GOSHEN COLLEGE

Bachelor of Science in Nursing (BSN)
Student Handbook

2016-2017

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Goshen College Core Values

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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/

Vision
Goshen College will be recognized as an influential leader in liberal arts education focusing on international, intercultural, interdisciplinary, and integrative teaching and learning that offers every student a life-orienting story embedded in Christ centered core values: global citizenship, compassionate peacemaking, servant leadership and passionate learning.

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.

Outcomes
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; 4/24/12; 4/27/15; 4/25/16

Bachelor of Science in Nursing
Student Learning Outcomes

Upon graduation, the graduate will demonstrate:

A life that is CHRIST-CENTERED, which
- Demonstrates a faith that is active and reflective, and responsive to the spiritual needs of self and others (AACN BSN Essential #9)

A life of PASSIONATE LEARNING, that
- Utilizes knowledge from the arts and humanities, theology, natural and social sciences, nursing theories and intercultural experiences in providing nursing care (AACN BSN Essential #1).
- Utilizes the ability to think actively and strategically in applying selected research findings for evidence based practice (AACN BSN Essential #3).
- Provides patient centered care by employing critical thinking, decision-making, psychomotor and interpersonal skills (AACN BSN Essential #7 and 9).
- Demonstrates skills in using patient care technology and information systems that support safe nursing practice (AACN BSN Essential #4).

A life of SERVANT LEADERSHIP, that
- Demonstrates professional values that foster the ability to resolve conflicts, examine ethical issues, promote accountability, and pursue practice excellence (AACN BSN Essential #8).
- Demonstrates leadership for promoting quality care and patient safety (AACN BSN Essential #2).

A life of COMPASSIONATE PEACEMAKING, that
- Communicates and collaborates with clients and the interdisciplinary team in providing comprehensive health services and the promotion of therapeutic nurse-patient relationships. (AACN BSN Essential #6).
- Integrates healthcare policy for the promotion of quality and safety in practice environments (AACN BSN Essential #5 and 9).

A life of GLOBAL CITIZENSHIP, which
- Demonstrates ability to provide culturally sensitive care. (BSN Essential #9).
- Practices health promotion and disease prevention to improve health for individuals, families, communities and populations (AACN BSN Essential #7).

Revised in February, 2014; Reviewed 4/25/16

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

Program Completion Rates
- 70% or higher of students admitted to the nursing program will graduate in five years.

NCLEX Scores
- 80% or higher for first time NCLEX-RN pass rate in each calendar year

Employment Rates
- 80% or more of the graduates will be employed in nursing 12 months after graduation

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

Service to the Profession
- 60% of the graduates will be involved in one or more professional nursing or health-related organizations.

Service to the Community, Church, and World
- 75% of the graduates will be engaged in service to the community, church, and world.

Professional Development
- 95% of the students and alumni will engage in at least one professional development activity per year.

Aggregate Nursing Faculty Outcomes

Professional Development and Teaching
- 100% of the full-time faculty will engage in at least one professional development activity per year.
- 100% of the full-time faculty will be involved in one or more professional or civic organizations.

Education
- 40% or more of full-time faculty will have obtained or are pursuing the terminal degree.

Service to the community, church, and world
- 100% of the full-time faculty will be engaged in service to the community, church, and world.

Scholarship
- 75% of full-time faculty will engage in scholarly activities (e.g. professional presentation, pursuit of advanced degree published article, book review, book or book chapter.)

Revised 4/25/16

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)
  - Higher Learning Commission (HLC)
  - 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
- Office of Graduate and Continuing Studies
- School of Nursing and Science; School of Graduate Studies
- support services

Accreditation History

Goshen College graduated its first class of baccalaureate nursing students in 1953. The nursing program received temporary accreditation from the National League of Nursing Education (NLN) in 1952. Full accreditation by the NLN was obtained in 1962 and continued through 2003. The nursing program received preliminary approval from the Commission on Collegiate Nursing Education (CCNE) in 1998. Full accreditation with CCNE was received on Sept. 28, 2002 and continues to the present.

The nursing program has maintained approval by the Indiana State Board of Nursing since its inception.

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. (2015a). *Nursing: Scope and standards of practice* (3rd ed.). Washington, DC:

    ANA. Call number Ref RT85.5.A47 2010.

American Nurses Association. (2015b). *Code of ethics for nurses with interpretative statements* (2nd ed.). Silver

    Springs, MD: American Nurses Publishing.

American Nurses Association. (2015c). *Guide* to *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

Student clinical evaluation forms are organized around the ANA Scope & Standards of Practice.

Community Hours

All students are required to complete a total of 20 community hours by the end of Nurs 410 Senior Seminar. You may begin logging hours when you begin 200 level nursing courses. Activities that are included in the total 20 hours are listed below. Students will record community hours on Mahara.

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
- Other

Professional Organization Participation - Log in the activity and list the clock hours for the activity.
- GCNSA board (10 hours per year)
- ISNA 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
 - 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. Goshen College nursing students are strongly encouraged to join NSNA & GCNSA as 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. Visit http://www.nsna.org/ for more information**.** The membership fee is $30 annually.

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 plans programs and social activities each semester to promote professional growth and to provide a network for nursing students at Goshen College. The GCNSA Officers are comprised of the following student-held positions: president, vice president, secretary, treasurer, fundraising chair, 200 level representative, 300 level representative, and 400 level representative. Two faculty members serve as club sponsors.

The GCNSA Officers also serve as a Student Affairs Committee. In addition to the work of the GCNSA, the elected class representatives function 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. Students shall take their concerns and ideas to their class representatives for discussion and response by the Student Affairs Committee.

2016-2017 GCNSA Officers

President: Kamylle Amburgey   Treasurer: Evelyn Orellana
Vice President: Megan Graves   Fundraising: Chair Ariel Culp
Secretary: Laurie Snider

Sophomore, junior, and senior class representatives for GCNSA are elected in the fall of 2016.

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 Basic BSN program, the director of the RN-to-BSN program, 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 Basic BSN program, the director of the RN-to-BSN program, the director of the graduate program in nursing, and two nursing faculty members representative of the basic and MSN programs respectively. An undergraduate admissions counselor and the OGCS admissions counselor are ex-officio members without voting privileges. 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. 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 Basic BSN program, the director of the RN-to-BSN program, 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 in Nursing Committees

Students have opportunities to have input into the curriculum through various mechanisms: end-of-course evaluations, exit interview, GCNSA, and student representative(s) 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 2016-2017 academic year.

RN-to-BSN students are also required to adhere to the policies and procedures listed in the Degree Completion Student Handbook.

A. General Policies

Admission Criteria

Applicants must meet the admission requirements which include:
- Students who begin their course of study at Goshen College (exclusive of dual credit earned in high school) are required to have a minimum GPA of 2.7 based on all courses completed at Goshen College at the time of application to the nursing program.
- Students who transfer to Goshen College with one or more semesters of course work needed prior to the semester in which Nurs 210 is taken, are required to have a minimum GPA of 2.7 based on all courses completed at Goshen College in the semester(s) prior to beginning Nurs 210.
- Students who transfer to Goshen College and enroll in Nurs 210 in their first semester at Goshen College, are required to have a minimum GPA of 2.7 based on supporting and nursing courses from the transferring institution. Supporting courses are defined according to the Goshen College Nursing Student Handbook.
- Note: The cumulative GPA requirement is based on a 4.0 scale.
- A grade of C or above in supporting and nursing courses.
- Math competency is required. The following guidelines for establishing math competency apply:
  - o Students who score < 480 on the SAT math section or < 20 on the ACT must enroll in Math 105: Quantitative Reasoning
  - o Students whose math score is 480-540 on the SAT or 20-23 on the ACT must enroll in Math 115: Intermediate Algebra
  - o Students have met the math competency requirement IF:
    - ▪ SAT math score of 550 or higher
    - ▪ ACT math score of 24 or higher
    - ▪ IBc math score of 5-7 (SL or HL)
    - ▪ AP score of 4-5 in Calculus AB
    - ▪ AP score of 3-5 in Calculus BC
- Transfer credit in a Math 100 level course.
- 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 high school and/or college
- Two letters of reference that attest to academic and personal abilities.

Students are admitted into the nursing program for fall or summer enrollment dates. Application materials for current Goshen College students are due by the Monday following spring break. Application materials for transfer students are due April 30 for priority consideration. Applications received after April 30 will be considered based on availability of space in 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 help all students be as academically successful as possible. If you have a disability and require accommodations, please contact the Director of the Academic Resource and Writing Center (ARWC), Judy Weaver, in the first week of the semester so that your learning needs may be appropriately met. In order to receive accommodations, documentation concerning your disability must be on file with the ARWC, Good Library 113. Call or email: 574-535-7560; jweaver@goshen.edu. All information will be held in the strictest confidence.

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 attendance. Classroom or clinical absences may result in a reduced or failing grade. A pattern of tardiness and absences may result in being placed on nursing alert. The program director is responsible for monitoring patterns of attendance across courses. Students need to plan ahead to have appropriate transportation and accommodations for class and clinical. 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.

Expectations for Computing Skills

Students in the program are expected to:
- Have daily email access using GC email account.
- Use the GC course management software program (Moodle).
- Have Microsoft Office and Google Docs literacy.

Textbooks

Nursing students are expected to maintain access to a personal library of required textbooks used cumulatively throughout the program of study (supporting and nursing courses). Textbooks are used as reference for higher level courses and NCLEX-RN preparation.

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. Students must receive permission from the professor prior to recording (eg videotaping or sound recording) classroom activities. Any recordings are for the sole purpose of the student's learning and may not be distributed.

Nursing Program Fee

A nursing program fee will be listed on your college bill annually before the fall semester (or prior to 200 level summer nursing courses for some transfer students). The fee is subject to change each year and is determined by projected costs. The nursing program fee can be covered by financial aid. This fee covers the cost of two uniforms (beginning with the class of 2019), stethoscope, penlight, BP cuff, name badge, scissors, criminal background check, immunization tracking, CPR class, drug screens, and Assessment Technologies Institute (ATI) fees. The fee also covers costs during the senior year such as the senior nursing picture, pinning invitations and reception, and the nursing lamp. The annual nursing fee will not be refunded. For example, if a student changes major mid-year, the annual fee will not be refunded. Or if a student transfers to Goshen College and already owns a stethoscope, that portion of the fee cannot be refunded.

Assessment Technologies Institute, LLC (ATI)

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 printed materials and online practice and proctored testing. Over 3000 nursing programs nationwide use ATI testing services.

All nursing students 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 proctored exam may also be used as a review of content learned during the course. Students will be required to do one or both of the following activities in each clinical course, as directed by the faculty member: 1) Take ATI practice exam(s), 2) Participate in focused review by completing active learning templates and trigger notes.

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.

Students must meet ATI level requirements for at least 3 of 6 of the 200 and 300 level ATI proctored exams by the end of the 300 level. Students who do not meet this requirement will be discussed in Academic Advisory Committee. Consequences may include dismissal from the nursing department.

Students must master each proctored exam at a Level I or higher within three attempts of taking the proctored exam. For example, a student who achieves below a level I in maternity nursing in the class, in Nurs 190, and in Nurs 290 will be reviewed by the Academic Advisory Committee with consequences up to and including dismissal from the nursing program.

Table 1: ATI Policy

Nursing Course	Practice Exam Required	Proctored ATI	Score required	Remediation if score not met
Nurs 211 Concepts and Strategies	Fundamentals	RN Fundamentals 2013 (end of course)	Proficiency Level I	Nurs 190
Nurs 305 Pharmacology in Nursing	Pharmacology	RN Pharmacology 2013 (end of Spring Semester 300 Level)	Proficiency Level I	Nurs 190 or 290
Nurs 306 and Nurs 307 Nursing Care of Adult I and II	Specific practice exams and Adult Medical Surgical 2013	RN Adult Medical Surgical 2013 (end of Spring Semester 300 Level)	Proficiency Level I	Nurs 190 or 290
Nurs 311 Nursing Care of the Expanding Family	Maternal Newborn	RN Maternal Newborn 2013	Proficiency Level I	Nurs 190 or 290
Nurs 312 Nursing Care of the Child	Nursing Care of Children	RN Nursing Care of the Children 2013	Proficiency Level I	Nurs 190 or 290
Nurs 405 Psychiatric/Mental Health Nursing	RN Mental Health	RN Mental Health 2013	Proficiency Level I	Nurs 415 NCLEX Review
Nurs 406 Acute Care Nursing	Adult Med/Surg	RN Adult Medical Surgical 2013	Proficiency Level I	Nurs 290 NCLEX Success Strategies
Nurs 408 Community Health Nursing	Community Health	RN Community Health 2013	Proficiency Level I	Nurs 290 NCLEX Success Strategies
Nurs 409 Leadership in Nursing	Leadership	RN Leadership 2013	Proficiency Level I	Nurs 415 NCLEX Review
Nurs 410 Senior Seminar	RN Predictor	RN Comprehensive Predictor Test 2013	Score of 72% or higher on the RN Comprehensive Predictor Exam is desired	All students are required to take the ATI Live Review

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 2.7 or higher.
- (See College Catalog for additional criteria)

Eligibility to Take the State Board of Nursing Licensure Examination

Eligibility to take the State Board of Nursing Licensing Examination to become a registered nurse following graduation may be denied by the State Board of Nursing at the Health Professions Bureau if a person has been convicted of a felony. All persons applying for licensure must disclose any kind of crime to which they have pled guilty with the exception of minor violations of traffic laws resulting in fines. Any questions regarding this information should be directed to the appropriate State Board of Nursing prior to beginning classes in the Goshen College Department of Nursing.

Pinning Ceremony

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.

Students will be able to obtain pinning invitations to give to family and friends. The cost is covered by the nursing program fee up to a pre-determined number. Additional invitations over the allotted amount will be available for purchase.

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 undergraduate 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.

Academic Grievance Policy

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. In 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, or visit https://www.goshen.edu/about/community/response-academic-dishonesty/ 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. See above statement on Academic Integrity.

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 Psych./Human Beh.	3 credits
Principles of Sociology	3 credits
Human Nutrition	3 credits
Human Pathophysiology	3 credits
English	3 credits
Statistics	3 credits

<p style="text-align: center;">**Grading Plan for Nursing Courses**</p>

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	78-79 = C
92-93 = A-	75-77 = C-
90-91 = B+	72-74 = D+
84-89 = B	67-71 = D
82-83 = B-	Below 67 = F
80-81 = C+	

<p style="text-align: center;">**Grading Policy for Specific Nursing Courses**</p>

Students in the following nursing courses must achieve an average unweighted, unrounded score of at least 78% on course exams in order to receive a passing grade for the course: NURS 211, NURS212, NURS306, NURS307, NURS 308, NURS311, NURS312, NURS405, and NURS406, NURS 409.
- If a student does not achieve the average unweighted, unrounded score of 78% on course exams the score achieved will be used to determine the course grade. For example, if the student achieves a 71% unweighted exam score, the letter grade will be a D.
- Students who receive below a 78% on the first exam in a clinical course are instructed to meet with the faculty member and seek assistance at the Academic Resource and Writing Center.
- 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.
- Course exams will be recorded to two decimal places. The average unweighted test score will be recorded to two decimal places without rounding up. For example, an average unweighted score of 77.99% is a C-.

In each clinical course (except Nurs 408), 65-70% of the course grade will be comprised of exam scores. Each clinical course will have at least three exams (except Nurs 408).

Students in Nurs 210 scoring an unweighted test average of 80% or less on tests at mid-term or final will be placed on nursing alert.

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 both clinical and lab in order to receive a C or above for the course.   An unsatisfactory evaluation in either clinical or lab 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 either the clinical or lab evaluation is unsatisfactory and theory component is 67 percent or above, a D grade will be given for the course.
2. If the clinical and/or lab evaluation is unsatisfactory and the theory component is below 67 percent, an F grade will be given for the course.

<p style="text-align: center;">**Late Assignments**</p>

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.

<h1 style="text-align:center">Incomplete Grades</h1>

A grade of I (incomplete) may be given for illness, accident, or other unusual hardship beyond the student's control. A contract available from the registrar's office is normally initiated by the student and includes rational, completion plan, professor's and student's signatures of approval, letter grade to be given if the contract is not completed, and the signature of the academic dean. The completed contract must be submitted to the registrar's office by the last day of class in that term. Deadlines for incomplete work and reporting of the new grade are:

- For fall semester "I" grades – End of following spring semester
- For spring semester or May term "I" grades Beginning of following fall semester.

If a new grade is not submitted by these deadlines, the registrar's office will enter the letter grade on the contract.

<h1 style="text-align:center">Professional Portfolio</h1>

Nursing students are required to maintain a professional portfolio as part of their on-going record keeping in preparation for professional employment. Information from the portfolio will be integrated into the Nurs 410: Senior Seminar course. The Mahara electronic portfolio as a platform for maintaining records of professional development. The major components for nursing include the following:1) Record Keeping, 2) Professional Role Development, and 3) Communication. The E-portfolio will be introduced in Nurs 210, and reviewed in Nurs 410. Specific directives for the nursing portion of the E-portfolio will be presented during the Nurs 210 course.

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, 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:, papers written for Nurs 210, Nurs 405 – Spiritual Care paper, the Nurs 410 Integration paper, and the Nurs 408 Aggregate paper, etc**.**

Evaluative Review -- times for submitting portfolios to faculty are:
- Nurs 210
- Nurs 410

<h1 style="text-align:center">Academic Requirements for Continuation in the Program</h1>

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.

Students 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 (excluding Nurs 190 and Nurs 290).**

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 & Pharmacotherapeutics Review
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 & 400 Level 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%.
- Exams in each clinical course will include pharmacotherapeutic question(s) (with the exception of Nurs 408).

Course syllabi will list the math proficiency requirements. Departmental calculators will be distributed during exams. Phones or other personal devices 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 Guide to Code of Ethics for Nurses Privacy and Confidentiality 3.1 and 3.2, pp. 41 & 46, 2015*).

Confidentiality of all patient information must be maintained at all times. Access to patient information is available to students ONLY for preparation of patient assignments and provision of care. Students are expected to adhere to the following:
- Information accessed via the computer should be carefully protected at all times.
- Talking about patients is appropriate in the context of classroom/clinical setting **only**. It is a violation of confidentiality to discuss patient information in any other setting.
- Initials only are to be used on all paperwork related to patient assignments.
- No part of the patient's record may be reproduced. (ex. No copies containing patient information can be made.)

- Patient charts must remain on the unit at all times.
- Students may not use their access to electronic records to look up information regarding themselves or any patient other than their own assigned patient for that week.
- Students are expected to comply with confidentiality policies of clinical agencies.

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.

Verified Credentials, Inc. (VCI)
The Department of Nursing has an agreement with Verified Credentials, Inc. to track items required by clinical sites and facilitate completion of background checks and drug screens. Students will be given information about setting up an account and how to upload the requisite information so that they may participate in clinical. Students not in compliance with submission of required documents, completion of drug screens and background checks by the due dates will not be able to attend clinical and will need to arrange make-up time and payment of this time. Students who fail to complete VCI documentation by the posted deadline may be placed on Nursing Alert.

Clinical Prerequisites
In order to participate in all clinical experiences each nursing student must meet certain requirements. Among these are:
- **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. The department will arrange CPR classes during the year. Costs for classes arranged by the department will be covered by the nursing program fee. If a student is unable to attend one of these trainings, he/she may need to arrange to attend a different class and may be responsible for this charge. **Failure to recertify may result in the student missing clinical and paying for make-up time.**
- **Health Insurance**
  Students participating in clinical will be required to possess health insurance since it is required by some of the clinical sites. Students receive the Verification of Health Insurance form at the beginning of each nursing level of study. The student completes the form and uploads the document to VCI.
- **Drug Screen**
  A drug screen is-required for all nursing students before they begin clinical in the sophomore year. The cost of the drug screen is included in the nursing program fee. **A positive drug screen will result in review by the academic advisory committee regarding continuation in the program.** The drug screen will be completed through Verified Credentials.
- **Background Check**
  All students are required to have a background check done prior to their first clinical course. **Any issues that emerge from a background 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 background check will be completed by Verified Credentials, Inc.
- **Verification of Health**
  Students receive the Verification of Health form following acceptance into the Department of Nursing. This form attests to the health of the student and is to be completed by a licensed healthcare provider prior to beginning Nurs 211. When the form is completed, the student will upload this information onto their Verified Credentials account. Students are encouraged to secure routine physical exams, including dental and eye evaluations. Fitness programs are encouraged.
- **Immunizations**
  See the following list for immunizations/tests that are required. Costs of immunizations and/or tests are the responsibility of the student. For additional information, please refer to the Center for Disease Control at www.CDC.gov.

Immunization/Test	Requirement
Tdap/Td	For persons aged 11-19 years, a 1-time dose of Tdap is required. A single dose of Tdap is recommended for health care personnel who have not previously received Tdap as an adult and who have direct patient contact. A tetanus /diphtheria booster is required every 10 years.
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 two vaccine(s) after age one, or serologic evidence of immunity to each disease (measles, mumps, and rubella).
Hepatitis B	Series of three 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 healthcare provider-documented history of varicella (chicken pox), or serologic evidence of immunity.
Influenza	Required yearly for all students. Limited exemptions are possible and must be requested at the *start of fall semester*.

Professional Appearance/Look of Assurance

All students must use the following guide when in a preclinical or clinical learning experience:
- Use a deodorant most effective for personal needs and use of 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.
- Exhibit good health and personal hygiene.
- No skin from shirt/pants showing or exposure of cleavage.
- No rings other than a plain wedding band and engagement ring can be worn. Simple post earrings may be worn in earlobes. No other body jewelry may be worn.
- No visible tattoos
- Wear a watch with second hand.
- Only natural hair tones.
- Pants must not drag to the floor; must not be able to step on pants. Pants should be hemmed to the appropriate length without having to roll them up.
- No head bands
- No sleeveless shirts or tops

Student Uniforms:
The nursing program fee will cover the cost of two uniform tops and bottoms per student. If a student desires to have additional items, he/she may order and pay for these (information available from the Department of Nursing Administrative Assistant. Instructions on ordering will be given to the students in NURS210.

Female Attire
- The female uniform consists of navy blue pants or skirt, and white uniform top. A specific style is designated by the nursing department. The female uniform top may be worn with an underlying plain white long-sleeve shirt.
- A totally white low-heeled shoe which shall be clean. 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.
- No knee high boots to preclinical.
- No bare legs (if wearing a skirt, must wear hose or tights, if pants must wear socks).
- Skirts worn to preclinical must be knee length or below.

Male Attire
- The male uniform will consist of navy pants and a white uniform top. A specific style is 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.

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
Professional attire and nursing student identification will be worn 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.

Student Identification
All students while in a clinical setting shall wear a Goshen College ID badge designed for this purpose. The badge will have your picture, first name, and nursing student designation. Cost of one badge is included in the nursing program fee. If the need for a replacement badge arises, the student is responsible for the cost. A retractable clip will be provided to each student prior to the beginning of clinical to facilitate wearing the badge. It shall be worn on the left side of the shirt/top or lab coat. Retractable clips will be returned to the department after the student's final clinical.

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.

Cell phones and computers
Cell phones are not to be carried in the clinical setting while caring for patients unless specified by the professor. 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**.** Electronic devices, including personal computers, cannot be used in the clinical setting unless specifically authorized by the professor. **Inability to abide by these policies may result in being placed on nursing alert.**

<div align="center">**Clinical Make-up Arrangements**</div>

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.

Faculty reserve the right to send a student home from clinical if the student is judge to be unsafe.

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.

<div align="center">**Nursing Alert**</div>

Course and clinical evaluation of a student's performance is ongoing during a clinical or classroom 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 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.

Nursing Alert Process:
1. A student may be placed on Nursing Alert at any time during a clinical or classroom course or at the end of the course (See also Attendance/Tardiness policy)
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 nursing alert for a clinical performance reason, the student must meet with the faculty member usually on a weekly basis to discuss student progression toward the desired outcomes.
4. The faculty member must notify the Academic Advisory Committee whenever a student is placed on Nursing Alert. 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 Nursing Alert 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 Nursing Alert 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.

D.   Communication Guidelines

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.

Goshen College Good Library – http://goshen.libguides.com/style_guide

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

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

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
- Center all of this information:
  - ➢ Name of paper
  - ➢ Student name
  - ➢ Name of the course
  - ➢ Faculty name
  - ➢ Date

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 several required textbooks.
- Examples:
  - o According to the American Nurses Association (2003), nursing is defined by six distinct characteristics.
  - o 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).

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Quotations with more than 40 words
- Block Quotations: If more than 40 words, indent (left and right margin) 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.

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, page111-112.

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
- Title the reference page with the word "References" centered on the top of the page. Use the word "references," 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.

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

All student policies were reviewed and revised on April 25, 2016