



Bachelor of Science in Nursing
(RN - BSN)
Student Handbook

Face to face cohorts and
Online cohorts

2016-2017

Table of Contents

I. Mission, Philosophy, and Organization	
Goshen College Core Values	3
Goshen College Vision, Mission and Outcomes	4
Department of Nursing Mission.....	6
Department of Nursing Philosophy	6
Student Learning Outcomes (Goals).....	7
Expected Program Outcomes.....	8
Community of Interest	9
Accreditation History.....	9
Professional Nursing Standards and Guidelines	10
Nursing Faculty Committees	11
Student Participation in Faculty Organization Committees.....	11
II. Policies	
A. General	
Admission Requirements	12
Transfer Credit Policy.....	12
Disabilities Requiring Accommodation.....	12
Dress Code	12
Graduation Requirements	12
Counseling Services.....	13
Dismissal from the Nursing Program	13
Academic Grievance Policy.....	13
B. Academic	
Academic Integrity (included Turn-it-in section)	13
Expectations for Computing Skills	14
Grading Plans and Continuance Policies	15
Grading Plan	15
Dean's List	15
Incomplete Grades	15
Attendance	15
Academic Requirements for Continuation in Program.....	16
Professional Portfolio.....	16
C. Clinical Policies	
VCI (Verified Credentials Inc)	17
Clinical Prerequisites	17
CPR.....	17
Statement of Health.....	17
Health Requirements	18
Professional appearance.....	18
Nursing Alert	19
Inclement Weather	19
D. Communication Guidelines	
Standards for Written Papers	20
APA Guidelines for the Dept of Nursing.....	20
Criteria for Oral and Written Communication.....	23

E. Addendum A: Student expectations for online25
delivery of RN to BSN program

I. Mission, Philosophy & Organization

Goshen College Core Values



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, and 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 (Goals)

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 4/27/15; 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

- 80% or higher of those students admitted to the nursing program will graduate in five years (CCNE Program Standard is 70% in 12 months).

NCLEX Scores

- 80% or higher first time NCLEX-RN pass rate in each calendar year (CCNE Program Standard and Indiana State Board of Nursing Standard).

Employment Rates

- 80% or more of the graduates will be employed in nursing 12 months after graduation (CCNE Program Standard).

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 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.

Scholarship

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

Service to the Community, Church, and World

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

Education

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

Revised April 28, 2014 Reviewed 4/27/15; 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)
 - North Central Association of Colleges and Secondary Schools (NCA)
 - National League for Nursing (NLN)
 - Indiana State Board of Nursing (ISBN)
 - Michigan State Board of Nursing
- 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

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

Washington, DC: ANA. Call number Ref RT85.5.A47 2010.

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

American Nurses Association. (2015 c). *Guide to Nursing's social policy statement: The essence of the profession*. 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

All of these publications are located in the reference room on the first floor of the Good Library. 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.

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 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 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 in Faculty Committees

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 2015-2016 academic year.

A. General Policies:

Admission Requirements

- An associate degree or diploma in nursing from an accredited program.
- A cumulative grade point average of 2.7 or higher in prior academic work.
- Completion of all prerequisite courses.
- Transfer of a minimum of 60 credit hours from an accredited college.
- Current licensure as an R.N. in the state where the clinical component will be completed.

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.

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.
- Full financial settlement

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. 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 2014-2015 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.

Expectations for Computing Skills

Students in the face to face model are expected to:

- Have access to a personal computer with software supported by GC ITS (e.g., the most current version of Microsoft Word)
- Have daily access using GC email account.
- Use the GC course management software program (Moodle). Orientation to email, general GC computing and Moodle will occur during orientation day prior to the first class of the first semester of the program.
- Have word processing and presentation software literacy.

Students in the online model are expected to:

- Have access to a personal computer with software supported by GC ITS (e.g., the most current version of Microsoft Word)
- Have daily access using GC email account.
- Use the GC course management software program (Cap ED). (Cap Ed orientation, as well as, email, general GC computing and the learning management system will occur during orientation time outlined in your acceptance letter) prior to the first class of the first semester of the program.
- Have word processing and presentation software literacy.
- Have the ability to use teleconferencing technology and Adobe Connect Software

IT tutorials available

As a Goshen College student you can access short, just-in-time training videos using Atomic Learning. Atomic Learning is a company with hundreds of training videos available for software. The videos range from single how-to videos, to a whole series of training videos on a particular subject or software program. This includes Microsoft Word, Excel, PowerPoint, etc. An example would be learning how to create charts and pivot tables in Excel, or tables in Word, or powerful and effective slide presentations.

Students (and even faculty) can access Atomic Learning by going to <https://goshen.edu/atomiclearning> then, log in with their GC username (minus the "@goshen.edu") and password. Once logged in, they can use the Search tab to find applicable training videos.

helpdesk@goshen.edu is the email address for any additional IT support questions.

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+	

Dean's List

Undergraduate students in OGCS programs who are carrying a course load of 12 hours or more, who earn a 3.6 or higher grade point average, will be included in the Goshen College Dean's List for the term in which they received this grade point average. The list is reported in May and December.

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. For degree completion students, the student must initiate arrangements with the faculty member by the end of the last class session to obtain a grade of "Incomplete," and it must be approved by the program director. Work not submitted by the deadline will be counted as zero, unless arrangements have been made with the faculty member. Students may carry only one course with a grade of Incomplete. Incompletes must be completed within six weeks of the final exam due date or a date agreed upon with the instructor because of extraordinary circumstances. Incompletes not satisfied by the due date will become the grade given by the instructor based on work submitted. If the Incomplete becomes an F, the student must retake the course and pay the current tuition rate in effect when they enroll in the course a second time.

The new grade is used to compute the grade point average, but the I remains on the student's permanent record.

Attendance

Due to the concentrated scheduling and the emphasis upon participatory learning, having two absences in classes that meet once per week is considered missing too much class to continue. After two absences, explained or unexplained, a student may be un-enrolled from a course. OGCS will work with the student to make a plan to continue in the program that student is pursuing, but the student will be required to make up the course. A student must contact the instructor in advance to work out an alternate plan for missed work, but missing class should be a rare occurrence. Both absence and tardiness constitute breaches of the attendance policy.

Faculty members are given the flexibility to establish stricter attendance policies in their classes with written guidelines distributed to students the first night of a class.

Students who exhibit a pattern of absenteeism in the program are subject to dismissal, pending review by the program director.

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.

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.**

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.

Professional Portfolio

Nursing students are required to maintain a professional portfolio as part of their on-going record keeping as part of being a professional nurse. Information on creation of a professional portfolio is given in the first course NURS 331: Philosophy and Theories of Nursing and your professional portfolios will be reviewed by the Director of the RN to BSN program, Jewel Yoder, in NURS 449: Leadership in Nursing. Portfolios in the RN to BSN program can be submitted electronically for students in the online cohorts as a feature within the Capital Education Learning Platform or are accepted as hard copy. Face to face students also may submit electronic professional portfolios or hard copy. The major components for nursing include the following:

- Title page for front of Professional Portfolio
- Index

Professional Development:

- Professional Goal
- Curriculum Vitae
- Awards and Scholarships
- Professional Memberships
- Professional Committee Work
- Letters of Appreciation

- Letters of Reference

Academic and Personal Development:

Work submitted for each course will be filed as evidence of learning under the 5 core values of Goshen College with the emphasis on: continued Professional Role Development, Evidence of Critical Thinking, Communication skills, Evidence of Ethical Nursing Framework and will serve as documentation that the AACN BSN Essentials have been met by the student through the program.

C. Clinical Policies

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 clinicals. Students not in compliance with submission of required documents, completion of drug screens and background checks by the due dates program completion will be put on hold. A late fee may also be imposed.

Clinical Prerequisites

In order to participate in all clinical experiences each nursing student must meet certain requirements. Among these are:

- **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.**
- **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. When the form is completed, the student will upload this information onto their Verified Credentials account. 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.

<u>Immunization/Test</u>	<u>Requirement</u>
Tdap/Tetanus	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 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 <i>start of fall semester</i> .

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.
- No head bands
- No sleeveless shirts or tops

Nursing Alert

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. Student performance is monitored by the faculty member throughout the course. Patterns of "Needs Improvement: and identification of "Unacceptable/unsafe Performance" (see Goshen College Nursing Clinical Evaluation Form) consideration of the Nursing Alert status.

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 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.

Inclement Weather: for face to face cohorts

In the case of inclement weather, it may be necessary to cancel and reschedule a class session. The Office of Graduate and Continuing Studies will determine whether or not classes should be canceled. A decision will be made by 4:00 PM. Cancellation of day classes does not determine that night classes will also be canceled. If a decision is made to cancel classes for a given evening, every attempt will be made by the OGCS staff to notify each student personally by phone or email. After consultation with the instructor, class will either be rescheduled within two weeks or comparable learning activities will be required of students.

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

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. (2016). *A writer's resource: A handbook for writing & research* (5th22 ed.). New York, NY: McGraw-Hill.

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

Purdue University Online Writing Lab (OWL) <https://owl.english.purdue.edu/owl/resource/560/01/>

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

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

Addendum A: Student expectations for online delivery of RN to BSN program

Mission of Online Teaching and Learning

The mission for online teaching and learning at Goshen College is to better serve current students, to extend the reach of our course and program offerings to new audiences, and to deliver programs in line with our 120-year tradition of excellence.

Philosophy of Online Teaching and Learning

Our philosophy is that online teaching and learning is an experience that is as rich and interactive as the classroom. We aim to deliver our courses and programs with as much attention to quality and rigor as any of our other educational experiences at Goshen College. Our commitment to quality includes the same access for students in online courses and programs as for any other student to learning resources (library, IT, etc.), to administrative areas of the college (Accounting Office, Registrar's Office, Advising, etc.) and to faculty.

Instructional Design and Educational Technology

The mission of Educational Technology Services at Goshen College is to foster pedagogical excellence and desired learning outcomes by providing high-quality, well-maintained, standardized classroom technology, e-learning systems, delivery and assessment needs, hardware, software and information resources that address academic program needs, and success and excellence as teachers and learners.

Harold and Wilma Good Library

The Harold and Wilma Good Library sustains the Goshen College curriculum by providing quality sources, services, and instruction to cultivate intellectual inquiry and information literacy. Students enrolled in online courses have access to Goshen College library resources both on and off campus. In addition to over 135,000 print sources, the library maintains a video/DVD collection and serves as the gateway to thousands of digital journals and electronic books through scholarly databases. Access electronic materials via the library website, www.goshen.edu/library

Librarians are available year round to assist students in finding resources and online library instruction is available. If an assignment requires research and use of library databases from off-campus, that process may be new to students, and working with a librarian is strongly encouraged.

Follett Campus Bookstore and Textbook Policy

The college bookstore handles all textbook sales. Prior to the beginning of each term, the bookstore asks faculty to submit titles of textbooks to be used during the term.

www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?langId=-1&storeId=10318&demoKey=d&catalogId=10001

Goshen College Faculty – Student communication guideline

Goshen College's online courses aim to foster high quality interactions between the individuals involved in the course- professors and students. Therefore, instructor feedback on discussion forums- generally within 48 hours – and assignments – generally within 72 hours- is essential for student's success and satisfaction in online courses. In addition, interaction between students is extremely beneficial to foster learning, and is an essential component to any good quality online course.

The RN to BSN completion program asks that faculty establish a set hour long period throughout the week where they are available for webcam conversations with students through Adobe connect. This hour per week should be established in the professor's course syllabus.

In an online course, consistent communication with students is essential to success. Goshen College requires faculty to communicate with student emails within 24 hours on weekdays and 48 hours on weekends. If there are days and times which the professor is unavailable that will be posted in the Learning Management System, course page.

Online student Netiquette

Be aware of how you communicate. Consider the following tips for communicating respectfully online.

- Write clearly and concisely in your messages. Briefly explain any important background information and state deadlines and expectations clearly.
- Clarify your interpretation of others' messages. Paraphrase back to people your understanding of their intentions and plans.
- Keep in mind that your message or intentions, as posted in an online discussion or in an e-mail, may be easily misread or misinterpreted by your teammates. To avoid this problem, consider using the following techniques:
 - Do not make a discussion post while you are upset about something. Wait and think carefully about what you want to say.
 - Include written indicators of humor or emotion, often known as "emoticons."
 - Avoid using sarcasm, which can be difficult to express in online communications.
- If you believe other teammates are upset or concerned about something, ask them about their interpretation of the situation, but do not place blame or act defensively.
- If you believe another person is not doing his or her share of work, first clarify your understanding and expectations, then politely address the situation.