



CATAWBA COLLEGE DEPARTMENT OF NURSING

Pre-Licensure Nursing Student Handbook

2023-2024

(Revised July 2023 – DON)

About this handbook:

This Pre-Licensure Nursing Student Handbook is designed to provide students with helpful information and resources, and as such is designed for currently enrolled pre-licensure nursing students. In addition to the contents of this handbook, students should also be familiar with the content and policies in the *Catawba College Academic Catalog*. Any program revisions made within the current academic year will be communicated to students through College email.

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“Three Critical Points”

Identify the three critical (most important) points for each topic. Use whatever reliable evidence-based resources necessary to remediate each topic (ATI eBook, course textbook, UpToDate, etc.). Cite your sources (APA formatting not required).

Include the following reflection with each of your topics

- *How do the 3 critical points help you understand*
 - *why your answer was not the best answer? **OR***
 - *how you can deliver better care for the client? **OR***
 - *the impact on your clinical reasoning regarding care priorities for the client?*

+			
Student name			
Assessment name/date			
# of incorrect topics			
Topic	NCLEX Client Need Category	Three critical points	Reflection on critical points

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You will need to print out, sign, date, and submit Appendices C and D (pages 69-71) within the first week of classes to the Administrative Compliance Coordinator: Mrs. Sheri Frick.

Catawba College Department of Nursing

The Department of Nursing (DON) is an integral part of Catawba College. The DON mission, philosophy, and outcomes are congruent with and support the value statements of Catawba College. The DON and Catawba College are committed to providing superior education grounded in the liberal arts to prepare graduates to make significant contributions for God and Humanity. Catawba College respects the value and individuality of every student and provides an environment that promotes a strong work ethic, Christian heritage and values, teamwork, and personal accountability.

Mission, Outcomes, Curriculum Framework, Guiding Principles

PURPOSE

The Catawba College Department of Nursing seeks to prepare competent, diverse nurse professionals to meet the holistic health care needs of a culturally diverse society by providing a solid foundation in liberal studies to prepare students for entry-level practice in the nursing profession.

The curriculum is based on the American Association of Colleges of Nursing (AACN) Baccalaureate Essentials and are supported by the Quality and Safety Education for Nurses (QSEN) qualities. The *Baccalaureate Essentials*, *Program Objectives*, and *Student Learning Outcomes* are listed in Figure 3.

Figure 3: Baccalaureate Essentials, Program Objectives, Student Learning Outcomes (Cohort 2024)

AACN Baccalaureate Essentials	(Program Objectives) The Catawba College Department of Nursing is committed to:	Student Learning Outcomes
<i>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</i>	Preparing graduates with a solid base in liberal education which provides the cornerstone for the practice and education of nurses	Graduates will have a solid base in the liberal arts education
<i>Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</i>	Preparing graduates with knowledge and skills in leadership, quality improvement, and patient safety which are necessary to provide high quality health care	Graduates will possess necessary skills to provide quality health care (i.e. skills in leadership, safety, and quality improvement)
<i>Essential III: Scholarship for Evidence Based</i>	Preparing graduates with professional nursing practice essentials which is grounded in the translation of current	Graduates will have the theoretical and research skills necessary to promote evidence-

<i>Practice</i>	evidence into one's practice	based practice and scholarship
<i>Essential IV: Information Management and Application of Patient Care Technology</i>	Preparing graduates with knowledge and skills in information management and patient care technology which are critical in the delivery of quality patient care	Graduates will have knowledge and skills in nursing informatics and other health care related technologies necessary for the delivery and evaluation of quality care
<i>Essential V: Health Care Policy, Finance, and Regulatory Environments</i>	Preparing graduates with knowledge and skills regarding healthcare policies, including financial and regulatory, which directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice	Graduates will have the capabilities to influence health care policy and finance
<i>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</i>	Preparing graduates with knowledge and skills regarding communication and collaboration among healthcare professionals which are critical to delivering high quality and safe patient care	Graduates will have a strong foundation of the critical aspects regarding effective interdisciplinary communication and collaboration
<i>Essential VII: Clinical Prevention and Population Health</i>	Preparing graduates with knowledge and skills regarding health promotion and disease prevention at the individual and population level which are necessary to improve population health and are important components of baccalaureate generalist nursing practice	Graduates will be able to promote health/wellness and disease prevention in diverse cultures across the lifespan
<i>Essential VIII: Professionalism and Professional Values</i>	Preparing graduates with knowledge and skills regarding professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice which are fundamental to the discipline of nursing	Graduates will have the theoretical qualities and characteristics associated with professionalism and professional values
<i>Essential IX: Baccalaureate Generalist Nursing Practice</i>	Preparing the baccalaureate graduate nurse to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. (The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients)	Graduates will possess the knowledge and qualities of a baccalaureate graduate necessary to provide care or service for diverse individuals and groups across the lifespan, on the wellness-illness continuum

Essentials, Program Learning Outcomes: Implementation: Fall 2023; Cohort 2025

<i>Essentials</i>	Program Learning Outcomes
Domain 1: Knowledge for Nursing Practice	Prepare professional nurses to use clinical judgment and innovation in nursing practice, a distinct scientific discipline, while applying the foundation of a liberal arts education.

Domain 2: Person-centered Care	Prepare professional nurses to provide inclusive, holistic person-centered care through the development of a caring relationship, establishment of effective communication, and coordination of care to recognize and address complex health and wellness needs.
Domain 3: Population Health	Prepare professional nurses to manage population health and address social determinants of health through inclusion, development, collaboration, and promotion of safe, culturally appropriate nursing care.
Domain 4: Scholarship for Nursing Discipline	Prepare professional nurses with the theoretical and research skills necessary to promote evidence-based practice.
Domain 5: Quality and Safety	Prepare professional nurses to provide and model safe, quality patient care and promote a culture of safety in the practice environment.
Domain 6: Interprofessional Partnerships	Prepare professional nurses to demonstrate core professional values in collaboration with care-oriented teams to coordinate and manage person-centered care.
Domain 7: Systems-Based Practice	Prepare professional nurses to understand and work within a systems-based practice as a change agent in a leadership role with consideration of cost-effective care and evidence-based practice.
Domain 8: Informatics and Healthcare Technologies	Prepare professional nurses with knowledge and skills in informatics processes and technologies to manage and improve the delivery and evaluation of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Domain 9: Professionalism	Prepare professional nurses to demonstrate and employ ethical comportment, accountability, and integrity within one's practice.
Domain 10: Personal, Professional, and Leadership Development	Prepare professional nurses to develop a capacity for leadership, a spirit for inquiry, and a commitment to personal and professional health and well-being.

QSEN COMPETENCIES

Using the Institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency

- Patient-Centered Care
- Teamwork & Collaboration
- Evidence Based Practice
- Quality Improvement

- Safety
- Informatics

Led by a national advisory board and distinguished faculty, QSEN pursues strategies to build will and develop effective teaching approaches to assure that future graduates develop competencies in patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics.

<http://qsen.org/competencies/>

DEPARTMENT OF NURSING MISSION STATEMENT

The Catawba College Department of Nursing seeks to prepare competent, diverse nurse professionals to meet the holistic health care needs of a culturally diverse society; using an interdisciplinary approach to blend the knowledge and competencies of liberal studies, and evidence-based practice healthcare models to embrace nursing education, nursing practice, critical thinking, scholarship, and service.

CORE VALUES (DEFINED)

Scholarship: (Evidence-based practice, research, and best practice models)

Character: (Professionalism; values of altruism, autonomy, caring, human dignity, integrity, and social justice)

Culture: (Arts, beliefs, customs, and other collective characteristics)

Service: (Provision of care, assistance, recommendations, counseling, education, and additional service provisions.)

DEPARTMENT OF NURSING VISION STATEMENT

The Catawba College Department of Nursing will be recognized for preparing professional nurse generalist to function at their highest level of excellence in education and practice. These nurse professionals will serve as leaders while meeting the complex health and wellness needs of individuals, local communities, societies, and global populations using evidence-based and best practice health care models in the provision and promotion of safe, culturally appropriate, and quality nursing care.

DEPARTMENT OF NURSING CONCEPTUAL FRAMEWORK

The curriculum is guided by the standards instituted by the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* which provides the educational framework for the preparation of professional nurse generalists and is supported by the *Quality and Safety Education for Nurses (QSEN)* competencies, and the metaparadigm concepts of nursing, environment, person, and health.

DEPARTMENT OF NURSING PHILOSOPHY STATEMENT

Consistent with the mission of Catawba College and the Department of Nursing, the nursing faculty believes that the Baccalaureate degree provides foundational support in the sciences and liberal studies that are necessary in preparing professional nurse leaders to provide and direct care for a dynamic and diverse society both locally and globally. The faculty also believes that life-long learning is critical to advancing the nursing discipline and therefore recognizes the need for graduate education preparation; along with the continuous need to cultivate critical thinking, enhance evidence-based practice, and to serve with community and interdisciplinary partners as active co-participants in education, scholarship, and service. The metaparadigm concepts of **nursing, environment, person, and health** are also important to this philosophy.

METAPARADIGM

Nursing

Nursing knowledge and judgment is derived from theoretical principles of health and science and is supported by foundational competencies of liberal studies to include critical thinking, effective communication, and standards of nursing practice. Professional nurses integrate these principles, competencies, and standards with evidence-based nursing practice using best practice models and the nursing process to promote safe, continuous, quality health care and wellness. Nurses use the delivery and application of nursing knowledge to intervene accordingly with respect to spiritual, legal, cultural, and ethical considerations of a person and their environment based on their actual, perceived, or desired state of health. Nursing practice positively impacts the environment by promoting disease prevention and management, education, and counseling using an interdisciplinary approach to meet the complex health care needs of a dynamically diverse society.

Environment

Environment is an organized system of surroundings to include a person's home, community, society, work, and family. The environment is influenced by a person's socioeconomic status, policy, technological accessibility, and sociocultural aspects which impacts healthcare and influences nursing interactions, and internal or external environmental stimuli. Nursing interventions are directed toward creating, modifying, and enhancing environments to promote optimal health.

Persons

Persons are unique and holistic individuals with physiological, psychosocial, psychological, spiritual, cultural, and developmental needs throughout the life-cycle. A person has constant interactions across the life-cycle within the environment and with members of society to include family, community, and global populations. These interactions affect actual or perceived state of health, health care needs, and health care beliefs.

Health

Health is a dynamic state of perceived and actual biological, physiological, developmental, and psychosocial balance across the wellness-illness continuum. Health is viewed as a holistic process that should be accessible to all but may vary based on a person's environment, beliefs, culture, and social and economic status. Nursing care assists in the achievement of a balanced state of health via health care promotion and management, and disease prevention.

ORGANIZATION OF CURRICULUM

Nursing concepts of person, environment, health, and professional nursing introduced early in the nursing program provide a foundation for students to develop critical thinking and effective therapeutic communication skills. The faculty believes the College core values are fundamental to the metaparadigm of nursing. Curriculum progression begins with a focus on caring for self (*Character*: self-knowledge and acceptance) to a focus on caring for others (*Scholarship, Culture, and Service*: nursing care of individuals, families, and groups) and finally to a focus on caring for communities (*Scholarship, Character, Culture, and Service*: community enhancement). Evidence of all three dimensions of nursing is addressed: provider of care, coordinator of care, and member of a profession within the environment.

The curriculum is organized in sequence using the four content concepts: Person is conceptualized as self and individual at the sophomore level, includes family at the junior level, and groups and communities at the senior level. Health is conceptualized as a dynamic state of being resulting from the interaction of person and environment. Wellness of individuals across the lifespan is addressed in the sophomore year. In the junior year, illness, disease, and dysfunction of families are added to the concept of wellness. Exploration of the health of groups and communities is studied at the senior level.

Additionally, theory, simulation, lab, and clinical experiences prepares learners for practice focusing on four spheres of care: Wellness, Disease Prevention; Chronic Disease Management; Regenerative/Restorative Care; and Hospice/Palliative Care (AACN, 2021).

PROGRESSION OF COURSES

Utilizing the nursing process, critical thinking, and therapeutic communication, students will develop competency in nursing care and socialization into the professional nursing role. Courses are designed to promote learning from fundamental concepts to complex issues related to nursing care of individuals, families, groups, and communities. The progression is as follows:

Students' progress from studies of individual and social aspects of health in the freshman

and sophomore years that contain basic concepts of therapeutic communication, healthcare technology, professional nursing, and holistic nursing care of populations.

Students are introduced and begin to develop competence in communication for diverse cultures, health assessment, pharmacology, and basic nursing care to adults in the first semester of the junior year and nursing care of the acutely ill adults the following semester. Students also begin to explore issues such as accessibility, accountability, and affordability in health care as well nursing research and scholarship. In the spring semester of the junior year, students explore care to the mental health population and increase competency in pharmacological applications. The nursing role is expanded in the senior year to include evidence-based practice research, family health nursing, and complex nursing care to adults, and population-focused nursing. The final semester includes leadership and management principles, designing, managing, and coordinating care and offers a concentrated, focused-care client clinical experience that will assist the students' transition to independent clinical responsibilities. A synthesis course provides students with a culminating experience using comprehensive client case studies and projects to refine critical thinking and problem-solving skills for effective transition into professional nursing practice.

Program Accreditation

Catawba College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award bachelor's and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Catawba College. This information is also located on the Colleges website at www.catawba.edu and on the SACSCOC website at www.sacscoc.org.

The Catawba College Department of Nursing received full program approval from the North Carolina Board of Nursing on May 24, 2019.

The baccalaureate degree program in nursing at Catawba College is accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org).

Professional Standards:

The curricula content for the programs within the DON are guided by the following professional standards:

- North Carolina Administrative Code Title 21
- The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice*
- Quality and Safety Education for Nursing (QSEN) *Quality and Safety in Nursing: A Competency Approach to Improving Outcomes*

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Bachelor of Science in Nursing Academic Program

BSN Program Outcomes

The Bachelor of Science in nursing program (BSN) curriculum is a full-time campus-based four-year program with 124 semester hours of general education and nursing courses.

The BSN program seeks to meet the following program outcomes:

1. Student performance on the NCLEX-RN will be at least 80% for all first-time exam takers during the same 12-month period.
2. 60% of students entering the program will graduate within 1.5 times the length of the program.

Pre-Licensure BSN Plan of Study and Course Descriptions

PRE-LICENSURE BSN PLAN OF STUDY

General Education Requirements

Foundations and Skills (25 semester hours maximum)

- First Year Seminar (3 semester hours) GEN 1200. First Year Seminar is required of all first-time students, transfers and re-entering students with fewer than 18 hours earned.

- First Year Writing (3 semester hours) ENGL 1103. Based on placement scores, students may be required to complete ENGL 1101 prior to enrolling in ENGL1103.
- Second Year Writing (3 semester hours) ENGL 2111 or other **APPROVED** writing-focused 2000 level courses.
- Quantitative Literacy (4-6 semester hours)
 - MATH 1132: Introduction to Statistics
- Foreign Language Literacy through the Intermediate I level (0-9 semester hours, depending on placement)
- Wellness Activity and Literacy (1 semester hour)

Perspectives (25 semester hours)

- Historical-Social (6-9 semester hours)
 - PSYCH 1110: General Psychology (3)
 - SOC 1501: Social Problems (3)
- Interpretive (6-9 semester hours)
 - PHIL 2170: Ethics (3)
 - Additional **APPROVED** courses in ART, COMMUNICATION ARTS, ENGLISH, HISTORY, HONORS, HUMANITIES, MUSIC, POLITICS, RELIGION, PHILOSOPHY, SPANISH, THEATRE ARTS
- Creative (3-6 semester hours)
 - Additional **APPROVED** courses in ART, COMMUNICATION ARTS, ENGLISH, DANCE, MUSIC, THEATRE ARTS
- Natural Sciences (8 semester hours)
 - BIOL 2419: Anatomy & Physiology I (4)
 - BIOL 2420: Anatomy & Physiology II (4)

Non-Western Perspective (3 semester hours)

- The Non-Western Perspective is a graduation requirement and may be fulfilled by classes from Foundations and Skills or Perspectives. **APPROVED** courses can be selected from COMMUNICATION ARTS, ECONOMICS, EDUCATION, HISTORY, MATHEMATICS, MUSIC, POLITICS, RELIGION, SOCIOLOGY, SPANISH, THEATRE ARTS

Additional Requirements (11 semester hours)

- BIOL 1123: Fundamentals of Microbiology (4)
 - or BIOL 3562: Microbiology & Immunology (4)
- CHEM 1104: Principles of Chemistry (4)
 - or CHEM 1501: General Chemistry I (4)
- PSYCH 2345: Human Development (3)

64 General Education Requirements

60 Nursing Credits (courses in the major)

TOTAL of 124 (required for graduation)

To complete the BSN degree, students must successfully complete the College's General Education requirements, and the pre-nursing requirements. These requirements along with the Nursing Concentration courses prepare students for the nature and legal

responsibilities of nursing education and nursing practice (21 NCAC 36 .0320). Completion of these requirements qualifies a student to write the North Carolina Board of Nursing to sit for the nursing licensure exam (NCLEX).

BSN Focused Client Care Experience

As mandated by the North Carolina Board of Nursing (NCBON), students in the BSN Program will participate in a focused client care experience in the final year of the program. The NCBON defines a focused client care experience as a “clinical experience that simulates an entry-level work experience. The intent is to assist the student to transition to an entry-level practice.”

The focused client care experience in the BSN Program consists of 120 hours in which students work one on one with an assigned Registered Nurse preceptor in the hospital and community healthcare settings. Students will complete 120 hours in NURS 4514 Focused Care Preceptorship. Students should refer to the NURS 4514 syllabus for learning outcomes and clinical activities specific to the focused client care experiences.

Prelicensure BSN Program Course Sequence (Cohort 2024)

Junior Level-Fall Semester	Course Title	Credits
*NURS 1101	Exploring Nursing as a Profession	1
NURS 3201	Introduction to Professional Nursing	3
NURS 3202	Intro to Prof Nursing Practicum	2
NURS 3309	Pathophysiology for Nurses	3
NURS 3204	Health Assessment	3
NURS 3205	Informatics in Nursing Practice	1
		13
Spring Semester	Course Title	Credits
NURS 3203	Pharmacological Applications in Nursing	3
NURS 3310	Clinical Reasoning, I	1
NURS 3311	Introduction to Nursing Research	3
NURS 3312	Adult Health I	5
NURS 3412	Mental Health Nursing	4
		16
Senior Level-Fall Semester	Course Title	Credits
NURS 3413	Pediatric Nursing	4
NURS 4209	Global Health Across the Lifespan	2
NURS 4210	Clinical Reasoning II	1
NURS 4211	Maternal/Newborn Nursing	4
NURS 4212	Adult Health II	5
		16
Spring Semester	Course Title	Credits
NURS 3411	Gerontological Nursing	2
NURS 4302	Professional Nursing Management and Leadership	3
NURS 4402	Nursing Care for the Community	4
NURS 4501	Senior Seminar	2
NURS 4514	Focused Care Preceptorship	4
		15

Prelicensure BSN Program Course Sequence (Implementation: Fall 2023; Cohort 2025)

Junior Level-Fall Semester	Course Title	Credits
*NURS 1101	Exploring Nursing as a Profession	1
NURS 3201	Introduction to Professional Nursing	5
NURS 3202	Skills Competency Lab I	2
NURS 3203	Pharmacological Applications in Nursing I	3
NURS 3204	Health Assessment	4
		15
Spring Semester	Course Title	Credits
NURS 3250	Skills Competency Lab II	2
NURS 3280	Pharmacological Applications in Nursing II	3
NURS 3312	Adult Health I	5
NURS 3412	Mental Health Nursing	5
		15
Senior Level-Fall Semester	Course Title	Credits
NURS 4203	Skills Competency Lab III	2
NURS 4211	Family Health Nursing	5
NURS 4212	Adult Health II	5
NURS 4213	Introduction to Nursing Research	3
		15
Spring Semester	Course Title	Credits
NURS 4302	Professional Nursing Management and Leadership	3
NURS 4402	Public Health Nursing	5
NURS 4501	Senior Seminar	2
NURS 4514	Focused Care Preceptorship	5
		15

Pre-

Licensure General Academic Policies

Academic Advisement

Advising takes place at various times during the semester. It is in the student's best interest to schedule appointments with their advisor during the pre-registration period. The advisor can then review the student's transcript and anticipate/discuss possible areas of concern based on the student's work and grade point average (GPA). Faculty members will notify students of availability of advising appointments via email. Advisors try to stay informed about changes in policies related to meeting degree requirements; however, *the final responsibility for meeting degree requirements rests with the student*. Students can access a degree evaluation online to assess their ongoing progress toward degree completion.

ACADEMIC STANDARDS for PROGRESSION

According to the National Council of State Boards of Nursing (NCSBN), because the practice of nursing changes over time, it is necessary to periodically re-evaluate the appropriateness of the passing standards for the NCLEX-RN® examination. To ensure

that the passing standards for the NCLEX-RN® examinations accurately reflect the amount of nursing ability currently required to practice competently at the entry level, the NCSBN Board of Directors re-evaluates the passing standard every three years when the exam plan is reviewed. The NCSBN passing standards for the NCLEX-RN® were implemented on April 1, 2023, in conjunction with the 2023 NCLEX-RN® Exam Plan. The new passing standard will remain in effect through March 31, 2026.

Progression Policy and Standard

Grading Scale

Numerical Ranges	Letter Grade	Grade Point Average
100-90	A	4.0
89-80	B	3.0 (minimum grade to pass)
79-70	C	2.0
69-60	D	1.0
59 - Below	F	0
Pre-clinical dosage quiz	Pass/Fail	N/A
Clinical Practicum	Pass/Fail	N/A

<25% of graded simulation will be used for this course

A letter grade of “B” (80) is required to progress in all Nursing courses. In addition, a letter grade of “B” (80) or better along with a “pass” clinical evaluation is required to successfully complete all clinical courses. The Clinical Practicum is Pass/Fail. A student must “pass” the clinical component of the course, with a Pass grade, to successfully complete the course. A clinical failure will result in a course failure. The student must pass the clinical component with a satisfactory rating to **continue to progress** in the upper division, as well.

Courses can contain three components: (a) Examinations, (b) Coursework and (c) Clinical. **The student is required to pass the exam component with an average weighted score of 80 (B) by the end of the course to progress in the upper division of nursing.** If the student achieves an average weighted score 80 (B) within the exam component, then all grades (exams and coursework) are combined for the final official overall grade of the course. If the student does not achieve a minimal average weighted score of 80 (B) on the exam component, the grade percentages for all components including exams are not calculated and the official overall grade for the course remains the average weighted score within the exam component.

Letter grades will be derived from a calculation out to one decimal place to the tenths; however, there will be no rounding up of scores. Final grades will be whole numbers. For example, a 79.6 will be recorded as a 79. *(Although rounding is a mathematical principle, the Nursing Program faculty believe there must be a minimum standard, since*

in the nursing profession there are also minimum standards.)

Maintain current CPR certification and program health standards while enrolled in the nursing program. An annual update is required to maintain status of clinical affiliation standards.

Adhere to all policies of the College, Department of Nursing, and clinical agencies.

Attendance Policy - Class

In accordance with Catawba College's academic attendance policy, a student must be present for at least 75% of each scheduled class experience in order to receive credit for the course.

In face-to-face classes attendance will be computed according to the number of class hours and dates of the class meetings.

In an online course attendance will be determined by activity in the class. An absence of activity during any week (example Monday to Sunday) will count as an absence for the period of measuring attendance. Activity includes mail correspondence, discussion board postings, submitted assignments, and assessments.

The classroom is the principal arena for such interaction. Thus, students have an obligation to themselves, to fellow students, and to the faculty member to attend and participate actively in classroom sessions. The class attendance policy followed by the College assigns to each faculty member the responsibility for establishing and communicating to students the specific attendance requirements for his or her courses, consistent with the objectives of the course. Thus, specific course attendance policies will vary from course to course. The attendance policy for each course will be presented to the student in written form, usually as part of the course syllabus, at the beginning of the course and before the end of the drop-add period. The course attendance policy and practices, however, will subscribe to the following general guidelines:

1. Each student is personally responsible for regular and punctual class attendance.
2. A student who misses a class bears personal responsibility for completing any assignment presented during that class to the extent permitted by the nature of the assignment and/or the course syllabus.
3. The faculty member has the option of assigning a failing grade to any student who misses more than one-quarter of the class meetings, but this option must be stated in the course syllabus.
4. Whenever possible, the student should inform the faculty member about an absence and make arrangements concerning missed assignments due to that absence.
5. The student is responsible for initiating discussions with the faculty member about a make-up opportunity for missed assignments or examinations.
6. The faculty member has no obligation to allow or facilitate make-up work except for

absences due to “extenuating circumstances.” The College recognizes three sets of extenuating circumstances: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students’ Office) authorized representation of the College.

7. If an extenuating circumstance is the cause of a student’s missing a class period (or an examination), the student should not view the absence as an exception to the course attendance arrangements, as outlined in the course syllabus, but as a “just cause” for arranging a make-up opportunity. The faculty member, however, will determine the means of compensating for the missed course work or examination.

8. Students should remain in a class for at least ten minutes after the class is scheduled to begin, after which, if the faculty member has not arrived or given word about arriving late, the students may leave without penalty.

Becoming Licensed as a Registered Nurse

Upon graduation, students are awarded the Bachelor of Science in nursing degree. Graduates are encouraged to take a review course to assist in preparing to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Upon successful completion of the NCLEX-RN exam, the state Board of Nursing (BON) grants the privilege to practice as a RN. The BON uses the NCLEX-RN to measure minimal competency for entry-level practice for graduates of approved programs of nursing education. Students should begin the application process with their state of residence during their last semester in the program. Students are responsible for completing and submitting the required documents to the BON. The Chair of Pre-Licensure Programs will submit graduation verification information, exam accommodation forms, and other forms as required by the BON.

Cell Phone Use

Cell phones are not permitted in the classroom, clinical, simulation, and/or lab settings unless permitted by the instructor/faculty for learning purposes. Any student caught with a cell phone during instructional time will be dismissed from the learning experience. If dismissed from clinical, simulation, or lab, the student will receive an Unsatisfactory for the day and subject to failure for the clinical portion of the course. If dismissed from class, the student is responsible for all missed work and if a quiz/exam is given, the student will receive a zero for the quiz/exam.

Conflict Resolution

If a student encounters conflicts or concerns in a nursing class, lab, or the clinical area, the student should *first* approach the faculty member involved in the class, lab, or clinical experience. If an acceptable resolution is not achieved, the student should follow the hierarchical listing below:

1. Course Instructor
2. Chair, Pre-Licensure Program
3. Dean, School of Health Science & Human Performance
4. Provost for College

Emergency Situations

Students should inform family, friends, babysitters, daycare facilities, and/or schoolteachers of their class and lab schedules for notification in case of an emergency.

Guidelines for Scholarly Papers and Course-Related Written Work

Catawba College's Department of Nursing uses the *Publication Manual of the American Psychological Association* (7th ed. APA Manual) as a guide for writing papers and course-related written work. Preparation of written work should contribute to clear communications. Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center, Catawba Writing Center is available on campus if a student needs assistance. Located on the Library Mezzanine.

Honor Code

As a community of scholars Catawba College expects students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. The DON adheres to and supports the Academic Honor Code of the institution. This Academic Honor Code is in the College Academic Catalog. Students in the DON may be asked to sign a statement about academic honesty when completing exams, papers, and other assignments. Students may also be asked to sign additional honesty and confidentiality statements in lab courses.

Information Technology Competencies and Communication

Most communication between faculty members and students will occur through Catawba College email. Faculty will contact students at their Catawba email address. Students should check the personal Catawba email account daily to ensure no critical information is missed. Competencies include, but are not limited to:

Competency	Placement	Student Outcome
Use basic email <ul style="list-style-type: none"> • Send/receive email • Attach documents 	Prerequisite	Students will utilize email in communication with peers, faculty, and advisors.
Word processing	Prerequisite	Students will utilize a word processing program to complete written assignments.
Internet	Prerequisite	Students will utilize an internet browser to access and retrieve information.
Advanced Internet <ul style="list-style-type: none"> • Blackboard Distance Learning System 	Online courses Blackboard orientation and Student user guide	Student will utilize the system, Blackboard Learning to participate in discussion groups, online examining, email and various course assignments.
Electronic Presentations <ul style="list-style-type: none"> • Slides • Speaker Notes 	Prerequisite	Student will utilize electronic media (PowerPoint, etc.) to support presentations if applicable and appropriate to course content.

Name and Address Changes

Students need to keep both Catawba College and the DON informed about changes in their name, address, and telephone number. Students should immediately notify the Registrar's Office of changes and notify the Coordinator of Undergraduate Admissions/Student Records of name changes.

Non-Discrimination

Catawba College admits students of any race, color, and national or ethnic origin. Catawba College nursing students will care for assigned patients regardless of their race, religion, ethnic background, or pathophysiology. When disease transmission is possible, the faculty will ensure the student is aware of the protective precautions necessary and will assist the student as needed.

Patient Confidentiality and the Health Insurance Portability and Accountability Act (HIPAA)

Consistent with ethical practice, it is imperative that nursing students maintain the highest level of confidentiality regarding patients to whom they are assigned in accordance with HIPAA of 1996, Public Law 104-191. Students should keep the Health Insurance Portability and Accountability Act (HIPAA) regulations in mind when collecting data. The patient's right to confidentiality and privacy **must be maintained** at

all times. Students who violate patient privacy are subject to HIPAA infractions by the practicum agency, potential ineligibility to take the NCLEX-RN, possible legal action by other parties, and dismissal from the HSON. All students must read the *Patient Information Confidentiality Commitment for Nursing Students* statement, sign the *Nursing Confidentiality and Consent Form* (Appendix C), and submit it to the DON Administrative Clinical Compliance Coordinator of Student Records.

Recognition and DON Awards

Florence Nightingale Award

This annual award, to a graduating senior the evening of the Pinning Ceremony, honors the qualities of nursing instilled to the profession by Florence Nightingale.

Academic Excellence Award

Clinical Excellence Award

Pinning Ceremony

The department holds the annual Pinning Ceremony the last week of spring classes for all senior students. Student dress code for the ceremony: white nursing uniform (dress or pants) with white socks/hosiery and white shoes.

White Coat Ceremony

In the fall, the Department of Nursing holds a white coat ceremony, marking the mid-point in the student's pursuit of bachelor's degrees in nursing and the start of their clinical training in local hospitals.

Schedule Changes

A calendar is provided for each nursing course on the first day of class. It is the student's responsibility to follow the schedule as planned. The date, time, and location of learning experiences are subject to unavoidable changes due to inclement weather or other events at the professor's discretion. If schedule changes are necessary, the faculty will notify students as soon as possible. Students do not have the authority to change the schedule.

Student Representation

All students are encouraged to provide input on decisions concerning the nursing program. Students are invited to become active in student government and the nursing student organization.

The following list includes a sample of ways that students can become involved in governance:

1. Provide honest and fair feedback to your instructor when asked to complete instructor and course evaluations at the end of a course.
2. Participate in student activities and service projects on campus.
3. Students participate in the governance of the nursing program through representation in nursing faculty meetings and the annual Advisory Board meeting. Faculty members invite students to self-select which students participate.
4. Provide input when your peers are representing your issues at committee meetings and student forums.

Elected junior and senior nursing students are members of two Department of Nursing faculty committees: Curriculum Committee and Student Affairs Committee. Each junior and senior class will elect one person for student representation.

Transportation to Clinical Facilities or Other Required Learning Activities

Students are responsible for arranging and financial obligations related to transportation to and from clinical facilities and other required learning activities.

Withdrawal from Courses

Students should withdraw from courses after consultation with their advisor and course instructor. Students who must withdraw from courses should proceed through the official withdrawal process as stated in the Catawba College Academic Catalog. Students are subject to procedures established by the College for schedule modification deadlines, WP/WF deadlines, and grading deadlines.

Department of Nursing Academic Behavior and Performance Policies and Standards

Academic Credibility

The nursing faculty supports and upholds the academic honor code at Catawba College. All forms of academic dishonesty are prohibited and subject to severe disciplinary action. Faculty members who have reason to believe that a student is guilty of plagiarism or cheating must charge the student according to the Student Honor Code. The statement may be found in the Catawba College Student Handbook or in the Catawba College Undergraduate Catalog.

1. Cheating is willful participation in the unauthorized exchange and/or use of

information while working on an examination, exam, or project designed to evaluate individual performance.

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

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

Civility Policy

The concepts of community and social justice are central to the mission and philosophy of the Department of Nursing at Catawba College. Faculty, students, staff are committed to promoting a healthy and just environment that supports transformative learning, academic integrity, open communication, and personal and professional growth among the diverse members of our academic community. We believe that these commitments are grounded in intellectual openness, in personal and professional accountability, and in the democratic values of inclusivity and mutual respect which are guided by rational discourse and by a relational ethic of care.

We are grateful for the opportunities to learn and work with peoples of diverse ethnic, racial, religious, cultural, political, social, and economic backgrounds as well as with people who are disabled and people of different gender, sexual orientation, and age. Acknowledging the ethics and values that underlie the health professions, it is our belief that these ethics and values should be recognized, practiced, and cultivated in our learning and work environments. Our goal is to increase the awareness of students, staff, and faculty to the importance of civility, its implications, and the behaviors that are

acceptable and not acceptable in our learning community.

Civility is the art of treating others, as well as ourselves, with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communications, practices, and behaviors have on others, and when we acknowledge each person's self-worth and unique contributions to the community as a whole.

As members of the Department of Nursing, we are committed to learning and practicing in ways that support a caring and socially just community. The following are examples of how we create and sustain civility.

1. Support the autonomy and just treatment of self and others by facilitating an open, respectful, and caring environment.
2. Accept responsibility and accountability for one's own behavior when interacting with students, faculty, and staff.
3. Respect and protect the rights and property of others.
4. Speak or behave in a manner that does not disrupt or interfere with the learning or work of others.
5. Practice personal and academic integrity and expect it from others.
6. Demonstrate respect for others by actively discouraging discriminatory conduct, violence, coercion, or intimidation against any member of the academic community.
7. Demonstrate a willingness to listen and be open to hearing the perspectives of others. This includes actively seeking to hear from and making a safe space for voices of dissent.
8. Explore controversial issues through open dialogue and respectful deliberation.
9. Respect freedom of expression while recognizing that such tolerance does not require agreement with expressed ideas.
10. Engage institutional resources and persons to resolve conflict when necessary.

Harassing or discriminatory conduct of any form will not be tolerated. Everyone has the responsibility to foster a safe and supportive learning and work environment. This can include any individual asking others to stop disrespectful or abusive speech and or disruptive behavior. Collectively, faculty, staff and students in the Department of Nursing are responsible for ensuring a safe and supportive learning and work environment.

Failure to comply with the requirements of any of the Civility and/or Behavioral policies in the Department of Nursing or Catawba College Student Code of Conduct may result in a conference with the Chair of Nursing and Dean of the School of Health Sciences and Human Performance or designee to discuss the matter at hand. Should the problem warrant immediate action, the Chair of Nursing may recommend the student be dismissed from the Department of Nursing Program or placed on Behavioral Probation.

The Catawba College Department of Nursing reserves the right to dismiss a student at any time on grounds the College may judge to be appropriate. Each student by his/her own admission to the Department of Nursing recognizes this right of the College and Department of Nursing.

The continuance of any student on the roster of the Department of Nursing, the receipt of academic credit, graduation, and the granting of degree rests solely within the powers of the College and Department of Nursing.

Disruptive behavior and inappropriate behaviors will be broken down into two of its elements and performance: 1) the profession and the Department of Nursing/College has a code of conduct that defines acceptable and disruptive and inappropriate behaviors (Department of Nursing Civility and Behavioral Probation Policies and ANA Code of Ethics), 2) As future nurses and leaders you must manage disruptive and inappropriate behaviors within yourself, among your peers, and others. Examples of uncivil behavior are below but not inclusive:

- Rumoring, gossiping about or damaging a classmate/professors reputation;
- Habitually interrupting as others speak;
- Not paying attention or listening to others who address you;
- Not responding to email, letters or voice mail that requires a reply;
- Sending emails that are inflammatory in nature;
- Speaking with a condescending attitude;
- Yelling or screaming at instructors, peers, or clinical staff;
- Silent treatment;
- Habitually arriving late to class;
- Knowingly withholding information needed by a peer, instructor, or clinical staff;
- Discounting or ignoring solicited input from faculty regarding classroom and/or clinical performance or professional conduct.
- Overruling decision without direct discussion and rationale;
- Not sharing credit for collaborative work or not completing an equitable share of collaborative work assigned;
- Threatening others; this refers to physical threats, verbal/nonverbal threats, and implied threats;
- Displays of temper, tantrums and nonprofessional behaviors in the classroom, clinical and lab;
- Using up supplies or breaking equipment without notifying appropriate staff/faculty;
- Rudeness that ultimately escalates into threatened or actual violence;
- Demeaning of classmates or faculty on social media or technology platforms

Behavioral Probation

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct expected of undergraduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of the School of Health Sciences and Human Performance to place a student on behavioral probation for a minimum of at least one semester.

In conjunction with the American Nurses Association's *Code of Ethics for Nurses with Interpretative Statements* (2015), examples of professional behaviors include, but are not limited to, demonstrating the following:

- Caring, sensitivity, compassion, tact, integrity, and tolerance towards others
- Written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- Responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- Appropriate use of technology to maintain client privacy and confidentiality of medical information, to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on all social media venues
- Appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- Remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

Steps to Implement Behavioral Probation

The following processes will be followed to invoke the consequences that will occur to a student when unprofessional behavior is witnessed and reported by a faculty or staff member of the College, a clinical preceptor, or a fellow student:

- Level I: Warning System
- Level II: Probationary Period
- Level III: Probationary Period Extended or Dismissal of Student

No more than one probationary period involving a given student may be allowed during his/her undergraduate degree program. If behavior does not satisfactorily improve to meet professional standards, the student will be referred to the Chair of Nursing and/or Dean of the School of Health Sciences and Human Performance for a decision regarding student status in the nursing program and at the College, which could result in dismissal as per institutional policy.

Procedures for Addressing Concerns with a Student's Professional Behavior

Please use the following criteria to explain your concerns about student behavior.

It is very important that faculty in the Department of Nursing notify the Chair whenever concerns about student professionalism arise during the semester. Please do not wait until the end of the semester. This intervention is designed to help the student develop a plan to be successful in your course.

Forms are available in the Department of Nursing.

- LEVEL 1: concerns addressed by the professor, improvement plan discussed, department notified in writing, no meeting requested at this time
- LEVEL 2: concerns persist and/or new concerns have arisen, concerns addressed by the professor, written improvement plan developed, department notified in writing, no meeting requested at this time
- LEVEL 3: concerns persist and/or new concerns have arisen, improvement plan not being followed, department meeting requested, student notified

Directions:

1. Discuss your concern with the student (Level 1).
2. Complete a Department of Nursing Student Concern and Student Improvement Plan form and deliver to the Chair of the Department of Nursing (Level 1).
3. A Student Improvement Plan will be developed, which will identify the concern(s) and provide a clear explanation of expectations the student must meet in order to demonstrate satisfactory improvement. A specific date for implementation of the plan will be determined. The student is given a copy of this plan and a copy will be placed in the student's file in the Department of Nursing office (Level 1 and 2).
4. When appropriate, input will be sought from other course instructors.
5. When the concern(s) has/have risen to a Level 3, the Chair and any other personnel who need to be involved will schedule a meeting with the student.
6. Those involved will be notified of the outcome of the meeting(s).
7. If the issue of concern is not resolved, the Dean of the School of Health Sciences and Human Performance will be notified.

Expectations of Classroom Behavior

Faculty and nursing students are expected to arrive to all classes on time and be fully prepared to achieve maximum benefit from class time. In preparation for each 1 hour of classroom interaction, students should be prepared to invest 2-3 hours of study, performing reading, writing, research, and activities that may enable them to achieve course objectives successfully. Students are expected to prepare for class discussion to achieve understanding of concepts and principles related to the course. Teaching style encourages student participation and interactions that enhance disciplined thinking about the subject.

Teacher-student interactions require responsibility on the part of the student and teacher to maintain a relationship conducive to learning. The teacher provides a climate that

communicates caring, enthusiasm for the subject, and preserves student dignity. Students are encouraged to contribute to classroom learning by asking questions, listening to discussion by peers, and participating in activities that promote understanding of course content. Courtesy and kindness is an expectation of the learning community. Distractions, such as using cell phones or other electronic devices, is prohibited during class time, unless receiving prior instructor approval. Students who allow phones to disrupt the class or in any way interfere with an optimum learning experience may be asked to leave the classroom. If the student is removed from the classroom twice, a performance improvement plan will be instituted.

Expectations of Clinical or Practicum Behavior

Faculty and nursing students are expected to arrive on time to all clinical/practicum experiences, fully prepared to achieve maximum learning. Nursing students are expected to prepare for clinical/practicum experiences through reading, writing, research, and activities that will enable them to achieve clinical objectives successfully. Students who are unprepared or are tardy for clinical or practicum have the potential for unsafe patient care and will be asked to leave the clinical site. Students required to leave an off-campus experience will receive an “unsatisfactory performance” for that day. Unsatisfactory clinical or practicum performance will be addressed according to program and course policies. Use of cell phones or other electronic devices is prohibited during clinical or practicum experiences, unless allowed by instructor or preceptor. Students who allow ringing cell phones during clinical or practicum experiences will receive an unsatisfactory grade.

Pre-Licensure Appeals Policy

Pre-Licensure nursing students wishing to appeal a grade must adhere to the policy as listed in the appropriate Catawba College Academic Catalog. Students should not contact the faculty member regarding the appeal while the appeal is in process. Students will be allowed to continue in the program during the appeal process. If a student’s appeal is denied through the College appeals process, the student will be dropped from nursing courses. If the student’s appeal is granted through the College appeals process, the student will continue without a lapse in study.

Pre-Licensure Nursing Program Continuation Policy

When a student must have a break in the continuity of their academic studies toward a degree completion due to academic, financial, physical, medical, emotional reasons, or other circumstances, it is necessary to place a time constraint on continuing in a pre-licensure nursing program. This policy ensures that a student’s knowledge base is current because of the ever-changing nature of the health care environment.

For students who must have a break in the continuity of their academic studies, the following guidelines apply:

1. Students who receive a grade less than a “B” (80) in any nursing course will not progress to the next semester. The student must apply for readmission to the nursing program. The student will be required to complete the program admission application process/requirements and include a letter of academic preparedness. **Student re-entry is not guaranteed and is based on availability of seats and the student’s preparedness to return.**

- a. Student’s detailed plan of academic preparedness to reenter the nursing program: The plan of academic readiness **MUST** address, in detail, why the student wasn’t successful the previous attempt and how the student plans to be successful if readmitted to the nursing program. Readmission requests **WILL NOT** be considered if the student does not submit a detailed plan of academic readiness. The plan must be signed and becomes a contract that the student will follow throughout the remainder of the nursing program. If at any time the student is unable to follow their plan of academic readiness, the student should make changes to the plan, that will help them be successful, under the supervision of assigned nursing faculty. If the student does not demonstrate this level of commitment to their own academic success, they may be asked to withdraw and/or be dismissed from the nursing program.
- b. If the student is re-admitted to the nursing program, the student will meet weekly with an assigned nursing advisor/faculty to ensure the student’s detailed plan of academic preparedness is followed and adjusted accordingly for student success. If student does not demonstrate this level of commitment to their own academic success, they may be asked to withdraw and/or be dismissed from the nursing program.

2. Readmission must take place within a two-year time span or all prior nursing courses will have to be repeated.

3. All requests for re-admission must be accompanied by an admission program application. Each request for readmission will be evaluated on an individual basis by the nursing faculty and will be based upon the selective admission criteria along with plans of academic readiness. ***The Nursing Department DOES NOT GUARANTEE re-admission to the nursing program.***

Timelines for Readmission

	SPRING	FALL
Student failed/Withdrew from Nursing Program	Spring (January – May)	Fall (August – December)
Applications Available	August	January

Applications and Plan of Readiness Due	October 5th	March 5th
Decision to Reenter	By December 1st	By May 1st

- If not successful in NURS 3280 – Pharmacological Applications in Nursing II; student will need to reapply for program re-entry by May 30th to retake fall NURS 3203 and audit NURS 3204 courses.

4. Students withdrawing from the nursing program or completing with less than a “B” in a nursing course may be readmitted to the program a *maximum of one* (1) time. Students must follow the readmission request guidelines outlined above.

5. Beginning Fall 2023, any student requesting readmission to the program will be required to complete a Nursing Remediation course the semester prior to readmission. This course will be taught by nursing faculty and will focus on strengthening academic success strategies and knowledge of previous nursing concepts. This course will include the assigned faculty and weekly meetings from 1a and 1b. This course will either be an additional special topics course or a tutorial and will have a credit our charge per Catawba College policy.

6. Readmitted students will be required to follow the curriculum in place when accepted back into the nursing program.

7. Readmitted students are required to purchase current required textbooks and testing prep learning systems for the course which is being repeated.

8. Readmitted students are required to meet all clinical compliance requirements by Spring admission: January 1st and Fall admission: June 15th. If the student will not be returning to a nursing course for 6 months or greater, a drug screen screening and background check will be required prior to readmission into the program. The drug screening and background check will be at the expense of the student and through the designated compliance program.

9. Students who do not receive an offer of readmission and wish to reapply to the nursing program in subsequent years, must complete a new application in its entirety and fulfill any new pre-nursing or admission requirements that apply.

10. Students that are dismissed from the nursing program while on probation are not entitled to readmission to the nursing program. Students who must have a break in continuity of their academic studies and are on any program probation will not be entitled to program readmission.

11. Upon readmission acceptance to the nursing program, students will be required to complete the following courses for the semester the break in continuity was noted, plus the course not completed or unsuccessful in completing:

Junior 1 Semester (Fall)	*Repeat all the following courses: NURS 3201, NURS 3202, NURS 3203, NURS 3204
Junior 2 Semester (Spring)	*Repeat all the following courses: NURS 3250, NURS 3280, NURS 3312 * if student unsuccessful in NURS 3280; the student will be required to complete NURS 3203 and audit NURS 3204 in the fall junior semester before retaking NURS 3280.
Senior 1 Semester (Fall)	*Repeat all the following courses: NURS 4203, NURS 4211, NURS 4212
Senior 2 Semester (Spring)	Repeat all the following courses: NURS 4302, NURS 4402, NURS 4501, NURS 4514

*If one of the above courses was previously completed successfully, the student may audit the course. Courses that can be audited include: NURS 3201 or NURS 3204, NURS 3312, NURS 4211 or NURS 4212. **No courses in Senior 2 semester may be audited.** Only one course is allowed to be audited each semester of the following semesters: Junior 1 semester; Junior 2 semester; Senior 1 semester. See Catawba College Handbook for policy.

PRELICENSURE EXAM AND REVIEW PROCEDURES

Exams given to students and exam reviews within the pre-licensure programs will follow certain guidelines. The examining and exam review policy for the Department of Nursing is set forth and approved by the faculty. The following guidelines identify items, which are to be applied to the Department of Nursing:

Guidelines

1. All exams and exam reviews will follow the Honor Code Policy located in Catawba College's Academic Catalog.
2. All closed-book exams, computer or paper, and exam reviews will be proctored.
3. All exam items will be reviewed by a minimum of two faculty prior to administration of the exam to students. The review will be for exam rigor and to ensure requirements for question development are ensured.
4. All exam item analyses will be reviewed by a minimum of two faculty members.

Exam Preparation

1. Unit exams should include a minimum of 60 questions for all clinical courses.
2. Comprehensive final exams should include a maximum of 100 questions and count as 20-25% of the course grade.
3. It is recommended that all clinical courses should have a minimum of 3-unit exams and one comprehensive final comprehensive. Non-Clinical courses should consider an equivalent of exam rigor.
4. Quiz format is at the discretion of the faculty.

5. Exam questions are derived from student learning objectives for each unit on the Lesson Plan.
6. Weighting of exams and other assignments is established in each course syllabus.
7. Nursing exams progress from non-critical thinking questions to most critical thinking questions. An exam blueprint will be used to develop the exam. This is not a blueprint for students to use to study for the exam. The blueprint is to ensure requirements for question development are maintained. The exam blueprint will be given to students a minimum of 5 days prior to the exam administration date.
8. Nursing exams are modeled after the NCLEX® Exam Plan. All question types may include exhibits of multimedia, tables, graphics, sound, and video. Question types may include but are not limited to:
 - a. Multiple response
 - b. Multiple choice
 - c. Fill-in-the-blank
 - d. Calculations
 - e. Hot spot
 - f. Drag-and-Drop/Ordered Response items
 - g. NGN formatted questions and case studies

Exam Construction

Exam Construction – Types of Questions

As appropriate to course, all exams should comply with current NCLEX-style format as noted at www.ncsbn.org (multiple-choice, alternative format, multiple-select, chart exhibit, hot spots, etc.).

Exam Construction NGN Leveling

Recognize Cues	Analyze Cues	Formulate Hypothesis	Semester	Generate Solutions	Take Actions	Evaluate Outcomes	Total w/o Case Studies	Complete Case Studies*
Standalone Questions/ Traditional Questions								
25	18	5	Junior 1	2	2	2	54**	1
12	12	8	Junior 2	6	5	4	48**	2
7	7	7	Senior 3	7	7	7	42**	3
7	7	7	Senior 4	7	7	7	42**	3***

*There are 6 questions per case studies

**At the discretion of the course instructor, there may be more questions on the exam. These questions will be in addition to the minimum requirements of this policy.

***Senior 2 students will practice more than 3 case studies during Senior Seminar. Minimum in this policy is to avoid too much weight put into Public Health Nursing and to ensure that the clinical courses in the senior year all have an equal weight of clinical judgement exam questions.

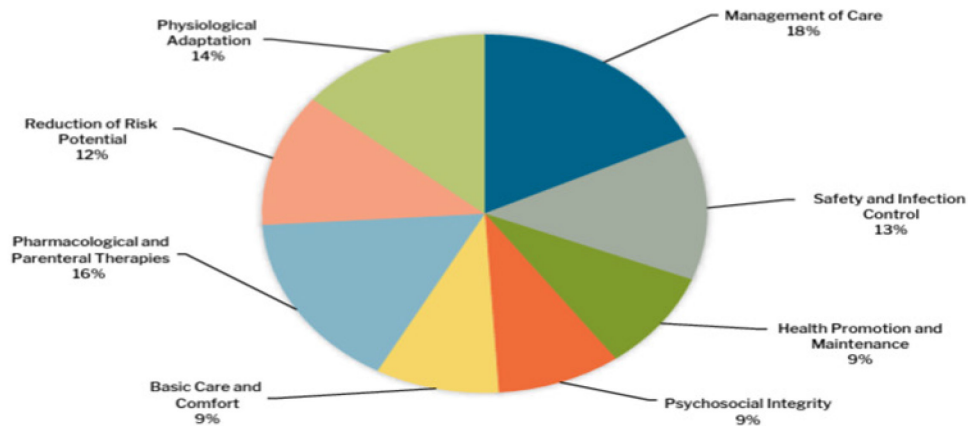
NCLEX Exam Blueprint

Distribution of Content

The percentage of test questions assigned to each Client Needs category and subcategory of the NCLEX-RN Test Plan is based on the results of the *Report of Findings from the 2021 RN Practice Analysis: Linking the NCLEX-RN® Examination to Practice* (NCSBN, 2022) and expert judgment provided by members of the NCLEX Examination Committee (NEC). In addition to the Client Needs categories and subcategories listed below, clinical judgment processes are explicitly measured by 18 case study items (i.e., three item sets) and approximately 10% stand-alone items, which will be selected depending on exam length.

Client Needs	Percentage of Items from Each Category/Subcategory
Safe and Effective Care Environment	
• Management of Care	15–21%
• Safety and Infection Control	10–16%
Health Promotion and Maintenance	6–12%
Psychosocial Integrity	6–12%
Physiological Integrity	
• Basic Care and Comfort	6–12%
• Pharmacological and Parenteral Therapies	13–19%
• Reduction of Risk Potential	9–15%
• Physiological Adaptation	11–17%

DISTRIBUTION OF CONTENT FOR THE NCLEX-RN® TEST PLAN



NCLEX-RN Examinations are administered adaptively in variable-length format to target candidate-specific ability. To accommodate possible variations in examination length, content area distributions of the individual examinations may differ up to $\pm 3\%$ in each category.

*Adapted from the 2023 NCLEX-RN® Exam Plan

Exam Administration and Exam Review Security and Integrity Guidelines

1. Exam administration on scheduled exam day.

- a. No additional items should be brought to the examining room by the student, unless approved by the faculty. All student possessions (backpacks, cell phones, hats, smart watches, water bottles, candy, etc.) must be left at the front of the room. The student may have nothing but a dry erase board, eraser, and marker, provided by faculty, during the exam period.
- b. For in-class reviews, students must place all items at the front of the class.
- c. If any personal items are found in the student's possession, the student will be dismissed from the exam, exam review, or concept review, receive a grade of zero (0) for the exam, and an Academic Dishonesty Report will be filed.
- d. Students are not allowed to wear hats, beanies, caps, hoodies, or jackets during exams. If a hat, cap, or jacket is worn on exam day, it will be placed in a location in front of the classroom. No headphones/earbuds/Air Pod, etc. are allowed during the exam.
- e. No personal calculators can be used during exam.
- f. Students will not walk during exams; students should raise their hands for questions and faculty will come to them to answer questions or collect the exam items.
- g. During an exam or exam review, students are not allowed to leave the room until the professor has collected the student's exam materials.
- h. Faculty will not allow changes to the room tables or environment or special accommodations except through the Catawba College Disability Services.
- i. Students are not allowed to change seats or leave the classroom during the exam time unless at the professor's discretion.
- j. Students are not allowed to keep exam questions, exam answers, copy questions or answers (physically or electronically) from the exam at any time during the exam or exam review, or discuss the exam outside of class until all students have had the opportunity to complete the exam. A student engaged in any of these activities, will be dismissed from the exam or exam review, receive a grade of zero (0) for the exam, and an Academic Dishonesty Report will be filed.
- k. The faculty will provide students with a white board, eraser, and pen for exams and if requested the Department of Nursing Strengths and Opportunities or other Exam Review Form for exam review. All paper and form(s) must be turned in with the exam.
- l. If administering a group exam in a classroom setting, the students will remain seated for the duration of the original exam and will not be permitted to leave the exam room. No group exam will be administered for remote proctoring exams.
- m. When time permits, students will work in groups to take a group exam after the administration of the unit exam. This will be a paper exam or ExamSoft exam of the same exam administered through ExamSoft. Students earning an "A" on the group exam will have 3 points added to their individual grade; those earning a "B" on the group exam will have 2 points added to their individual grade; those earning a "C" or below will earn no points.

Remote Examining Exceptions

In the event examining on campus is not possible (e.g., pandemic), remote proctoring may be utilized for exam administration. Remote proctoring guidelines are governed by the exam proctoring service, and include the following exceptions:

1. Students must have a functioning webcam and microphone
2. Use of scratch paper and pencil is not allowed, instead the “notes” feature in Exemplify will be used
3. No headphones/earbuds/Air Pod, etc. are allowed during the exam. Students are not allowed to wear hats, beanies, caps, hoodies, or jackets during exams.
4. No breaks allowed during the exam except with accommodations through the Catawba College Disability Services
5. Preliminary grades will be released within 24 hours of the exam day/time and grades will be finalized once the remote proctoring video has been reviewed
6. If instances of academic dishonesty are observed, the student will receive a grade of zero (0) for the exam, and an Academic Dishonesty Report will be filed
7. Students will be unable to review missed questions from remotely proctored exams, however, a student may schedule a meeting with the professor for exam analysis to review missed topics/categories
8. All other DON guidelines will be followed during remote proctoring examining (e.g., no talking out loud, no notes/textbooks, cell phones, etc.)

Exam Review Guidelines

1. All exam reviews are to be in group review format to protect exam security. Allowances may be made on a limited basis for absences or illness at the professor's discretion.
2. Exam review sessions are open to all students in the course; however, students scoring below 85 are required to stay and review the exam. During this in class review, students will be given the printout or electronic version of incorrect questions and the Loma Linda Form. Students will be given time to review missed questions and rationales. All review materials will be collected at the end of the review session. Students scoring below 85 will be required to complete the Loma Linda form and meet with the course faculty.
3. Students who attend the group session review are allowed to schedule an individual meeting with faculty for general areas for improvement, but it is only under the discretion of the faculty will they be allowed to review the exam again.
4. In the event the student is unable to attend the group review session (illness, College sponsored event, etc.), the student should schedule an individual review within 1 week of the original exam date.
5. The final exam cannot be reviewed individually or as a small group.
6. Exam reviews are a privilege and for learning purposes. Any student that becomes argumentative or aggressive during the review will be dismissed.

General Examining Guidelines

1. Final grades will be released following the completion of the last final exam of the semester for each cohort.

Special Accommodations

The NCLEX exam is not available in paper/pencil format. To prepare students for the NCLEX exam, the nursing program does not permit paper/pencil exams for unit exams or finals. Paper/pencil formatted exams are used rarely in the nursing program. Exceptions may include group examining or math proficiency exams, or electronic examining problems.

Catawba College is committed to equal educational opportunities for qualified students with disabilities in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. The purpose of the Academic Access Ability Office is to assist students with disabilities to realize their academic and personal potential. Students with disabilities who wish to request accommodations are to contact Daryl Bruner (drbruner16@catawba.edu) for an appointment. All requests for accommodations need appropriate advance notice by the student to avoid a delay in services.

For Online Nursing Program Courses

1. Quizzes and exams will be administered online unless otherwise specified by faculty. At course faculty discretion, quizzes and exams may be administered in a proctored learning environment.
2. Students taking quizzes and exams online are required to work independently without the use of textbooks, notebooks, or audio, visual, or written input from others. Only the student enrolled in the course must take all exams and quizzes. Work submitted online must be work completed by the student only. Students should not be taking quizzes or exams with a partner.
3. Quizzes and exams that are given online will have date and time limitations for when the exam will be available. Exams will automatically be submitted at the end of the time limit indicated, whether the student has answered every question. Any student who fails to take the quiz or exam during the time frame allotted will receive a grade of zero for that assessment. Specific information will be outlined in course instructions.
4. Each quiz or exam may be submitted one time only. No re-take of any exam or portion of an exam is allowed.
5. If it is determined that the student has been dishonest, a grade of "F" will be issued for the course and the student will be withdrawn from the Nursing Program.
6. If a student misses a unit exam: The weighted percentage of the exam missed will be added to the comprehensive final exam percentage. For example, if the missed exam is worth 20% of the grade and the final exam is 30%, the final exam weight would be 50%.

The Exam Analysis Procedure (EAP)

The following steps make up the exam analysis procedure for a student scoring < 85 on a unit exam:

1. The student and instructor/learning facilitator become aware that the student has a problem with taking exams.
2. The student scoring <85 is required to complete an exam analysis.
3. The student and instructor/learning facilitator who is doing the analysis, discuss the EAP Summary of Exam techniques.
4. The student reviews each question missed on the exam. The student uses the exam techniques to answer these questions. (The student does not look at his former answer or at the correct answer on the answer key).
5. The student identifies the main category and specific problem or contributing factor for why the student missed each question.
6. The student records why each item was missed on the exam analysis worksheet.
7. The student totals the number of items missed and the percentages for each specific problem and each main category.
8. Suggested interventions are developed with input from the faculty and recorded on the Suggestions to Improve Exam Performance checklist.
9. A copy of the exam analysis is given to the student, and another is retained in the student's record.
10. Follow-up appointments (or referrals) for help with exam skills, tutoring, counseling and evaluation of progress are made.

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Summary of Exam Techniques for Multiple Choice Questions

A. Be Sure You Know What The Question is Asking

- ◆ Read question carefully.
- ◆ Underline important words.
- ◆ Try to answer the questions yourself before you look at the answer options.
- ◆ Create a pool of possible answers (jot down key word(s) for each)

B. Consider Each Option Carefully

- ◆ Compare answer options given on exam with your own pool of possible answers.
- ◆ Re-read the question carefully.
- ◆ Read the answer options carefully underlining key words.
- ◆ Mark each answer option as either true, false, T?, F?, or ?.

C. Use Your Knowledge When Choosing the Best Answer

- ◆ Choose your answer based on what you have learned in the course. Example: Choose answer marked true above one marked?
- ◆ Do not choose an answer just because "it sounds good" if you have not heard of it before (in lecture or textbook)—it may be a cleverly worded distractor.

D. Use Your Time Wisely

- ◆ Do not spend too long on any one question.
- ◆ Read the question and answer options carefully (twice if necessary).

- ◆ If you are not sure which choice is correct, guess and mark the question number so you can come back to it if you have time.
 - ◆ Do not be in a hurry to leave. Check your paper to be sure you have answered all questions.
 - ◆ Check carefully for clerical errors (marking wrong answer by mistake).
 - ◆ Read each stem with the answer you have marked to be sure it makes sense.
- E. If You Do Not Understand The Question or Answer Option Ask For Help
- ◆ Ask the instructor to clarify what is not clear.
 - ◆ Ask the instructor to “restate” a confusing question or option.
- F. Do Not Change Your Answers
- ◆ The only time you should change an answer is when you know why the first answer is wrong and/or why the second answer is right.
 - ◆ Never change an answer just because you feel uncertain.

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Loma Linda University – Objective Exam Analysis Worksheet

Student _____ Course _____ Exam _____

Grade _____ Date _____

	LACK OF KNOWLEDGE				ENGLISH SKILLS				EXAM ANXIETY				EXAM SKILLS				OTHER (SPECIFY)	ANALYSIS RESULTS						
	Test item missed	Reading/textbook	Inadequate notes	Application of knowledge	Poor retention	Other	Reading comprehension	Reading speed	Vocabulary	Other	Decreased concentration	Mental block	Forgot to use exam techniques	Other	Did not focus on what question asked	Failed to consider options carefully As T, F, ?, T?, or F?,)	Poor use of time		Changed answer	Carelessness/clerical errors	Did not write own answer first	Other	Other	

Name: _____ Date: _____ Class: _____

Priority # _____ Lack of Knowledge of Subject Matter

- _____ 1. Use study guide/objectives/specific class guidelines to identify important content while reading textbook.
- _____ 2. Write out key points from #1 and use for later review.
- _____ 3. Take careful notes during class.
- _____ 4. As soon as possible after class and at the end of each week review #2 and #3 from above
- _____ 5. Participate in study group each week.
- _____ 6. Use NCLEX-RN review books to review important content and to practice application on review questions.
- _____ 7. Predict exam questions. Use these for group review.
- _____ 8. Schedule time to review each lecture carefully before each exam.
- _____ 9. Note weak areas such as pathophysiology, medication side effects, lab values, etc.
- _____ 10. Other: _____

Priority # _____ Exam-taking skills

- _____ 1. Read each question carefully and underline or circle key words.
- _____ 2. Give your own answer (write down a few words BEFORE looking at choices given on exam).
- _____ 3. Mark each answer choice as T, F, ?, ?T, or ?F.
- _____ 4. Choose the best answer based on what you learned in this class.
- _____ 5. Don't change an answer unless you know why the first answer is wrong. (Never change an answer just because you feel uncertain).
- _____ 6. Practice application of knowledge using case studies and NCLEX-RN review questions.
- _____ 7. Other: _____

Priority # _____ English Language/Vocabulary

- _____ 1. Look up vocabulary terms/new words identified in reading assignment, lecture, and study groups, etc.
- _____ 2. Write out the meanings of these words, note pronunciation and use them in a sentence, make flash cards or write them in a notebook.

- _____ 3. Drill on these words several times each week.
- _____ 4. If you don't understand an exam question or answer choice ask the instructor for clarification.
- _____ 5. Other: _____

Priority # _____ Exam Anxiety

- _____ 1. Over-prepare for exams so that you feel confident about your knowledge.
- _____ 2. Use recommended exam skills on every question. This helps you think logically.
- _____ 3. Use positive self-talk- i.e. "I know these concepts", "I am going to do well on this exam".
- _____ 4. Don't spend too long on a difficult question. This lowers your confidence and increases anxiety. Read it carefully 2xs, guess and move on to easier questions. Come back later if you have time.
- _____ 5. Pray that God will help you feel calm, remember what you have learned and apply knowledge and exam skills.
- _____ 6. Practice relaxation techniques (deep breathing, etc.) so you can use them p.r.n.
- _____ 7. Other: _____

Priority # _____ Other (Please Specify Below):

STANDARDIZED ATI® EXAMS

Expectations of Students for use of ATI® products:

1. The Department of Nursing has designated ATI® the vendor for the nationally standardized assessment exams to be utilized in the pre-licensure BSN curriculum.
2. Standardized exams are used to gauge learner comprehension, critical thinking, and assist the learner in preparing for the NCLEX-RN®.
3. Students will be required to participate in practice assessments, case studies, and other activities during each semester of the program to prepare for the proctored standardizes assessment exams. Scores and identified areas for growth should be used by students to remediate in preparation for the exit exam.
4. Students will be required to take specified timed proctored assessment exams as part of designated nursing courses throughout the curriculum. A comprehensive predictor assessment exam will be given in the final semester of the program. Students earning below the recommended score are strongly encouraged to take a review course prior to taking the NCLEX-RN® exam.

- Students will be required to remediate on all assessments including proctored, practice, math, video case studies, Real-Life scenarios, and receive the minimum passing scores on Skills modules and other assessments of learning.

ATI® Examining Policy

As a component of the pre-licensure programs, students are required to complete the ATI® Proctored Assessments as designated in each course syllabus. Faculty members will issue online student access to non-proctored and proctored exams. Students will also attend a NCLEX-RN prep course with successful completion of the pre-licensure program. There will be a student fee associated with pre-licensure courses to pay for the cost of ATI® program.

Students are required to take the focused review exams as part of their preparation for taking the proctored exams. All proctored exams will be taken in an on-campus classroom/lab under supervision of nursing faculty members unless a secure browser lockdown is utilized. Make-up exams will be proctored on-campus at a location determined by nursing faculty, under supervision of nursing faculty members.

Proctored exams will be figured as part of the course grade. ATI® exam scores should indicate minimal proficiency. Completion of remediation will not count toward a student grade. Remediation is required for scores less than minimal proficiency. Students will be responsible to remediate and complete any course activities that are included in remediation.

All course syllabi are to include the calculation percentage for the proctored exams(s).

CMS and CBC GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 5% of the course grade. This sample assumes a 100-point course.)

PRACTICE ASSESSMENT	
4 points	
Complete Practice Assessment A.	Complete Practice Assessment B.
<i>Remediation:</i>	<i>Remediation:</i>
<ul style="list-style-type: none"> Minimum 1-4 hour Focused Review on initial attempt For each topic missed, complete the following as part of the required remediation process* Take Post Study Quiz (if available)** AND 	<ul style="list-style-type: none"> Minimum 1-4 hour Focused Review on initial attempt For each topic missed, complete the following as part of the required remediation process* Take Post Study Quiz (if available)** AND
1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan 3. If received Level 3: Reexam Level 2: 3 Critical Points & Reexam Level 1 or Below: - 3 Critical Points - Individual Meeting with Faculty	1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan 3. If received Level 3: Reexam Level 2: 3 Critical Points & Reexam Level 1 or Below: - 3 Critical Points - Individual Meeting with Faculty

- Additional ATI Assignments @ discretion of faculty - Reexam		- Additional ATI Assignments @ discretion of faculty - Reexam	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
Remediation = 2 points: <ul style="list-style-type: none"> • Minimum 1 hour Focused Review • For each topic missed, complete the following as part of the required remediation process: <ol style="list-style-type: none"> 1. Review ATI Assessment Report and identify missed topics 2. Complete Strengths & Opportunities Plan for all categories 	Remediation = 2 points: <ul style="list-style-type: none"> • Minimum 2-hour Focused Review • For each topic missed, complete the following as part of the required remediation process: <ol style="list-style-type: none"> 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points for each topic 	Remediation = 2 points: <ul style="list-style-type: none"> • Minimum 3-hour Focused Review • For each topic missed, complete the following as part of the required remediation process*: <ol style="list-style-type: none"> 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points 4. Individual meeting with Faculty 5. Additional ATI Assignments @ discretion of faculty 6. Proctored Assessment Retake 	Remediation = 2 points: <ul style="list-style-type: none"> • Minimum 4-hour Focused Review • For each topic missed, complete the following as part of the required remediation process*: <ol style="list-style-type: none"> 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points 4. Individual meeting with Faculty 5. Additional ATI Assignments @ discretion of faculty 6. Proctored Assessment Retake
10/10 points	9/10 points	7/10 points	6/10 points
No retake required	No retake required	Retake Required	Retake Required

*Handwritten 3 Critical Points

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

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

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 10% of the course grade. This sample assumes a course worth 100 points.)

PRACTICE ASSESSMENT	
4 points	
Complete Practice Assessment A.	Complete Practice Assessment B.
<i>Remediation:</i>	<i>Remediation:</i>
<ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt 	<ul style="list-style-type: none"> • Minimum 1-hour Focused Review on initial attempt
<ul style="list-style-type: none"> • For each topic missed, complete the following as part of the required remediation process* 	<ul style="list-style-type: none"> • For each topic missed, complete the following as part of the required remediation process*

<ul style="list-style-type: none"> Take Post Study Quiz (if available)** AND 		<ul style="list-style-type: none"> Take Post Study Quiz (if available)** AND 	
1. Take Post Study Quiz (<i>if available</i>) 2. Review ATI Assessment Report 3. Complete Strengths & Opportunities Plan 4. Complete 3 Critical Points 5. Additional Assignments @discretion of faculty		1. Take Post Study Quiz (<i>if available</i>) 2. Review ATI Assessment Report 3. Complete Strengths & Opportunities Plan 4. Complete 3 Critical Points 5. Additional Assignments @ discretion of faculty	
STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing Predictability = 4 points	90% or above Passing Predictability = 3 points	85% or above Passing Predictability = 1 point	84% or below Passing Predictability = 0 points
Remediation = 2 points: <ul style="list-style-type: none"> Minimum 1-hour Focused Review For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report and identify missed topics 2. Complete Strengths & Opportunities Plan for all categories	Remediation = 2 points: <ul style="list-style-type: none"> Minimum 2-hour Focused Review For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points for each topic	Remediation = 2 points: <ul style="list-style-type: none"> Minimum 3-hour Focused Review For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points 4. Individual meeting with Faculty 5. Additional ATI Assignments @ discretion of faculty 6. Proctored Assessment Retake	Remediation = 2 points: <ul style="list-style-type: none"> Minimum 4-hour Focused Review For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. Complete Strengths & Opportunities Plan for all categories 3. 3 Critical Points 4. Individual meeting with Faculty 5. Additional ATI Assignments @ discretion of faculty 6. Proctored Assessment Retake
10/10 points	9/10 points	7/10 points	6/10 points
<i>No retake required</i>	<i>No retake required</i>	<i>Retake Required</i>	<i>Retake Required</i>

*Handwritten 3 Critical Points

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

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

ATI® Strengths and Opportunities Plan

Student: _____ **Date:** _____ **Course:** _____

ATI Exam: _____ **Exam Grade:** _____ **Faculty:** _____

Review your ATI® Focused Review Report for the exam

Below, check the areas that are designated “AT RISK” or included in the Focused Review for this exam

<p>Nursing Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessment <input type="checkbox"/> Diagnosis <input type="checkbox"/> Outcomes/Planning <input type="checkbox"/> Implementation <input type="checkbox"/> Evaluation 	<p>NCLEX-RN® Client Needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Management of Care <input type="checkbox"/> Safety and Infection Control <input type="checkbox"/> Health Promotion and Maintenance <input type="checkbox"/> Psychosocial Integrity <input type="checkbox"/> Basic Care and Comfort <input type="checkbox"/> Pharmacological and Parenteral Therapies <input type="checkbox"/> Reduction of Risk Potential <input type="checkbox"/> Physiological Adaptation
<p>QSEN Competencies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Evidence-Based Practice <input type="checkbox"/> Informatics <input type="checkbox"/> Patient Centered Care <input type="checkbox"/> Quality Improvement <input type="checkbox"/> Safety <input type="checkbox"/> Teamwork & Collaboration 	<p>Concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acid-base Balance <input type="checkbox"/> Addiction <input type="checkbox"/> Cellular Regulation <input type="checkbox"/> Clotting <input type="checkbox"/> Cognition <input type="checkbox"/> Coping <input type="checkbox"/> Culture <input type="checkbox"/> Development <input type="checkbox"/> Elimination <input type="checkbox"/> Family Dynamics <input type="checkbox"/> Fluid & Electrolytes
<p>Concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Function <input type="checkbox"/> Gas Exchange <input type="checkbox"/> Glucose Regulation <input type="checkbox"/> Health Promotion <input type="checkbox"/> Hormonal Regulation <input type="checkbox"/> Immunity <input type="checkbox"/> Infection <input type="checkbox"/> Inflammation <input type="checkbox"/> Intracranial Regulation <input type="checkbox"/> Metabolism <input type="checkbox"/> Mobility <input type="checkbox"/> Mood <input type="checkbox"/> Nutrition <input type="checkbox"/> Oxygenation 	<p>Concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pain <input type="checkbox"/> Other: <input type="checkbox"/> Perfusion _____ <input type="checkbox"/> Psychosis _____ <input type="checkbox"/> Reproduction _____ <input type="checkbox"/> Role of the Nurse _____ <input type="checkbox"/> Safety _____ <input type="checkbox"/> Sensory _____ <input type="checkbox"/> Sexuality <input type="checkbox"/> Spirituality <input type="checkbox"/> Stress <input type="checkbox"/> Thermoregulation <input type="checkbox"/> Tissue Integrity <input type="checkbox"/> Violence

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Consider these questions as you prepare your Strengths and Opportunities Plan:

I studied/prepared for this exam by doing the following:

- Reading prior to class at least 80% of time.
 - Reading after class and/or before the exam at least 80% of the time.
 - I created my own study tools to review.
 - Reviewing class handouts/notes at least 80% of the time.
 - Participating in a study group
 - Attending study hall (Rx for Success) ____ times
 - Doing NCLEX®-style review questions
 - Completing content-related ATI Activities: _____
 - Studied mostly the day/night before the exam
 - Studied several times per week between classes and the exam
 - Using online resources available with the textbook at least 80% of the time
 - Completed a Practice Exam
 - Remediated after an exam
 - Other: _____
-

I missed exam questions mainly due to:

- Not remembering the content
 - Missing key words in the stem or answers
 - Reading too quickly, assuming what the question was about
 - Not using clinical judgement or decision-making
 - Read too much into the question
 - Not understanding the question
 - Finding the questions too complex
 - Not prioritizing
 - Narrowing the answer to 2 choices but choosing the wrong answer
 - Difficulty in applying information that I just know a little about
 - Not having enough time
 - Guessed at the answer
 - Other: _____
-

Learning Contract

I understand that the attached recommendations are to help me be successful in this course. I agree to complete a minimum of 1-4 hours of remediation using the attached Remediation Grid and submit verification to faculty prior to _____. I will complete one hour of Remediation for each of the 4 Concept/Exemplar areas on page 1 in which I received the lowest score (on the Practice and Proctored Exams).

The 4 Concepts I need to work on the most are:

1. _____
2. _____
3. _____
4. _____

I will remediate using:

- ATI® 3 Critical Points**
- ATI® Post Study Quiz**
- ATI® Assignments at the Discretion of the Faculty:**

While remediating these concepts, I will consider my scores in the *Nursing Process, NCLEX® Client Needs, and QSEN Competencies* to further enhance my performance.

In addition to the above, I plan to make the following changes in my studying in preparation for the next practice or proctored exam:

Deadline for completion: _____

Student Signature

Date

I agree to make the above resources available to the student and to support activities to promote student success in this course.

Faculty Signature

Date

Please retain a copy for your records, give a copy to the student & the student's advisor, and place a copy in the student's folder.

Students scoring below Level 2 on the Proctored Assessment: STUDENTS NEED TO MAKE A MINIMUM OF LEVEL 2 on the RETAKE. Failure to make a Level 2 on a proctored retake will result

in additional remediation per faculty discretion.

“Three Critical Points”

Identify the three critical (most important) points for each topic. Use whatever reliable evidence-based resources necessary to remediate each topic (ATI eBook, course textbook, UpToDate, etc.). Cite your sources (APA formatting not required).

Include the following reflection with each of your topics

- *How do the 3 critical points help you understand*
 - *why your answer was not the best answer? **OR***
 - *how you can deliver better care for the client? **OR***
 - *the impact on your clinical reasoning regarding care priorities for the client?*



Student name			
Assessment name/date			
# of incorrect topics			
Topic	NCLEX Client Need Category	Three critical points	Reflection on critical points

Social Media and Electronic Communication

Catawba College is an advocate of responsible social networking and caring, respectful electronic communication. The following guidelines should help nursing students to use this technology appropriately and avoid breaches in professionalism and confidentiality:

1. Be thoughtful of how you present yourself. Use mindful, intentional language that expresses your values and belief systems. Do not post inappropriate pictures/videos that can be misunderstood or misinterpreted by others. Global sharing of ideas and opinions requires respectful and responsible interactions and communications. Your cyber-footprint may result in legal and professional consequences.
2. Adhere to professional standards of conduct. **Do not post anything referring to a patient, facility, faculty, or college- even without identification.** Students are held responsible for adhering to policies related to HIPAA and Patient Confidentiality. Obtain written consent before posting copyrighted material.

If DON faculty are aware that inappropriate communications or images are posted, serious consequences can result which include, but are not limited to, dismissal from the DON. Students will be held accountable for the proper use of all social networking sites.

DON faculty (full-time, part-time, and adjunct) must maintain a professional relationship with all students enrolled in any Catawba College Nursing program. Faculty will not communicate, correspond with, or “friend” any current Catawba nursing student on a social networking site, unless required for professional purposes or a course assignment. Office numbers should be listed on course syllabi. Catawba email addresses should be the primary method for student communication. Faculty should use discretion when communicating with students on personal cell phones.

Technical Standards Policy

These technical standards are required abilities for effective performance in Catawba College Department of Nursing (DON) programs. The following general abilities have been identified as necessary to meet the technical standards of progression in the nursing programs. The student will read and sign the Confidentiality and Consent form and submit to the DON. Any change in abilities will require written notification to the DON accompanied by healthcare provider documentation. A student is expected to perform these standards independently. The following general abilities will be evaluated throughout the program.

1. Visual, Auditory, Tactile and Olfactory Abilities
 - a. Sufficient abilities to allow him/her to gather data from written reference materials, oral presentations, demonstrations and observations of a patient and his/her environment.
 - b. Sufficient ability to perform health assessment and interventions; obtain diagnostic specimens and information from digital, analog, waveform representations of physiologic phenomena to determine a client's condition.
 - c. Example of relevant activities:
 - i. Detect changes in client and environment through chart review, physical assessment, and other health parameters
 - ii. Assess and intervene safely on the client's behalf
2. Communication Abilities
 - a. Ability to communicate, comprehend, read, and write in English at a level that allows for accurate, clear, and effective communication.
 - b. Ability to communicate with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communications, such as interpretation of facial expression, affect and body language).
 - c. Required communication abilities, including reading, writing, language skills and computer literacy.

- d. Examples of relevant activities:
 - i. Retrieve, understand, and use information (e.g. lab reports, computer data, progress reports, care plans) to communicate effectively with others.
3. Motor Abilities
- a. The student must have the strength, mobility, and endurance to perform psychomotor skills required for nursing care in any setting.
 - b. Examples of relevant activities:
 - i. Perform CPR
 - ii. Safely move or transfer clients
 - iii. Lift or carry objects weighing 25 pounds
 - iv. Manipulate small equipment such as syringes, vials, and ampules
 - v. Complete assigned period of clinical practicum (from 5 to 12 sequential hours).
4. Behavioral, Interpersonal, and Emotional Abilities
- a. Student must be able to adapt to ever-changing environments displaying flexibility, and function effectively during stressful situations inherent in clinical situations involving clients and families.
 - b. Student must be able to accept criticism and respond by appropriate modification of behavior.
 - c. Examples of relevant activities:
 - i. Adhere to the professional nursing and student honor code
 - ii. Remain calm, exercise good judgment, and promptly complete all responsibilities in care of clients
 - iii. Exhibit a mature, sensitive, and effective therapeutic relationships with others
5. Cognitive, Conceptual and Quantitative Abilities
- a. Student must have the ability to read and understand written documents in English including measurement, calculation, reasoning, analysis, and synthesis.
 - b. Student must have the ability to process and understand information and demonstrate the ability to establish a plan of care and set priorities, develop problem-solving skills, and make decisions reflecting consistent and thoughtful analysis of appropriate information throughout the course of study.
 - c. Examples of relevant activities:
 - i. Accurately calculate and administer medications
 - ii. Collect, analyze and prioritize data
 - iii. Synthesize and apply theory to client situations

Department of Nursing Clinical Behavior and Performance

Policies and Standards

General Clinical Information

Students must have admission criteria met including TB, CPR, all immunizations (except flu vaccine), and drug and background screen that are required for clinical.

The Administrative Clinical Compliance Coordinator will review clinical information and will run reports in Complio – American Databank, Castle Branch and/or myClinicalExchange to determine students with missing clinical documentation. Students without a “Green Checkmark” indicating the orientation requirements have not been uploaded and/or approved, will not be allowed to participate in clinical until modules are completed. Students will then need to meet with the Administrative Clinical Compliance Coordinator to prove requirements were uploaded.

Students who fail to complete the requirements by the due date will receive an unsatisfactory for the clinical grade and will not be allowed to attend clinical until the requirements are met in American Databank, or myClinicalExchange. This could result in clinical failure for absences (refer to attendance information in clinical syllabus). The Administrative Clinical Compliance Coordinator will notify the student as soon as the due date passes to inform them of delinquency and inability to attend clinical, however the student will remain enrolled in nursing courses this semester and incur absences.

The Administrative Clinical Compliance Coordinator will keep track of continuing clinical requirements. Students with outstanding requirements later in the semester (flu vaccine, CPR expired, etc.) will not be able to continue with nursing clinical until items are updated. American Databank sends emails with approaching due dates so students will be aware. The Compliance Coordinator will notify students when the due date has passed and will remove the student from the clinical schedule until such time as the items are turned in. The student will be placed back in nursing courses when all requirements have been met, however, the student is not guaranteed that missed clinical will be available to make up.

All students must maintain CPR, TB, flu vaccine, and any other out-of-date immunizations to remain in the nursing program. Students must maintain all clinical requirements regardless of out of clinical for a semester. An exception may be made at the Administrative Clinical Compliance Coordinator’s discretion for a student who will not be in clinical again prior to graduation (e.g., repeating one nursing class prior to graduation). If you repeat a nursing course, you are required to pay for and complete a second drug screen and background check, due to 6 months passing between re-entry into the program.

Clinical Attendance and Tardiness

Students are expected to be present, on time, and prepared for all clinical experiences including simulation days; this includes adherence to clinically appropriate dress guidelines. In case of emergency or extenuating circumstance (the College recognizes three sets of extenuating circumstances: severe personal illness, death in the immediate family, or (when announced in advance through the Dean of Students' Office) authorized representation of the College), students are expected to notify the clinical instructor AND the clinical unit as early as possible PRIOR to the scheduled experience. Students must provide a doctor's note to the instructor for illness or injury or an obituary for a death **AND meet with the Department Chair within 48 hours of the missed clinical day.** The doctor's note and obituary must be submitted within 24 hours of the occurrence. The faculty member responsible for the nursing course will provide students with appropriate contact information. There are end of semester scheduled makeup clinical days for missed simulation/lab/clinical hours. The makeup dates will be posted on the course calendar and are non-negotiable by students. If a student misses more than one day of simulation/lab/clinical this may result in a clinical failure for the course. Students failing to complete all clinical hours will not pass the course and may be dismissed from the pre-licensure program. It is the student's responsibility to contact the Clinical Instructor regarding missed clinical hours.

If a student is late or unprepared to a simulation/lab/clinical experience, the student will be dismissed from the experience and will receive a clinical fail for that experience.

Clinical Evaluation

Clinical evaluation is based on the student's attainment of course clinical objectives and the demonstration of the corresponding competency level as defined per clinical course (see below). Failure to demonstrate defined competencies (as indicated by clinical evaluation using the Creighton Competency Scale) will lead to a failure of the clinical portion of the course and subsequent failure of the course. To pass the clinical component of the course, a student must achieve an average clinical evaluation score that is dependent on the level of study and will appropriately be higher as a student progress through the nursing program. Competencies are assessed weekly and averaged at mid-term and at the end of the semester. The student and the instructor evaluate competencies weekly. Students will meet clinical objectives through the demonstration of said competencies. The clinical instructor will provide continuous feedback verbally and through written anecdotal notes to assist in correcting learning deficiencies and competencies. The student is expected to make an appointment with the instructor to discuss and receive a mid-term (formative) evaluation/grade and end of semester (summative) evaluation/grade to assess meeting clinical objectives. The same rating scale for clinical is used for all courses.

Competency Levels:

Competency is defined for each of the levels in the undergraduate program as a cumulative average score for each of the four categories of Assessment, Communication, Clinical Judgment, and Patient Safety as follows:

NURS3201 (Junior 1 Semester) competency = 0.40 and above

NURS 3312 and NURS 3412 (Junior2 Semester) competency = 0.60 and above

NURS 4211; NURS 4212; and NURS 4402 (Senior 1 and 2) competency = 0.70 and above

NURS 4514 (Senior 2) competency = 0.80 and above

Use the score listed in the MID-TERM or FINAL field to determine PASS/NO PASS.

Encourage students to use the scores in each of the 1-23 criteria fields to guide areas needing improvement.

If there are clinical behaviors/competencies that are found to be insufficient during weekly or formative evaluations, the faculty member and student will collaborate to develop a contract in the form of a written learning agreement, called the Performance Improvement Plan (PIP). This is a remediation plan that will include recommendations for specific experiences and methods that will contribute to the growth of the student in preparation for and delivery of nursing care. These plans may be formulated at any time. The PIP is a document, which is comprised of mutually derived statements of strengths and areas for improvement, specific expectations for behaviors needed to earn a pass grade in the course, and specific experiences and methods to achieve growth. It clearly delineates the responsibilities of the student and faculty member necessary to facilitate continuous student progress, if the actions are completed and competencies are met by the student by the end of the semester. The student owns the responsibility for meeting the condition of the contract to earn a grade of "pass" in the clinical portion of the course. The PIP is permanently kept in the student's records.

Performance Behaviors That Will Lead to A Clinical Failure

1. There are several infractions that may lead to a student being given a clinical failure for the day, including but not limited to:
 1. Absences
 2. Tardiness
 3. Violation of dress code
 4. Incomplete health immunization records

5. Expired CPR certification
6. Failure to turn in written assignments on time or incomplete written assignments
7. Incomplete hospital orientation
8. Lack of preparation
9. Lack of improvement in clinical assignments after continued faculty feedback.

1. After the first failing grade for the above infractions, a PIP will be implemented. Accumulation of two (2) offenses of the same or similar behavior in the clinical course or a clear habit across multiple clinical courses will result in failure of the clinical rotation and therefore, failure of the entire course.

3. Other offenses which may lead to immediate failure of the course include but are not limited to:

1. A pattern of lack of accountability for class, clinical and lab skills preparation
2. Unsafe or unprofessional practices or behaviors
3. HIPAA violations
4. Inability to pass required clinical assignments
5. Falsification of records
6. Violation of clinical site policies

Clinical Practice and Patient Confidentiality/Privacy

The faculty members of the DON have an academic, legal, and ethical responsibility to prepare graduates who are competent, as well as safe to protect the public and health care community from unsafe nursing practice. It is within that context that students can be disciplined or dismissed from the DON for practice or behavior which threatens or has the potential to threaten the safety of a client, family member, another student, faculty member, or health care provider.

Safe Practice

To ensure safe nursing practice is maintained and upheld, the student should always adhere to the following:

- Practice within the scope of the North Carolina current Nursing Practice Act.
- Practice within the guidelines and outcomes of the DON.
- Practice within the rules and regulations of the affiliating health care agencies.
- Practice within the American Nurses Association (ANA) Code of Ethics.
- Remain accountable for continuity in preparation, care of patients, and communication.

Unsafe Practice

Students who demonstrate behavior which conflicts with safe nursing practice will be dismissed from the pre-licensure program. Incidents involving unsafe behavior will be considered by the instructor, Chair of the Pre-Licensure Program, Dean, and, if

necessary, by other faculty members. Actions will depend upon circumstances, level of the student, and actual or potential consequences of the incident.

Unsafe practice includes, but is not limited to the following:

- Failure to use the nursing process effectively, demonstrated by such behaviors as a lack of knowledge of the client's diagnoses, treatments, or medications; failure to follow safety precautions for clients such as side rails, restraints, and position of the client; acts of omission including utilization of correct principles in the implementation of medication, and failure to submit clinical paperwork/documentation as determined by each course and faculty requirement.
- Failure to take nursing action when such action is essential to the health and safety of the client.
- Performing nursing activities that are detrimental to the health and safety of the client.
- Attending any Catawba College DON learning experience, including clinical, while under the influence of alcohol or drugs.
- Failure to recognize the influence of one's own attitude, values, beliefs, and behavior on the care of clients and with interactions with peers, nursing staff, and faculty.
- Deliberately giving false or inaccurate information regarding nursing care.
- Failure to assume responsibility for completing nursing care.
- Performing interventions without adequate preparation or needed supervision.
- Performing a breach of confidentiality and/or privacy.

Consequences of Unsafe Practice

The consequences of unsafe practice are determined by the nature of the behavior exhibited and the situation in which it occurs and include the following:

- Dismissal from the clinical experience.
- Failing grade for the course.
- Dismissal from the pre-licensure programs.
- Legal action by clinical facility, patient, or other parties.

Dress Code Policy

Catawba College pre-licensure students are required to maintain professional attire while performing in the laboratory setting or participating in clinical and/or practicum hours.

1. Uniform guidelines:
 - a. It is required that students purchase an official Catawba College DON uniform. Uniforms are to be purchased from the approved vendor. Uniforms should be neat without excessive wrinkles, clean, and fit conservatively. The uniform

should be worn during clinical and lab experiences.

- b. The official DON uniform includes:
 - Approved red uniform top with DON monogram.
 - Approved navy uniform pants.
 - Approved white coat or navy scrub jacket with DON monogram.
 - Black or white socks.
 - Black, closed toe leather shoes.
 - A watch with a second hand.
 - ID badges with picture, as required by clinical affiliates.
 - c. Shoes worn with the uniform must be solid black or only have a small white color. These may be professional nurse shoes or all black, low top, leather tennis shoes with a closed toe. Shoes should be cleaned and polished as needed.
 - d. A solid navy or white under shirt may be worn under the nursing top.
2. Hygiene, grooming, and professional presentation for both clinical and lab settings include:
- a. Cologne, aftershave, perfume, lotion, etc. are not allowed.
 - b. No tattoos may be visible.
 - c. Hair and facial hair must be clean, neat, away from the face, and above the collar.
 - Hair color that is unnatural is not appropriate.
 - No decorative hair ornaments including, but not limited to, feathers may be worn.
 - d. Fingernails must be short, neatly trimmed, and clean.
 - **Nail polish, gel polish, and gel or acrylic nails are not allowed**
 - e. The following jewelry is permitted:
 - * **One stud-type earring per ear ONLY**, not extending beyond the ear lobe.
 - * No gauged or stretched earrings
 - * No other visible body piercing (e.g., nose ring/stud) or jewelry is allowed
 - * One wedding band

In addition to the above requirements, students must comply with any dress code policies for nurses set by the clinical agency in which the student is participating in a clinical experience. Students who do not comply with the dress code policy will be required to leave the clinical setting, earning a clinical absence for the day.

Exposure Policy

When there is a parenteral (i.e., needle stick or cut) or mucus membrane (e.g., splash to the eye or mouth) exposure to blood or other body fluids, the student is to follow this procedure:

1. Wash the skin exposure site well with soap and water. Flush eye with water. Do not bleed tissue. Rinse well.
2. Inform the clinical faculty member who will advise you.
3. Inform the nurse in charge of the unit.
4. Complete necessary incident or agency reports as soon as possible or at a later date,

based on exposure risks.

5. Leave the clinical area as soon as possible to obtain medical consultation and evaluation.
6. Copies of the medical consultation and evaluation should be submitted to the DON who will monitor compliance or any necessary follow-up.

Neither the clinical agency nor the College is responsible for the cost of the care that is involved in the treatment, maintenance, or surveillance of exposure to blood or body fluids. For that reason, the Department of Nursing strongly recommends that all students have personal health insurance.

Catawba College Department of Nursing and Clinical Affiliate Student Policies Concerning COVID-19 and Infectious Diseases

Catawba College Department of Nursing and Novant Health

It is important to understand measures the Department of Nursing is taking to ensure a safe environment for all lab, simulation, and clinical experiences.

“You will be participating in educational activities that may cause inadvertent or direct exposure to infectious diseases. You are encouraged to always practice good hygiene, frequent handwashing, and social distancing to reduce the likelihood of contracting and/or spreading infectious diseases. Catawba College, Department of Nursing and faculty, and Novant Health are not liable for any exposure to or contraction of infectious diseases that you may experience as a result from your participation in lab, simulation, and clinical activities. Catawba College, the Department of Nursing, and Novant Health are not liable for any interruptions, postponements, or delays in your academic advancement due to isolation for or treatment of any infectious diseases you may experience as a result from your participation in lab, simulation, and clinical activities. If you have concerns about your educational experience at Catawba College, the Department of Nursing, and/or Novant Health currently, please contact your Program Chair.”

Atrium Health

Students will be participating in patient care activities that may cause them to be exposed to infectious diseases. They are required to demonstrate competency in the selection, donning and doffing of Personal Protective Equipment prior to the start of clinical experiences. If they cannot demonstrate this competency, they should not enter any clinical environment.

Students are encouraged to always practice good hygiene and social distancing to reduce the likelihood of contracting or spreading infectious disease. Atrium Health is not liable for any potential exposure to, or acquisition of, infectious diseases that may result from student contact with patients or personnel in the clinical environment. Atrium Health is not liable for medical expenses related to examining or treatment of infectious diseases, nor is Atrium Health responsible for any delays in academic progress due to isolation for or treatment of any infectious disease.

Atrium Health encourages the language below to be shared with students:

“You will be participating in patient care activities that may cause you to be exposed to infectious diseases. You are required to demonstrate competency in the selection, donning and doffing of Personal Protective Equipment prior to starting your clinical experiences. If you cannot demonstrate this competency, you should not enter any clinical environment. You are encouraged to always practice good hygiene and social distancing to reduce the likelihood of contracting or spreading infectious disease. Atrium Health is not liable for any potential exposure to, or acquisition of, infectious diseases that may result from your contact with patients or personnel in the clinical environment. Atrium Health is not liable for medical expenses related to examining or treatment of infectious diseases, nor is Atrium Health responsible for any delays in your academic progress due to isolation for or treatment of any infectious disease. If you have a condition that places you at higher risk of severe illness from COVID-19 (i.e. pregnancy, diabetes, chronic respiratory complaints), you are strongly encouraged to abstain from clinical experiences at this time and should discuss alternative assignments with your Program Director.”

Prior to starting a clinical experience at Atrium Health, students must:

- a. Demonstrate competency in donning and doffing PPE. Attached to this communication are visual aids to facilitate learning / practice and a competency checklist. In addition, students and faculty members may access a video guide at the following address: <https://bit.ly/videoPPE>

 - b. We prefer that your faculty observes students' donning and doffing practices and at exam to student competency by signing the checklist. At the time students present to their clinical sites, and prior to physically beginning their experience, they must:
 - i. Present a faculty-signed checklist of student competency in donning and doffing PPE. OR a checklist previously executed by an Atrium Health preceptor or instructor
- OR

ii. Demonstrate competency on-site before being allowed to continue with their experience. They should present the checklist for signature at the time their competency is assessed and thereafter proceed with their experience.

c. Retain the completed checklist as evidence that PPE competency has been assessed and present this form PRIOR to starting any clinical experience **OR** be prepared to undergo a new competency assessment before proceeding.

Student ID requirements:

a. Atrium Health personnel may refer your students to a website that will provide additional orientation materials and present a request for photo ID.

b. Atrium Health will not be operating a badge office through which students may obtain a photo

c. Students will be asked to provide an acceptable photograph that meets Atrium Health badge requirements. As such, a document is attached to this communication that details the requirements for badge photos.

Personal Protective Equipment: Donning

Step 1: Perform hand hygiene

Step 2: Don Gown

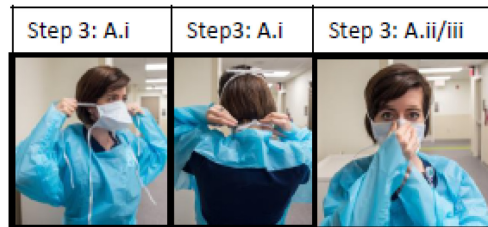
- A. Don the gown by inserting head through top opening.
- B. Insert arms into the sleeves with opening in the back.
- C. Wrap around back and tie bow in the back.



Step 3: Don Surgical Mask or N95/ Respirator

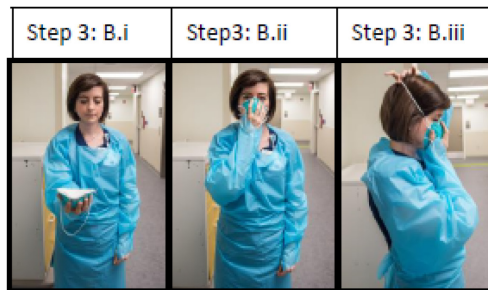
A. Surgical Mask

- i. Secure ties at middle of head and neck or elastic bands behind ears.
- ii. Fit flexible band to nose bridge.
- iii. Make sure mask is snug to face and below chin



B. N95 Mask

- i. Hold the respirator in the palm of your hand with straps facing the floor.
- ii. Place the N95 respirator on your face covering your nose and mouth.
- iii. Pull the upper strap over and place it behind your head towards the crown of your head.
- iv. Pull the bottom strap over the top of your head and place at the base of your neck below the ear.
- v. Mold the nose piece using pads of fingers over the cheeks and bridge of your nose to obtain a tight seal.
- vi. Perform a seal check, place both hands completely over the respirator, take a few deep breaths and feel around the mask to ensure there is no air leaking out, indicating a good seal. Perform hand hygiene.
- vii. A properly fitted N95 or PAPR should be worn if performing an aerosolizing procedure.
- viii. If wearing a N95, it must be covered with either a face shield or a surgical mask to help conserve the N95.



Step 4: Don Face Shield or Goggles

- A. Place over face and eyes and adjust to fit.
- B. Perform Hand Hygiene

Step 5: Don Gloves

- A. Extend to cover wrist of isolation gown.
- B. Ensure there is no skin exposed.

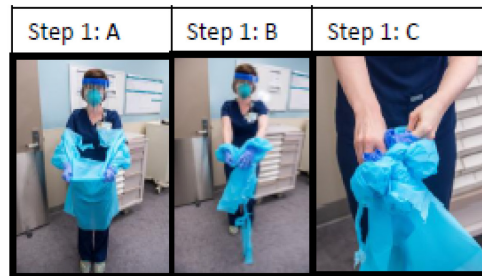


Personal Protective Equipment: Doffing

5/1/2020

Step 1: Doff Gown

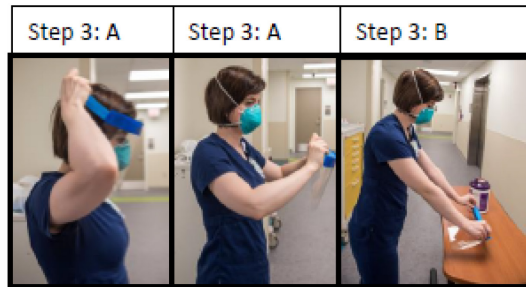
- A. Grasp the gown in the front and pull away from your body so that the ties break, touching outside of gown only with gloved hands.
- B. Fold or roll the gown inside-out into a bundle.
- C. As you are removing the gown, peel off your gloves at the same time, only touching the inside of the gloves and gown with your bare hands.
- D. Place the gown and gloves into a waste container.



Step 2: Perform Hand Hygiene.

Step 3: Remove Face Shield or Goggles

- A. Remove goggles or face shield from the back by lifting head band and without touching the front of them.
- B. *Goggles and face shields are cleanable.*



Step 4: Remove Surgical Mask or N95/ Respirator

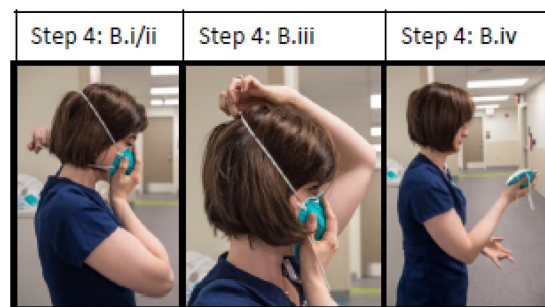
A. Surgical Mask

- i. Unfasten the ties at the neck, then
- ii. Unfasten the ties at the crown of the head, remove.
- iii. For ear loop, hold both the ear loops and take off gently from face.
- iv. *Surgical mask used to cover the N95 are discarded upon removal*

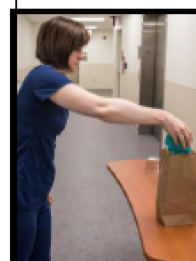


B. N95 Mask

- i. Hold the respirator with your dominant hand to maintain position on face.
- ii. Pull bottom strap over your head.
- iii. Still holding the respirator in position, pull top strap over your head.
- iv. Remove from face
- v. **Conserve your N95 mask.**
- vi. N95's are re-usable for one's entire shift, unless visibly soiled, damp or damaged.
- vii. N95s covered by a face shield or surgical mask are not considered contaminated. Holding during doffing prevents it from flipping up into your eyes.
- viii. Store the N95 in a clean ventilated manner (brown paper bag, ventilated storage bag, vented clean plastic container). The storage container should be labeled with the healthcare worker's name.



Step 4: B.vii



Step 5: Perform Hand Hygiene.

PERSONAL PROTECTIVE EQUIPMENT (PPE) COMPETENCY VALIDATION
 Donning and Doffing
 Standard Precautions and Transmission Based Precautions

Type of Validation: Orientation Annual Other

Student Name: _____ Health Sciences Profession

DONNING PPE	COMPETENT	
	YES	NO
1. Performs hand hygiene		
2. Dons Gown		
a. Inserts head through top opening		
b. Inserts arms into sleeves with opening in the back		
c. Wraps ties around back, tying bow in the back		
d. Ensures coverage of torso from chest to knees and arms to end of wrists		
3. Dons Surgical Mask or N95/Respirator		
<i>Surgical Mask:</i>		
a. Secures ties/bands at middle of head & neck or elastic bands behind ears. Fits flexible band to cheeks and nose bridge		
<i>N95:</i>		
a. Holds respirator in palm of hand and places on face covering nose and mouth		
b. Pulls upper strap over and places it on the crown of head		
c. Pulls bottom strap over head and places at base of neck		
d. Molds the nose piece using pads of fingers over the cheeks and bridge of nose to obtain a tight seal		
e. Performs a seal check, places both hands completely over the respirator, takes a few deep breaths and feels around the mask to ensure there is no air leaking out, indicating a good seal <i>If wearing N95, may need to cover with either a face shield or surgical mask to conserve N95</i>		
4. Dons Face Shield or Goggles		
a. Places over face and eyes and adjusts to fit		
5. Dons Gloves		
a. Extends to cover wrist of gown. Ensures no skin is exposed.		
DOFFING PPE		
1. Doffs Gown and Gloves		
a. Grasps gown in the front and pulls away from body breaking ties & touching outside of gown only with gloved hands		
b. Folds or rolls the gown inside-out into a bundle		
c. Peels off gloves as gown removed, touching only the inside of the gloves and gown with bare hands		
d. Places gown and gloves into waste container		
2. Performs Hand Hygiene		
3. Removes Face Shield or Goggles (eye protection removed after exiting room /closing door)		
a. Removes face shield or goggles from the back by lifting head band and without touching the front of them		
b. Face shields and goggles are cleanable. Disinfects when removed from face with available PDI wipe, stores for reuse. Discards when damaged.		
4. Removes Mask or N95/Respirator (respirator removed after exiting room/closing door)		
<i>Surgical Mask:</i>		
a. Unfastens bottom and then top ties or holds both ear loops and gently removes from face		
b. Discards surgical mask in waste container		
<i>For N95/ Respirator:</i>		
a. Holds the respirator with dominant hand to maintain position on face. **N95 covered by a face shield or surgical mask is not considered contaminated and holding prevents it from flipping up into eyes.		
b. Pulls bottom strap over head, still holding the respirator in position, pulls top strap over head		
c. Removes from face and places in designated, individually labeled container for personal reuse or decontamination.		
5. Performs hand hygiene		
STANDARD PRECAUTIONS & TRANSMISSION BASED PRECAUTIONS		
Correctly identifies the appropriate PPE for the following scenarios		
a. Standard Precautions (PPE to be worn based on anticipated exposure*		
b. Contact/Contact Enteric Precautions (gown & gloves)		
c. Droplet Precautions (surgical mask)		
d. Airborne Precautions (Fit-tested respirator if applicable)		

* Examples include: mask for coughing/vomiting patient, goggles/face shield for irrigating draining wound, gown for dressing change if scrubs may touch patient, etc.

Supervisor Signature: _____ Date: _____

Student Resources

Student Organizations

Student Nurses Association

The Student Nurses Association (SNA) is a student analog to the American Nurses Association (ANA), the professional organization for registered nurses. Purposes of the student organization are to provide professionally related programs to the student members, aid in the professional development of students, and encourage students to join ANA upon graduation. Student enrolled in a pre-licensure nursing program or nursing- intended students at Catawba College are eligible for membership in this organization. Membership encompasses local, state, and national membership. The organization is directed by its Constitution and By-Laws. SNA officers are current members elected by the membership and represent the Pre-licensure programs. If compatible with their schedules and funds are available, members may attend state and/or national SNA conventions. Faculty advisors are available for assistance to the organization. Additional information regarding membership may be obtained from the Department of Nursing (DON) faculty advisor(s) or organizational officers.

Textbook Procurement

Textbooks should be ordered online or picked up at the Campus bookstore prior to class. Professors will not bring textbooks to the first session of class.

For questions contact the Campus Bookstore at 704.637.4470 or <https://bkstor.com/catawbastore/home/en>

Support Services

Students should be aware of the available campus resources at Catawba College and seek help when needed.

<http://www.catawba.edu/students>

Academic Success Services

Academic Success Services available to students are designed to prepare you for life, help you reach future goals, offer tips and advice for staying on track academically, provide academic support, arrange and needed tutoring, and help bridge any communication between you and your faculty. Academic Success Services is located on the first floor of the Hedrick Administration Building.

Career Services

Career Services serves students in their career development. Career Services serves as a resource for resume writing, mock interviews, career guidance,

business etiquette advice, recruiting events, internships, and job search assistance.

Counseling Services

Counseling Services supports the mission of the College of integrating the classroom experience with the out-of-classroom experience by helping students maximize their potential in the areas of cognitive complexity, social relations, and personal psychological development. Counseling services provided to students in mental health assistance include personal counseling, psychological examining, educational programming, and the “Help Yourself!” library.

Counseling Services is in the Cannon Student Center, in the Student Affairs suite. Phone: 704.637.4307 or 4410.

Corriher-Linn-Black Library

The Corriher-Linn-Black Library serves as an active agent to enable its users to become self-directed, life-long learners. The Library, as the information hub for the College, provides a diverse population of students, faculty, and staff on-site and electronic access to information resources in a variety of formats on campus and throughout the nation and the world. Library services support and enrich academic curricular programs and activities, while providing Catawba students with opportunities for individual growth and development within the context of a liberal education.

Health Services

The Proctor Student Health Center is in the Cannon Student Center and may be contacted at 704.637.4404.

[COLLEGE CATALOG](https://catawba.edu/academics/catalog/)

<https://catawba.edu/academics/catalog/>

DISABILITY POLICY

Catawba College Department of Nursing complies with the 1990 Americans with Disabilities Act (ADA). The Act was passed by the United States Congress to prohibit discrimination against qualified individuals with disabilities. Disability is defined as (a) person with a physical or mental impairment that substantially limits one or more of the major life activities of such individuals (b) a record of such impairment or (c) being regarded as having such an impairment.

Disabilities Services are provided for those students with physical, psychological, or learning disabilities. It is the responsibility of students who wish to request accommodations to provide appropriate documentation of the disability to Catawba

College Counseling and Disability Services. Services will not be provided for those without the required documentation.

Appendix A



CATAWBA COLLEGE DEPARTMENT OF NURSING

Patient Information Confidentiality Commitment for Nursing Students

Patients have a right to privacy and have a right to expect that details of their condition, treatment, and medical history, personal and financial affairs will be kept confidential by all hospital employees and the agency. It is not for an employee or agency to decide which information a patient would not object to having disclosed, for what one person may consider unimportant another person may consider the information to be highly sensitive or embarrassing.

According to the United States Department of Health and Human Services (DHHS), a breach of confidentiality is defined as the use of, or leak of information not permitted by the DHHS Privacy Rule that compromises the privacy of protected health information. This includes but is not limited to:

- Patient information or identifiers posted to social media sites (Facebook, Twitter, Instagram, Caring Bridge, etc.)
- Personal entries on social media sites about a patient, facility, or school, with or without identification
- Breaking policies in effect, such as HIPAA and Patient Confidentiality, verbally or in writing/posting to social media
- Accessing medical information that is not pertinent to the student's nursing assignment

The Catawba College Department of Nursing will maintain systems to monitor and detect potential Breaches of Confidentiality of patients' protected health information. These systems include but are not limited to the monitoring of all submissions of student work, verbal and nonverbal interactions between faculty, staff and students and follow-up of all reports of suspected breaches of confidentiality. All students will be obligated to sign the Catawba College

Department of Nursing Handbook Confidentiality Agreement and the signed forms will be kept on file with the Department of Nursing administration. Students, faculty and staff in the DON and in the College are obligated to report any suspected breach of confidentiality that would bring the DON and the College into violation with HIPAA or any other applicable state or federal laws.

If a student member of the DON or Catawba College believes a breach of confidentiality has occurred, the following process should be followed:

Student: A student who suspects a breach of confidentiality has occurred should immediately report such to a Catawba College DON faculty member. The faculty member notified should immediately notify the Chair of the DON. The Chair of the DON will then be obligated to notify the appropriate personnel at the facility where the breach occurred and the student's home institution if applicable. At this time, the facility's policies and procedures specifying to whom the report will be sent, the content of the report, and the timeline of submission will be followed.

If additional pertinent information regarding the Breach of Confidentiality is received after further investigation by Catawba College, the DON, and/or the affected facility, the information will be kept in a file in the office of the Dean of the School of Health Science and Human Performance. If warranted, appropriate action will be taken regarding the content of the additional pertinent information. This file will contain a document describing the incident, documentation of notification of appropriate personnel, and corrective action taken.

Consistent with ethical practice, it is imperative that students within the Catawba College DON maintain the highest level of confidentiality regarding patients to whom they are assigned in accordance with HIPAA. Failure to adhere to this policy could result in probationary period, dismissal from the program, and/or legal action against the responsible party. The patient's right to confidentiality and privacy must be always maintained.

I understand that all information (written, verbal, electronic, or printed) concerning a patient's medical condition or relating to or referring to a patient's medical records, regardless of how such information is obtained, is confidential medical information. I agree not to disclose or discuss such information with anyone other than those individuals directly involved in the care of the patient or others with a legitimate business reason to know the information.

CONFIDENTIAL BUSINESS INFORMATION

I acknowledge that certain business information of the agency is considered confidential information. Such confidential information includes patient or vendor lists, public relations and marketing information, patient account information, training and operations material, memoranda and manuals, personnel records and manuals, cost information, and financial information concerning or relating to the business, accounts, patients, employees, agents, and affairs of the agency. I acknowledge and agree that such information is the property of, and confidential to, the agency and further, that I will not publish or disclose, either directly or indirectly, any confidential information of the agency.

ELECTRONIC ACCESS/COMPUTERIZED INFORMATION

Electronic and computer systems include all computer-generated or stored data, voice mail, facsimile, and electronic mail services. The information transmitted by, received from, or stored in these systems is the property of the agency. I hereby consent to the agency monitoring my use of its electronic and computer systems at any time.

I understand that electronic and computer systems are to be used solely for clinical purposes and agree not to copy, modify, or otherwise access the software without the appropriate written authorization. I further agree not to circumvent my password or security level. I acknowledge that software is protected by a variety of licensing agreements and laws and that any misuse of the software may subject me to legal liability as well as disciplinary action up to and including termination from hospital learning experiences.

- I understand that it is my responsibility to maintain the secrecy of my password/access code to prevent unauthorized use by others.
- I understand that my password/access code is equivalent to my legal signature, and I will be accountable for all work done under this code. Upon completion of my work on the computer, I will log out of the computer to prevent unauthorized use of my access code.
- I understand that all patient health information stored in the computer is confidential and must be treated with the same medical-legal care as the data in the patient chart.
- I will not attempt to learn another person's password/access code.
- I will not access the agency's patient information except as required to fulfill my own job responsibilities.
- If I have reason to believe that someone may have learned and/or used my password/access code I will immediately contact Information Systems to have my code changed and a new code issued.
- *Faculty will notify Information Systems of changes in faculty or student's name.*
- I understand I am responsible for any patient information that I print from the computer and will treat it with the same medical-legal care as the data in the patient chart.
- Students who violate patient privacy with an electronic device will be subject to HIPAA infractions of the clinical agency.

Appendix B



CATAWBA COLLEGE
DEPARTMENT OF NURSING

Disclosure of Information

I hereby give my consent to Catawba College Department of Nursing to disclose information included in my criminal background check and drug screening to the North Carolina Board of Nursing and clinical agencies under contract with Catawba College Department of Nursing. The information requested will be used only to comply with clinical agency policy and the North Carolina Board of Nursing practice laws and regulations and will be considered confidential.

I understand that it is my responsibility to report to the Catawba College Department of Nursing any pending legal action or conviction occurring while enrolled as a student in the Department of Nursing.

Appendix C



CATAWBA COLLEGE DEPARTMENT OF NURSING

Nursing Confidentiality and Consent Form

(1) Patient Information Confidentiality Commitment for Nursing Students

I have read and have understood the policy statement on confidentiality. I understand and agree that in the performance of my duties as a student at Catawba College Department of Nursing (*at a clinical agency*), I must and will hold in strict confidence all patient information. Further, I understand that violation of this policy, whether intentional or unintentional, may result in disciplinary action, including termination of my enrollment in the Department of Nursing.

(2) Permission for Photography

I grant to Catawba College ("Photographer") and representatives and assigns, the irrevocable and unrestricted right to use and publish photographs of me, or in which I may be included, for editorial, trade, advertising, and any other purpose and in any manner and medium; and to alter and composite the same without restriction and without my inspection or approval.

I hereby release Catawba College and his/her legal representatives from any liability and claims relating to said photographs.

(3) Consent form for Disclosure of Information

I hereby give my consent to Catawba College Department of Nursing to disclose information included in my criminal background check and drug screening to the North Carolina Board of Nursing and any agency under contract with Department of Nursing if requested. The information requested will be used only to comply with clinical agency policy and the North Carolina Board of Nursing practice laws and regulations and will be considered confidential. I understand that it is my responsibility to report to the Catawba College Department of Nursing any pending legal action or conviction occurring while enrolled as a student in the Department of Nursing.

(4) Acknowledgement of Pre-Licensure Student Handbook and Technical Standards

I have received a copy of the Catawba College Department of Nursing Pre-Licensure Student Handbook. I have read and understand the Handbook and agree to follow the Catawba College Department of Nursing guidelines and policies. I have read, understand and can perform the technical standards of a student in the Catawba College Department of Nursing.

Signature Page for the Catawba College Department of Nursing Confidentiality
and Consent Form

Date: _____

Name: _____
(Please Print)

Student ID Number: _____

Signature: _____

Please return signed form to the Department of Nursing Administrative Clinical
Compliance Coordinator: [Mrs. Sheri Frick](#)

Appendix D



CATAWBA COLLEGE DEPARTMENT OF NURSING

RELEASE OF LIABILITY, INDEMNIFICATION AND ASSUMPTION OF RISK CLINICAL AND SIMULATION PARTICIPATION AGREEMENT

As consideration for permitting me to participate in the Catawba College Department of Nursing Program and all Clinical and Simulation Experiences (hereafter the "Program"), I agree as follows:

To comply with and follow all protocols, guidelines, and safety procedures of the Clinical and Simulation Experience; follow all safety rules of the Nursing Program, instructor, and College; and inform the instructor or College of conduct, negligence or conditions that might endanger self or others.

Risk Factors. I am voluntarily participating in Clinical and Simulation Activities. I understand that clinical and simulation experiences in healthcare involves inherent risks including, but not limited to, risks of bodily injury, and exposure to communicable and infectious diseases. I am aware of the risks associated with participating in Clinical and Simulation Activities, which include but are not limited to physical or psychological injury, pain, suffering, illness, temporary or permanent disability, allergic reactions and/or death. I understand that these injuries or outcomes may arise from **my own or another student's actions, inactions, or negligence**, or conditions related to Clinical and Simulation Activities. I am participating in this program by my own free will and choice. No one is forcing me to participate or to accept these risks, and I am doing so to further my personal education goals. **I assume all related risks, both known or unknown to me, of my participation in Clinical and Simulation Activities.**

Release of Liability and Indemnification. I, on behalf of myself, my heirs, executors, agents, administrators, assigns and all other persons claiming through me, voluntarily and hereby knowingly, fully and completely waive and release College, its officers, directors, employees, affiliates, subsidiaries or agents from any and all claims, demands, causes of action that might hereafter be asserted, arising out of, or in any way connected with, my participating in the Nursing Program and any clinical and/or simulation activities. This waiver and release include, but shall not be limited to, waiver of the right to initiate, proceed with, or participate in any state or federal lawsuit, any administrative complaints, statutory or common law claims, or civil rights charges, that may arise against the College, its officers, directors, employees, parents, affiliates, subsidiaries or agents, out of or in connection with my participation. I also agree to defend, protect, indemnify, and hold harmless College, its officers, directors, employees, parents, affiliates, subsidiaries or agents from any and claims, demands, causes of action that might hereafter be asserted, arising

out of, or in any way connected with, my participation.

Authority to Execute: Student warrants that he/she is of legal age and authorized to enter into this Release, that Student has read this Release carefully, understands its terms and conditions, acknowledges that Student is giving up substantial legal rights by signing it (including student's rights and the rights of student's heirs and next of kin and any legal and personal representatives, executors, administrators, successors and assigns), acknowledges that Student has signed this Release without any inducement, assurance or guarantee, and intends for Student's signature to serve as confirmation of Student's complete and unconditional acceptance of the terms, conditions, and provisions of this release.

Signature: _____

Date:

Print Name: _____

