2024-2025 RN-BSN Student Handbook

Department of Nursing
Undergraduate College

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

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

Dr. Dana Martin, PhD(c), DNP, RN, CNE
Interim Chair, Professor
Department of Nursing

GENERAL INFORMATION FOR RN-BSN STUDENTS

The Department of Nursing follows the policies of Pfeiffer University as outlined in the *Undergraduate College Catalog*. 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 nonacademic policies and procedures. The handbook may also be accessed on the Department of Nursing website; policy changes will be updated electronically. Students will be notified of changes and date effective via Pfeiffer University email.

HISTORY

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

EQUAL OPPORTUNITY

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

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RN-BSN PROGRAM OVERVIEW

The Department of Nursing and Center for Professional Advancement in the Undergraduate College at Pfeiffer University offers an online undergraduate program leading to the Bachelor of Science in Nursing (BSN) degree. The Pfeiffer University Nursing program 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. The RN-BSN program is open to students who hold a current unrestricted RN license with an associate degree in science with a major in nursing, an associate degree in applied science with a major in nursing, or a hospital diploma nursing program graduate. A Bachelor of Science degree in nursing requires a total of 120 semester hours, which is composed of the 11 SH of pre-requisites and a major that is 52 SH. The 52 hours of courses are comprised of 26 semester hours of core courses and an additional 26 semester hours of credit that are awarded for experience in nursing. The experiential learning credit is awarded upon successful completion of NURS 328 and the professional academic portfolio included in that course. The remaining required hours, if necessary, can be taken in combination with general education and elective hours. Pfeiffer University's residency requirement for the RN to BSN program is 30 semester hours.

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.

RN-BSN ADMISSION REQUIREMENTS

- Pfeiffer University Application for Admission and non-refundable application fee.
- Completion of an associate degree in science with a major in nursing, an associate in applied science with a major in nursing, or a hospital diploma nursing program
- A signed transcript request form along with your application. Copies of official transcripts from all colleges/universities you have attended are required.
- Current unrestricted RN licensure
- Grade of "C" or better in all required nursing prerequisites and cumulative GPA of 2.0
- Documentation of Immunization requirements must be provided: Rubella and Rubeola titers, Measles, Polio, Diphtheria/Tetanus, Varicella (either positive titer or 2 vaccines), annual 2-step negative TB test or annual chest x-ray if there is a history of a positive PPD, Hepatitis B immunizations or a signed declination (For students who have Hepatitis B contraindications, written verification/official deferral must be submitted) and a influenza vaccine.
- Submission of satisfactory criminal background check and proof of current liability insurance is required only if an agency requires it for a clinical experience.

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 work place, 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.

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

COMPUTER REQUIREMENT POLICY

Students who take online courses are required to have the computer hardware and software required to access the course information.

STUDENT REPRESENTATION

All students are encouraged to provide input on decisions concerning the nursing program. Students are invited to be involved in governance.

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. 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.
3. Participate in student activities and service projects on campus.
4. Provide input when peers are representing issues at committee meetings and student forums.

STUDENT RECOGNITION/AWARDS
Awards: Outstanding RN-BSN Nursing Student Award
The selection process for this award is as follows:
1. A ballot of eligible (GPA of 3.5 or better) senior RN-BSN students will be compiled
2. Department of Nursing RN-BSN faculty will vote to determine the award recipient. *
3. The winner will be presented with an award certificate.

*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 at their Pfeiffer University email address. Students should check their Pfeiffer email several times a week.

STUDENT RECORDS

The Office of the Registrar maintains all official grades and records of students. However, the Department of Nursing maintains official information specific to enrollment in the nursing program.

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.

ADVISEMENT

Each student is assigned a Faculty Advisor upon admission. Each faculty member may be contacted by email and has posted office hours for the purpose of advising students. Advisees are encouraged to consult their advisors on any matter pertinent to their academic pursuits. Students are strongly encouraged to meet with their faculty advisors at least once a semester prior to registration to review their progress in the curriculum and 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 health care delivery settings, and may be a threat to nursing students. During the performance of clinical practice, a student may have contact with patients with HIV/AIDS, Tuberculosis (TB), Hepatitis B (HBV), Hepatitis C (HCV), and other infections. Such contact, although rare when proper preventive measures are used, may result in a student being exposed to infectious agents, and/or transmitting an infectious disease to other students, faculty, patients, and family members. Students enrolled in the Nursing Program at Pfeiffer University are expected to provide care to patients who may have known or unknown communicable diseases. Application to and acceptance of an offer from the Nursing Program indicates an understanding of related professional risks.

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

Pfeiffer University Registered Nurse to Bachelor of Science in Nursing Program

PURPOSE

The purpose of the registered nurse to baccalaureate (RN-BSN) 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 prepared to provide care in and across all environments as a generalist nurse.

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

Expected Student Outcomes

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

1. Integrate evidence-based knowledge from nursing, theories and concepts from liberal education, including the humanities and behavioral, mathematical, natural and physical sciences into the practice of professional nursing.

2. Incorporate critical thinking skills in autonomous decision-making and effective therapeutic communication in the application of the nursing process with individuals, families, groups, and communities.

3. Practice professional nursing competently in the roles of advocate, clinician, coordinator/collaborator, educator, leader, and consumer of research in a variety of health care settings to promote quality improvement and patient safety.

4. Facilitate therapeutic, caring, and interprofessional collaborative relationships with clients and members of interdisciplinary health teams using written and emerging technology communication strategies.

5. Integrate knowledge of leadership/management/administrative and information technology skills and health care policies in providing direct and indirect care to clients.

6. Provide comprehensive, culturally competent client-centered care to promote, restore, and maintain the maximum health potential of individuals, families, groups and communities across the lifespan while promoting health care literacy.

7. Assume accountability and responsibility for personal and professional growth through commitment to participation in servant leader activities, continuous self-evaluation, and lifelong learning.

8. Incorporate professional values, professional standards, and ethical, moral, and legal aspects of health care into nursing practice to promote advocacy, collaboration, and social justice.

9. Incorporate knowledge and transformational leadership skills related to system management into personal responsiveness to the health care needs of the Piedmont region, the state, the nation, and the global society.

10. Integrate Caring principles and concepts into the holistic nursing care of clients and families, groups, and communities across the lifespan.

PHILOSOPHY

The nursing program functions within the framework of the purposes and values consistent with the philosophy of Pfeiffer University and embraces the Christian values of human dignity, integrity, and service to become servant leaders and lifelong learners. 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 of Baccalaureate Nursing* (2008), the AACN New *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 New *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 joys, accomplishments, pain, and suffering with clients and colleagues. The sub-concepts of communication and holistic caring perspective are the cornerstones of a compassionate relationship in which the nurse understands and uses knowledge of culture, socioeconomic, and developmental status.

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

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

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

Commitment is engaging in a conscious and willing course of action. It means involvement and investment of time and energy in influencing health care in our changing environment and growth personally and professionally through dedication to life-long learning. Commitment is maintaining and elevating the standards and obligations of the nursing profession and assuring the delivery of excellence in nursing care. Understanding the sub-concept of influences upon nursing including legal dimensions is critical to this development.

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

Organization of Curriculum
Nursing concepts of person, environment, health, and professional nursing introduced early in the nursing program provide a foundation for students to develop critical thinking and effective therapeutic communication skills. The faculty believes human caring is fundamental to the metaparadigm of nursing. Curriculum progression begins with a focus on caring for self (self-knowledge and acceptance) to a focus on caring for others (nursing care of individuals, families, and groups) and 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 throughout the RN-BSN nursing program. 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. Illness, disease, and dysfunction of families are added to the concept of wellness. Study includes the exploration of the health of groups and communities.

Progression of Courses
Courses are designed to promote learning from fundamental concepts to complex issues related to nursing care of individuals, families, groups, and communities.

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
RN-BSN PLAN OF STUDY AND COURSE DESCRIPTIONS

A Registered nurse to Bachelor of Science degree in nursing requires a total of 120 semester hours, which is composed of the 11 SH of pre-requisites and a major that is 52 SH. The 52 hours of courses are comprised of 26 semester hours of core courses and an additional 26 semester hours of credit that are awarded for experience in nursing. The experiential learning credit is awarded upon successful completion of NURS 328 and the professional academic portfolio included in that course.

The purpose of the portfolio is to establish a mechanism for assessing, validating and evaluating prior learning and achievement of essential competencies necessary for successful transition to the role of the professional nurse. These competencies/objectives are emphasized in various papers and projects assigned in NURS 328 Professional Nursing Practice and Communication. The portfolio provides evidence that students have acquired the content and skills through completion of the essential assignments augmented by the students' prior learning and/or practice experiences. The portfolio is used to demonstrate professional role development, values, core competence, and critical thinking as it relates to the professional nurse. The portfolio is graded as a pass/fail requirement. The success of the portfolio depends on the students' ability to present sufficient related materials that meet the essential objectives/competencies and critical learning experiences. A passing portfolio grade, determined by the instructor of the course, is necessary to earn the 26 prior learning credit hours.

If a student has completed a comparable course and is considering transfer of credit for substitution for NURS 328, the student must produce the syllabus for faculty evaluation. In addition to course credit, completion of the portfolio is required. Students must meet the essential competencies designated in specific assignments in NURS 328 for progression in the program. Course substitution will not be entertained when, in the faculty's expert judgment, student learning might be compromised.

The remaining required hours, if necessary, can be taken in combination of general education and elective hours. Pfeiffer University's residency requirement for the RN to BSN program is 30 semester hours.

RN-BSN COURSE DESCRIPTIONS

In addition to the General Education requirements, the following co-requisite nursing requirements must be taken:

BIOL 224   Principles of Microbiology
CHEM 110N   General, Organic and Biochemistry
PSYC 222M   Statistics & Data Analysis (Or BMAL 311 Business Statistics)

Upper-level Nursing Courses:
NURS 328   Professional Nursing Practice & Communications
NURS 420   Health Assessment

NURS 426	Health and Aging
NURS 428	Health Promotion
NURS 422	Nursing Leadership
NURS 503	Perspectives in Community Nursing
NURS 505	Research Concepts
NURS 507	Professional Nursing Synthesis

CO-REQUISITE COURSE DESCRIPTIONS

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.

BIOL 224 Principles of Microbiology 4 SH
Provides an overview of bacteria, viruses, and eukaryotic microorganisms responsible for human disease. Mechanisms of disease progression will be discussed in conjunction with immunological defenses of human hosts. Microbial growth, structure, and control will be studied with a focus on molecular and genetic aspects. The course will not be part of the curriculum for the biology major. This course is appropriate for students who intend to pursue careers in nursing, and who require a microbiology course with a medical microbiology focus. The course will be designed as an introductory level biology course. Prerequisites are instructor approval and CHEM 210.

PSYC 222M Statistics & Data Analysis 3 SH
This course is an introduction to the analysis of data. Topics covered include measures of center and spread; z-scores; probability; chi-square; correlations; analysis of variance; bivariate regression; and multiple regression. Students gain an understanding of which test is appropriate for any given analysis problem. Students use the Statistical Package for the Social Sciences (SPSS) throughout the course. Satisfies the general education requirement in Mathematics.

RN-BSN COURSE DESCRIPTIONS

NURS 328 Professional Nursing Practice & Communications   3SH
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 420 Health Assessment   3SH
This course addresses concepts and methods of comprehensive health assessment for evaluation of clients' health status from a holistic perspective. Emphasis is placed on review of body systems, physical examination techniques and communication skills necessary to perform a holistic nursing assessment of clients across the life span. Student application occurs through participating in classroom activities, practice in a lab setting, in small group case discussions, and in the clinical setting. (Student clinicals can be arranged in the students' communities) Prerequisite: CHEM 210, EXCS 265, EXCS 266, PSYC 202, PSYC 295. This course will be offered as a hybrid course.

NURS 426 Health and Aging   3SH
Students will examine issues of health status and health care delivery for the older population using a holistic perspective. Topics include perceptions of health, major health problems in later life, the promotion of health aging strategies, projected health needs and ethical issues related to health care for the elderly. Prerequisite: CHEM 210, PSYC 222, EXCS 265, EXCS 266, PSYC 202, PSYC 295.

NURS 428 Health Promotion   3SH
Theories and concepts related to health promotion nursing will be presented and discussed within the framework of the nursing process. The course provides opportunities for experienced nurses to enhance critical thinking ad communication skills in examining issues related to wellness, health promotion and adaptation. Students identify, explore, plan, and implement wellness teaching through service learning projects that education diverse populations and promote healthy behaviors.

NURS 422 Nursing Leadership   3SH
This course provides an opportunity to examine leadership and management principles in professional nursing. Contemporary issues relevant to nursing leadership are analyzed. Emphasis is on transition to the professional nursing role. The student will be introduced to the types of healthcare services, healthcare settings, and the economics of health care payment and cost containment to include private insurance, managed care, federal (government) insurance plans, and challenges within the health-care system. Students will use critical thinking exercises to investigate current policies, issues, and trends in nursing and health care. Emphasis is on exploration of issues related to accessibility, accountability, and affordability of health care. Prerequisite: PSYC 222, PSYC 202, PSYC 295

NURS 503 Perspectives in Community Nursing   4SH
This course focuses on the complexity and diversity of groups within communities and their corresponding health care needs. Through a community assessment of health trends, demographics, epidemiological data, and social/political-economic issues in local and global communities, the student will be able to determine and apply effective interventions for

community-centered care. Issues related to bioterrorism and emergency preparedness will be explored.

NURS 505 Research Concepts   3SH
The significance of research in nursing is considered with emphasis on the scientific approach and its application in evidenced based nursing practice. The major components of the research process are addressed with a focus on the professional nurse as a consumer of research. Throughout the semester, selected research studies are reviewed and analyzed.
Prerequisite: PSYC 222

NURS 507 Professional Nursing Synthesis   4SH
In this culminating capstone clinical experience, students reflect on the transition from associate degree to bachelor's degree preparation for professional nursing practice. The clinical experience will focus on complex decision making and facilitate the student's socialization to nursing as a profession. Emphasis is placed on self-directed learning and evaluation in selected clinical areas under the supervision of nursing faculty and clinical nurse preceptors. Issues related to professional practice, career planning, and personal goal setting are examined.
Prerequisite: Successful completion of NURS 328 Professional Nursing Practice & Communications, NURS 400 level courses, NURS 503 Perspectives in Community Nursing and NURS 505 Research Concepts

RN-BSN COURSE PROGRESSION POLICY

The student is expected to pass each course with an average weighted score of 83 (B) by the end of the course to progress in the RN to BSN program. In courses with a test component, students are expected to achieve an 83 (B) within the exam component and then all grades are combined for the final official overall grade of the course. Note: Grade percentages for all components including exams are not calculated if the student does not achieve a minimal average weighted score of 83 (B) on the exam component. Afterward, all grades are combined using the grading criteria (percentages) and contribute toward the official overall grade of the course. In courses with a clinical component, 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 all clinical courses to progress in the RN-BSN program.

Pfeiffer University RN-BSN Plan of Study
Full-time Track
All courses are 8-week sessions

Fall Semester

Session One	Session Two
NURS 426 Health and Aging: Current Perspectives and Issues 3SH **NURS 503** Perspectives in Community Nursing / Clinical Practicum 4SH	**NURS 505** Research concepts for the Nursing Professional 3SH **NURS 507** Professional Nursing Synthesis for the Experienced Nurse 4 SH

Spring Semester

Session One	Session Two
NURS 328 Professional Nursing Practice and Communications 3SH **NURS 420** Health Assessment for the Nursing Professional 3SH	**NURS 428** Health Promotion: Teaching and Counseling 3SH **NURS 422** Nursing Leadership, Values, Trends, and Perspectives 3SH

Summer Semester

*Microbiology, Chemistry, and Statistics as needed. Microbiology, Chemistry, and Statistics can be taken before or during the program during summer, fall, or spring semester. These courses can be taken either at Pfeiffer or at the community college.
* If you transfer in all co-requisites, you will need to take additional electives to meet the 4 credit hours remaining for the 30-hour residency requirement.

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

GRADING SYSTEM

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

Letter Grade	Numeral Equivalent	Quality Points
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	**83-86**	**3.0**
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

The following must be met 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 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. 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 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 to progress in the RN-BSN program. A student is permitted to repeat only one nursing course during progression through the nursing program.
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. (See Readmission Policy)
5. A student must meet the objectives of the course, including clinical courses, to progress in the RN-BSN program.
6. Adhere to all policies of the University, Department of Nursing, and clinical agencies as applicable.

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.

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

The 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 the Dean of the of the undergraduate college, respectively. If the conference with the Dean of the Undergraduate College is unsuccessful, the student may submit their complaint as directed in the Undergraduate college: 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 instructor.

Issue	Standard	Examples (not inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause/effect relationships in clinical situations, develop nursing care plans
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds	Establish rapport and relate effectively with patients/clients, their families and colleagues
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Follow verbal and written instructions, communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing

		activities, and consult with other health care providers in a professional manner.
Mobility	Physical abilities sufficient to move from room to room, along hallways and in small or confined spaces	Move around in clients' rooms and bathrooms, into and out of 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, as evidenced by a pattern of late or incomplete 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 re-enter. 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 attitude or behaviors such as failure to accept and follow advice from your university faculty

- 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 which threaten the physical, emotional, mental, or environmental safety of a client, a family member or significant other, another student, a faculty member, or other health and professional care provider.
4. Unsafe clinical practice that reflects deliberate, negligent, omission, or commission acts.
5. Physical or emotional problems or use of any drugs to a degree that interferes with ability to practice nursing and do not respond to appropriate treatment or counseling within a reasonable time period.
6. Or an act or behavior that constitutes nursing practice for which a student is not authorized or educated to perform at the time of the incident.

Procedure related to violation of Unsafe Behavior and Professional Nursing Practice

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

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

CONFIDENTIALITY STATEMENT

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

SOCIAL NETWORKING

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

- Professional behavior and proper technology etiquette should be observed at all times when using cell phones, mobile devices, laptops or other electronic devices.
- Cell phone/mobile device/mobile devices appliances must be on "airplane mode" or "silent" during clinical experiences.
- No photos may be taken by students in the clinical agency or lab environments. The exception to taking photos or videos in the laboratory environment is when it is a course assignment.
- No personal phone conversations or texting allowed at any time while in a patient area. A clinical probation will be given for the first violation of using the mobile device for socializing during clinical time. A second violation may result in course failure.
- Be respectful to your professors and classmates. Unapproved use of electronic devices in class/lab is distracting to others.
- Use of facility computers for personal use is prohibited.
- Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may mobile devices. Be sure to disinfect/decontaminate them as needed.
- **Students who violate patient privacy with the mobile device will be subject to HIPAA infractions of the clinical agency.**
- When contributing to a social networking site, it is important to remember that everyone can see and read what is placed on the site. Keep your online interactions professional. Always remember that your online behavior and actions captured via images, posts, or

comments reflects **you** as a professional. Graduate programs and many nurse recruiters now routinely search the social networking sites when considering potential employers or students. Social network postings can be subject to disciplinary action from the nursing program.
- Students and/or clubs are required to adhere to Pfeiffer University's and the Department of Nursing's Social Media Policy

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* published jointly by the Office of Student Development and the Student Government Association (available at www.pfeiffer.edu).

1. Cheating is willful participation in the unauthorized exchange and/or use of information while working on an examination, test, or project designed to evaluate individual performance.
2. Academic dishonesty includes "buying" a paper to present as one's own or "selling" a paper.
3. Plagiarism is the attempt of a writer to steal credit for the work of someone else. This includes computer programs or files, ideas and images, charts and graphs, photographs and creative works that belong to another.
4. Facilitating Academic Dishonesty includes giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.
5. Falsification occurs when information is altered such as submitting a false excuse for an absence or tardy during a scheduled academic exercise. Fabrication is a matter of inventing or counterfeiting information for use in any academic exercise. An example would be a student who changes an answer on an exam and claims that the item was incorrectly scored or turns in a counterfeit record of internship or practicum experiences.
6. Complicity in Academic Dishonesty means helping or attempting to help, another commit an act of academic dishonesty. Examples include allowing another to copy from one's paper during an exam or distributing test questions or valuable information about the material to be tested without authorization before the test is administered.

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

POLICY ON 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.

At Pfeiffer University, instructors draft their course expectations regarding student use of technology, and it is the responsibility of the student to adhere to those expectations for class activities and assignments. Students must review the course syllabus to comply with the instructor's policies. The syllabus will outline the policy for the course and how the instructor handles any policy violation.
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 this course 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 current edition of the *Publication Manual of the American Psychological Association* (APA Manual) as a guide for writing papers course-related written work. Preparation of written work should contribute to clear communications. Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance.

POLICY ON MAKE-UP EXAMINATIONS AND MAJOR COURSEWORK

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.

- If a student is unable to take an exam or major course assignment 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 or assignment may be given to a student who misses the original exam or assignment.

ATTENDANCE POLICIES

Class Attendance

Students are expected to prepare for and actively participate in online classes.
It is the responsibility of each member of the class to be punctual with assignments. Punctual attendance in class is a requirement to meet the objectives of the course. Attendance will be taken according to participation in course assignments. If an emergency occurs and the student is unable to complete an assignment on time, it is his or her responsibility to contact the instructor **prior to** the assignment due date. If a student does not notify the professor prior to the assignment due date, a grade of 0 will be assigned.

• 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 punctual and attend/complete all clinical experiences including virtual simulation experiences. Clinical make-up assignment(s) may be re-scheduled, if possible if the absence is excused.
- Situation or duration of absences may necessitate that 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 complete all clinical/simulation experiences as scheduled by their faculty. Failure to do so or to make-up a clinical/simulation assignment may result in the inability to progress.

INCLEMENT WEATHER

All Closings/Delays will be communicated via the Live Safe 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 has 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)

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 will result in the student being sent home with an unexcused absence for clinical. If a student is tardy more than two days, the student's progression in the program may be jeopardized. 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 if the absence is excused.
- Situation or duration of absences may necessitate that 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.

INCIDENT REPORT POLICY AND PROCEDURE

POLICY
1. An incident is defined as any accident, injury, loss, contamination, medication error, or situation involving a client, student, or clinical instructor.
2. Any health or safety incident, which occurs as a part of a nursing student's clinical learning experience, shall be reported to the clinical agency and the Department of Nursing Chair.
3. Timely and accurate documentation is necessary to:
    a. To inform the school administrators about situations 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 Nursing Handbook) for injurious events.

CLINICAL ASSIGNMENT EVALUATION
- Students must meet all course objectives to progress in the RN-BSN program.

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 RN-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 (needed if student is not currently employed in a healthcare facility)

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. 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 Director of Nursing Labs based upon the procedures being performed in the labs.

a. All equipment and environmental and working surfaces shall be cleaned and decontaminated immediately after contact with blood or potentially infectious materials.

b. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning.

c. Protective coverings, such as plastic wrap, aluminum foil, or imperviously-back absorbent paper used to cover equipment and environmental surfaces, shall be removed and replaced as soon as feasible when they become overtly contaminated or at the end of the work shift if they may have become contaminated during the shift.

d. All bins, pails, cans and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials shall be inspected and decontaminated on a regularly scheduled basis and cleaned and decontaminated immediately or as soon as feasible upon visible contamination.

e. Broken glassware shall not be picked up directly with the hands. It shall be cleaned up using mechanical means, such as a brush and 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.

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 which may result in risk or liability to the school
    b. To identify patterns of reckless or at-risk 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 (Pfeiffer University RN-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.

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.

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 logout to prevent unauthorized use of my code.
- All patient information stored in the computer is confidential and must be treated with the same medical-legal care as the data in the patient chart.
- I will not attempt to learn another person's password/access code.
- I will not access the agencies patient information except as required to fulfill my own job responsibilities.
- If I have a reason to believe that someone may have learned and/or used my password/access code, I will immediately contact Information Systems to have my code changed and a new code issued.
- Faculty will notify Information Systems of changes in faculty or student's name.
- I am responsible for any patient information that I print from the computer and will not be removed from the 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:
- I may be required to undergo a criminal background check and drug screening at my expense if a clinical agency requires it.
- The Department of Nursing can request a random drug test at any time at the expense of the student.

I, _____ have read and understand the items stated above regarding criminal background checks and drug screenings. 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: 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.

I have read and understand that to progress in the RN-BSN program, I must achieve a grade of "B" (83) or higher in each nursing course.

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 to **continue to** progress.

Student signature: _____

Date: _____

APPENDIX F: Handbook Acknowledgement Form

I have received a copy of the Pfeiffer University RN-BSN 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 RN-BSN Program.

Student signature: _____

Date: _____