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# Goshen College Department of Nursing



## **Christ-centered**

We believe God is the foundation of all wisdom and knowledge. Through Christ we find merciful forgiveness and an invitation to a daily, personal walk empowered by the Holy Spirit. We are led by Christ in our search for truth.

I Corinthians 3:11: “For no one can lay any foundation other than the one that has been laid; that foundation is Jesus Christ.”

## **Passionate learners**

We believe our faith is supported by knowledge. As a learning community, we foster a journey of lifelong learning, encouraging one another to seek truth with fervor. This spirit of academic excellence enriches our relationships, our world and our faith in Jesus Christ.

II Peter 1:5-8: “For this very reason, you must make every effort to support your faith with goodness, and goodness with knowledge, and knowledge with self-control, and self-control with endurance, and endurance with godliness, and godliness with mutual affection, and mutual affection with love. For if these things are yours and are increasing among you, they keep you from being ineffective and unfruitful in the knowledge of our Lord Jesus Christ.”

### **Servant leaders**

We believe that servant leadership is reflected perfectly in the life and person of Jesus Christ. We humbly set aside self-interest for the interests of others, because love for others builds up God's community. By following Christ's example, we create a culture characterized by joyful service.

Matthew 20:26-28: "But whoever wishes to be great among you must be your servant, and whoever wishes to be first among you must be your slave; just as the Son of [God] came not to be served but to serve, and to give his life as a ransom for many."

### **Compassionate peacemakers**

As Christian peacemakers, we embrace "shalom" – the peace that God intends for humanity. We are committed to build the "peaceable kingdom" by practicing loving kindness, restoring justice, practicing anti-racism, loving our enemies and advocating for the dispossessed. We renounce the oppressive, violent destructive powers of this world – and are willing to live our lives as examples of God's peace.

Matthew 5:9: "Blessed are the peacemakers, for they will be called children of God."

### **Global citizens**

As responsible global citizens, we see, encourage and celebrate the image of God in others. We welcome and include the 'stranger' in our midst – respecting differences in world views while seeking common ground. We wish to transcend barriers between people not only through academic teaching and learning, but also in meaningful cross-cultural exchanges. We go into the world offering our gifts and lives in service to others.

II Corinthians 5:18-20: "All this is from God, who reconciled us to himself through Christ, and has given us the ministry of reconciliation; that is, in Christ God was reconciling the world to himself, not counting their trespasses against them, and entrusting the message of reconciliation to us. So we are ambassadors for Christ, since God is making his appeal through us; we entreat you on behalf of Christ, be reconciled to God."

Goshen College Website, <http://www.goshen.edu/aboutgc/values/>

## I. Mission, Philosophy and Organization

### Mission

Goshen College is a liberal arts college dedicated to the development of informed, articulate, sensitive, responsible Christians. As a ministry of the Mennonite Church, we seek to integrate Christian values with educational, social and professional life. As a community of faith and learning, we strive to foster personal, intellectual, spiritual and social growth in every person. We view education as a moral activity that produces servant-leaders for the church and the world.

### Educational mission

At Goshen College we intend to create a community of faith and learning built on five [core values](#): Christ-centeredness, passionate learning, servant leadership, compassionate peacemaking and global citizenship. In our academic program and campus life students will develop the knowledge, skills and values for:

A life that is CHRIST-CENTERED, with

- a reflective faith that nurtures spiritual growth in individual and corporate contexts
- an active faith that informs all life's choices

A life of PASSIONATE LEARNING, through

- the mastery of a major field of study as the basis for life-long learning, service, relationships, and work in a socially and culturally diverse context
- an extensive foundation of knowledge, skills, processes and methodologies derived from a liberal arts curriculum that are required for systematic study and problem solving

A life of SERVANT LEADERSHIP, based on

- a leadership ability that empowers self and others
- a healthy understanding of self and others that is reflected in relationships of interdependence and mutual accountability

A life of COMPASSIONATE PEACEMAKING with

- a personal integrity that fosters the ability to resolve conflict and to promote justice
- a commitment to diversity in all of its forms both conceptually and in practice

A life of GLOBAL CITIZENSHIP with

- an intercultural openness with the ability to function effectively with people of other world views
- a responsible understanding of stewardship for human systems and the environment in a multicultural world

Goshen College's academic program is integrated into all aspects of college life, curricular and co-curricular. We encourage students to learn and grow beyond the parameters of their discipline-based training, to recognize the powerful connection between the disciplines, and between the education of the mind, body and spirit.

*Approved by the Goshen College Board of Directors – Jan. 31, 2004*

## **Department of Nursing**

### **Mission**

Within the community of faith and learning at Goshen College, the nursing program nurtures students in the process of becoming informed, articulate, sensitive and responsible professional nurses. As a ministry of the Mennonite Church, we seek to prepare graduates to engage in life-long learning and to practice in an ever-changing health care environment.

### **Philosophy**

The philosophy of the Department of Nursing is based on the mission statement of Goshen College and the beliefs of the Department of Nursing. The faculty believe that each person is created with dignity and worth. A person is a unique whole being who, in dynamic interaction with the environment, chooses value and meaning in the pursuit of quality of life. Persons are created by God with the capacity to learn, think abstractly, use language, feel emotion, be creative, develop values, adapt to stress and establish interpersonal relationships. Universal to all persons is the need for love and care, both of which affect health.

Health is valued and sought by people, and involves many dimensions of wholeness. Individual persons, their families and communities have an inherent ideal of health toward which they strive. Values and beliefs related to health are culturally defined. The goal of nursing is to promote health.

Environment is comprised of internal and external factors that form a dynamic, interdependent system. The environmental system encompasses all of the circumstances, influences and conditions that surround and affect the person. Individuals, families and communities are continually influencing and influenced by the environment in a way that affects quality of life.

The practice of nursing takes place in dynamic partnerships with individuals, families and communities in interaction with the environment. Professional nursing involves a dynamic presence between nurse and client that facilitates health. Nursing practice utilizes interpersonal process, critical thinking, decision-making as well as cognitive, affective and psychomotor skills. Nursing practice is enhanced by research directed toward generation and utilization of theories and evaluation of the effectiveness of nursing interventions. As the nurse moves toward personal wholeness, s/he influences the wholeness of others. Professional nursing education is rooted in the human science, the liberal arts, the natural and social science and the Judeo-Christian faith.

Nursing education and learning is a life-long process that involves critical, analytical and creative thinking. The learner is an active, self-directed participant who demonstrates autonomy and leadership in the educational environment. The educational environment is flexible and creative, enhancing and building on previous learning experiences. The nurse educator is a role model for the learner in the development of critical thinking skills, academic and scientific inquiry, and scholarly activity. The graduate is prepared for continued formal education in nursing and life-long learning.

Reviewed and revised 4/26/07

Reviewed 5/3/11

## **Bachelor of Science in Nursing Student Learning Outcomes (Goals)**

Upon graduation, the graduate will demonstrate:

### **A life that is CHRIST-CENTERED, which**

- Demonstrates a faith that is active and reflective.
- Is sensitive and responsive to the spiritual needs of self and others.
- Examines ethical issues in relation to Christian faith.

### **A life of PASSIONATE LEARNING, that**

- Utilizes knowledge from the humanities, theology, natural and social sciences, nursing theories and intercultural experiences in providing nursing care.
- Utilizes the ability to think actively and strategically in applying selected research findings to improve nursing practice.
- Utilizes the nursing process by employing strategic thinking, decision-making, psychomotor and interpersonal skills.

### **A life of SERVANT LEADERSHIP, that**

- Assumes leadership that empowers self and others, foster ability to resolve conflicts, functions as a change agent and promotes accountability.
- Participates in the present and emerging roles of the professional nurse.
- Develops a sense of vocational direction.

### **A life of COMPASSIONATE PEACEMAKING, that**

- Collaborates and consults with clients and the interdisciplinary team in providing comprehensive health services that reflect a healthy understanding of self and others.

### **A life of GLOBAL CITIZENSHIP, which**

- Demonstrates ability to provide culturally sensitive care.
- Demonstrates stewardship of the environment and examines ethical issues in relation to Christian faith.

Reviewed May 3, 2011

## **Expected Program Outcomes**

The faculty in the Department of Nursing has developed expected results, which are measurable indicators of the program and are reflected in the intended student outcomes and in the accomplishments of the faculty. Evidence of program effectiveness is shown in the evaluation of the expected results.

### **Aggregate Student Outcomes**

#### **Graduation Rates**

- 95% of those students admitted to the nursing program will graduate in five years.

#### **NCLEX Scores**

- Graduates will pass the NCLEX-RN exam on the first attempt at a rate equal to or higher than the national pass rate.

#### **Job Placement Rates**

- 94% of the graduates will be employed in nursing six months after graduation.

#### **Program Satisfaction**

- 90% of the graduates from the nursing program will evaluate the overall program as satisfactory.
- 90% of employers will evaluate the overall program as satisfactory.

#### **Service**

- Graduates will be involved in one or more professional nursing or health-related organizations.

#### **Professional Development**

- 100% of the students and alumni will engage in at least one professional development activity per year.

### **Aggregate Faculty Outcomes**

#### **Professional Development and Teaching**

- 100% of the faculty will engage in at least one professional development activity per year.

#### **Service**

- 100% of faculty will be involved in one or more professional or civic organizations.

## **Community of Interest**

Goshen College Department of Nursing serves a variety of individuals and groups in the community. The faculty in the Department of Nursing has identified the community of interest as follows:

**External** (individuals and groups that influence or participate in the nursing education program to ensure the achievement of the expected results of the program.)

- alumni
- employers
- Goshen College Nursing Advisory Council
- preceptors
- professional accrediting organizations
  - American Association of Colleges of Nursing (AACN)
  - Commission on Collegiate Nursing Education (CCNE)
  - North Central Association of Colleges and Secondary Schools (NCA)
  - National League for Nursing (NLN)
  - Indiana State Board of Nursing (ISBN)
- local and regional health-care agencies
- associate degree programs
- benefactors and donors

**Internal** (institutionally based individuals and groups that include administration, faculty and students as well as the groups that govern the activities of faculty and students.)

- students
- faculty
- staff

**External to the nursing program but internal to Goshen College**

- college administration
- faculty from science, sociology and psychology
- academic affairs committee
- adult programs
- support services

## Professional Nursing Standards and Guidelines

Professional nursing standards and guidelines are statements of expectations that provide a framework for professional nursing behavior and are developed by the professional nursing community. The Department of Nursing at Goshen College uses the following documents as a framework for professional nursing behavior.

### Professional Nursing Standards and Guidelines

American Association of Colleges of Nursing. (2008). *The essentials of Baccalaureate education for professional nursing practice*. Washington, DC: AACN. Retrieved from

<http://www.aacn.nche.edu/Education/pdf/BaccEssentials98.pdf>

American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington, DC: ANA. Call number Ref RT85.5.A47 2010.

American Nurses Association. (2008). *Code of ethics for nurses with interpretative statements*. Silver Springs, MD: American Nurses Publishing.

American Nurses Association. (2010). *Nursing's social policy statement*. Washington, DC: ANA.

Indiana State Board of Nursing. (2008). *Nurse practice act: Licensure statutes and administrative rules*. Indianapolis, IN: Author. Retrieved from [http://www.in.gov/pla/files/nursing\\_compilation.pdf](http://www.in.gov/pla/files/nursing_compilation.pdf)

Institute of Medicine, (2011). *The future of nursing*. Washington, DC: National Academy Press.

All of these publications are located in the reference room on the first floor of the Good Library or are available on line on the GC library website. The path is: Good Library home page> Research Help> Subject Guides> Nursing. The URL is <http://www.goshen.libguides.com/nursing>. Some of these publications are purchased for nursing courses. Student clinical evaluation forms are organized around the ANA's Nursing: Scope and standards of practice.

## Mock Convention

Since the fall of 1973 Goshen College Department of Nursing has had a simulated convention for nursing students. The annual all-day convention during spring semester is organized by students with faculty guidance.

Objectives for the mock convention are:

- To acquaint the student with the organizational structure and function of the professional association.
- To develop an appreciation for and understanding of the importance of a professional organization to the practice of nursing.
- To use parliamentary procedure when debating current issues in nursing thereby affecting change using proper organizational channels.
- To provide leadership experience through planning and conducting a simulated convention.

Mock Convention is part of NURS 410 Senior Seminar in Nursing. **Every nursing student in the basic track that is enrolled in a nursing course is required to participate in district meetings and attend mock convention.** In the fall each student is assigned to a district that meets at least twice during fall semester and once in the spring semester. Each district is composed of nursing students from all three levels of the nursing program and at least one faculty member. Each district writes a resolution on a current issue in nursing.

Seniors provide leadership by serving as district chair and serving on the executive board. The executive board, consisting of president, vice-president, executive director, secretary, resolutions chair, exhibits chair and nominating chair, plans and conducts the annual convention with the help of faculty advisors.

If the student is absent from Mock Convention activities, the following is required prior to the next meeting:

- |                                   |   |
|-----------------------------------|---|
| 1 <sup>st</sup> District Meeting: | Write a summary and two whereas statements from an article taken from a professional journal that relates to the resolution topic of your district. |
| 2 <sup>nd</sup> District Meeting: | Write a two-page paper with proper documentation of an individual's professional responsibility to the district.                                    |
| 3 <sup>rd</sup> District Meeting: | Write a one-page paper on each of the resolutions debating the pro and con aspects of the resolution.   |
| Mock Convention:                  | Write a five-page paper, with proper documentation, on the resolutions being discussed at Mock Convention.  |

### Mock Convention Board 2011-2012

President: Kelly Frey	Secretary: Chris Lamble
Vice President: Emily Yoder	Resolution: Elizabeth Lagan
Executive Director: Marissa Kauffman	Exhibits: Naomi Kramer

Advisor: Mervin Helmuth

**40<sup>th</sup> Annual Mock Convention will be held on Friday, February 10th, 2012.**

## Community Hours

All students are required to complete a total of 30 community hours by the end of Nurs 410 Senior Seminar. You may begin logging hours when you begin 200 level nursing courses. A form for logging these hours is distributed in NURS210. Activities that are included in the total 30 hours are listed below.

### Mock Convention

Attending Mock Convention at the 300 and 400 level – 5 hours each year	Total – 10 hours
Executive Board member of Mock Convention	Total – 30 hours
Co-chairperson of a District – 6 hours possible each year	Total – 12 hours

**Community Service** - Log in the activity and list the clock hours for the activity. (You cannot include hours that are required for your clinical experience)

- Health education fair
- Health education activity on campus
- Hispanic/Latino Health Coalition Clinic
- Relief Sale First Aid booth
- Flu shot clinic
- Other

**Professional Organization Participation** - Log in the activity and list the clock hours for the activity.

- GCNSA board (10 hours per year)
- IANS Board Member (5 hours per year)
- Attend state or national convention (5 hours)
- ISNA District Meeting (2 hours)
- Indiana State Board of Nursing meeting (10 hours)
- Other

### Political Involvement Activity

**(Hours determined by faculty member based on the level of the activity.)**

- Letter to a senator or representative about a proposed bill on health care or nursing
- Attend a legislative session in Indianapolis
- Meet and discuss a healthcare issue with a state representative
- Attend a legislative conference
- Attend a city council or county commissioners meeting in Goshen or Elkhart
- Other

### **National Student Nurses' Association, Inc.**

The National Student Nurses' Association, Inc. (NSNA) is the national pre-professional organization for nursing students of the United States. All Goshen College nursing students are required to join NSNA as a part of their learning experience. Students are encouraged to participate at the state and national level of the student association by attending conventions and serving as officers on the state and/or national level. Members in NSNA receive the official magazine, Imprint. Career counseling and job search resources are available. Membership also provides an opportunity to network with other nursing students about professional issues.

### **Goshen College Nursing Students' Association (GCNSA)**

GCNSA, the Goshen College Nursing Students' Association, provides programs dealing with information regarding nursing roles, current developments in the field of nursing and issues and concerns impacting the nursing profession. GCNSA members are encouraged to serve as delegates to state and national student nursing conventions. GCNSA plans programs and social activities each semester to promote professional growth and to provide a network for nursing students at Goshen College.

The Student Affairs Committee is a component of GCNSA. The committee is composed of two faculty members and four students (200, 300, and 400 level and an R.N. from the BSN Completion track). Faculty advisors for GCNSA serve on the committee and student representatives are selected by their class. The functions of the committee are to:

- 1) Provide a channel for communication between administration, faculty, and students in the Department of Nursing.
- 2) Provide an opportunity for students to share concerns and ideas about their educational experience with administration and faculty.

Students shall take their concerns and ideas to their class representatives for discussion and response by the Student Affairs Committee.

**Membership in GCNSA is optional at the 200 Level. Membership in GCNSA is required at the 300 and 400 Level.** Fees for the national, state and local student associations are \$30 annually and are due in the nursing department office by September 10, 2010. **Students who do not meet the deadline may not participate in clinical and will need to pay for any make-up that is required.** Visit [www.nсна.org](http://www.nсна.org).

### **2010-2011 GCNSA Officers**

President – Rebecca Staveteig  
Vice President - Stacey Klein  
Secretary - Chris Lamble  
Treasurer - Amanda Carpenter  
Chair of Committees - Dustin Linder  
Fundraising Chair - Elizabeth Heckathorn

Sophomore and junior class representatives for GCNSA are elected in the fall of 2011.

## **Nursing Faculty Committees**

The following are the standing committees for the Department of Nursing:

1. **Academic Advisory Committee** whose membership will include the director of the undergraduate nursing programs, the director of the graduate program in nursing, and three faculty members (representative of the basic BSN, RN-to-BSN and MSN education). The function of this committee shall be:
  - a. recommend, implement and evaluate policies for student progression and graduation.
  - b. review nursing student's academic and clinical performance at the end of each semester.
  - c. provide consultation to faculty regarding academic and/or clinical problems of students.
  - d. maintain and utilize statistical data for records, research and policy decisions.
  
2. **Admissions Committee** membership shall be the director of the undergraduate nursing programs, the director of the graduate program in nursing, the administrative assistant of the nursing department, an admissions counselor and a member of the nursing faculty. The committee functions shall be:
  - a. review applicants and select qualified candidates for admission to the nursing major.
  - b. recommend, implement and evaluate policies for the admission of students.
  - c. maintain and utilize statistical data for records and research.
  
3. **Curriculum Committee** membership is composed of all nursing faculty, one nursing student from the basic program, one student from the degree completion program and one student from the graduate program. Students are highly encouraged to attend when their schedules permit. The committee functions shall be:
  - a. develop, coordinate and evaluate the curriculum.
  - b. maintain continuity, sequence and integration within the curriculum.
  - c. provide current research studies and literature for program improvement.
  
4. **MSN Subcommittee** membership is composed of all nursing faculty teaching in the graduate program in nursing. The committee functions shall be:
  - a. develop, coordinate and evaluate the MSN curriculum.
  - b. maintain continuity, sequence and integration within the MSN curriculum.
  - c. provide current research studies and literature for MSN program improvement.
  - d. report to curriculum committee for formal action.
  
5. **Outcome Evaluation Committee** membership is composed of the director of the undergraduate nursing programs, the director of the graduate program in nursing and three faculty members (representative of the basic BSN, RN-BSN and MSN education). The committee functions shall be:
  - a. develop and implement the outcome evaluation plan for the department.
  - b. review the outcome data annually.
  - c. review the outcome evaluation plan every three years.

## **Student Participation**

Students have opportunities to have input into the curriculum through various mechanisms: end-of-course evaluations, exit interview and representation on the curriculum committee.

## **II. Policies**

The following policies have been developed by the faculty of the Department of Nursing at Goshen College and are effective during the 2011-2012 academic year.

RN-to-BSN students are also required to adhere to the policies and procedures listed in the Division of Adult and External Studies Student Handbook.

### **A. General Policies**

#### **Admission Criteria**

Applicants must meet the admission requirements which include:

- A cumulative college grade point average of 2.5 on a 4.0 scale or higher (or comparable with other grading scale). (For the class of 2015, the GPA must be 2.7 on a 4.0 scale.)
- C or above in supporting and nursing courses
- Math competency as evidenced by score of 60% or greater on placement test, C or higher for Math 105 or equivalent course as deemed by registrar's office, AP calculus score of 3 or more, SAT math score of 550 or higher, or ACT math score of 23 or higher.
- Demonstrated ability to think critically, conceptualize, practice good judgment, use the senses to safely perform psychomotor skills, demonstrate adequate coping skills, and communicate effectively.

The application process also includes:

- A written application
- A written essay
- Official transcripts from HS and/or college
- Two letters of reference that attest to academic and personal abilities.

Students are admitted once per year for a fall semester enrollment date. Application materials are due by **March 1st** of each year. As program openings become available, transfer students meeting admission criteria will then be considered for admission to the program.

#### **Transfer Credit Policy**

Transcripts will be evaluated on an individual basis. Comparable coursework from an accredited college or university may be transferred with the consent of the registrar. Courses considered for transfer must have a grade of C or higher. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Students transferring from a nursing program in which they received a failing grade must provide the nursing department chair at Goshen College with permission to contact the director at the program from which the student is transferring.

#### **Disabilities Requiring Accommodations**

Goshen College wants to assist students with disabilities in realizing their personal educational goals by working for reasonable accommodations in the academic environment. A student who requests reasonable accommodation related to a disability must provide information and recent documentation to the director of Academic Support Center (ASC) concerning his/her specific disability or condition and the requested accommodations as specified by a physician or an appropriate professional. Visit <http://www.goshen.edu/studentlife/arwc/#dis> for further information.

#### **Dress Code on Wyse Second**

For safety reasons, footwear is required when students are on the second floor of Wyse Hall.

### **Attendance/Tardiness**

Students are expected to attend all scheduled class and clinical experience unless excused by the professor teaching the course. Each professor will describe in the course syllabus the consequences of classroom absence. Excessive classroom or clinical absences may result in failing the course. Tardiness to clinical may result in being placed on clinical warning. Students need to plan ahead to have appropriate transportation and accommodations for class. Requests for absences are considered for family deaths, emergencies, and personal illness with note from your health care provider. If the student needs to be absent he/she is required to:

- notify the professor promptly when he/she is aware of the need for an absence.
- notify the professor prior to the scheduled class or clinical time.
- be responsible to obtain the class materials and arrange clinical make-up if such is required.

### **Textbooks**

All nursing students are expected to keep all nursing textbooks throughout the program for use in nursing classes as reference sources.

### **Laptops and Electronic Device Usage**

Laptops, cell phones, and electronic devices in the classroom are to be used for purposes directly related to class content. Each faculty member will describe in the course syllabus the consequence for unapproved use of technology.

### **Assessment Technologies Institute, LLC (ATI Testing)**

In an attempt to improve the preparation of nursing students for the NCLEX exam the nursing faculty implemented the use of comprehensive testing services provided by the Assessment Technologies Institute. ATI is used as a comprehensive program to prepare more efficiently and increase confidence and familiarity with content. ATI includes books, DVD's, and online practice and proctored testing. Over 3500 nursing programs nationwide use ATI testing services.

All nursing students at the 300 and 400 Level will complete nationally-normed content mastery examinations at various points in the curriculum. The exam will be taken online utilizing a proctor. The results of the exam will be utilized to assist in improving student test taking skills and determine readiness of the student to progress in the program. Each nursing course will determine which ATI comprehensive exam to require at the end of the course. The exam may also be used as a review of content learned during the course.

The ATI RN Predictor requirement policy will be distributed to 400 level students in the orientation session, fall semester of 2011.

All students who have completed the nursing program will complete the Virtual ATI. The Virtual ATI provides each graduate with a tutor to assist in preparation for the NCLEX. The tutor will indicate to the graduate when they are ready to take the NCLEX.

Policies and procedures related to ATI testing will be revised based on the success of graduates on the NCLEX exam.

### **Transportation**

Nursing students are expected to provide their own transportation and assume costs for off campus activities. Each student must have access to a car in the junior and senior year for making home visits to individual families and for clinical experiences at the agencies. Car pools are encouraged to help cut costs and due to limited parking space at some agencies.

### **Waiver and Release of Liability Related to Travel in Non-Goshen College Vehicle**

All sophomore, junior, and senior nursing students are required to sign this waiver each year. By signing this waiver the student acknowledges and agrees that when traveling to or from educational or extracurricular events (whether or not attendance at such events is required) Goshen College is not responsible for student drivers and does not provide insurance for incidents involving non-Goshen College vehicles. The terms of the agreement are described specifically on the waiver. A copy of the waiver will be kept on file in the Department of Nursing.

### **Chapel-Convocation Attendance**

Upper level nursing students' chapel-convocation requirements are reduced by one half of those required for students at Goshen College because of clinical requirements off campus. The Department of Nursing will submit a list of Junior and Senior level nursing students who have reduced requirements to the Registrar.

### **Graduation Requirements**

- Completion of 120 credit hours accepted by Goshen College.
- Successful completion of all nursing courses.
- Cumulative grade point average of 2.5 or higher.

### **Pinning Ceremony Costs**

The Department of Nursing budgets money to cover the basic reception costs and speaker's honorarium for the ceremony. Costs not covered are charged to the students. The amount varies depending on the student's wishes for personal invitations, etc.

A Pinning Committee is organized in the spring of the academic year prior to pinning in the spring. The Pinning Committee is selected by the senior nursing students. The committee is composed of chairperson of the pinning committee, chairpersons of program committee, reception committee and the program and public relations committee.

### **Counseling Services**

The faculty will refer students to counseling services at Goshen College as appropriate. Counseling services at Goshen College are directed towards meeting student needs for personal, social and spiritual growth.

### **Dismissal from the Nursing Program**

The Department of Nursing reserves the right to dismiss a student who displays behaviors determined inappropriate to the practice of professional nursing. Behaviors for dismissal may include unsafe clinical practice, inability to meet academic criteria, conduct that poses a threat to the well-being of self, others, and/or property. The behaviors identified as inappropriate will be documented and discussed with student. The faculty member will meet with the Academic Advisory Committee and the director of the undergraduates programs to review the behaviors of concern.

If it is determined that the behaviors are inappropriate, the student will be dismissed by the director of the undergraduate nursing programs. The director will notify the student in writing of the effective date of the dismissal and provide the reason for dismissal.

### **Grievances**

The Department of Nursing uses the grievance policies of the institution. Please refer to the college catalog or the following website for details: <http://www.goshen.edu/academics/dean>.

## B. Academic Policies

### Academic Integrity at Goshen College

Goshen College expects all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect and responsibility are essential building blocks in creating a vital learning community. They are also the foundation for lifelong integrity.

Academic dishonesty at Goshen College is considered a serious breach of the “Goshen College Commitment to Community Standards.” Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes:

- plagiarism (giving the impression that the another person’s work is your own)
- cheating on assignments or exams
- falsification of data
- submission of the same (or substantially the same) paper in more than one course without the prior consent of all instructors concerned
- depriving others of necessary academic resources
- sabotaging another student’s work

Consequences of academic dishonesty are based upon the severity of the offense, course expectations and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the college. Associate Dean Tom Meyers administers academic integrity violation and grievance processes. See the course syllabus, Goshen College Catalog 2011-2012 p.48, or visit <http://www.goshen.edu/studentlife/handbook/making-the-grade/> for a fuller explanation.

### Turn-it-in

Papers you submit in this program may be checked for plagiarized material copied from the web, other student papers, and selected on-line databases. Cases of plagiarism are reported to the Associate Dean. Avoid the serious consequences of academic dishonesty.

### Grading Plan for Supporting Courses

All courses designated in the Goshen College Catalog as supporting courses must be taken for a letter grade. “Credit” at Goshen College signifies a grade of a C or above which is required in these supporting courses in order to be admitted to or continue in the Department of Nursing:

Chemistry and Physics of Life	7 credits
Human Anatomy and Physiology	7 credits
Microbiology	3 credits
General Psychology	3 credits
Developmental Psychology	3 credits
Abnormal Psychology	3 credits
Principles of Sociology	3 credits
Sociology of the Family	3 credits
Human Nutrition	3 credits
Human Pathophysiology	6 credits
English	3 credits

## Grading Plan for Nursing Courses

All required courses are taken for letter grades. **Successful completion of a nursing course requires a grade of C or above.**

The following range for determining grades will be used:

94-100 = A	74-79 = C
92-93 = A-	72-73 = C-
90-91 = B+	70-71 = D+
84-89 = B	64-69 = D
82-83 = B-	Below 64 = F
80-81 = C+	

### Grading of Courses with a Clinical Component

*Students in clinical nursing courses (except NURS408) must achieve an average unweighted score of at least 74% on course exams in order to receive a passing grade for the course.*

- If the student does not achieve the average unweighted score of 74% on course exams the score achieved will be used to determine the letter grad. For example, if the student achieves a 71% unweighted score, the letter grade will be a D+.
- Students who are satisfactory in clinical but do not pass the theory will have to repeat both the clinical and theory components of the course.

In courses with a clinical component, the clinical will be evaluated as Satisfactory (S) or Unsatisfactory (U). Behavioral descriptors for each category will be given to students at the beginning of the course.

An evaluation of satisfactory must be achieved in the clinical in order to receive a C or above for the course. The course grade is the grade achieved in theory. An unsatisfactory evaluation in clinical will result in a grade of D or F for the course regardless of the achievement in the theory portion of the course. If a course is required to be repeated the entire course is repeated, both theory and clinical.

1. If the clinical evaluation is unsatisfactory and theory component is 64 percent or above, a D grade will be given for the course.
2. If the clinical evaluation is unsatisfactory and the theory component is below 64 percent, an F grade will be given for the course.

### Late Assignments

Submission of late papers or other written work will impact your letter grade. Each syllabus will define the impact of late papers on the letter grade.

### Incomplete Grades

A grade of "I" (incomplete) may be given at the instructor's discretion for medical emergencies or circumstances beyond the student's control. Students must be earning a passing grade at the time of the request for an "I" grade. It is to be given rarely and not to accommodate the student who, through carelessness or poor planning, does not complete course work in the given time. The student will work with the instructor to establish a plan for completion of the course, not to exceed six weeks. (See the Goshen College Catalog 2011-2012, p. 43 for additional information.) If a final grade is not submitted by the end of the spring semester (for spring or May terms.) an F or NC will be recorded. The new grade is used to compute the grade point average but the "I" remains on the student's permanent record.

## Standards for Written Papers

The Department of Nursing has adopted APA as the standard for style. Use APA style for all term papers and other designated papers. The following references provide instructions on APA format.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Maimon, E. P., Peritz, J. H., & Yancey, K. B. (2009). *A writer's resource: A handbook for writing and research* (3<sup>rd</sup> ed.). New York, NY: McGraw-Hill.

<http://www.goshen.edu/library/APAstyle.htm>

Writing style should be of collegiate quality. For assistance with grammar, refer to a writing handbook. If there are multiple errors, misspellings, and typographical errors on a paper, it will be returned for correction prior to grading and the grade will be reduced.

Papers must be typed using computer word processing, printed on 8 1/2" x 11" paper, in clear, dark print, double-spaced, and with a font size of 12 Times New Romans. Include a title page unless instructed otherwise. Note that page numbering begins with the title page. Number all pages in the upper right-hand corner. Place a double-spaced, correctly formatted list of references, titled References, on a separate page at the end of the paper.

Avoid the serious consequences of plagiarism. Plagiarism is discussed in the Goshen College Catalog.

## APA Guidelines for the Department of Nursing

### Title Page

- Upper right corner – page number
- Name of paper
- Student name
- Name of the course
- Faculty name
- Date
- Center all of this information

### On every page

- Page number should appear on the upper right corner.

### In text citations

#### Paraphrasing material

- When paraphrasing or referring to an idea contained in another work, you are encouraged to provide a page or paragraph number.
- Example: Nurses enter the nursing profession with the intent to help others. Nurses discover that helping involves three different categories or types of patients (American Nurses Association, 2008, p. 4)

### Organization as the author

- American Nurses Association is the author of three of your textbooks.
- Ex: According to the American Nurses Association (2003), nursing is defined by six distinct characteristics. Or
- Nursing is defined by six distinct characteristics (American Nurses Association, 2003, p. 5).

### Direct quotation of sources

- Reproduced word for word from a source requires quotation marks and citation of author, year and page number, otherwise considered plagiarism.
- Example, Watson (2005) six assumptions related to Human caring include, “caring and love are the most universal, the most tremendous and the most mysterious of cosmic forces; they comprise the primal and psychic energy” (p. 19).

### Quotation of fewer than 40 words

- If fewer than 40 words, incorporate quotation in text enclosed in quotation marks
- Example:
  - Watson (2005) defines the seventh assumption of Human Caring as, “Health professions’ social, moral, and scientific contributions to humankind and society lay their commitment to human caring ideals (and ethics) in theory, practice and research” (p. 19).

### Quotations with more than 40 words

- Block Quotations: If more than 40 words, indent as a block quote without quotation marks and reference citation in parenthesis at the end of the block.
- Example:

One of Jean Watson’s (2005) tenets of transpersonal caring states: Advanced transpersonal caring modalities draw upon multiple ways of knowing and being; they encompass ethical and relational caring, along with those intentional consciousness modalities that are energetic in nature, e.g., form, color, light, healing, comfort, balance, harmony and well-being. (p. 6)

### Indirect Source

- When referring to a source that you know only from reading another source, use the phrase *as cited in*, followed by the author of the source you actually read and its year of publication.
- Example:  
Leininger’s Theory of Culture Care Diversity and Universality (as cited in Kearney-Nunnery, 2008, p. 65) states that health is culturally defined and the individual expresses their roles in culturally defined roles. (*paraphrase*)

### Citation style with one or more author

- Citation with several authors is varied – check in Maimon and Peritz (APA tab) or APA Manual, 6th edition, p.177, Table 6.1

### Use of numbers

- The general rule governing APA Style on the use of numbers is to use numerals to express numbers 10 and above and words to express numbers below 10.
- There are some exceptions to this rule, refer to APA 6th edition, page 111-112.

### Online documents with DOI's

- Many online journals articles have a digital object identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
- Only include a retrieval date for items that lack a publication date.
- Example:  
Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

### Reference page

- Please title the reference page with the word "Reference" centered on the top of the page. Use the word "reference," not "works cited" or "bibliography."
- Arrange references in alphabetical order.
- Each reference should make use of a hanging indent.
- Please note: Everything cited in the text must be listed on the reference page and everything cited on the reference page must be used in the text.
- All documents should be double spaced throughout the document. Please do not use triple spacing between paragraphs. Also double space within and between references.
- Online documents with DOI's
  - Many online journals articles have a Digital Object Identifier (DOI), a unique alphanumeric string. Citations of online documents with DOI's do not require the URL or retrieval date.
  - Only include a retrieval date for items that lack a publication date.

#### Example of reference with doi:

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology, 24*, 225-229. doi:10.1037/

#### Example of reference without doi:

Hager, M. L. (2007). Therapeutic diet order writing: Current issues and considerations. *Topics in Clinical Nutrition, 22* (1), 28-36. Retrieved from CINAHL database.

#### Example of reference by author:

Kearney-Nunnery, R. (2005). *Advancing your career: Concepts of professional nursing* (3rd ed.). Philadelphia, PA: F. A. Davis Co.

Example of reference by association/organization:

American Nurses Association. (2001). *Guide to the code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Association.

Sources for APA style:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Maimon, E. P., Peritz, J. H., & Yancey, K. B. (2009). *A writer's resource: A handbook for writing & research* (3rd ed.). New York, NY: McGraw-Hill.

Goshen College Good Library – [http://goshen.libguides.com/style\\_guide](http://goshen.libguides.com/style_guide)

Purdue University Online Writing Lab (OWL) <http://owl.english.purdue.edu/>

APA Online tutorial <http://www.apa.org>

## Criteria for Oral and Written Communication

The following criteria are utilized by the faculty in the Department of Nursing for evaluation of oral and written communication.

### Oral Communication

#### Presentation

- Appears self-assured.
- Is enthusiastic.
- Has eye-contact with audience.
- Has clarity of delivery.
- Has appropriate body language/posture.
- Uses gestures effectively.
- Notes, if used, are unobtrusive.
- Stimulates interest.
- Incorporates humor appropriately.
- Uses proper grammar and vocabulary.
- Emphasizes main points.
- Uses appropriate volume.
- Audio-visuals, if used, are effective (appropriate use of computer if indicated).
- Course-specific requirements

#### Content

- Includes an introduction with clearly stated purpose.
- Is well-organized (introduction, body, summary).
- Is appropriate for audience.
- Ideas are clear and follow a logical sequence.
- Audio-visuals, if used, are neatly prepared and perceived easily.
- Incorporates creativity.
- Gives evidence of appropriate preparation.
- Other:
  - Was effective overall.
  - Had good audience response.

### Written Communication

#### Format

- Uses APA style.
- Uses font Times New Roman 12.
- Is typed – double-spaced.
- Has adequate margins.
- Is appropriate length.
- Documentation is sufficient and correct.
- Uses proper sentence/paragraph structure.
- Uses correct spelling/grammar.
- Course-specific requirements

#### Content

- Includes an introduction with clearly stated purpose.
- Is appropriate for designated readers.
- Ideas are clear and flow sequentially.
- Literature review is appropriate.
- Is summarized appropriately.
- Gives evidence of appropriate preparation.
- Course-specific requirements

## **Professional Portfolio**

The professional portfolio is introduced to students in Nurs 210. Each student is responsible for initiating and maintaining the portfolio. A second year portfolio party in the spring term marks the transition from 200 level to 300 level. At this time the activities focus on merging general education materials with those documenting professional nursing activities. Descriptions of what goes into the portfolio are given under the sections of record keeping, professional role development, wellness plan and core competencies. The schedule for faculty's review of the portfolio is given as well.

### **Record Keeping**

An organized, systematic listing of pertinent information documents fulfillment of clinical practice requirements, pre-professional membership (NSNA and GCNSA), attendance and participation in professional meetings such as Mock Convention, service and campus activities.

### **Professional Role Development**

In this section, documentation traces the development of one's definition of nursing, self-reflections on learning in class and clinical, in addition to descriptions of any special projects that are created to meet course objectives.

### **Core Competencies**

**Assessment, critical thinking, and technical skills.** The NURS 212 Head to Toe Assessment should be included in this area. Any comprehensive exam scores should be included. The Log of Skills is maintained throughout the nursing program.

**Communication.** Evidences of communication competency that may be included in the portfolio are: the cumulative communication evaluation records, papers written for Nurs 210, Nurs 405 – Spiritual Care paper, the Nurs 410 Integration paper, and the NURS408 Aggregate paper, etc.

**Evaluative Review** -- times for submitting portfolios to faculty are:

- Nurs 210
- Nurs 212
- Nurs 410

Trossman, S. (1999). The professional portfolio: Documenting who you are, what you do.

*The American Nurse, 31 (2), 1-3.*

### **Academic Requirements for Continuation in the Program**

The academic record will be reviewed at the end of each semester and summer term. The academic requirements for continuation in the program are applied during these time periods.

Class of 2012, 2013, and 2014 students who have been admitted into the nursing program are expected to maintain a minimum cumulative grade point average (GPA) of 2.50 for continuation in the program. If the cumulative GPA is in the range of 2.25 – 2.49, the student is placed on academic probation. If the cumulative GPA is below 2.25, the student is dismissed. If a student is on academic probation he/she will be allowed 9 credit hours to regain a GPA of 2.5. Failure to regain the cumulative GPA of 2.5 within the probation period results in dismissal from the nursing program. Students are allowed only one period of academic probation once they are enrolled in the nursing program. Any subsequent cumulative GPA below 2.5 results in dismissal from the nursing program.

Class of 2015 students who have been admitted into the nursing program, beginning in the fall of 2012, are expected to maintain a minimum cumulative GPA of 2.7 for continuation in the program. If the cumulative GPA is in the range of 2.45 – 2.69, the student is placed on academic probation. If the cumulative GPA is below 2.45, the student is dismissed. If a student is on academic probation he/she will be allowed 9 credit hours to regain a GPA of 2.7. Failure to regain the cumulative GPA of 2.7 within the probation period results in dismissal from the nursing program. Students are allowed only one period of academic probation once they are enrolled in the nursing program. Any subsequent cumulative GPA below 2.7 results in dismissal from the nursing program.

A grade of **C or above** in all supporting and nursing courses is required for continuation in the nursing major. A grade of C- or lower in a supporting and/or a nursing course interrupts the student's plan of study. The course must be repeated **with a grade of C or higher prior to advancement to the next level. Nursing and supporting courses may be repeated only once. The number of repeated courses is limited to two supporting courses and one nursing course.**

Any person beginning the nursing course sequence, who does not take nursing courses for more than four semesters, will need to apply for readmission to the nursing program.

### **Math Proficiency Policy**

For the purpose of achieving and maintaining proficiency in math calculations nursing students will be expected to demonstrate the following:

- Nurs 305 Pharmacology and Drug Administration: Students must demonstrate math proficiency to pass the course. This requirement will be included in the course objectives and list the criterion for successful completion of Nurs 305.
- Each clinical course at the 300 Level will include some math proficiency activities and math calculations on course exams.
- At the 400 Level nursing courses Nurs 404, Nurs 405, and Nurs 406 will include some math proficiency activities and math calculations on course exams.
- In Nurs 406 – Acute Care course all students will be required to pass the medication quiz at a 100% accuracy. This quiz will include common medication calculations.
- In Nurs 409 Leadership in Nursing administer the math proficiency exam at the beginning of the course with a required accuracy of 100%.

**Course syllabi will list the math proficiency requirements. Students are responsible to bring their own calculators to class and exams. Phones may not be used for math calculations.**

## **C. Clinical Policies**

### **Confidentiality**

Students are expected to follow the ANA Code of ethics 3.1 which states that, "the nurse promotes, advocates for, and strives to protect the health, safety and rights of the patient (ANA Code of ethics for nurses with interpretative statements Privacy and Confidentiality 3.1 and 3.2, p. 23, 2010).

Confidentiality of all patient information must be maintained at all times. Access to patient information is available to students only for research of patient assignments and provision of care. Information accessed via the computer should be carefully protected. Patient charts must not be removed from the units and no part of the chart may be electronically reproduced or photocopied. Records of dismissed patients are usually available through the hospital or agency records department. The hospital or agency protocol must be observed to access those records. Students researching patient assignments are to access only patient records of patients assigned to them. Each student is responsible to maintain confidentiality of all patient information obtained in all health care agencies with which Goshen College maintains a clinical education relationship and within the college.

Students will receive information regarding the Health Information Portability and Accountability Act (HIPAA) regulations and the confidentiality of protected patient health information prior to clinical experiences. Patient initials only should be used to identify patients in written assignments. No personal identifiers should be used to identify patients in written assignments. Personal identifiers specified by HIPAA include: address, account number, any vehicle or device serial number, certificate/license number, date of birth, E-mail address, Fax number, finger or voice prints, health plan, Internet Protocol address number, name, name of employers, name of relatives, photographic image, postal address social security number, telephone number, web universal locator (URL).

Each student will sign the Goshen College Department of Nursing *Statement of Confidentiality* form during the first nursing course and at the beginning of each academic year.

### **Hazardous Travel Due to Weather**

When weather conditions are such that travel to clinical agencies is not safe, the following guidelines will be followed:

- The director of the undergraduate nursing programs in consultation with the State Police and/or Highway Department will decide when students and faculty should not travel to clinical agencies. Agencies will be notified by the professors teaching clinical courses.
- The professor of the clinical course will develop a system for notifying all students about the change in clinical due to weather.
- If two or more days are missed in clinical due to weather, the time will need to be made up.
- Clinical at Goshen General Hospital will be canceled only if it is impossible for students and faculty to walk to the agency.

### **Injury**

A student injured while enrolled in the nursing program at Goshen College is responsible for the costs of that injury. Students must file claims with their personal insurance company to cover the costs of treatment.

### **Malpractice Insurance**

Goshen College carries liability insurance for nursing students while in the clinical setting. A copy of the certificate of insurance is kept on file in the nursing department.

## Clinical Prerequisites

In order to begin and continue to participate in all clinical experiences each nursing student must have the following on file:

- **Statement of Confidentiality**  
Signed patient confidentiality statement
- **Orientation to Clinical Agencies**  
Orientation to the various agencies must be completed by each student before beginning clinical in that agency.
- **Cardiopulmonary Resuscitation (CPR)** Each student must have current CPR certification obtained by taking either the AHA CPR/BLS for the Healthcare Provider course or the Red Cross course CPR for the Professional Rescuer/Health Care Provider throughout the course of their clinical experience. Failure to recertify may result in the student missing clinical and paying for make-up time.
- **Criminal History Check**  
All students are required to have a limited criminal history check done prior to their first clinical course. This policy is based on state and federal regulations and agency policies, which require criminal history checks on persons working with vulnerable populations. Any issues that emerge from a limited criminal history check will be evaluated and reviewed by the Admissions Committee of the Department of Nursing and may impact the student's continuation in the nursing program. The Department of Nursing will provide students with the forms necessary to obtain a limited criminal history check. It will be the student's responsibility to pay for the limited criminal history check. The results of the check will be sent directly to the Department of Nursing. The administrative assistant in the Department of Nursing will maintain the file of the limited criminal history checks. Students may view their own criminal history report.
- **Statement of Health**  
Students receive the Statement of Health form following acceptance into the department of nursing. This form attests to the health of the student and lists the student's immunization or disease status and is to be completed by a licensed healthcare provider prior to completion of first semester courses. See the following list for immunizations/tests that are required. Costs of immunizations and/or tests are the responsibility of the student. Students are encouraged to secure routine physical exams, including dental and eye evaluations. Fitness programs are encouraged. For additional information, please refer to the Center for Disease Control at [www.CDC.gov](http://www.CDC.gov).

<u>Immunization/Test</u>	<u>Requirement</u>
Diphtheria-Tetanus	A Td booster every ten years is required. For adults ages 19-64 years, a 1-time dose of Tdap is recommended to replace the next Td.
T.B. Skin Test (TST)	An annual test is required. If the student has a history of positive TST, results of a QFT-G or chest x-ray must also be presented, and the student is required to complete a Tuberculosis Symptom Questionnaire on a yearly basis.
MMR	Evidence of vaccine(s) or serologic evidence of immunity.
Hepatitis B	Series of 3 injections, first injection prior to first clinical, or serologic evidence of immunity.
Varicella	Two doses 4-8 weeks apart for those who do not have a history of varicella (chicken pox), or serologic evidence of immunity.
<u>Immunization</u>	<u>Recommendation</u>
Influenza	Recommended yearly for all healthcare personnel.

## Professional Appearance

All students must use the following guide when in a clinical learning experience:

- Use a deodorant most effective for personal needs.
- Use cosmetics sparingly.
- Do not use perfumes or colognes.
- Keep hair clean and controlled.
- Beards and moustaches will be kept neatly trimmed and well-groomed. In the absence of beards and/or moustaches, faces will be clean-shaven.
- Keep fingernails short, well-manicured and without polish.
- No artificial nails allowed.
- No gum chewing while in clinical.
- Be a role model of good health and personal hygiene.
- No skin from shirt/pants showing or exposure of cleavage.
- Women - no other rings other than a plain wedding band and engagement ring can be worn. A small gold or silver bead-sized post earring may be worn in earlobes. No other body jewelry may be worn.
- Men - a plain wedding band can be worn. Simple post earrings may be worn in earlobes. No other body jewelry may be worn.
- Wear a watch with second hand.

### Female Attire

- The female uniform will consist of navy blue pants and white uniform top. A specific style must be purchased as designated by the nursing department. The female uniform top may be worn with an underlying plain white long-sleeve shirt.
- A white low-heeled shoe which shall be clean. Totally white shoes are required. Athletic shoes are acceptable, but must be completely white.
- No open-toe shoes are permitted.
- White or nude color hose and/or white socks or nylons are acceptable, but must cover ankles. Footies are not acceptable.
- A white lab coat or sweater may be worn with the uniform in the clinical setting.

### Male Attire

- The male uniform will consist of navy trousers and a white uniform top. A specific style must be purchased as designated by the nursing department.
- White socks are to be worn with white shoes.
- White shoes are to be clean. Athletic shoes are acceptable, but must be completely white.
- A white lab coat or sweater may be worn with the uniform in the clinical setting.

### Student Identification

All students while in a clinical setting shall wear a name badge designated by the Department of Nursing. It is purchased by the student from a local vendor through the nursing department. This badge shall be worn on the left side of the shirt/top or lab coat. The name badge shall note the following: your name and the designation "Goshen College Nursing Student".

**Check the course syllabus for requirements for clinical attire and identification.** There may be dress code requirements particular to the specific clinical that are different than those specified above. Those requirements take precedence.

### Assessment and Observation Activities

A white lab coat (not a scrub top) will be worn over street clothes while in the hospital or agency setting. **Capri-type pants, blue jeans or denim trousers are never worn in the clinical setting while in the role of the nursing student. No sandals or open-toe shoes can be worn at the clinical site.**

### **Accessories**

All students shall have available for use in the clinical setting the following: bandage scissors, **watch with a second hand**, penlight, stethoscope and sphygmomanometer. Each professor will determine what accessories are necessary for that course's clinical setting.

## **Behavior in the Professional Setting**

### **Agency Policies**

Nursing students will be using a variety of agencies for clinical experience. It is the responsibility of the student to learn what each agency's policies are and to follow those policies while in that agency for clinical.

### **Telephone Calls**

Telephone calls while in the clinical setting will be used for business only. Students may answer the telephone when specifically instructed by the faculty and/or agency personnel. Students in the senior year leadership clinical may answer the phone on their respective units. Students in the leadership experience may take telephone orders. A Registered Nurse must verify the order.

### **Cell phones, Pagers and Computers**

Cell phones and pagers are not to be carried in the clinical setting while caring for patients. Computers that are utilized in the clinical setting for patient care are not for personal email or other personal uses. All patient information accessed via the computer, like any other patient information is to be treated confidentially. **Inability to abide by these policies may result in being placed on clinical warning.**

## **Clinical Make-up Arrangements**

Students shall make up time in a clinical experience for the following reasons:

- inadequate preparation
- absence due to illness
- absence due to death or serious illness of immediate family member
- additional time needed to meet clinical objectives

The faculty member determines if make-up time is needed. The student will pay for the clinical supervision. Students pay in advance of the time spent in supervision. Questions regarding payment should be directed to the Business Office. The fee for clinical make-up is \$25.00 per hour.

### **Procedure: Clinical Make-Up Arrangements**

The student will:

1. Contact the faculty member to make arrangements for time schedule and a preparation plan.
2. Obtain a memo indicating the clinical course, number of hours and cost from the faculty member and take to the Associate Dean's Office in order to receive a special registration form.
3. Set up an appointment with the Associate Dean and obtain the Dean's signature and the faculty member's signature on the special registration form and take it to the Registrar.
4. Take the form given by the Registrar to the accounting office, pay the bill and return to the registrar with evidence of payment. Payment must be complete before a grade for the course will be issued.

The faculty member will:

1. Decide, in consultation with the director of the undergraduate nursing programs who shall supervise the student.
2. Make arrangements with the faculty substitute and the clinical agency.
3. Prepare a memo for the director of the undergraduate nursing programs stating clock hours, name of student, cost to the student, name and address of faculty substitute and amount to be

- paid to the faculty substitute. Return the original copy of the memo to the student to take to the Associate Dean's office to obtain a special registration form.
4. The faculty will receive a blue slip from the Registrar which he/she will return to the registrar when the work is completed.
  5. Inform the student that total payment must be made before a grade for the course will be given.

### **Clinical Warning**

Course and clinical evaluation of a student's performance is ongoing during a clinical nursing course. Students should be made aware of any problems in achievement of objectives as early as possible. Open communication between faculty and students is essential in identifying potential or actual problems. A summary of the student's clinical performance is recorded by the faculty member on anecdotal records. Patterns of "Needs Improvement: and identification of "Unacceptable/unsafe Performance" (see Goshen College Nursing Clinical Evaluation Form) warrants a counseling session and consideration of the clinical warning.

#### **Clinical Warning Process:**

1. A student may be placed on clinical warning at any time during the clinical course or at the end of the course.
2. Identification of a pattern of "Needs Improvement" or "Unacceptable/Unsafe" performance in any behavior/objective warrants a written documentation of the behavior of concern.
  - The written documentation will identify areas of concerns and state recommendations for improvement. The documentation will include a time frame for meeting the objectives.
  - The faculty member will meet with the student to discuss specific behaviors that are of concern.
  - The student and faculty member must both sign the memo.
  - The student will receive a copy of the memo and the original will be placed in the student's file.
3. If the student is placed on clinical warning the faculty member must meet on a weekly basis to discuss if the student progression toward the desired outcomes.
4. The faculty member must notify the Academic Advisory Committee whenever a student is placed on Clinical Warning. The faculty may meet with the Academic Advisory Committee at any time for consultation and guidance.
5. At the end of the established time frame the student and faculty member will meet to discuss if the expected outcomes have been met or not.
6. If the student has achieved the outcomes the student will be removed from Clinical Warning by the faculty member.
7. If the student has not achieved the expected outcomes in the established time period the faculty member will meet with the Academic Advisory Committee.
8. If the student behavior has not changed the Academic Advisory Committee may recommend continuing on clinical warning or dismissal of the student to the director of the undergraduate nursing programs.
9. The decision regarding dismissal will be made by the director of the undergraduate nursing programs in consultation with the faculty member and the Academic Advisory Committee. The director informs the student in writing of the dismissal.

**All student policies were reviewed and revised on May 3, 2011.**  
**Nursing directorship title changes were made on Sept 14, 2011.**