

2025-2026

Undergraduate BSN

Student Handbook



Department of Nursing

Undergraduate College

Created: July 10, 2011

Updated: August 16, 2013, August 14, 2014, May 12, 2015, August 5, 2016, December 14, 2016,
August 11, 2017, August 28, 2018, May 29, 2019, August 3, 2020, August 9, 2021, August 1, 2022, August 7, 2023, August 7, 2024,
January 8, 2025, July 25, 2025, January 8, 2026



*"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 become a generalist nurse to practice across all healthcare settings. As a Bachelor of Science in Nursing (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 Pfeiffer's 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. Crystal Eaker

Dr. Crystal Eaker, PhD, MSN, RN
Interim Department Chair
Assistant 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* (<https://www.pfeiffer.edu/academics/registrar/academic-catalog/>). The student is responsible for reading and following 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 non-academic 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, leadership, 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 disabled. 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.

CONTACT INFORMATION

Department of Nursing Faculty



Dr. Crystal Eaker, Assistant Professor
Interim Department Chair
Office: Harris 207, Phone: (704) 463-3082
Email: crystal.eaker@pfeiffer.edu



Dr. Jamie Brandon, Visiting Professor
Office: Harris 308, Phone (704) 463-3107
Email: jamie.brandon@pfeiffer.edu



Professor Rebecca Irby, Assistant Professor
Office: Harris 304, Phone: (704) 463-3027
Email: rebecca.irby@pfeiffer.edu



Dr. Kristy Schmaldinst, Assistant Professor
Office: Harris 306, Phone: (704) 463-3120
Email: kristy.schmaldinst@pfeiffer.edu



Professor Deborah Sumrall, Assistant Professor
Office: Harris 206, Phone (704) 463-3083
Email: deborah.sumrall@pfeiffer.edu



Professor Chassity Washburn, Assistant Professor
Office: Harris 204, Phone: (704) 463-3106
Email: chassity.washburn@pfeiffer.edu



Dr. Rachel Cozort, Faculty Emeritus
Email: rachel.cozort@pfeiffer.edu

Pfeiffer University Department of Nursing Staff



Pam Buchanan
Administrative Assistant
Office: Harris 209, Phone: (704) 463-3434
Email: pamela.buchanan@pfeiffer.edu

Pfeiffer University Undergraduate College



Dr. Dawn Lucas,
Interim Dean of Pfeiffer University Undergraduate College
Phone 704-463-3207
Email: dawn.lucas@pfeiffer.edu

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, part of the Undergraduate College 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)

<https://www.aacnnursing.org/ccne-accreditation>, is open to all high school graduates and college students who wish to pursue a nursing degree. A bachelor's degree with a major in nursing at Pfeiffer University requires 120 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 coursework 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 lower division nursing students and meet University admission requirements. At least 45 SH must be earned in residence at Pfeiffer University. (See Residence Requirement in the *Undergraduate College Catalog*)
- The degree 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. Lower division nursing students must successfully complete (or be able to complete) the required University core prerequisite

courses and nursing-specific courses with a grade of C (GPA 2.0) or better before beginning classes in the upper division of the nursing major.

- Applications for the upper division nursing program are submitted through the Nursing CAS. The priority deadline for submission of the supplemental application to the Department of Nursing is February 1 of the year the student plans to enter the Nursing Program. Following consideration of the February 1 applicant pool, if space is still available additional applications will be considered on a rolling applicant basis until all available spaces are full or until May 1, whichever occurs first. Upon acceptance into the Nursing Program, 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 final science grades)
 2. Community service history within the last 5 years
 3. Test of Essential Academic Skills (TEAS scores). The score must be at or above the level of 64.0 (proficient) to be admitted. This exam has four parts English, Math, Science, and Reading Comprehension. Students are allowed to repeat the TEAS assessment test during the application year. TEAS scores from other institutions will be considered if the TEAS was taken 12 months or less prior to application to the upper division.
 4. 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 necessary for the safe practice of nursing with diverse nursing care recipients in a wide variety of settings. These requirements 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, Diphtheria/Tetanus, Varicella (either positive titer or 2 vaccines), an initial 2-step negative TB test, negative QuantiFERON gold 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.
- Should a clinical agency require students to be fully immunized for COVID-19 to attend clinical experiences in their agencies, the student is expected to obtain the vaccine. Exceptions (physical health or faith-based) are accepted at the discretion of clinical agencies but may not be available making it impossible for students to attend necessary clinicals and therefore unable to meet the course objectives needed to complete the nursing program.
- 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 Certified Nurse Assistant I. See <https://ncnar.ncdhhs.gov/pdf/NurseAideTrainingPrograms.pdf> for a list of programs. Students must hold a documented, current, unrestricted credential as a Nurse Aide I (NAI) from the NC Nurse Aide Registry <https://ncnar.ncdhhs.gov/ncna.html> 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 upper division 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. Additional random drug testing may also occur during the academic year. The student is responsible for the costs associated with drug testing and background checks. Being accepted to the program does not mean the students are automatically cleared to attend the clinical sites.

Guaranteed Admission to the Upper Division of the Department of Nursing

Pfeiffer University's Department of Nursing offers a guaranteed admission opportunity to qualified first-time, full-time freshman students, early college graduates, and selected eligible transfer students majoring in nursing. If selected, the student is granted admission preference and will not have to participate in the competitive application process in the sophomore year. Students must remain in good standing and meet all Pfeiffer University and nursing department requirements to be granted full admission.

The number of students granted guaranteed admission shall not exceed 20% of the expected junior class size for that cohort. Eligible candidates will be identified by admissions and the Department of Nursing will make the final selection.

Admission Requirements: Initial Undergraduate Admission

To receive a guaranteed admission to the nursing program, in addition to all regular university admission criteria, a student must meet the following:

- a. **Eligibility requirements:** - Student must meet all the following to be eligible:
 - Cumulative unweighted high school GPA: 3.5 or greater
 - High School English: 4 courses
 - High School Math: 3 courses including one algebra course
 - High School Natural Sciences: 3 courses including one biology course
- b. **Criteria for continued inclusion in guaranteed admission program**
 - Maintenance of a 3.5 or higher cumulative GPA in college
 - No repeat courses

- No pass/fail courses in pre-requisite courses and maximum of 12 hours of pass/fail in non-pre-requisite courses
- A grade of B or better in prerequisite courses
- Must be full-time (at least 12 credits/semester) and follow the advised curriculum

Transfer / Early College / Second Degree Student

To receive a guaranteed admission to the nursing program, in addition to all regular university admission criteria, a student must meet the following:

- a. **Eligibility requirements:** - Student must meet **all** the following to be eligible:
 - Cumulative College GPA: 3.5 or greater
 - A grade of B or better in prerequisite courses
- b. **Criteria for continued inclusion in guaranteed admission program**
 - Maintenance of a 3.5 cumulative GPA in college
 - No repeat courses
 - No pass/fail courses in pre-requisite courses and maximum of 12 hours of pass/fail in non-pre-requisite courses
 - A grade of B or better in prerequisite courses
 - Must be full-time (at least 12 credits/semester) and follow the advised curriculum

Students who have completed all their pre-requisite courses at other schools and who are ready to apply to the upper division nursing program follow the regular application process.

Students who do not meet the criteria for continued inclusion will be dropped from guaranteed admission program but are encouraged to apply through the regular application process.

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 Sharp Student Success 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 workplace,

and senior transfer institutions. Available services include:

- Free individual and small group tutoring
- Supplemental instruction
- Workshops on time and stress management, test taking, study skills, study abroad, and other related topics
- Academic writing support
- Graduate exam preparation
- Special needs assistance
- Accessibility services

Pfeiffer University Counseling and Wellness Services provides an environment that contributes to academic success. The University has partnered with UWill Mental Health and Wellness Group to provide free, unlimited access to therapists and on-demand counseling services. Students have 24/7 access 365 days a year to counselors. Students can register for this free service at <https://app.uwill.com/>. Students in crisis should call 833-646-1526.

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

Gustavus A. Pfeiffer Library houses over 100,000 physical texts and features an extensive online collection of eBooks, journals, film, and catalog collections. The library also has a computer lab and provides inter-library loan services with partnering organizations.

Health Services is in Stokes Student Center and open Monday – Friday from 8:30 a.m. – 2:30 p.m. (closed for lunch 12:30 p.m. – 1:30 p.m.).

Appointments can be made 24/7 by visiting MyAtriumHealth.org (online scheduling available after your first visit), or by calling the health center at 704-463-3425. If you need non-emergency care outside of normal clinic hours, call the health center to get connected to several after-hours resources, including nursing support and the on-call provider. In addition to in-person visits, video visits can be scheduled for patients located in North Carolina. Video visits are a great option if you're too sick for an in-person visit or are off campus during school breaks.

Students do not pay any out-of-pocket costs for services they receive at the health center. These services are covered by student fees.

FINANCIAL AID

Most types of aid are based on financial need and scholastic performance. The Office of Financial Aid is the best source of information about financial assistance (*see Pfeiffer University Undergraduate Catalog*). Several 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 <https://www.aacnnursing.org/Students/Financial-Aid> 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: <https://medcoe.army.mil/amedd-army-nurse-corps>
Navy: <http://www.navy.com/careers/healthcare/nursing>
Air Force: <http://www.airforce.com/careers>
Marines: <https://www.marines.com/life-as-a-marine/benefits/education.html>

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, laboratory, and classroom settings.

CAMPUS PARKING

All vehicles bearing a valid Pfeiffer University parking decal are allowed to park on the Pfeiffer University Campus.

STUDENT REPRESENTATION

All students are encouraged to provide input on decisions concerning the nursing program. Students are invited to participate 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. 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 midway through the first semester of the junior year. The white lab coat marks the beginning of

the 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 demonstrates professionalism and has the potential to positively influence the profession of nursing in the future.

Outstanding Junior Nursing Student Award

Award Criteria: 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.

*In the event of a tie, both students will be honored with the award

Senior Specific Awards

Academic Achievement Award

This award is presented to the traditional senior nursing major with the highest cumulative grade point average. The award is based on the grades for the total coursework.

Dianne Yow Daniels Outstanding Senior Nursing Student Award

Award Criteria: 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.

*In the event of a tie, 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 Department of Nursing 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) 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 (EMAIL)

Most communication between faculty members and students occurs via email. Faculty will contact students through their Pfeiffer University email address. Students should check their Pfeiffer email daily.

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. 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 nursing program 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 ensure 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 Financial Aid Office is available to assist with

the pursuit of scholarship funds, as well as federal grants and loans (<https://www.pfeiffer.edu/admissions/financial-aid/>).

ADVISEMENT

Each student is assigned a Faculty Advisor upon admission. Each faculty member has posted office hours for the purpose of advising students and may be contacted by email. 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 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.

PROFESSIONAL RISK

The practice of nursing involves the care of individuals who are ill or injured. Communicable diseases are common in healthcare 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), COVID-19, 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 will be taught the proper techniques to minimize or avoid exposure to infectious diseases prior to entry into the clinical setting. 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 for nursing practice from theories, sciences, and liberal arts education.
2. Apply caring principles and concepts with cultural humility into the holistic, person-centered care of diverse individuals, families, groups, and communities across the lifespan.
3. Provide comprehensive care to promote, restore, and maintain the maximum health potential of individuals, families, groups, and communities across the continuum while promoting health equity.
4. Promote transformational nursing through advancing nursing knowledge to foster positive health outcomes.
5. Demonstrate clinical judgment in autonomous decision-making to promote quality improvement and patient safety.
6. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams.
7. Incorporate knowledge, patient education, and innovation to coordinate care in a complex healthcare system.
8. Integrate nursing informatics and emerging technologies with health policies in providing care to clients while improving health literacy.

9. Adhere to professional values, including ethical, moral, and legal standards of healthcare to promote advocacy, collaboration, and social justice.
10. Assume accountability and responsibility for personal and professional growth through leadership activities, continuous reflection, and lifelong learning

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 in the State of North Carolina*, and *National Academy of Medicine: Future of Nursing 2020-2030*, the American Association of Colleges of Nursing's (AACN) *Essentials* (2021), and the *ANA Nursing: Scope and Standards of Practice* (2021) 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.

In August 2024, the Pfeiffer University Nursing program began a curricular transition to the AACN *Essentials* (2021).

Fundamental Essentials of Baccalaureate Nursing (2021)

Domain 1 (D-1): Knowledge for Nursing Practice	
EC-1.1	Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.
EC-1.2	Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
EC-1.3	Demonstrate clinical judgment founded on a broad knowledge base.
Domain 2 (D-2): Person-Centered Care	
EC-2.1	Engage with the individual in establishing a caring relationship.
EC-2.2	Communicate effectively with individuals.
EC-2.3	Integrate assessment skills in practice.
EC-2.4	Diagnose actual or potential health problems and needs.
EC-2.5	Develop a plan of care.
EC-2.6	Demonstrate accountability for care delivery.
EC-2.7	Evaluate outcomes of care.
EC-2.8	Promote self-care management.
EC-2.9	Provide care coordination.

Domain 3 (D-3): Population Health	
EC-3.1	Manage population health.
EC-3.2	Engage in effective partnerships.
EC-3.3	Consider the socioeconomic impact of the delivery of health care.
EC-3.4	Advance equitable population health policy.
EC-3.5	Demonstrate advocacy strategies.
EC-3.6	Advance preparedness to protect population health during disasters and public health emergencies.
Domain 4 (D-4): Scholarship for the Nursing Discipline	
EC-4.1	Advance the scholarship of nursing.
EC-4.2	Integrate best evidence into nursing practice.
EC-4.3	Promote the ethical conduct of scholarly activities.
Domain 5 (D-5): Quality and Safety	
EC-5.1	Apply quality improvement principles in care delivery.
EC-5.2	Contribute to a culture of patient safety.
EC-5.3	Contribute to a culture of provider and work environment safety.
Domain 6 (D-6): Interprofessional Partnerships	
EC-6.1	Communicate in a manner that facilitates a partnership approach to quality care delivery.
EC-6.2	Perform effectively in different team roles, using principles and values of team dynamics.
EC-6.3	Use knowledge of nursing and other professions to address healthcare needs.
EC-6.4	Work with other professions to maintain a climate of mutual learning, respect, and shared values.
Domain 7 (D-7): Systems-Based Practice	
EC-7.1	Apply knowledge of systems to work effectively across the continuum of care.
EC-7.2	Incorporate consideration of cost-effectiveness of care.
EC-7.3	Optimize system effectiveness through application of innovation and evidence-based practice.
Domain 8 (D-8): Informatics and Healthcare Technologies	
EC-8.1	Describe the various information and communication technology tools used in the care of patients, communities, and populations.
EC-8.2	Use information and communication technology to gather data, create information, and generate knowledge.
EC-8.3	Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
EC-8.4	Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
EC-8.5	Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.
Domain 9 (D-9): Professionalism	
EC-9.1	Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
EC-9.2	Employ participatory approach to nursing care.
EC-9.3	Demonstrate accountability to the individual, society, and the profession.
EC-9.4	Comply with relevant laws, policies, and regulations.
EC-9.5	Demonstrate the professional identity of nursing.
EC-9.6	Integrate diversity, equity, and inclusion as core to one's professional identity
Domain 10 (D-10): Personal, Professional, and Leadership Development	
EC-10.1	Demonstrate a commitment to personal health and well-being.
EC-10.2	Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
EC-10.3	Develop capacity for leadership.

Caring Principles (Roach, 1977)

Compassion involves developing sensitivity to and immersion in the human condition, sharing joy, 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 concerns 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 in the professional nursing role. Courses are designed to promote learning from fundamental concepts to complex issues related to the 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, nursing informatics, health assessment, pathophysiology, and basic nursing care of 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, leadership and management principles, nursing care to psychiatric/mental health clients, complex nursing care to adults, and population-focused nursing. The final semester also includes 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 engaged learning activities to refine clinical judgment 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 63 semester credit hours of lower-division work (liberal arts and nursing prerequisites). The second phase is comprised of 57 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 120 hours.

NURSING PLAN OF STUDY

In addition to the General Education requirements, the following prerequisite nursing requirements must be taken and completed with a grade of C or better:

BIOL 224	Principles of Microbiology
CHEM 110N	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
NURS 309	Healthcare and the Aging Population

Upper-level Nursing Courses:

NURS 312	Foundations and Concepts for Professional Nursing Practice
NURS 314	Communications and Informatics in Nursing
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 390	Nursing Principles, Skills and Communication (LPN-BSN)
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
NURS 501	Transition to Professional Nursing: Senior Internship
NURS 510	Synthesis for Professional Nursing Practice

Nursing Elective Courses

NURS 302	Medical Terminology
NURS 430	Advanced Nursing Skills

MASTER CURRICULUM PLAN

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

Pfeiffer University Bachelor of Science in Nursing Pre-licensure Program

Suggested 4-Year Plan of Study

Lower Division Prerequisite Courses

Freshman Year			
Fall, Year 1	Cr	Spring, Year 1	Cr
UNIV 125 Pfeiffer Seminar	1	UNIV 126 Pfeiffer Seminar	1
*CHEM 110N General, Organic, Biochemistry (fulfills Intro to Natural Science General Education)	4	*BIOL 224 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
		General Education Course or Elective	3
Total	14	Total	17
Sophomore Year			
Fall, Year 2	Cr	Spring, Year 2	Cr
*BIOL 265 Human Anatomy and Physiology I	4	*BIOL 266 Human Anatomy and Physiology II	4
*PSYC 295 Developmental Psychology	3	General Education Course or Elective	3
*NURS 309 Healthcare and the Aging Population	3	*NURS 201 Introduction to Professional Nursing and Healthcare Technology	3
UNIV 275 Pfeiffer Seminar or PSYC 222 Statistics and Data Analysis, (if student did not complete this course in freshman year)	3	General Education Course or Elective	3
*EXSC 300 Nutrition	3	UNIV 375 Pfeiffer Seminar	3
Total	16	Total	16

Pfeiffer University Bachelor of Science in Nursing Pre-licensure 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	5	NURS 320 Nursing Care of Adults I and Clinical Practicum	6
NURS 314 Communications and Informatics in Nursing	4	NURS 318 Pharmacology for Nursing	3
NURS 316 Health Assessment	3	NURS 322 Nursing Care of the Childbearing/Childrearing Family and Clinical Practicum	6
NURS 326 Pathophysiology for Nursing	2	UNIV 375 (if not already taken)	
UNIV 375 Pfeiffer Junior Seminar (if not already taken)			
Total	14	Total	15
Senior Year			
Fall, Year 4	Cr	Spring, Year 4	Cr
NURS 412 Psychiatric/Mental Health Nursing	5	NURS 416 Community Health Nursing	5
NURS 410 Nursing Care of Adults II	6	NURS 414 Introduction to Nursing Research	3
NURS 418 Nursing Leadership Values, Trends, and Perspectives	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 224 Principles of Microbiology
EXSC 265 Human Anatomy and Physiology I
EXSC 266 Human Anatomy and Physiology II
PSYC 295 Developmental Psychology

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

LOWER DIVISION COURSE DESCRIPTIONS

Prerequisites for Pre-Nursing

CHEM 110N 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. Course Laboratory Fee Required.

BIOL 224 Principles of Microbiology 4 SH

Principles of Microbiology will provide 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 and is appropriate for students who require a microbiology course with a medical microbiology focus. Prerequisites: instructor approval and CHEM 110N or CHEM 211N. Course lab fee: \$50.

EXSC 265 Human Anatomy and Physiology I 4 SH

Part I of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Circulatory, Respiratory, Skeletal, Muscular, and Nervous systems. Prerequisite: BIOL 175 or BIOL 211. Course Lab Fee: \$75.00.

EXSC 300 Nutrition 3 SH

Introduction of nutritional concepts, principles, and applications. Emphasis on healthy nutrition for optimal health via lifestyle nutrition and behavior change. Overview of nutritional analysis and corresponding healthy guidelines & recommendations. Completion of nutritional self-analysis and nutritional plan.

EXSC 266 Human Anatomy and Physiology II 4 SH

Part II of a two-semester sequence introduction of human body systems, structures, and functions. Focuses on Integumentary, Endocrine, Digestive, Lymphatic, Urinary, and Reproductive systems. Prerequisite: EXSC 265. Course Lab Fee: \$75.00.

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 is for all students regardless of major.

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 computer assisted data analysis throughout the course. Satisfies the general education requirement in Mathematics. Fee required.

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

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. Prerequisite: Pre-nursing status and successful completion of ENGL 101.

NURS 309 Healthcare and the Aging Population 3 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. Prerequisites: Pre-nursing status. Cross-listed with CHSV 309

NURSING ELECTIVES

NURS 302 Medical Terminology 3 SH

Medical terminology is the study of the principles of medical word-building. This course is designed to help students develop an extensive medical vocabulary by introducing them to the most frequently encountered prefixes, suffixes, root words, and combining terms in health care professions.

NURS 430 Advanced Nursing Skills for Care of the Critically III (2,2,0)

This elective course focuses on the advanced skills needed when providing nursing care to adult clients that are critically ill, incorporating concepts of interprofessional collaboration, critical thinking and clinical judgment, and evidence-based practice. Students successful in the course will have the option to earn Advanced Cardiovascular Life Support (ACLS) certification. **Co-requisite:** NURS 410.

UPPER DIVISION COURSE DESCRIPTIONS

The numbers enclosed in parentheses immediately following the course title indicate the semester hour credits, lecture contact hours, and laboratory/clinical hours respectively. Credit hours for laboratory/clinical 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 evidence-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 Communications and Informatics in Nursing (4,4,0)

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. The course will also provide an introduction to information science to prepare students for collecting, processing, and managing health care information in their nursing practice. Focus will be placed on electronic health/medical records (EHR/EMR), evidence-based practice, and healthcare information privacy and accountability.

NURS 316 Health Assessment (3,2,1)

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 evidence-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 of maternal and neonatal health. The obstetrical 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. 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 320, 326.

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 390 Nursing Principles, Skills, and Communication (6,6,0)

This course will assist the Registered Nurse adult learner in the successful transition to the role of the professional nurse. Students will explore contemporary trends in the health care delivery system and professional nursing practice. Students will articulate an understanding of professional communication, values and value-based nursing behaviors. Trends and issues related to healthcare informatics and patient care technology will be examined. This course introduces the nursing student to concepts related to professional nursing at the baccalaureate level. Students will review ANA Standards of Practice, professional standards, and the ethical, moral, and legal aspects of health care. Various nursing theorist and evolving theories of nursing science, which support the development of professional nursing practice, will be examined. The principal concept of caring and the six Christian Caring principles underpinning Pfeiffer University's nursing curriculum framework will be explored. Course assignments provide experienced nurses an opportunity to strengthen critical thinking skills and develop a philosophy of professional nursing. This course also includes the development of a professional academic portfolio. This course meets the University's Computer Competency requirement. Prerequisite: Admission to the Nursing Major.

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 evidence-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. This senior level course promotes student transition to an entry-level practice through the Critical Care/ED Clinical Assignment. The Critical Care/ED Clinical Assignment provides 54 clinical hours of a focused client care experience. 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. This senior level course promotes student transition to an entry-level practice, which is accomplished through the completion of three assignments, Mental Health RN Group Lead Therapy (3 clinical hours), Aldersgate Dementia Reflection (8 clinical hours), and Communication Skills Competency (6 clinical hours). Prerequisites: Successful completion of NURS 300-level courses. Co-requisites: NURS 410, 414. Beginning spring 2019, this course will be offered at the junior level.

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

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 102. 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. The course offers opportunities to use the nursing process for the promotion of health and the prevention of disease in the community. Learning experiences occur in the classroom and in a variety of community settings. This senior level course promotes student transition to an entry-level practice through clinical experiences in Hospice Care (6 hours), Home Care (6 hours), Community Care Clinic (4 hours), and Dove's Nest (16 hours). Prerequisites: Successful completion of NURS 300-level courses, 410, 412, 414. Co-requisites: NURS 418, 501, 510.

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

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. 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	Numerical Equivalent	Quality Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
<u>B</u>	<u>83-86</u>	<u>3.0</u>
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	59 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	

Rounding of Grades: All grades are calculated to the nearest hundredth throughout the entire semester. The final course grade is calculated to the nearest whole number with 0.49 or less rounded down to the nearest whole number, and 0.5 or more rounded up to the nearest whole number.

Student Collaboration: There is to be no collaboration between students for any class assignments or homework unless it is defined by the instructor as a group assignment. Any breach of this rule is considered to be a violation of the Honor Code.

Late Assignments: Late assignments will not be accepted. Late assignments result in a zero, unless the instructor gives prior approval. Once approved, a late assignment will result in a reduction of ten points (10 points) for each day it is late. Late assignments will not be accepted after the 3rd day.

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 change the passing standards for the NCLEX-RN and they were implemented on April 1, 2023, in conjunction with the 2023 NCLEX-RN Test Plan. The new passing standard will remain in effect through March 31, 2026.

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

1. Achieve a grade of B (83) 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 83 (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 of 83 (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 83 (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 a course, a student must achieve a satisfactory rating in all objectives by the end of the semester. The student must pass the clinical component with a satisfactory rating in order to progress in the upper division, as well.
2. A student who does not achieve a grade of B (83) or higher in the exam average or the overall course grade 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.
3. A student receiving below a B (83) in two or more nursing courses on the overall grade or the exam average will be dismissed 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 to the fall junior semester may need to reapply if limited spaces are available. (See Readmission Policy)
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 always function safely in the clinical area in order to continue in the program. The faculty reserves the right to dismiss a student who demonstrates behavior that conflicts 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 yearly drug screen 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 who have withdrawn for non-academic reasons or who have not progressed in one course may seek readmission to the program on a space-available basis. Students seeking readmission to the fall junior semester may need to reapply if limited spaces are available.

ACADEMIC GRIEVANCE PROCESS

Refer to the current Pfeiffer University Undergraduate Catalog at <https://www.pfeiffer.edu/academics/registrar/academic-catalog/>

GRADE APPEAL PROCESS

Refer to the current Pfeiffer University Undergraduate Catalog available online at <https://www.pfeiffer.edu/academics/registrar/academic-catalog/>

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 D). The next step will involve a conference with the Chair of the Department of Nursing and then the Dean of the Undergraduate College. If the conference with the Dean of the Undergraduate College is unsuccessful, the student may submit their complaint as directed in the Undergraduate college catalog: <https://www.pfeiffer.edu/academics/registrar/academic-catalog/>

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, originally 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 professor.

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 workspaces, 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. (<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/>)

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

<https://www.pfeiffer.edu/academics/registrar/academic-catalog/>.

A violation of the following guidelines may result in dismissal*:

1. Violations of Pfeiffer University Academic Honor Code
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” (83) 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

<https://www.pfeiffer.edu/academics/registrar/academic-catalog/>)

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 attitudes 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, the faculty member 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 that 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 the 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, the faculty 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, 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 during class and clinical experiences is considered confidential. Release of this data (oral, written or electronic, or via cell phone, social media sites, etc.) in any manner to an individual or entity, who is not authorized to have this data, is a violation of the Health Insurance Portability and Accountability Act (HIPAA) regulations.

SOCIAL NETWORKING

The Department of Nursing believes electronic communication can be a valuable tool for healthcare education. 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, 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 is allowed at any time while in patient areas. 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 reflect **you** as a professional. Graduate programs and many nurse recruiters now routinely search social networking sites when considering potential employees 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 and the Department of Nursing’s social media policies.

ACADEMIC INTEGRITY

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* (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.

POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE (AI) TECHNOLOGY:

Technology and generative artificial intelligence tools (such as ChatGPT) are evolving at an incredible pace and will, and currently do, help shape how people, organizations, and institutions operate. Pfeiffer encourages students to use these programs in appropriate ways in their own lives, in work when appropriate, and in courses where the syllabus states that these programs may be used.

Plagiarism involving AI-generated content breaches ethical conduct and can have serious consequences. In such cases, we will follow our standard academic integrity policy procedures (see Pfeiffer University Honor Code).

The use of artificial intelligence (AI) may limit critical thinking, problem-solving, and the development of professional skills that are required of students. AI technology may include the use of programming engines, software, and/or assignment-generating programs. Students in nursing courses are not authorized to use AI software to prepare and/or develop graded assignments. Faculty may screen student assignment submissions for AI detection using plagiarism-detecting software. Student work that is detected to have been AI-generated will be considered plagiarism and will not be tolerated. If a student is found to have used AI to prepare and/or develop a graded assignment, penalties may include, but are not limited to, a score of zero on the assignment or failure of the course and violation of the Honor Code.

GUIDELINES FOR SCHOLARLY PAPERS AND COURSE-RELATED WRITTEN WORK

Pfeiffer's Department of Nursing uses the most current edition of the *Publication Manual of the American Psychological Association* (APA Manual) as a guide for course-related written work.

Preparation of written work should contribute to clear communication. 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 is available on campus if a student needs assistance.

POLICY ON MAKE-UP EXAMINATIONS

Make-up exams are a courtesy that may be 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

Class Attendance

Students are expected to prepare for and actively participate in all classes.

It is the responsibility of each member of the class to be on time, stay for the entire class, and be prepared to discuss the scheduled topics. Punctual attendance in class is a requirement to meet the objectives of the course. Attendance will be taken each day in class and will be considered toward the student's professionalism grade for the course. The student's attendance grade will also reflect tardiness or leaving class early. If an emergency occurs and the student is unable to attend class, it is his or her responsibility to contact the professor prior to the beginning of class. If the student is ill or unable to complete an assignment on time, the student must notify the professor prior to the due date.

- For an absence to be considered excused, students must
 - 1) notify the faculty member prior to the start of class, and
 - 2) provide documentation related to the absence, for example, a healthcare provider's note, a letter from the Pfeiffer athletics department, etc. Please contact the faculty member for questions regarding what documentation constitutes an excused absence. Any absence that does not meet this criteria will be considered an unexcused absence.

- You will be required to meet with your faculty and the Department Chair if a pattern of absences is noted, and a Plan for Progress will be initiated.

Clinical Attendance

Students are expected to be present, on time, and prepared for all clinical experiences including simulation days. This expectation includes adherence to appropriate clinical dress guidelines. If the student is tardy to the clinical site/simulation or unprepared for the clinical/simulation day, this situation could result in the student being sent home with an unexcused absence for clinical.

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.

Students who have symptoms of illness should notify faculty and NOT attend clinical. Situations in which a student misses multiple clinicals because of illness will be evaluated on a case-by-case basis. 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(s) may be re-scheduled, if possible.
- Situation or duration of absences may necessitate that the student withdraw from the course due to inability to meet course objectives.

Due to the challenges of making up a clinical/simulation experience, students should make every effort to attend all clinical/simulation days as scheduled by their faculty. Failure to do so or to make-up a clinical day/simulation assignment may result in the inability to progress.

RECORDING POLICY

A student must not record activity in classrooms or instructional settings without the express permission of the faculty member responsible for instruction in the course. Authorized student-initiated recordings must be used only for the education of the students enrolled in the initiating student's class during the period in which the student is enrolled in the class. In addition, an authorized student-initiated recording must not be made available to anyone in any fashion, including posting online or through other media without the express written consent of the faculty member responsible for the course. Unauthorized downloading, file sharing, or distribution of all or any portion of a recorded classroom lecture is prohibited and may subject the student to disciplinary action. See procedure in Pfeiffer Nursing Handbook related to Violation of Unsatisfactory Behavior and Professional Nursing Practice.

INCLEMENT WEATHER

All Closings/Delays will be communicated through the LiveSafe app.

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 canceled. 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 canceled. 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 canceled. Classes starting at noon and thereafter will be on a regular schedule.

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

Definition of “EVENING CLASSES CANCELED” - This means that any classes that have starting times of 5:00 pm or later is canceled.

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 stations may potentially 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.wsoctv.com)
4. WCCB-TV/Fox 18 – Charlotte (www.fox18wccb.com)
5. NEWS 14 Carolina/Channel 14 (www.news14charlotte.com)

PINNING CEREMONY

Senior nursing students are required to wear their graduation gowns over their clothing at the Pinning ceremony. Shoe height should be appropriate for walking up stage steps. The Nursing pin may remain on the ribbon and be worn during the graduation ceremony. Formal Thank You messages should be limited to 150 words.

WHITE COAT CEREMONY

Dress should be the approved Pfeiffer University Nursing Scrubs. Black shoes (enclosed heel to toe) with little to no writing should be worn.

GRADUATION

Pfeiffer University Undergraduate Catalog at
<https://www.pfeiffer.edu/academics/registrar/academic-catalog/>

GRADUATION WITH HONORS

Pfeiffer University Undergraduate Catalog at
<https://www.pfeiffer.edu/academics/registrar/academic-catalog/>

ACADEMIC CALENDAR

Pfeiffer University Undergraduate Calendar at
<https://www.pfeiffer.edu/academics/registrar/academic-calendar/>

EMERGENCY PREPAREDNESS PLAN

This Emergency Preparedness Plan outlines procedures to ensure the safety of students, faculty, and staff in the event of emergencies, natural disasters, or other unforeseen crises affecting the nursing program.

Objectives:

- Protect the health and safety of all students, faculty, and staff in nursing programs.
- Maintain continuity of educational services, including clinical placements.
- Ensure efficient communication during an emergency.

Students, faculty, and staff are encouraged to register for emergency alerts with the LiveSafe application. Registering for these alerts enables the University's emergency alert system to notify individuals of any emergency or safety precautions pertaining to the University, nearby community, or severe weather. For any concerning security issues, contact the Misenheimer Police at 704-463-3000.

The security and safety of students, staff, and faculty are of utmost importance. During inclement weather, faculty, students, and staff are in the best position to make individual judgments about whether they can safely travel to campus or a clinical site.

Situations Involving a Reduction in Available Clinical Agencies and/or Increased Need for Simulation:

When necessary, clinical experiences may be substituted with simulation if an emergency or disaster situation occurs making it impossible to attend clinicals in the hospital setting or clinical

agency. Simulation will be utilized based on the following policies approved by the North Carolina Board of Nursing (unless otherwise revised by the Board):

- No more than 25 percent in the focused client care experience; and
- No more than 50 percent of clinical experience time in each course.

Situations Involving a Transition from In-Person to Virtual Learning Platforms:

Students and faculty must be prepared to transition to virtual learning platforms when necessary. As a result, students and faculty are required to have a computer (desktop or laptop) with a stable broadband Internet connection, webcam, and microphone.

Virtual classrooms will be utilized within the Blackboard Learning Management system or Microsoft Teams. It is the responsibility of the faculty member to communicate via email or Blackboard announcements which system will be used for virtual classroom learning and whether the virtual learning activities will be synchronous or asynchronous. It is also the responsibility of the faculty member to communicate via email and/or Blackboard announcements any assignments with due dates.

It is the responsibility of the student to check their Pfeiffer emails at least once a day, be present with cameras on for any synchronous virtual activities, and complete assignments on time. Students are also expected to download testing platform lockdown browsers and begin online exams on time while adhering to the academic integrity honor code.

REMEDIATION POLICY

Academic Remediation

Academic remediation supports and promotes student success and retention. When a student's academic work indicates potential academic or clinical failure, Pfeiffer nursing faculty supports students in an individualized manner. It is the responsibility of Pfeiffer nursing students to seek faculty input when encountering challenges to academic success. When seeking guidance to overcome academic challenges, students are encouraged to contact their course professor.

Remediation meetings with the course professor and work (if assigned) are **required** within one (1) business week of the following circumstances:

- A failing exam grade below 83% or a dosage calculation exam grade below 90%.
- A failing Midterm course average below 83%.

Per course faculty discretion, in-class test remediation, test reviews, and/or collaborative testing may be conducted in lieu of one-on-one remediation meetings, but only if specified by the faculty member. Faculty discretion is used to determine the content addressed. Listed below are student expectations during in-class test remediation, test reviews, and collaborative testing:

- There will be no disputes with course faculty members regarding the test.
- There will be no recording of any kind (written or electronic).
- All electronic devices must be stored away including laptops, cell phones, iPads, smart watches, etc.

Clinical and Lab Remediation

Medication Dosage Calculation Exams: Competency in drug dosage calculation is an essential nursing skill and is critical to patient safety. Medication dosage calculations are introduced early in the nursing curriculum and continue throughout the program. Students will be tested on drug dosage calculations and must achieve 90% competency on the exam. Students will have access to tutoring and additional support if needed.

- In NURS 312, students will have three (3) opportunities to achieve the 90% score. Those not achieving 90% on the first exam will be required to complete remediation prior to the second exam. Those not achieving 90% on the second exam will be required to complete remediation prior to the third exam. If a student does not achieve 90% on the third opportunity, the student will not progress in the nursing program.
- In NURS 320 and 410, students will have two (2) opportunities to achieve the 90% score. Those not achieving 90% on the first exam will be required to complete remediation prior to the second exam. If a student does not achieve 90% on the second opportunity, the student will not progress in the nursing program.

Clinical and lab remediation supports and promotes student success and retention. When a student's clinical or lab work indicates potential safety risks or clinical failure, the clinical/lab professor will require a meeting. During the meeting, the student and clinical/lab professor will work collectively to identify areas of improvement to further minimize safety risks.

A meeting and work (if assigned) is **required** within one (1) business week of the following circumstances:

- A grade of "Unsatisfactory" on any lab or clinical experience.
- Two or more clinical or lab absences.
- Incomplete clinical assignments.
- Any deficiency in skills in the lab or clinical setting, as determined by faculty.

Clinical/lab professors must communicate the need for the remediation to the Nursing Department Chair.

CHAPTER V: CLINICAL COURSE POLICIES

ATTENDANCE

Students are expected to be present, on time, and prepared for all clinical experiences including simulation days. This expectation includes adherence to appropriate clinical dress guidelines. If the student is tardy to the clinical site/simulation or unprepared for the clinical/simulation day, this situation could result in the student being sent home with an unexcused absence for clinical.

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 or be evaluated. Faculty members are not required to offer make-up clinical/simulation experiences.

Students who have symptoms of illness should notify faculty and NOT attend clinical. Situations in which a student misses multiple clinicals because of illness will be evaluated on a case-by-case basis. 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(s) may be rescheduled, if possible.
- Situation or duration of absences may necessitate that the student withdraw from the Course due to inability to meet course objectives.

Due to the challenges of making up a clinical/simulation experience, students should make every effort to attend all clinical/simulation days as scheduled by their faculty. Failure to do so or to make-up a clinical day/simulation assignment may result in the inability to progress.

Nursing Student Health and Performance Policy

Purpose

To ensure that all nursing students maintain the physical, emotional, and mental health necessary to safely and effectively participate in classroom, laboratory, and clinical learning environments.

Health Requirements for Admission and Progression

- Students must demonstrate **good physical, emotional, and mental health** for admission and continued progression in the pre-licensure BSN program. "Good health" is defined as the absence of health hazards and the ability to safely assess, plan, implement, and evaluate patient care.
- Prior to program entry, students must submit a Physical Health Examination Form completed by a licensed healthcare provider (MD, PA, or NP) via Complio.

Ongoing Health Monitoring and Reporting

1. Students may be required to provide additional health documentation at any time during enrollment.
2. Any change in health status that affects a student's ability to meet technical standards must be reported immediately to:
 - Department Chair & Associate Program Director
 - All Course Faculty
 - Clinical Instructor(s)
3. Documentation from a healthcare provider must specify limitations and confirm the student's ability to meet technical standards (see below).
4. Re-entry into clinical or lab settings requires updated clearance documentation submitted to the Department Chair and course faculty.

Communicable and Serious Illnesses

1. Students with known or suspected communicable or serious illnesses must consider patient safety and submit documentation verifying that the condition is controlled.
2. Failure to report or manage such conditions may result in:
 - Dismissal from the program
 - Potential legal consequences

Technical Standards for Performance

Students must consistently demonstrate the following abilities across all learning environments:

1. Sensory Abilities

- Visual, auditory, tactile, and olfactory abilities sufficient to gather and interpret patient data.
- Examples: physical assessments, interpreting diagnostic data, detecting environmental changes.

2. Communication Skills

- Proficiency in English for reading, writing, speaking, and interpreting non-verbal cues.
- Examples: documenting care, communicating with patients and healthcare teams.

3. Motor Skills

- Physical strength and coordination to perform nursing procedures.
- Examples: CPR, patient transfers, handling equipment, completing clinical shifts.

4. Behavioral and Emotional Stability

- Ability to adapt to dynamic environments, manage stress, and maintain professionalism.
- Examples: accepting feedback, maintaining therapeutic relationships, exercising sound judgment.

5. Cognitive and Analytical Skills

- Capacity for reasoning, problem-solving, and decision-making.
- Examples: medication calculations, care planning, data synthesis.

Accommodations

- Reasonable accommodations are available for students with documented disabilities through the Pfeiffer University Accessibility Services Office.
- Students must initiate accommodation requests early to ensure timely support.

- Note: Clinical settings may not offer accommodations equivalent to classroom settings, which may impact program completion.

Accountability and Progression

1. All students must meet course outcomes and demonstrate essential competencies.
2. Failure to meet health or performance standards may result in academic consequences, including dismissal from the program.

Undergraduate Nursing Skills Competency Policy

Purpose

To ensure that undergraduate nursing students demonstrate safe and effective clinical skills necessary for progression in the nursing curriculum.

Policy Statement

All undergraduate nursing students must successfully complete designated skills competency checks as part of their clinical course requirements. These checks are designed to assess the student's ability to perform essential nursing skills safely and accurately.

Competency Attempt Guidelines

1. Maximum of Two Attempts

- Each student is allowed a maximum of **two attempts** to pass each required skills competency check.
- The first attempt will be scheduled during the designated lab or clinical time.
- If a student does not pass on the first attempt, a remediation plan will be provided, and a second attempt will be scheduled within a reasonable timeframe as determined by the course faculty.

2. Remediation Between Attempts

- Students who do not pass the first attempt are required to participate in remediation before the second attempt.
- Remediation must include review of skill procedures and a minimum of one hour of practice during an open lab session time.
- Additional activities may be required as determined by course faculty.

3. Failure to Pass After Two Attempts

- If a student fails to demonstrate competency after **two attempts**, they will be deemed **unable to progress** in the associated course.
- The student must meet with the academic advisor and/or the Department Chair to discuss options for course repetition and academic planning.

Documentation

- All competency check outcomes and remediation activities will be documented in the student's nursing department record.

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 should 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 an end-of-semester (summative) evaluation/grade. The same rating scale for clinical is used for all courses. Each of the rating designations is defined in the table below.

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 and any plan 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 are 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.

INCIDENT REPORT POLICY AND PROCEDURE

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 that 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:
 - a. To inform the school administrators about situations that 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 the incident report(s).
5. The party involved shall report in person to the Department Chair to discuss the incident.
6. See post-exposure policy in the Pfeiffer Nursing Handbook for injurious events.

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 and 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 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 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.

Lab coats

A knee-length white lab coat, provided by the Department, is worn over professional clothing when you are in patient care areas, when touring clinical facilities, when obtaining patient assignments, or in specific community settings. Neat, clean, and appropriate professional 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 appropriate attire for the clinical setting is, 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 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.

SIMULATION STANDARDS

INTRODUCTION & GENERAL SIMULATION PROGRAM POLICIES

A. Introduction Philosophy

Since 2011, the Pfeiffer University Department of Nursing has expanded its use of simulation as a means of preparing nurses for safe, effective and efficient practice in an increasingly complex healthcare environment. Simulation helps students develop and hone knowledge, skills and abilities and bridges the gap between classroom and real-life clinical practice. It is a valuable tool for providing students with exposure to diversity, high-risk, low-volume events and interprofessional learning experiences. The Department of Nursing is committed to providing the necessary infrastructure for ensuring quality evidence-based simulation education

B. Department of Nursing & Simulation Mission Summary

Faculty in the Department of Nursing seek to promote, expand and validate scientific knowledge and evidence-based practice to advance health. The department provides an atmosphere of scholarly inquiry, an appreciation of professional values, inter-professional collaboration, recognition of each learner's uniqueness, and active community service.

C. Simulation Program Mission

The mission of the Simulation Program is to fully integrate best practices in simulation education and research in support of curricula which are research- and evidence-based.

D. Simulation Standards

The Pfeiffer University Department of Nursing Simulation Program strives to follow the standards of best practices set forth by the International Association of Clinical Simulation in Nursing (2021). The standards address simulation design, outcomes and objectives, facilitation, debriefing, participant evaluation, professional integrity, simulation-enhanced interprofessional education and simulation terminology.

E. Simulation Certification and Training

The Pfeiffer University Department of Nursing Simulation Program supports faculty and staff attainment of simulation certification. Faculty involved in simulations are required to complete formal simulation training, and documentation of the training is maintained by the Administrative Assistant (staff) in the Nursing Department.

F. Simulation Lab Guidelines

To minimize risk to participants and equipment, all individuals using the Pfeiffer University Department of Nursing Simulation Labs are expected to adhere to the Simulation Laboratory Guidelines and Code of Conduct (Appendix A and B) and to sign the Simulation Contract and Confidentiality Agreement (Appendix C). The Simulation Labs provide a learning resource for nursing students and other learners participating in interprofessional learning opportunities. They

are intended to simulate a clinical environment to provide the level of realism/fidelity required to promote experiential learning. The equipment in the labs is fragile, expensive and must be protected from damage. The labs expose students to hazards that may be encountered in the clinical settings, such as sharp instruments and glass ampules. Expected behaviors are outlined in the Simulation Laboratory Guidelines (Appendix A). All Simulation Lab student users are expected to conform to the Pfeiffer University Department of Nursing Simulation Laboratory Guidelines.

G. Storage and Maintenance of Simulation Equipment and Supplies

The Lab/Simulation Coordinator is responsible for storage and maintenance of all simulation equipment and supplies. After each use:

- Wipes down all mannequins and low fidelity skills trainers to remove all adhesives, moulage and markings.
- Drains all fluids and flushes the tubing system. Tops off all fluids as needed.
- Cleans and disinfects all equipment as per directions and equipment instructions.
- Assesses all task trainers, mannequins and medical equipment for obvious damage, leaks, necessary part replacements, and cleanliness. If not in use or scheduled to be used, once wiped, drained and dried, stores in appropriate area.
- Checks supply of sheets replaces as needed. Changes dirty/wet linen and clothing.
- Returns unused disposables to storage.
- Powers off simulators, PCs and patient monitors.

Weekly:

- Cleans and inspects all equipment.
- Wipes down skin/covers. Removes any adhesive, moulage or markings left on skin.
- Calibrates all sensors and monitors (including video/audio systems).
- Turns on and tests all electronic devices, checks/replaces batteries as needed.
- Completes a test run on simulation software to ensure proper functioning.
- Drains all fluids and flushes the tubing system. Tops off all fluids as needed. Adds anti-fungal agent or other protective solutions as needed.
- Changes dirty/wet linen and clothing.

Monthly:

- Inspects (and if needed replaces) all disposable parts.
- Assesses for wear and tear that might need major work or factory service annually:
- Schedules and coordinates preventive maintenance of equipment through respective vendors.
- As Needed:
- Contacts vendor for onsite maintenance or verbal/written guidance if equipment issue is unable to be successfully resolved.

H. Storage

Access to simulation labs and supply and equipment areas are restricted. Equipment and supply storage areas remained locked, and access is restricted to the Lab/Simulation Coordinator, Faculty Members, and Program Chair. Simulation labs are locked after hours and when simulation lab personnel or educator supervision is not available.

I. Audiovisual Equipment Storage

Audiovisual equipment is stored in the assigned storage areas. All Simulation Labs are locked when not in use. Key access to Simulation Labs is maintained by the Lab/Simulation Coordinator, nursing faculty, building manager, and staff assistant.

SCENARIO DEVELOPMENT, IMPLEMENTATION, & RESOURCES

A. Scenario Development and Equipment Integration

The Simulation Program has designated standardized scenario templates for use with scenario development (Appendix D and E). The use of a standardized template helps to ensure scenario cases encompass critical components including pertinent physiology of the patient, supplies, equipment, and necessary case information.

The Department of Nursing Simulation Program is committed to making the simulated setting as realistic as possible. Newly developed scenarios are piloted for one semester to evaluate feasibility, appropriateness, and contribution to achieving objectives for the simulation experience. Revision of scenarios is systematic and ongoing.

B. Simulation Scenario Preparation and Set-up

It is expected that the course faculty will review the scenarios thoroughly prior to the simulation and work with the Simulation Coordinator to obtain supplies and equipment. Course faculty must schedule time with the Simulation Coordinator at least two weeks prior to running through any scenario being presented. The Simulation Coordinator is available to assist course faculty with scenario preparation and set up.

C. Debriefing In accordance with the INACSL Standards of Best Practice:

Regarding Simulation Debriefing (INACSL, 2021), all simulation-based learning experiences will include a planned debriefing session using reflective practices to ensure the best possible learning outcomes and improve future performance. It is the philosophy of the Department of Nursing that debriefing is a critical component of the simulation exercise. Debriefing provides immediate feedback after the simulated experience and is a reflective critical thinking analysis and communication tool for participants of the simulation exercise. Participants have time to reflect on their performance and receive constructive feedback from the Simulation Coordinator, faculty, and/or peers. Debriefings will be facilitated in a psychologically safe learning environment by the Simulation Coordinator and/or faculty who possess debriefing skills.

D. Clinical Equivalency

The North Carolina Board of Nursing allows for (NCBON, 2024)

Programs shall limit simulation experiences to:

- (1) no more than 25 percent in the focused client care experience; and
- (2) no more than 50 percent of clinical experience time in each course.

The Pfeiffer Department of Nursing defines a ratio of two hours of time in traditional clinical settings as equivalent to one hour in simulation (Pearsall et al., 2023). For the experiences to be

deemed a simulation experience, they must include the following International Nursing Association for Clinical Simulation and Learning (INACSL) Standards (INACSL, 2021).

- Includes objectives
- Type of simulation is appropriate for the topic, purpose, and level of the learner
- Fully designed experience
- Includes fidelity
- Appropriate facilitation
- Sim experience begins with prebriefing
- Sim experience ends with debriefing and/or feedback session
- Evaluation of participants, facilitator(s), the experience occurs
- Participants are provided with preparatory materials/resources to meet objectives and achieve outcomes

E. Scenario Use

It is the responsibility of the course faculty to develop scenarios and the Simulation Coordinator to ensure that all scenarios include current acceptable best practices and standards of care.

F. Recording Simulation and Debriefing Activities

Simulated scenarios and debriefing activities may be recorded. Participants are notified of intent to record in advance and a consent is signed at the start of each semester (Appendix C).

Recordings may be used for:

- Providing feedback to students during debriefing
- Assessing performance/Reflection
- Internal review and quality improvement purposes
- Evaluation and improvement of teaching and assessment processes

All audio/video recordings are stored under password protection in the program management system on a secure server. Access to retained records is restricted to the appropriate nursing faculty, the Simulation Coordinator, and staff of the Nursing Program. Any copying, duplication, or other form of distribution of audio or video footage released by nursing faculty, the Simulation Coordinator, staff, or students is prohibited. Violation of this policy may result in student dismissal or faculty/staff discipline.

CHAPTER VI: HIPPA 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 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 workplace 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 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 issued to the student or faculty member. Hypoallergenic gloves, glove liners, powderless 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 tag 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 reasonably 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 Laboratory/Simulation Coordinator 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 dustpan, 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 reasonably 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 Standards
- c. Faculty and students will take BBP and Hazardous Material tests 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 (i.e., 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

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI®)

In Pfeiffer's Nursing program, the Assessment Technologies Institute (ATI®) resources are used to enhance student success and aid students in identifying their strengths and weaknesses. ATI resources, including testing/remediation, video case studies, and an NCLEX-RN review, are intentionally threaded throughout the upper division nursing program to support student learning. Faculty state which specific assignments need to be completed in ATI® on the course syllabi, schedule, and/or Blackboard. ATI® testing in each course represents 5% of the overall course grade and 10% of the overall course grade in NURS 510.

The ATI® assessment comprises online practice and practice assessments. Successful completion of Practice A and Practice B is a prerequisite for the proctored exam. Practice Assessment A and Practice Assessment B will open and close according to the course calendar, and students will complete an individual-focused review (1-hour minimum) and remediate all content areas missed. The course calendar and/or Blackboard will indicate the due dates for the focused review and remediation.

Upon completion of the remediation process for both Practice Assessments, faculty will reopen both Practice Assessments A and B with rationales turned on and with unlimited attempts in preparation for the Proctored Assessment. The course calendar and/or Blackboard will specify the date and time of the Proctored Assessment. Successful completion of Practice A and Practice B is a prerequisite for the proctored exam.

ATI Grading Rubric

The points from this rubric will constitute 5% of the course grade.

*10% of the course grade for NURS 510.

Practice Assessment 40 points (20 points each)			
<i>Complete Practice Assessment A Remediation:</i> <ul style="list-style-type: none">• <i>Minimum 1-hour Focused Review on initial attempt</i>• <i>For each topic missed, complete a hand-written document with 3 critical points and one overall reflection statement for the total remediation.</i> <i>Take Post Study Quiz (if available)*</i>		<i>Complete Practice Assessment B Remediation:</i> <ul style="list-style-type: none">• <i>Minimum 1-hour Focused Review on initial attempt</i>• <i>For each topic missed, complete a hand-written document with 3 critical points and one overall reflection statement for the total remediation.</i> <i>Take Post Study Quiz (if available)* .</i>	
Proctored Assessment			
Level 3 = 40 points	Level 2 = 30 points	Level 1 = 20 points	Below Level 1 = 0 points
Remediation = 20 points:	Remediation = 20 points:	Remediation = 20 points:	Remediation = 20 points:

<ul style="list-style-type: none"> • Minimum 1-hour Focused Review +• For each topic missed, complete a handwritten document with 3 critical points and one overall reflection statement for the total remediation. 	<ul style="list-style-type: none"> • Minimum 2-hour Focused Review • For each topic missed, complete a handwritten document with 3 critical points and one overall reflection statement for the total remediation. 	<ul style="list-style-type: none"> • Minimum 3-hour Focused Review • For each topic missed, complete a handwritten document with 3 critical points and one overall reflection statement for the total remediation. 	<ul style="list-style-type: none"> • Minimum 4-hour Focused Review • For each topic missed, complete a handwritten document with 3 critical points and one overall reflection statement for the total remediation.
100/100 points = 100%	90/100 points = 90%	80/100 points = 80%	70/100 points = 70%

Proctored Assessment Retake**

*Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation).

** If the course faculty requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points).

NCLEX-RN® REVIEW COURSE

The ATI® NCLEX-RN® Review and the Virtual ATI® program are administered prior to graduation. Student participation in the ATI® NCLEX-RN® Review and the Virtual ATI® program is mandatory.

NURSING DEPARTMENT TESTING POLICY

The Pfeiffer Nursing Department has aligned its nursing exam testing policy with the National Council of State Boards of Nursing testing policy to maintain exam integrity. Students are expected to adhere to the following testing policy:

- All personal belongings must be placed at the front of the classroom.
- All electronic devices must be silenced and placed on the front table of the classroom.
- Without approved accommodations, the following personal items are not allowed in the testing room:
 - Coats/hats (Religious head coverings will be allowed.)
 - Medical aids/devices
 - Food or drink, gum/candy
 - Lip balm
 - Scarves/gloves
 - Blankets
- You may not remove examination items and/or responses (in any format) or notes about the examination from the testing room.

- You may not disclose or discuss with anyone information about the items or answers seen in your examination (this includes posting or discussing questions on the Internet and social media websites).
- You may not reconstruct exam items using your memory of your exam or the memory of others.
- Writing on any materials other than the paper provided by your professor/staff is strictly prohibited. Write your name on the paper and submit it to the professor/staff before leaving the classroom.
- If you experience electronic issues during the examination, immediately notify the professor/staff by raising your hand.
- Earplugs are available; bringing your own earplugs is unacceptable.
- No questions will be answered by the professor/staff during the administration of the exam. If you have a question about a test item, the student should write the question on the paper provided by the professor/staff.
- If your test is administered through Exam Soft, please show your green screen to the professor/staff before leaving the classroom.

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:
 - a. To inform the school administrators about situations that 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 Handbook) for injurious events.

APPENDIX A-2: Department of Nursing Incident Report Form

Name (Please Print)

Date of Incident

Time

Location and description of Incident:

Describe any resulting injury:

Action taken regarding incident:

Follow-up action taken:

Signature of Person Completing Report Date

Witness of Incident (if any)

Date

Clinical Instructor Signature

Date

Follow-up with Chair, Department of Nursing:

Chair, Department of Nursing

Date

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 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 agency's 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 by not removing it from the clinical agency.
- Students who violate patient privacy 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, and 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 will receive notice 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 student to another facility. If no facility accepts the student, the student 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 a criminal background check, a drug screening, 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 that 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 experiences. 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.

I agree with the student terms and conditions for clinical practice listed above.

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 and the Academic Standards of Progression in the Pfeiffer University Undergraduate BSN Student Handbook.

The student is required to pass the exam component with **an average weighted score of 83 (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 83 (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 83 (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, a student must achieve a satisfactory rating in all objectives by end of the semester. The student 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: _____