade of “86”. The Comprehensive Exam will include theoretical, experiential, and clinical content that was covered in the semester prior to their readmission semester. Students have one attempt to achieve a passing score “86” on the Comprehensive Exam. Failure to demonstrate the required competency will result in denial of readmission to the program. Students seeking readmission for the Fall Junior semester must reapply.

ACADEMIC GRIEVANCE PROCESS

Refer to the current Pfeiffer University Student Handbook available online at <https://my.pfeiffer.edu/ICS/> or Pfeiffer University Undergraduate Catalog at <http://www.pfeiffer.edu/academics/course-catalogs>

GRADE APPEAL PROCESS

Refer to the current Pfeiffer University Student Handbook available online at <https://my.pfeiffer.edu/ICS/> or Pfeiffer University Undergraduate Catalog at <http://www.pfeiffer.edu/academics/course-catalogs>

NON-ACADEMIC COMPLAINT PROCESS

A nursing student should begin the process with a private conversation with the classroom or clinical faculty involved. If the conference proves to be unsatisfactory or if there is no resolution, the student may complete a Department of Nursing Complaint Form (see Appendix C). The next step will involve a conference with the Chair of the Department of Nursing and the Dean of the Division of Applied Health Sciences, respectively. If the conference with the Dean of the Division of Applied Health Sciences is unsuccessful, the student may submit a University Public Complaint Policy Form found at <http://www.pfeiffer.edu/pfeiffer-policies>

CORE PERFORMANCE STANDARDS FOR ADMISSION AND PROGRESSION

The Pfeiffer University Nursing Program prepares students to think critically and practice nursing competently and caringly in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of individuals, families, groups and communities across the continuum of care.

Nursing is a practice discipline with cognitive, sensory, affective and psychomotor performance requirements and certain functional abilities are essential for the delivery of safe, effective nursing care. All students must be able to perform the functions that are necessary for the safe

practice of nursing with diverse nursing care recipients in a wide variety of settings and which are essential to the licensing requirements for nursing. Pfeiffer University will make every reasonable effort to accommodate students with disabilities on a case-by-case and class-by-class nature to enable them to meet these standards and ensure that students are not denied the benefits of, or excluded from participation in or otherwise subjected to discrimination in this program.

The core performance standards for this program, adapted from the Southern Council on Collegiate Education for Nursing (SCCEN) Core Performance Standards (2004), are listed below. If a student believes that she or he cannot meet one or more of the core performance standards without accommodations or modifications, it is appropriate for the student to take the responsibility of identifying her or his need for accommodation to Disability Support Services and the course instructor.

Issue	Standard	Examples (not inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds	Establish rapport and relate effectively with patients/clients, their families and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Follow verbal and written instructions, communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and consult with other health care providers in a professional manner.
Mobility	Physical abilities sufficient to move from room to room, along hallways and in small or confined spaces	Move around in clients' rooms and bathrooms, into and out of work spaces and access treatment areas; administer cardiopulmonary procedures procure needed emergency materials when indicated and to independently meet the physical demands of providing nursing care
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Perform vital signs, CPR, physical assessment, calibrate and use equipment, position patients/clients, write or type to document nursing interventions and patient care
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Read charts, flow sheets, monitors, thermometers, syringe measurements, observe and assess client health status and

		changes
Tactile	Tactile dexterity sufficient for physical assessment	Perform palpation, complete functions of physical examination and/or those related to therapeutic intervention

The Faculty of the Department of Nursing reserves the right to withdraw, or deny admission, or graduation to any student who is determined to be unsuited for the study or practice of nursing. The Department of Nursing is bound by the contracts of all clinical agencies/facilities used by nursing students for clinical/practicum experiences.

PROFESSIONAL BEHAVIOR AND THE CODE OF ETHICS

Professional behavior and adherence to the provisions of the American Nurses Association (2015) *Code of Ethics for Nurses with Interpretive Statements* is expected by all nursing students in the Department of Nursing. The nursing faculty supports and upholds the provisions of the Code. The nine major provisions of the Code include:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
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.
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 to continue personal and professional growth.
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.
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.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy. (<http://www.nursingworld.org/ethics/ecode.htm>).

PROFESSIONAL NURSING AND PROFESSIONAL NURSING PRACTICE

Nursing students are subject to probation and dismissal from the university, as are all other University students, in accordance with University policy (Refer to *Pfeiffer University Undergraduate Catalog* available online at <http://www.pfeiffer.edu/academics/course-catalogs>)
A violation of the following *guidelines may result in dismissal:

1. Violations of Pfeiffer University Academic Honor Code (refer to page 37 of the BSN Nursing Handbook for details)

2. Violations of clinical agency policies
3. Excessive absences, tardiness, or not completing entire learning experiences
4. Failure to obtain a grade of a “B” (86) or higher in all nursing courses, including a repeated course.

*Only under unusual circumstances, will a student who has been dismissed or voluntarily withdraws from the nursing program for the above reason(s) be permitted to reenter. All students have the right to due process in accordance with Pfeiffer University guidelines. The process is outlined in the *Pfeiffer University Undergraduate Catalog* (available online at www.pfeiffer.edu).

Unsatisfactory Behavior and Professional Nursing Practice

Engaging in conduct that is incompatible with professional nursing behavior and practice may result in clinical probation or dismissal from the program.

- Persistent inappropriate attitude or behaviors such as failure to accept and follow advice from your university faculty or clinical preceptor
- Persistent poor application and failure to submit work
- Electronic communication or social networking violations
- Persistent poor communication skills
- Failure to keep appropriate professional or sexual boundaries

Procedure related to violation of Unsatisfactory Behavior and Professional Nursing Practice

When a nursing faculty member determines a student may have violated one or more of the standards related to Unsatisfactory Behavior, she/he will immediately notify the student and instruct the student accordingly. The nursing faculty will complete a report, detailing the unsatisfactory behavior and obtain the student’s signature. A copy will be given to the Department of Nursing Chair and to the involved nursing student. A copy will also be filed in the nursing student's record in the Department of Nursing. A conference between the nursing student, nursing faculty and Department of Nursing Chair (if appropriate depending on the nature of the behavior) will occur. The conference will be scheduled within one week of the submission of the paperwork.

Unsafe Behavior and Professional Nursing Practice

The nursing faculty of Pfeiffer University has a legal, ethical, academic, and professional responsibility to protect the public from unsafe nursing practice. Nursing faculty may discipline or dismiss a nursing student from nursing practice, which threatens the safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider. A violation of the following guidelines may result in dismissal:

1. An act or behavior of the type that violates the Nursing Practice Act, State of North Carolina;
2. An act or behavior that violates the Code for Nurses of the American Nurses Association;
3. An act or behavior or pattern of acts and/or behaviors which threaten the physical, emotional, mental, or environmental safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider;

4. Unsafe clinical practice that reflects deliberate, negligent, omission or commission acts;
5. Physical or emotional problems or use of any drugs to a degree that interferes with ability to practice nursing and do not respond to appropriate treatment or counseling within a reasonable period of time;
6. Or an act or behavior that constitutes nursing practice for which a student is not authorized or educated to perform at the time of the incident.

Procedure related to violation of Unsafe Behavior and Professional Nursing Practice

When a nursing faculty member determines a student may have violated one or more of the standards, she/he will immediately notify the student and instruct the student accordingly. The Department of Nursing Chair will be notified. The nursing faculty will complete a report, detailing the unsafe nursing practice and obtain the student's signature. A copy will be given to the Department of Nursing Chair and to the involved nursing student. A copy will also be filed in the nursing student's record in the Department of Nursing. The nursing faculty and/or nursing student will file a clinical agency incident report (if appropriate depending on the nature of the incident and clinical agency policies).

A conference between the nursing student, nursing faculty and Department of Nursing Chair (if appropriate depending on the nature of the unsafe practice) will occur. The conference will be scheduled as soon as appropriate depending on the nature of the unsafe practice but no later than five school days following the incident. **Unsafe nursing practice will result in immediate exclusion from the clinical component; and therefore, possible failure of the nursing course and permanent exclusion from the Nursing Program.**

CONFIDENTIALITY STATEMENT

Patients in hospitals, in nursing homes, outpatient clinics, etc. have a right to privacy and confidentiality, including the fact that they are a patient or resident of the facility. In the clinical setting students will have access to and overhear information regarding patients, physicians and others. Therefore, information students receive in the course of their class and clinical experiences is considered confidential. Release of this data (oral, written or electronic, or via cell phone, Facebook, Twitter, etc.) in any manner to an individual or entity, who is not authorized to have this data, is a violation of Health Insurance Portability and Accountability Act (HIPAA) regulations (see page 44 in the Pfeiffer University Undergraduate Handbook for detailed information).

SOCIAL NETWORKING

The Department of Nursing believes electronic communication can be a valuable tool for healthcare education. And, according to ANA, while social media has its benefits, nurses also face risks when using social media inappropriately. The National Council for State Boards of Nursing reported that, numerous state boards receive complaints of nurses who violated patient privacy while using social media.

- Professional behavior and proper technology etiquette should be observed at all times when using cell phones, iPods, mobile devices, laptops or other electronic devices.
- Cell phone/mobile device/mobile devices appliances must be on "airplane mode" or "silent" during class or clinical experiences.

- No photos may be taken by students in the clinical agency or lab environments. The exception to taking photos or videos in the laboratory environment is when it is a course assignment.
- No personal phone conversations or texting allowed at any time while in a patient area. A clinical probation will be given for the first violation of using the mobile device for socializing during clinical time. A second violation may result in course failure.
- Be respectful to your professors and classmates. Unapproved use of electronic devices in class/lab is distracting to others.
- Use of facility computers for personal use is prohibited.
- Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may mobile devices. Be sure to disinfect/decontaminate them as needed.
- **Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency.**
- When contributing to a social networking site, it is important to remember that everyone can see and read what is placed on the site. Keep your online interactions professional. Always remember that your online behavior and actions captured via images, posts, or comments reflects **you** as a professional. Graduate programs and many nurse recruiters now routinely search the social networking sites when considering potential employers or students. Social network postings can be subject to disciplinary action from the nursing program.
- Students and/or clubs are required to adhere to Pfeiffer University's Social Media Policy see: <http://www.pfeiffer.edu/style-guidesocial-media-policy>

ACADEMIC CREDIBILITY

The nursing faculty supports and upholds the academic honor code at Pfeiffer University. All forms of academic dishonesty are prohibited and subject to severe disciplinary action. Faculty members who have reason to believe that a student is guilty of plagiarism or cheating must charge the student according to the Student Honor Code. The statement may be found in the *Pfeiffer Student Handbook* or in the *Pfeiffer University Undergraduate Catalog* published jointly by the Office of Student Development and the Student Government Association (available at www.pfeiffer.edu).

1. Cheating is willful participation in the unauthorized exchange and/or use of information while working on an examination, test, or project designed to evaluate individual performance.
2. Academic dishonesty includes “buying” a paper to present as one’s own or “selling” a paper.
3. Plagiarism is the attempt of a writer to steal credit for the work of someone else. This includes computer programs or files, ideas and images, charts and graphs, photographs and creative works that belong to another.
4. Facilitating Academic Dishonesty includes giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.
5. Falsification occurs when information is altered such as submitting a false excuse for an absence or tardy during a scheduled academic exercise. Fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. An example

would be a student who changes an answer on an exam and claims that the item was incorrectly scored or turns in a counterfeit record of internship or practicum experiences.

6. Complicity in Academic Dishonesty means helping or attempting to help, another commit an act of academic dishonesty. Examples include allowing another to copy from one's paper during an exam or distributing test questions or valuable information about the material to be tested without authorization before the test is administered.

If a student has a question about academic dishonesty as related to cheating, plagiarism, fabrication and falsification, abuse of academic materials, or complicity in academic dishonesty, the student is required to check with the appropriate faculty immediately.

GUIDELINES FOR SCHOLARLY PAPERS AND COURSE-RELATED WRITTEN WORK

Pfeiffer's Department of Nursing uses the *Publication Manual of the American Psychological Association* (APA Manual) as a guide for writing papers course-related written work. Preparation of written work should contribute to clear communications. Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center, Wick Sharp Learning Center (704-463-3365) is available on campus if a student needs assistance.

POLICY ON MAKE-UP EXAMINATIONS

Make-up exams are a courtesy that is extended to students by their instructors. An instructor is never obligated to provide a make-up exam for any student. Permission to make up an exam will be granted only under very specific or dire circumstances.

- Any student who will miss an exam due to required participation in a University-sanctioned activity, e.g., membership on a University athletic team in scheduled competition, must notify the instructor *in advance* of the absence and provide documentation of the absence at that time. The date and time of the makeup exam will be determined at the time that the student informs the instructor of the impending absence.
- If a student is unable to take an exam due to *unexpected circumstances*, the student or their responsible designee (immediate family or significant other) must notify the instructor *in person or email or by telephone* within **24 hours** of the exam. *Unexpected circumstances* shall be defined as, major medical illness of self or immediate family member, funeral attendance, court appearances, and serious car accidents. Having to work, waking up late, or making personal travel plans that coincide with an exam date are not considered extreme circumstances and will not be considered for make-up exams. A different exam may be given to a student who misses the original exam.

ATTENDANCE POLICIES

Classroom attendance (refer to *Pfeiffer University Undergraduate Catalog* available at www.pfeiffer.edu/academics/coursecatalogs). Clinical attendance policy (see page 39).

INCLEMENT WEATHER

All Closings/Delays will be posted on the Pfeiffer University website: www.pfeiffer.edu
You may also access messages regarding closings/delays by calling the main campus number at Misenheimer: 704/463-1360, Opt. 8

Definition of “UNIVERSITY CLOSED”:

This means that students, faculty, administrators, and staff are not expected to attend classes or report to work. If you are in a position where an exception to this policy may be required, you will be notified individually.

Definitions of “DELAY”:

(Misenheimer Campus)

- 2-Hour Delay – This means that classes having starting times prior to 10 am are cancelled. Classes that start at 10 am and thereafter will be on a regular schedule
- 3-Hour Delay – This means that classes that have starting times before 11 am are cancelled. Classes that start at 11 am and thereafter will be on a regular schedule.
- 4-Hour Delay – This means that classes that have starting times before Noon are cancelled. Classes starting at Noon and thereafter will be on a regular schedule.

Definition of “AFTERNOON CLASSES CANCELLED” - This means that classes that have starting times between 12 Noon and 5:00 pm are cancelled.

Definition of “EVENING CLASSES CANCELLED” - This means that any classes that has starting times of 5:00 pm or later is cancelled.

Pfeiffer University Closings or Delays are determined apart from Stanly, Rowan, Mecklenburg, Cabarrus or Durham County School systems. Please do not assume that whatever decision is made for these counties will apply to Pfeiffer University.

The following TV and Radio stations are contacted to announce inclement weather closing information (Please note: Visiting their website will be more efficient than waiting for scrolling information):

1. WBTV/Channel 3 – Charlotte (www.wbtv.com)
2. WCNC-TV/Channel 6 – Charlotte (www.wcnc.com)
3. WSOC-TV/Channel 9 – Charlotte (www.wsoc.com)
4. WCCB-TV/Fox 18 – Charlotte (www.fox18wccb.com)
5. NEWS 14 Carolina/Channel 14 (www.news14charlotte.com)
6. WSPC 1010-AM -Albemarle (www.1010wspc.com)
7. WPEG 98-FM - Charlotte (www.power98fm.com)
8. WFAE 90.7 (local NPR station) - Charlotte (www.wfae.org)
9. WBT Radio 1110-AM - Charlotte (www.wbt.com)
10. WRAL-TV/Channel 5/Fox 50.Mix 101.5-FM -Raleigh (www.wral.com)
11. WFMY-TV/Channel 2 - Greensboro (www.digtriad.com)

PINNING CEREMONY

Dresses and/or skirts must be appropriate length extending closer to the knee than the hip. Shoe height should be appropriate for walking up stage steps. Nursing pin may remain on ribbon and worn during graduation ceremony on Saturday. Formal Thank You's should be limited to 150 words.

WHITE COAT CEREMONY

Dress should be the approved Pfeiffer University Nursing Scrubs. Black shoes with little to no writing should be worn.

GRADUATION

Pfeiffer University Undergraduate Catalog at <http://www.pfeiffer.edu/academics/course-catalogs>

GRADUATION WITH HONORS

Pfeiffer University Undergraduate Catalog at <http://www.pfeiffer.edu/academics/course-catalogs>

ACADEMIC CALENDAR

Pfeiffer University Undergraduate Calendar at <http://www.pfeiffer.edu/academics/academic-calendars>

CHAPTER V CLINICAL COURSE POLICIES

ATTENDANCE

Students are expected to be present, on time, and prepared for all clinical experiences including simulation days this includes adherence to clinical appropriate dress guidelines. In case of emergency or illness, students are expected to notify the clinical instructor AND the clinical unit as early as possible PRIOR to the scheduled experience. Students must provide a doctor's note to the instructor, if available, AND meet with the Department Chair within 48 hours of the missed clinical day. Students who miss clinical/simulation experiences will be responsible for work missed. A missed clinical/simulation experience may jeopardize the student's clinical grade because a student who is absent cannot learn nor be evaluated. Faculty members are not required to offer make-up clinical/simulation experiences. Based on the clinical instructor's evaluation, one of the following outcomes will occur related to tardiness or absenteeism:

- Clinical make-up day(s) and/or assignment will be scheduled.
- Situation or duration of absences will necessitate that student withdraw from course due to inability to meet course objectives.
- Students will be excused.

INCIDENT REPORT POLICY AND PROCEDURE

POLICY

1. An incident is defined as any accident, injury, loss, contamination, medication error, or situation involving a client, student, or clinical instructor.
2. Any health or safety incident, which occurs as a part of a nursing student's clinical learning experience, shall be reported to the clinical agency and the Department of Nursing Chair.
3. Timely and accurate documentation is necessary to:
 - a. To inform the school administrators about situations which may result in risk or liability to the school.
 - b. To identify patterns of accident prone behavior
 - c. To assure that the health or safety incident is explored as a learning experience.
 - d. To demonstrate expected professional behavior

PROCEDURE

1. Report in person to the clinical instructor and/or facility's unit supervisor any health or safety incident that involves a client, student, or clinical instructor. Complete the necessary clinical agency and documentation.
2. The Department of Nursing Incident Report must be completed and submitted to the nursing office in a confidential manner when clinical incidents occur. See Appendix A. This form should be completed and returned to the nursing office within 48 hours of the incident.
3. If the clinical agency allows a copy of their incident form to be made, that copy shall be attached to the school form.
4. The Department Chair and the Course Instructor will review incident report(s).
5. The party involved shall report in person to the Department Chair to discuss the incident.
6. See post exposure policy (Pfeiffer University Undergraduate Handbook pg. 54) for injurious events.

CLINICAL EVALUATION

Clinical evaluation is based on the student's attainment of course clinical objectives. Failure to satisfactorily demonstrate (as indicated by achieving or exceeding the behavior) any behavior will lead to a failure of the clinical portion of the course and subsequent failure of the course. In order to pass the clinical component of the course, a student must achieve a satisfactory rating in all objectives by the end of the semester. The student and the instructor evaluate course objectives weekly. The clinical instructor will provide continuous feedback verbally and through written anecdotal notes to assist in correcting learning deficiencies. The student is expected to make an appointment with the instructor to discuss and receive a mid-term (formative) evaluation/grade and end of semester (summative) evaluation/grade. The same rating scale for clinical is used for all courses. Each of the rating designations is described on page 41-42 of the Pfeiffer University BSN Handbook.

Criteria for Clinical Evaluation

Level of Performance of Skill or Behavior	Outstanding	Above average	Satisfactory	*Need to Improve (Unsatisfactory)
Safely, accurately and effectively	Without supporting cues	With occasional supporting cues	With some verbal and physical cues and assistance	With frequent or continuous verbal and physical cues and assistance
In a coordinated manner	Very	Mostly	Usually	Somewhat or not coordinated
In a confident manner	Very	Mostly	Usually	Somewhat or not confident
In a timely manner	Expedient	Reasonable time period	Work usually completed on time	Prolonged time period or usually a delayed time period
Efficiently	No excess energy expenditure	Occasional excess energy expended	Some excess energy expended	Considerable excess energy expended

* N – Needs Improvement. Performance is inconsistent, or minimally meets the standards for safe nursing practice. Additional review and remediation is recommended. The student and instructor must sign the PLAN FOR PROGRESS AGREEMENT.

CLINICAL PERFORMANCE EVALUATION GUIDELINES

Formative Evaluation: The formative evaluation is the process of ongoing collection and sharing of information about a student's performance throughout the course. Both the faculty member and the student contribute to the data in order to determine those clinical behaviors/competencies that are being achieved and those that are not being achieved. The faculty member will provide feedback to the student concerning his/her performance via weekly reflections and other times as needed. At midterm, a formal verbal discussion will occur between the student and faculty member to identify and build on strengths as well as to identify areas for growth. The clinical instructor will complete the **"Formative Clinical Performance Evaluation"** using data from weekly reflections, discussions with students, clinical observations, and other information as needed and provide a written summary of the student's progress in the nursing skills lab and clinical learning experiences to the student. During formative evaluation, assessment of the student's performance of each of the clinical behaviors/competencies will be designated by marks of "Satisfactory—S," "Needs Improvement—N," or "Unsatisfactory—U" (see key on evaluation form). Any areas needing improvement must be accompanied by comments and a plan for progress on clinical will be formulated. Both the student and clinical instructor sign the midterm evaluation as well as any prescription for progress.

- **Satisfactory:** A mark that designates accurate and safe performance of clinical behaviors/competencies. Accurate is defined as precise; consistent with established criteria or guidelines. Safe is defined as careful, that which does not put the client in jeopardy. Shows progress toward achievement of course clinical performance objectives.
- **Needs Improvement:** A mark that designates a need to demonstrate a performance of behaviors/competencies with more precision, but has been safely performed. The student is responsible for developing a plan of action to satisfactorily meet all behaviors/competencies and course clinical performance objectives.
- **Unsatisfactory:** A mark that designates inaccurate and unsafe performance of clinical behaviors/competencies. An example of unsafe behavior is giving a medication to the wrong patient, and an example of unsatisfactory behavior is continual tardiness to the clinical site.

The PLAN FOR PROGRESS AGREEMENT includes recommendations for specific experiences and methods that will contribute to the growth of the student in preparation for and delivery of nursing care. These plans may be formulated at any time. If there is a number of clinical behaviors/competencies that have not been satisfactory during formative evaluation, the faculty member and student will collaborate to develop a contract in the form of a written learning agreement. The learning agreement is a document, which is comprised of mutually derived statements of strengths and areas for improvement, specific expectations for behaviors needed to earn a satisfactory grade in the course, and specific experiences and methods to achieve the needed growth. It clearly delineates the responsibilities of the student and faculty member necessary to facilitate continuous student progress. The student owns the responsibility for meeting the condition of the contract in order to earn a grade of satisfactory in the course.

Summative Evaluation: The final (summative) clinical performance evaluation occurs at the end of the semester. The student and clinical instructor will complete a "Summative Clinical

Performance Evaluation,” indicating a “P” or “F” on the evaluation form (see key on evaluation form). To earn a “P” (Pass), the student consistently demonstrates satisfactory clinical performance, skill, and synthesis of learning and application of nursing principles. In addition, the student demonstrates ability to relate and apply knowledge at the expected level. An “F” (Fail) is indicated when the student demonstrates unsatisfactory in clinical performance, consistency, skill, and synthesis of learning and application of nursing principles. In addition, the student does not demonstrate ability to relate and apply knowledge at the expected level. During the final clinical evaluation conference, the student and clinical instructor will compare evaluations. The faculty clinical evaluation is final. Both the student and clinical instructor will sign the summative evaluation form. All evaluations are filed in the student’s record at the end of the course.

Grade of Pass: In order to pass the clinical component of a course, a student must achieve a satisfactory rating in all clinical performance objectives by end of the semester.

Grade of Fail: A student whose performance is unsatisfactory in one or more clinical performance objectives at the end of the semester will earn an Unsatisfactory for the clinical component of the course and will receive an “F” (failure) for the course regardless of achieved theory grade. A student is permitted to fail a clinical nursing course one time. A second failure will result in dismissal from the baccalaureate program

BSN PRE-LICENSURE STUDENT UNIFORM POLICY

Personal Appearance/Comportment:

As one of our six caring principles, comportment includes image. How you present yourself is your personal image as well as a reflection of Pfeiffer University. Professional appearance in the clinical/simulation setting identifies the nursing student and promotes client confidence in skills of the student nurse. Facilities may have additional dress code requirements that students must meet. Students will be held accountable to the most restrictive guidelines. Faculty may dismiss students from the clinical area with a rating of unsatisfactory performance for the day when the uniform policy is not followed.

Uniform

The official uniform for clinical is the gold and black scrubs specific to the nursing program at Pfeiffer University and is to be worn only to the clinical site and on simulation days. They are to be purchased from the distributor selected by the Department. Substitutions are not permitted. An official name pin stating name and status is worn at all times in the clinical setting, including time spent in scrubs, unless otherwise instructed. Many agencies will require you to wear the agency ID badge as well. Professional dress should include a solid white or solid black, round-neck, short-sleeved or long-sleeved t-shirt with no embellishments under the uniform top for male students.

Footwear

Clean, black shoes with shoelaces or shoes that fasten securely are appropriate for the clinical setting. Shoes with high tops, high heels, open toes or backs are not permitted in any clinical setting. Plain black socks are to be worn with shoes.

Labcoats

A knee length white lab coat, provided by the Department, is worn over street clothing when you are in patient care areas, when touring clinical facilities, or when obtaining patient assignments. Neat, clean, and appropriate street clothing may be worn with a lab coat during clinical activities that do not require the use of the official uniform. Denim attire is not appropriate for the clinical setting. If there is a question as to what is appropriate attire for the clinical setting, please ask your instructor.

Jewelry, Cosmetics, Hair and Nails

Jewelry that is appropriate in the clinical and simulation setting includes wedding bands and/or one small pair, plain stud earrings. Body tattoos and other piercing jewelry must be covered. Make-up should be simple and conservative. Fragrances as well as tobacco odor is inappropriate for the clinical and simulation setting. Fingernails should be short, clean, and neatly manicured. Only clear fingernail polish can be worn by females in the clinical and simulation setting. Hair should be clean and neatly groomed. Hair that is shoulder-length or longer must be secured away from the face in a manner that is professional-looking and should not interfere with patient care in the clinical and simulation setting. Beards, mustaches, and sideburns are to be kept closely cropped, clean, and neatly trimmed.

CHAPTER VI HIPAA AND OSHA INFORMATION

HEALTH INFORMATION PRIVACY

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy and Security Rules (<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>)

The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes.

The Security Rule specifies a series of administrative, physical, and technical safeguards for covered entities to use to assure the confidentiality, integrity, and availability of electronic protected health information.

Students must read and sign the Pfeiffer University BSN Confidentiality Form (**Appendix B**) and submit it to the administrative assistant in the Department of Nursing. Consult with your instructor if you have any concerns or questions regarding these confidentiality guidelines.

BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN

The Department of Nursing Exposure Control Plan is designed to minimize or reduce student and faculty exposure to bloodborne pathogens. This plan is in accordance with OSHA standard 29:CFR 1910.1030 Occupational Exposure to Bloodborne Pathogens. This plan applies to all students and faculty. A copy is kept in the nursing office for faculty use. Students receive a packet with the Exposure Plan and review the information in the NURS 312 course. Students must score an 85% on the OSHA quiz. The following websites should be utilized by students and faculty for review.

http://www.osha.gov/OshDoc/data_BloodborneFacts/bbfact01.pdf

http://www.osha.gov/OshDoc/data_BloodborneFacts/bbfact02.pdf

http://www.osha.gov/OshDoc/data_BloodborneFacts/bbfact03.pdf

http://www.osha.gov/OshDoc/data_BloodborneFacts/bbfact04.pdf

http://www.osha.gov/OshDoc/data_BloodborneFacts/bbfact05.pdf

I. Exposure Determination: Addresses OSHA item (c) (2)

All students and faculty of the Department of Nursing, as a result of performing their learning and instructional duties, must engage in activities where exposure to blood or other potentially infectious materials is reasonably anticipated. Students and faculty are therefore considered to have the potential for occupational exposure. This includes, but is not limited to, activities in both the clinical setting and labs within the school. Examples of potential exposure include, but are not limited to: invasive procedures, blood glucose monitoring, obtaining blood samples, starting IVs, exposure to urine, stool, amniotic and spinal fluid, and handling contaminated sharps or equipment.

Students and faculty take necessary precautions to avoid direct contact with fluids and shall not, except when absolutely necessary for the performance of duties, participate in activities

nor enter areas that will require them to come in contact with body fluids, needles or other instruments or surfaces that are contaminated with other potentially infectious materials. Any procedure that can be avoided is not to be undertaken. The Department of Nursing forbids the performance of invasive procedures by students or faculty on any other member of the healthcare team, including other students, faculty, or employees of clinical agencies. Moreover, even in cases of occupational exposure (i. e. unavoidable contact with contaminated equipment or sharps), extreme caution must be observed.

Occupational exposure is defined as any reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of the student's or faculty member's duties. This definition is without regard to the use of personal protective equipment.

II. **Schedule and Methods of Implementation:** Addresses OSHA item (c) (1) (ii) (B)

A. **Methods of Compliance:**

1. Universal Precautions: Addresses OSHA Item (d) (1)

Universal precautions shall be observed by all students and faculty to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious material.

2. Engineering and Work Practice Controls: Addresses OSHA item (d) (2) Engineering and work practice controls shall be used to eliminate or minimize exposure. Where engineering controls will reduce exposure, either by removing, eliminating, or isolating the hazard, they must be used. (CPL 2-2.44D) Where occupational exposure remains after institution of these controls, personal protective equipment shall also be used.

- a. Hand washing facilities are available in the labs and are to be provided by affiliated clinical facilities.
- b. "When hands are visibly dirty or contaminated with proteinaceous material or are visibly soiled with blood or other body fluids, wash hand with soap and water.
- c. "If hands are not visibly soiled, use an alcohol based hand rub for routinely decontaminating hands in all other clinical situations as listed. Decontaminate Hands:

- Before having direct contact with patients
 - Before donning sterile gloves when inserting a central intravascular catheter
 - Before inserting indwelling urinary catheters, peripheral vascular catheters or other invasive devices that do not require a surgical procedure.
 - After contact with a patient's intact skin (i.e. when taking a pulse or blood pressure, and lifting a patient)
 - After contact with body fluids or excretions, mucous membranes, non-intact skin and wound dressings if hands are not visibly soiled.
 - If moving from a contaminated-body site to a clean-body during patient care.
 - After contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
 - After removing gloves and/or personal protective equipment
- d. Before eating and after using a restroom, wash hands with soap and water.

- e. Antimicrobial wipes (i.e. towelettes) are not as effective as alcohol-based hand rubs or washing hands with soap and water for reducing bacterial counts on the hands of health care workers, therefore cannot be used as a substitute for washing hands with soap and water or using alcohol-based hand rubs.
- f. Wash hands with soap and water if exposure to *Bacillus Anthracis* is suspected or proven. The physical action of washing and rinsing hands under such circumstances is recommended because alcohols, chlorhexidine, iodophors and other antiseptic agents have poor activity against spores.
- g. Students and faculty shall wash hands and any other skin with soap and water, or flush mucous membranes with water immediately or as soon as feasible following contact of such body areas with blood or other potentially infectious materials.
- h. Contaminated needles and other contaminated sharps shall not be bent, recapped, or removed except as noted in paragraphs (1) and (2) below. Shearing or breaking of contaminated needles is prohibited.
 - (1) Contaminated needles and other contaminated sharps shall not be bent, recapped or removed unless the Dept. of Nursing or clinical agency can demonstrate that no alternative is feasible or that such action is required by a specific procedure.
 - (2) Such bending, recapping or needle removal must be accomplished through the use of mechanical device or a one-handed technique.
 - (3) Immediately or as soon as possible after use, contaminated reusable sharps shall be placed in appropriate containers until properly reprocessed. These containers shall be: puncture resistant, labeled or color-coded in accordance with this standard, leak-proof on the sides and bottom
 - (4) In accordance with the requirements set forth for reusable sharps: Reusable sharps that are contaminated with blood or other potentially infectious materials shall not be stored or processed in a manner that requires students or faculty to reach by hand into the containers where these sharps have been placed.
- i. Specimens of blood or other potentially infectious materials shall be placed in an appropriate container that prevents leakage during collection, handling, processing, storage and transport.
- j. Eating, drinking, smoking, applying cosmetics or lip balm and handling contact lenses are prohibited in lab and clinical areas where there is reasonable likelihood of occupational exposure.
- k. Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets, desktops or countertops where blood or other potentially infectious materials are present.
- l. All procedure involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering and generation of droplets of these substances.
- m. Mouth pipetting and suctioning of blood or other potentially infectious materials is prohibited.
- n. Equipment which may become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be

- decontaminated as necessary, unless the Dept. of Nursing can demonstrate that decontamination of such equipment or portions of such equipment is not feasible.
- o. A readily observable label shall be attached to contaminated equipment stating which portions remain contaminated.
 - p. Information about equipment contamination is to be conveyed to all affected students, faculty, the servicing representative, and/or the manufacturer, as appropriate, prior to handling, servicing, or shipment so that appropriate precautions will be taken.
 - q. Selection of equipment: addresses 1910.1030 (c) The labs and clinical facilities have a wide variety of sharps and engineering controls. At the clinical agencies, selection of equipment is done by the individual agency, based upon their bloodborne pathogen policy. In the Labs:
 - The Dept. of Nursing will institute changes in technology that reduce/eliminate exposure.
 - There will be annual documentation of consideration and implementation of safer medical devices.
 - There will be solicitation of input from non-managerial employees to identify, evaluate and select work place controls.
 - The Dept. of Nursing will select and implement appropriate engineering controls to reduce or eliminate exposure.
 - New devices must be implemented as appropriate and available, following employee training.
 - r. Clinical agencies may have additional engineering and Work practice controls. The students and faculty are to follow the policy that provides the highest level of protection.
3. Personal Protective Equipment:
- a. Provision: When there is the anticipated risk of occupational exposure, the affiliated clinical facility (or nursing lab for on-campus clinical labs) shall provide, at no cost to the student or faculty, appropriate personal protective equipment such as, but not limited to, gloves, gowns, laboratory coats, face shields, masks, eye protection, mouthpieces, resuscitation bags, pocket masks, or other ventilation devices. Personal protective equipment will be considered “appropriate” only if it does not permit blood or other potentially infectious materials to pass through or to reach the student or faculty member’s work clothes, uniform, street clothes, undergarments, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.
 - b. Use: Students and faculty shall use appropriate personal protective equipment unless the Dept. of Nursing shows that the students or faculty briefly declined to use personal protective equipment when, under rare and extraordinary circumstances, it was the students or faculty member’s personal judgment that in the specific instance, its use would have prevented the delivery of health care or public safety services or would have posed an increased hazard to the safety of the student or faculty member. When the student or faculty member makes this judgment the circumstances shall be investigated and documented in order to

- determine whether changes can be instituted to prevent such occurrences in the future.
- c. Accessibility: The Dept. of Nursing (for on campus clinical labs) or clinical agency shall ensure that appropriate personal protective equipment in the appropriate sizes is readily available on site or is issue to the student or faculty member. Hypoallergenic gloves, glove liners, powder less gloves or other similar alternatives shall be readily accessible to those individuals who are allergic to the gloves normally provided.
 - d. Cleaning, Laundering, and Disposal: The Dept. of Nursing (for incidents in campus clinical labs) shall red bag contaminated items and contacts the University Safety Office. At the clinical site, the clinical agency shall clean, launder and dispose of personal protective equipment as needed to maintain its effectiveness, at no cost to the student or faculty member.
 - If a garment is penetrated by blood or other potentially infectious materials, the garment shall be removed immediately or as soon as feasible.
 - All personal protective equipment shall be removed prior to leaving the work area, using care not to expose the wearer to contamination from the equipment itself.
 - When personal protective equipment is removed, it shall be placed in an appropriate designated area or container for storage, washing, decontamination or disposal.
 - e. Gloves: Gloves shall be worn when an exposure can be reasonable anticipated. Disposable (single use) gloves such as surgical or examination gloves shall be replaced as soon as practical when contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Re-use of disposable (single use) gloves is prohibited.
 - Utility gloves may be decontaminated for re-use if the integrity of the glove is not compromised. However, they must be discarded if they are cracked, peeling, torn, punctured, or exhibits other signs of deterioration or when their ability to function as a barrier is compromised.
 - f. Masks, Eye Protection and Face Shields: Mask in combination with eye protection devices such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
 - g. Gowns, Aprons, and other Protective Body Clothing: Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinical jackets, or similar other garments shall be worn in occupational exposure situations. The type and characteristics will depend upon the task and degree of exposure anticipated. Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated. (i.e. surgery, delivery rooms)
4. Housekeeping: The Dept. of Nursing shall ensure the labs are maintained in a clean and sanitary condition. The cleaning schedule and method of decontamination will be implemented by the Director of Nursing Labs based upon the procedures being performed in the labs.

- a. All equipment and environmental and working surfaces shall be cleaned and decontaminated immediately after contact with blood or potentially infectious materials.
 - b. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning.
 - c. Protective coverings, such as plastic wrap, aluminum foil, or imperviously-back absorbent paper used to cover equipment and environmental surfaces, shall be removed and replaced as soon as feasible when they become overtly contaminated or at the end of the work shift if they may have become contaminated during the shift.
 - d. All bins, pails, cans and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials shall be inspected and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately or as soon as feasible upon visible contamination.
 - e. Broken glassware shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and dust pan, tongs, or forceps and disposed of in an appropriate puncture proof container.
5. Regulated Waste: Contaminated Sharps discarding and containment: (on campus labs)
- a. Contaminated sharps shall be discarded immediately or as soon as feasible in containers that are:
 - Closable
 - Puncture resistant
 - Leak proof on sides and bottom
 - Labeled or color-coded in accordance with the biohazard label
 - b. During use, containers for contaminated sharps shall be:
 - Easily accessible to personnel and located as close as is feasible to the immediate area where sharps are used or can be reasonable anticipated to be found.
 - Maintained upright throughout use and
 - Replaced routinely and not allowed to overfill
 - c. When moving containers of contaminated sharps from the area of use, the containers shall be closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport or shipping.
 - d. Reusable containers shall not be opened, emptied, or cleaned manually or in any other manner which could expose a person to the risk of percutaneous injury.
 - e. Persons handling contaminated laundry shall wear protective gloves and other appropriate personal protective equipment.
 - f. Garments penetrated by blood or other potentially infectious materials shall be removed immediately or as soon as possible by the user. This includes if contamination occurs at the clinical site.

- B. HIV and HBV Research Laboratories and Production Facilities – Addresses OSHA item (e) – not applicable
- C. Hepatitis B Vaccination – Students
1. Upon admission to the upper division undergraduate program, students are notified of the requirement to obtain the Hepatitis B vaccine or the option to sign the Hepatitis B Vaccine declination statement.
 2. Students shall obtain counseling and the vaccine from their private health care provider.
 3. Students will assume the cost for the Hepatitis B Vaccine.
 4. Students who choose to decline the vaccine must sign the Hepatitis B Declination statement.
 5. Students will not be permitted to participate in any clinical activities until they are in the process of receiving the vaccine series or have signed the declination statement.
- D. Post-exposure Evaluation and Follow-up - Addresses OSHA (f) (3) – See BSN Student Handbook Appendix A: Incident Report Policy and Procedure.
- E. Medical Recordkeeping – Addresses OSHA Item (f) (6) and item (h) (1)
1. The University will establish and maintain an accurate record for each faculty member.
 2. The Dept. of Nursing will establish and maintain an accurate record for each student with an occupational exposure. This record will include:
 - a. The name and student ID number
 - b. A copy of the student's hepatitis B vaccination status including the dates of all the hepatitis B vaccinations or signed declination statement and any medical records relative to the student's ability to receive the vaccination.
 - c. A copy of the Dept. of Nursing health form along with immunization records.
 3. Confidentiality: The Dept. of Nursing and University shall ensure that faculty and student medical records are:
 - a. Kept confidential
 - b. Not disclosed or reported without the faculty member or student's express written consent to any person within or outside the University except as required by law.
 - c. The University shall maintain the records required by OSHA item h (employee with Occupational Exposure) for at least the duration of employment plus 30 years in accordance with 29 CFR 1910.1020.
 4. Training Records: addresses OSHA item (h) (2)
 - a. Training records shall include the following information
 - The dates of the training session
 - The contents or a summary of the training sessions
 - The names and qualifications of persons conducting the training
 - The names and job titles of all persons attending the training sessions.
 - b. Training records shall be maintained for 3 years from the date on which the training occurred. Student records are kept in the Dept. of Nursing student academic file. Faculty records are maintained in the Dept. of Nursing.
 5. Availability: addresses OSHA item (h) (3)
 - a. Upon request, both medical and training records will be made available to the Director of the National Institute for Occupational Safety and Health (NIOSH) and to the Assistant Secretary of Labor for Occupational Safety and Health.

- b. Training records required by this paragraph will be made available to students, or faculty upon request for examination and copies will be available for the student or faculty.
 - c. A faculty member's medical records can be obtained by that employee or anyone having to treat the employee with the employee's written consent.
6. Transfer of Record: addresses OSHA item (h) (4)
- a. If the Dept. of Nursing ceases to do business, medical and training records will be transferred to the successor employer. If there is no successor employer, the Dept. of Nursing must notify the Director, NIOSH, U.S. Department of Health and Human Services, for specific directions regarding disposition of the records at least 3 months prior to intended disposal.
7. Sharps Injury Log: addresses OSHA item (h) (5)
- a. The University shall establish and maintain a sharps injury log for the recording of percutaneous injuries from contaminated sharps. The information in the sharps injury log shall be recorded and maintained in such manner as to protect the confidentiality of the exposed individual.
 - The sharps injury log shall contain, at a minimum:
 - (1) The type and brand of device involved in the incident.
 - (2) The department or work area, including clinical agency site, where the exposure incident occurred.
 - (3) An explanation of how the incident occurred.
 - The sharps injury log shall be maintained for the period required by 29 CFR 1904.6.
- F. Communication of Hazards to Faculty, Healthcare Providers and Students
1. Labels: addresses OSHA item (g) (1)
- a. Warning labels shall be affixed to containers of regulated waste used to store, transport or ship blood or other potentially infectious materials, except when red bags or red containers are substituted.
 - Labels shall include the following legend:



 - These labels shall be fluorescent orange or orange-red or predominantly so, with lettering and symbols in a contrasting color.
 - Labels shall be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.
 - Red bags or red containers may be substituted for labels.
 - Individual containers of blood or other potentially infectious materials that are placed in a labeled container during storage, transport, shipment or disposal are exempted from the labeling requirement.
 - Labels required for contaminated equipment shall be in accordance with this paragraph and shall also state which portions of the equipment are contaminated.
2. Signs: addresses OSHA item (g) (1) (ii) – not applicable
3. Information and training: addresses OSHA item (g) (2) – See BSN handbook Bloodborne Pathogen Exposure Control for OSHA website fact sheets.

- a. The Dept. of Nursing shall ensure that all faculty and students with the potential for occupational exposure participate in a training program that is provided at no cost and is available during working hours. Annual training is required.
- b. Faculty and students will refer to the OSHA Bloodborne Pathogens Regulatory Text standard 1910.1030 available at http://www.osha.gov/pls/oshaweb.owadisp.show_document?p_table=STANDARDS&p_id=10051
- c. Faculty and students will take BBP and Hazardous Material test provided by the Dept. of Nursing.
- d. Training regarding modes of transmission, symptoms of bloodborne diseases and discussion of personal protective equipment will be covered in NURS 312.

POST-EXPOSURE POLICY

Procedure for Needle Stick or Bloodborne Pathogen Exposure

When there is a parenteral (i.e., needle stick or cut) or mucous membrane (e.g., splash to the eye or mouth) exposure to blood or other body fluids, the student is to follow this protocol:

1. Wash the skin exposure site well with soap and water. Flush eye or mouth with water. Avoid using damaging substances such as bleach. Do not bleed tissue. Rinse well.
2. Inform the clinical faculty member, who will advise you.
3. Inform the nurse in charge of the unit.
4. Complete necessary incident or agency reports as soon as possible following the exposure or later, based on exposure risks. A Department of Nursing Incident Report must be completed and submitted to the administrative assistant within 48 hours of the incident. (**APPENDIX A**)
5. Leave the clinical area as soon as possible to obtain medical consultation and evaluation.
6. Submit copies of the medical consultation and evaluation to the Department of Nursing who will monitor compliance or any necessary follow-up.
7. Neither the clinical agency nor the University is responsible for the cost of the care that is involved in the treatment, management or surveillance of exposure to blood or body fluids.

CHAPTER VII CURRICULUM ASSESSMENT PLAN

Kaplan Integrated Testing Program

In preparation for the NCLEX-RN exam which all students must take to become Registered Nurses, the Kaplan Integrated Testing Program is administered. Kaplan specialty exams are computerized with test interface similar to the test interface used on the NCLEX-RN exam. The tests are timed according to the timing allowed on the NCLEX-RN exam. Kaplan is an online program in which students can review general information, knowledge from a nursing perspective, the science behind the topic, and audio visuals to help retain the deepest understanding of medical surgical nursing. Kaplan's NCLEX® philosophy teaches nursing students how to critically think like nurses in nursing practice. The Pfeiffer Department of Nursing has adopted a comprehensive assessment and review program from Kaplan Nursing. The intent of this program is to provide students with the tools they need to be successful in the nursing program and on the NCLEX-RN. Grade points for focused review tests are awarded based on the score achieved. The 5% of each course grade allotted to Kaplan will be derived from four sources and totaled for a possible 100 points. Components of the Kaplan grade include Focused Review (Practice) Test in Assigned Content Area, Integrated (Proctored) Test in Content Area, Remediation of Focused Review Test(s), and Remediation of Integrated test. The rubric for attaining those points is in the table below.

- **NOTE:** *Kaplan, will be used at the discretion of the instructor, in addition to, how the student uses it for his/her own learning. Kaplan will be used to assess comprehensive learning in Adult Health and will count as a portion of students' overall grade in the course as delineated below.*
- 5% for Testing
 - Focused Review Tests will be given as homework assignments.
 - Integrated Proctored Exam will be given in class at the end of the semester.

Focused Review (Practice) Test in Assigned Content Area	Points
90-100%	25
80-89%	20
60-79.9%	15
40-59.9%	10
<39.9%	0
Integrated (proctored) Test in Content Area	
>= 70 th percentile	25
60-69.9 th percentile	20
50-59.9 th percentile	15
40-49.9 th percentile	10
<40 th percentile	0
Remediation of Focused Review tests	
Remediates all questions minimum of 1 minute per question	25
Remediates all questions minimum of 45 seconds per question	20
Remediates only wrong questions minimum of 45 seconds per question	15
Remediates >50% minimum of 45 seconds per question	10
Remediates <50% and/or minimum of 45 seconds per question	0

Remediation of Integrated tests	
Remediates all questions minimum of 1 minute per question	25
Remediates all questions minimum of 45 seconds per question	20
Remediates only wrong questions minimum of 45 seconds per question	15
Remediates >50% minimum of 45 seconds per question	10
Remediates <50% and/or minimum of 45 seconds per question	0

- Focused Review Tests

Focused review tests can be retaken as often as the student is willing during the time frame the test is available. Note: Tests taken at times other than when they are assigned will mean no points are awarded for the test.

- Integrated Tests

Integrated Tests are available in two forms (A and B). Form A is administered initially. At the instructor's discretion, Form B can be administered. The instructor can then use the higher of the two scores for grading purposes. Administration of the second form can be either elective or mandatory at the instructor's discretion.

APPENDIX A-1: Department of Nursing Incident Report Policy and Procedure

POLICY

1. An incident is defined as any accident, injury, loss, contamination, medication error, or situation involving a client, student, or clinical instructor.
2. Any health or safety incident, which occurs as a part of a nursing student's clinical learning experience, shall be reported to the clinical agency and the Department of Nursing Chair.
3. Timely and accurate documentation is necessary to:
 - a. To inform the school administrators about situations which may result in risk or liability to the school?
 - b. To identify patterns of accident prone behavior
 - c. To assure that the health or safety incident is explored as a learning experience.
 - d. To demonstrate expected professional behavior

PROCEDURE

1. Report in person to the clinical instructor and/or facility's unit supervisor any health or safety incident that involves a client, student, or clinical instructor. Complete the necessary clinical agency and documentation.
2. The Department of Nursing Incident Report must be completed and submitted to the nursing office in a confidential manner when clinical incidents occur. See Appendix A. This form should be completed and returned to the nursing office within 48 hours of the incident.
3. If the clinical agency allows a copy of their incident form to be made, that copy shall be attached to the school form.
4. The Department Chair and the Course Instructor will review incident report(s).
5. The party involved shall report in person to the Department Chair to discuss the incident.
6. See post exposure policy (Pfeiffer University BSN pg. 54) for injurious events.

APPENDIX B-1: Confidentiality Commitment for Nursing Students

I understand that all information (written, verbal, electronic, or printed) concerning a patient's medical condition, personal and financial affairs, treatment or relating to or referring to a patient's medical record, regardless of how such information is obtained, is confidential medical information. I agree to not disclose or discuss such information with anyone other than those individuals directly involved in the care of the patient. I understand that while on campus, I should wait in the lobby or student lounge before a meeting with faculty as to protect the confidentiality of my fellow classmates and the faculty.

Confidential Business Information

I acknowledge that certain business information of the agency is considered confidential. Such information includes but is not limited to, patient or vendor lists, public relations and marketing information, patient account information, training and operations material, memoranda and manuals, personnel records, cost information, and financial information concerning or relating to the business, accounts, patients, employees and agents and affairs of the agency. I acknowledge and agree that such information is the property of, and confidential to, the agency and further, that I will not publish or disclose, either directly or indirectly, any confidential information of the agency.

Electronic Access/Computerized Information

Electronic and Computer Systems include all computer-generated or stored data, voice mail, facsimile, and electronic mail services. The information transmitted by; received from, and/or stored in these systems is the property of the agency. I hereby consent to the agency monitoring my use of its electronic and computer systems at any time.

I understand that electronic and computer systems are to be used solely for clinical purposes and agree not to copy, modify or otherwise access the software without the appropriate written authorization. I further agree not to circumvent my password or security level. I acknowledge that software is protected by a variety of licensing agreements and laws and that any misuse of these may subject me to legal liability as well as disciplinary action up to and including termination from hospital learning experiences.

Evaluations/Meetings with Nursing Faculty

Students should wait in the lobby or student lounge for appointments with professors. This is to protect your privacy and the privacy of your fellow classmates and faculty. The main copier is located in the faculty suite and is utilized by numerous departments. Students should not be lingering or waiting for appointments in this area to ensure the confidentiality of items located on the printer. Students should not linger in the classroom due to the location of faculty offices outside.

APPENDIX B-2: Department of Nursing Confidentiality Agreement

I understand the following:

- It is my responsibility to maintain secrecy of my password/access code to prevent unauthorized use by others.
- My password/access code is equivalent to my legal signature, and I will be accountable for all work done under this code. Upon completion of my work on the computer, I will log out to prevent unauthorized use of my code.
- All patient information stored in the computer is confidential and must be treated with the same medical-legal care as the data in the patient chart.
- I will not attempt to learn another person's password/access code.
- I will not access the agencies patient information except as required to fulfill my own job responsibilities.
- If I have a reason to believe that someone may have learned and/or used my password/access code, I will immediately contact Information Systems to have my code changed and a new code issued.
- Faculty will notify Information Systems of changes in faculty or student's name.
- I am responsible for any patient information that I print from the computer and will treat it with the same medical-legal care as the data in the patient chart.
- Students who violate patient privacy with the PDA will be subject to HIPAA infractions of the clinical agency.

I, _____ have read and understand the policy statement on confidentiality. I understand and agree that in the performance of my duties as a nursing student of Pfeiffer University; I will hold in strict confidence all patient information. Further, I understand that violation of this policy, whether intentional or unintentional, may result in disciplinary action, including termination of my enrollment in the Nursing Program.

Student's Signature _____

Date _____

APPENDIX C: Department of Nursing Criminal Background Check and Drug Screening Acknowledgement and Agreement

Student's Printed Name

I understand and acknowledge the following:

- Pfeiffer University Department of Nursing has clinical agreements with several healthcare facilities to provide clinical experiences or internships for students in the Nursing program.
- These healthcare facilities have a compelling interest in the health and safety of their employees, patients, anyone who comes in contact with the student and students themselves.
- In order to protect the above parties and the agency, I am required to undergo a criminal background check and drug screening at my expense before participating in the clinical experience or internship.
- The Department of Nursing or the healthcare facility can request a random drug test at any time at the expense of the student.
- The healthcare facility may, in accordance with their policies, reject or expel a student from its facility based on the results of the criminal background check or drug screening.
- The criminal background checks and drug screenings will be done by a third party and the results will be sent directly to the healthcare facility. Pfeiffer does not see the criminal background check results nor give advice related to the results. Pfeiffer will receive notice only that a student has been accepted or rejected by the agency.
- If a student is rejected from a healthcare facility, the instructor will attempt to assign the students to another facility. If no facility accepts the student, he/she will be subject to dismissal from the Pfeiffer Nursing Program in accordance with the Pfeiffer University Academic Dismissal Policy.

I, _____ have read and understand the items stated above regarding criminal background checks and drug screenings for healthcare facilities. Further, I understand that violation of this policy, whether intentional or unintentional, may result in disciplinary action, including termination of my enrollment in the Nursing Program.

Student's Signature _____

Date _____

APPENDIX D: Department of Nursing Complaint Form

Instructions:

Complainants should complete sections I and II of this form and send to the Chair of the Department of Nursing. The Chair of the Department of Nursing will complete sections III, IV, and V.

I. Date:_____ **Student Name:**_____ **ID#**_____

II. Nature of Complaint:

III. Suggestions for Resolution:

IV. Findings:

V. Resolution which occurred:

APPENDIX E: BSN Student Terms and Conditions for Clinical Practice

In consideration of the opportunity for nursing clinical experiences provided by the Department and its clinical affiliates, I accept and agree to the following terms and conditions for those experiences.

1. I understand that in order to begin and remain enrolled in clinical courses, I must provide at my own expense a current, completed Health History Form provided by the department. I must also provide at my expense, annual updated documentation of the two-step TB screening and CPR certification. I must successfully complete the bloodborne pathogen training provided by the Department.
2. I understand that neither the clinical facilities to which I am assigned, nor the University, will as a result of that assignment, be responsible for any costs of first aid, emergency treatment, or other treatment that I may receive which is provided by such clinical facilities, and that it is my responsibility to provide for these costs, whether by a program of private medical insurance or otherwise.
3. I hereby consent to disclose to any clinical facility to which I may be assigned personally identifiable information from my University educational records, including but not limited to the Health History Form, Bloodborne Pathogen Training, CPR certification, Drug testing results and results of the Criminal Background Check, as may be necessary to permit the University or the clinical facility to evaluate my fitness to begin or to continue in the clinical experience.
4. I agree to disclose to my instructor any medical, psychological or psychiatric conditions I have that may affect my ability to provide safe clinical care.
5. I agree to provide to my instructor, upon request, a medical release statement from my health care provider, verifying that I am able to participate in clinical assignments in a way that is consistent with safe clinical practice and not pose a threat to the health and safety of others. Health conditions for which a medical release may be requested include, but are not limited to, infectious diseases, fractured limbs/limbs in cast or immobilizers, hospitalization for any reason, and pregnancy/postpartum (care of clients with certain conditions may be prohibited for pregnant care providers).
6. I understand that I am responsible for providing my own transportation to assigned clinical facilities at my own expense.
7. I understand that students are expected to be present, on time, and prepared for all clinical experiences including Simulation Days. In case of emergency or illness, I am expected to notify the clinical instructor AND the clinical unit as early as possible PRIOR to the scheduled experience. I must provide a doctor's note to the instructor, if available, AND meet with the Department Chair within 48 hours of the missed clinical day.
8. I understand that scheduled Simulation Days are the same as clinical days. Students must be in attendance and follow the same requirements listed in #7 if they must be absent due to emergency or illness.
9. I understand the University or the clinical facility may withdraw me from or reject me from further clinical practice if I demonstrate or engage in any unsafe or unprofessional behavior.

Agreed:

Printed Name: _____

Signature: _____ **Date:** _____

**APPENDIX F: Department of Nursing Grading System and Academic Standards
for Progression Acknowledgement Form**

I have received a copy of the Pfeiffer University Department of Nursing Grading System and Academic Standards for Progression and had the opportunity to ask questions. I have read and understand the Grading System (pg. 28) and the Academic Standards of Progression (pg. 29).

I have read and understand that in order to progress in the undergraduate nursing program, I must achieve a grade of “B” (86) or higher in each nursing course. I understand that I am required to pass the exam component with **an average weighted score of 86 (B)** by the end of each course in order to progress in the upper division of nursing. If I achieve an average, weighted score 86 (B) within the exam component, then all grades (exams and coursework) are combined for the final official overall grade of the course. If I do not achieve a minimal average weighted score of 86 (B) on the exam component, the grade percentages for all components including exams are not calculated and the official overall grade for the course remains the average weighted score within the exam component. In order to pass the clinical component of course, I must achieve a satisfactory rating in all objectives by end of the semester. I must pass the clinical component with a satisfactory rating in order to **continue to** progress in the upper division, as well.

Student signature: _____

Date: _____

APPENDIX G: Handbook Acknowledgement Form



I have received a copy of the Pfeiffer University Undergraduate Nursing Handbook and had the opportunity to ask questions. I have read and understand the Handbook and agree to follow the Department of Nursing and University guidelines and policies.

I have read, understand, and am able to perform the technical standards of a student in the Pfeiffer University BSN Program.

Student signature: _____

Date: _____