

SCHOOL OF SCIENCE, ENGINEERING & HEALTH

Department of Nursing

**Student Policy
Handbook**

2013-2014

Table of Contents

DEPARTMENT OF NURSING MISSION & PHILOSOPHY.....	1
ADMISSION & PROGRESSION.....	9
Admission.....	9
Code of Conduct	13
Criminal History Background Checks	13
Drug Screening Policy.....	13
Pennsylvania (PA) Code of Professional and Vocational Standards	14
National Student Nurses Association (NSNA) Code of Academic and Clinical Conduct	15
Messiah College Good Moral Character and Infractions:.....	16
Performance and Essential Functions of Nursing	18
Progression	21
Reentry Requirements	24
Validation of Prior Learning	25
NURSING COURSES	28
Attendance.....	28
Audiotaping.....	28
Auditing.....	28
CPR	29
Fees	29
Grading.....	30
Professionalism.....	33
Registration.....	33
Special Accommodations for Examinations.....	37
Testing Policy	37
CLINICAL EXPERIENCE	38
Assignments.....	38
Attendance.....	38
Clinical Incident.....	39
Confidentiality.....	43

Dress Code	43
Health	45
Health Insurance	45
Student Health.....	45
Inclement Weather	45
Make-up of Clinical	47
Preparation for Clinical Learning or Simulation Laboratory	48
Suspension	48
Transportation	50
Universal Precautions	50
PATIENT SIMULATION LABORATORIES	50
Patient Simulation Laboratories Policy	50
Simulation Education Integrity Policy	51
GENERAL	51
Grievance Procedure	51
Professional Organizations	54
Student Employment.....	55
TECHNOLOGY	55
Electronic Devices	55
Electronic Portfolio	56
Learning Management System (LMS).....	56
Mobile Technology.....	57
Social Media.....	57
STUDENT POLICIES (Signature Page).....	60

Department of Nursing Mission & Philosophy

Mission of the Department of Nursing

The mission of the Department of Nursing at Messiah College is to prepare the beginning professional nurse by providing basic professional education from a Christian worldview and within the context of a liberal education. The distinctives of a Messiah College nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, and caring leadership from a Christian worldview.

Philosophy of the Department of Nursing

The philosophy of the Department of Nursing is consistent with the mission, foundational values, and college-wide educational objectives of Messiah College. Specifically the department philosophy reflects commitment to liberal education, leadership for quality care, patient safety, scholarship for evidence based practice, information management and patient care technology, health care policy, finance, and regulatory environments, inter-professional communication, health promotion, professionalism and professional values for the preparation of the baccalaureate generalist professional nurse as set forth by the American Association of Colleges of Nursing (American Association of Colleges of Nursing [AACN], 2008). Concepts from the Neuman Systems Model are an integral part of the process of care in the clinical nursing courses. Herein are stated the Foundational Beliefs of the faculty of the Department of Nursing about persons, health, nursing, environment, and baccalaureate nursing education. Details of the Neuman Systems Model can be found in a booklet, Betty Neuman: *The Neuman Systems Model* (1993) located in the Nursing Department Office.

Foundational Belief 1 - Unity of faith learning and life

Central to and informing both the nursing program and the curriculum is the Christian world view with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah College philosophy, the nursing faculty and students seek to integrate the practice of nursing with the belief that God is the source of all truth and the One who created persons to glorify God within their environment and society.

Foundational Belief 2 - Importance of person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1995). Each person is created in God's image and therefore has inherent value and significance. The person is created to live in harmonious relationship with God, self, and others.

Foundational Belief 3 - Significance of community

A person is an open system who lives in relationships in interface with the environment. The family is the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The family exists for the transmission of values, the growth and development of its members, and the enhancement of its community.

Health is viewed on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability. We believe that spiritual health and wholeness may be present within the person even though there is evidence of physical and/or mental illness and disease.

The environment is composed of all internal and external influences that surround the person. A healthy human environment reflects the glory of God the Creator, supports human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

Foundational Belief 4 - Service and reconciliation

Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain optimal health or wellness. Nursing uses primary, secondary, and tertiary preventions as interventions for persons, families, and communities. Nursing as divine service is participation in God's redemptive activity in the world. It flows from a sense of calling and personal worth and is sustained by God-given resources. Christian attitudes of accountability and reconciliation are essential for effective interactions among health team members and with persons, families, and communities. Nursing is realized through the roles of Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession.

Foundational Belief 5 – Importance of diversity

Nursing is practiced within a local, national, and international context. Nursing caregivers must have knowledge of human diversity and be able to apply knowledge of the effects of human diversity on health status and responses to primary, secondary, and tertiary preventions. The context of practice influences the delivery but not the essence of care.

Foundational Belief 6 – Importance of integration of faith and learning

The nursing faculty of Messiah College promote the integration of faith and learning for service, leadership and reconciliation in both the theoretical and clinical educational environments. Nursing faculty strive to develop students' cognitive, psychomotor, and affective skills as they learn the role of the beginning professional nurse. Nursing faculty facilitate the development of core competencies, application of core knowledge, and the delivery and management of patient care. Faculty view nursing as a call to service through which health concerns of persons, families, and communities are wholistically addressed (Westberg, 2002). The nursing faculty of Messiah College are committed to ongoing personal, spiritual, and professional development and service in fulfilling the role of nurse educator.

The faculty's beliefs about nursing education are embodied in the organization and delivery of the curriculum. The student is at the center of the baccalaureate educational program. Consideration is given to student differences in ability, culture, and life experience within the limits of material, institutional, and personal resources of the Department of Nursing. Students are supported in their personal development as they integrate faith and learning. The nursing program seeks to link students' motivation for service to God and humanity with the development of professional nursing behavior.

The process of nursing education is the mutual responsibility of both students and faculty. Faculty are expected to demonstrate accomplishments in teaching, scholarship/practice, and service. Faculty serve as socializing agents for the professional role through both formal and informal educational experiences with students. Through participation in the educational process, students identify with nursing as they internalize values, knowledge, skills, and behaviors of the profession.

Educational experiences are directed toward development of students' abilities in critical thinking, communication, assessment, and technical skills/in nine Essential Curricular Component areas. Faculty encourage students to articulate values and attitudes consistent with the Christian worldview and professional nursing. Disciplined and informed reflection on ethical issues in nursing is facilitated. Students practice beginning skills of inquiry and learn how to employ the findings of nursing research. Students are guided to view the profession within the larger society.

Faculty structure learning experiences so that students gain knowledge and skills essential for the major roles of the nurse as identified by the AACN (2008). As Providers of Care, students implement the nursing process and learn to manage the care of persons, families, and communities within the environment. As Designers/Managers/Coordinators of Care, they learn to match the needs of persons with resources; collaborate with persons, families, and members of the health care delivery system; and coordinate the delivery of health care services. As Members of a Profession, students learn to be accountable for their own nursing practice, to function within the organizational structure of various health care settings, to serve as health care advocates, to challenge and suggest change for ineffective delivery systems, and to promote nursing as a profession.

Foundational Belief 7 - Disciplined and creative living

We believe that persons who graduate from the baccalaureate nursing program at Messiah College should be characterized by attitudes and actions of service and reconciliation directed toward the well-being of persons, families, and communities. The graduates should be able to respond creatively to shifts in society that require new approaches to nursing. They also should have a commitment to ongoing personal and professional development. Finally, they should be able to make informed and responsible ethical choices that help to shape the future of society and the nursing profession.

Program Goals

The program goals are to:

1. Prepare beginning professional nurses to provide wholistic nursing care to persons and families.
2. Provide an environment in which students are encouraged to develop and integrate a dynamic Christian worldview into their personal and professional lives.
3. Provide an educational foundation for graduate study for students.
4. Provide an environment for faculty that encourages effective teaching, scholarship, service, and practice.

Concepts Central to the Curriculum

The following concepts are central to the curriculum of the Messiah College Department of Nursing program. Each concept is defined based on the faculty's understanding of its meaning and use within the curriculum. It is understood that no concept can be defined in isolation; however, for clarity, each is individually defined in relation to the others.

Client System:

Person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental and spiritual variables. Each person is created in God's image and therefore has inherent value. The person is created to live in a harmonious relationship with God, self, and others. A person is an open system who lives in relationship with families and communities in interface with the environment. Healthy persons manifest wholeness by acting purposefully and morally, thinking rationally, and exercising creative and responsible stewardship of the environment.

Family

The family is, by God's design, the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The department of nursing defines family as a relationship of people in heterosexual marriage, adoption, lineage, and other relationships that function as family. The family exists for the transmission of values, the growth and development of its members, and the enhancement of the community. The healthy family can manifest wholeness by love, commitment, intimacy, open communication, and shared goals. The family interacts with and is influenced by the larger community as it nurtures its members.

Community

The community is an open social system characterized by a group of people with a common identity or perspective in a given place or time. A community has shared purposes, commitments, relationships, and responsibilities. A healthy community has environmental, social, and economic conditions in which people can thrive. The role of the community is to support and encourage its subsystems (individual, family, or client system) to optimal physiological, psychological, sociological, developmental, and spiritual health. Therefore, social justice is an inherent concept of community health. A community may also be geopolitical or phenomenological, (Maurer & Smith, 2005) local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based.

In understanding the interconnectedness of the local and global community, social justice and sharing of resources is also a part of community.

Environment

The client system environment can be internal, external, or a created environment. The internal (intrapersonal) environment includes factors within the boundaries of the client system. The external environment factors can be interpersonal or extrapersonal in nature and occur outside the boundaries of the client system. A created environment occurs with attempts to shape a safe setting for functioning through being a responsible steward of resources. A healthy human environment reflects the glory of God the Creator, supports harmonious social relationships and human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

Health

Health is a dynamic state of varying system stability on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability which means living creatively within their limitations, finding meaning in suffering, or experiencing a peaceful death. Variations from health or wellness or varying degrees of system instability are caused by stressor invasion of the normal line of defense that is inherent in this imperfect world.

Nursing

Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain their optimal health or wellness. Nursing, motivated by compassion, is guided by theory, ethical principles, and professional standards. Nursing is realized through the roles of Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession using critical thinking, communication, assessment, and technical skills. Nursing is influenced by the socioeconomic, political, and cultural contexts in which it is practiced

Professional Values of the Beginning Professional Nurse

Values that undergird ethical behavior are given content by the worldview from which they are derived. At Messiah College the Christian tradition gives rise to the following ideals: unity of faith, learning, and life; importance of the person; significance of community, disciplined and creative living; and service and reconciliation (Messiah College Catalog). These Christian ideals provide the basis and meaning for professional nursing values of altruism, autonomy or freedom, human dignity, and integrity and social justice fundamental to the discipline of nursing (AACN, 2008). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both (Shelly & Miller, (2006).

Essential Curricular Components (AACN, 2008, p. 7)

- I. Liberal Education for Baccalaureate Generalist Nursing Practice
 - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- III. Scholarship for Evidence Based Practice
 - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- IV. Information Management and Application of Patient Care Technology
 - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- V. Health Care Policy, Finance, and Regulatory Environments
 - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
 - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- VII. Clinical Prevention and Population Health
 - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared 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.

Roles of the Beginning Professional Nurse

The three roles of the beginning professional nurse—Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession—are interrelated and interdependent and occur in diverse practice settings in a world of rapidly changing technology. Each role requires, in differing degrees, critical thinking, communication, assessment, and technical skills. The three roles are carried out in a variety of organizational structures and health care settings. Each role requires ongoing practice and experience to develop expertise.

Provider of Care Role

In the role of Provider of care, the nurse implements the nursing process to deliver nursing care. Care is structured toward persons, families, and communities who need a safe and effective care environment; physiological, psychological, sociocultural, developmental, and spiritual wholeness; and health promotion and maintenance. The Provider of care role also involves the use of critical thinking, communication, assessment, and technical skills as the nurse makes clinical judgments in meeting the needs of persons, families, and communities and communities.

Designer/Manager/Coordinator of Care Role

In the role of Designer/Manager/Coordinator of Care the nurse is involved in planning, coordinating, and facilitating the delivery of nursing and other health services. The nurse identifies the comprehensive health needs of persons, families, and communities. Coordination is based on knowledge of and collaboration with other health care disciplines, knowledge of principles of leadership and management, and awareness of human and material resources. A variety of communication skills are essential for referral and other collaborative endeavors. In this role the nurse also uses critical thinking skills for continuous evaluation of the comprehensiveness, efficiency, and appropriateness of nursing and other health services.

Member of a Profession Role

In the role of Member of a Profession the nurse aspires to improve the discipline of nursing and the quality of nursing care provided to persons, families, and communities. Critical thinking skills are used to apply knowledge and research findings to nursing practice and to raise questions for further research about nursing and healthcare in a rapidly changing health care environment. Communication skills are used while participating in professional organizations and the political process, and while interacting with other health care providers. The nurse acts as an advocate for health care recipients in a variety of organizational structures and health care settings. Knowledge of legislative, regulatory, ethical, and professional standards that define the scope of nursing practice is essential. In this role the beginning professional nurse is committed to collegiality and the need for life-long learning and continuing growth toward expert nursing practice.

Undergraduate Curricular Competencies

Graduates from the baccalaureate program at Messiah College practice nursing from a Christian worldview and **demonstrate the following competencies** in their professional nursing roles (provider of care, designer/manager/coordinator of care, and member of a profession).

1. Critical thinking through the integration of theoretical and empirical knowledge derived from general education courses.
2. Application of knowledge and skills for leadership, quality improvement and patient safety in all aspects of health care delivery.
3. Application of research for evidence-based nursing practice.
4. Use of knowledge and skills of information management and patient care technology for delivery of quality patient care.
5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.
6. Effective communication and collaboration with patients, families, communities, and other health care professionals for the delivery of high quality and safe patient care including health promotion, risk reduction, disease prevention, and delivery of comprehensive health care services at the individual and population level.
7. Knowledge of local, national, and global health care issues.
8. Ethical behavior for adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Skill in providing comprehensive wholistic, culturally humble care for persons, families and communities across the lifespan.

Curriculum Level Description

In the curriculum, nursing students develop increasing ability to make clinical judgments in a variety of settings while learning the roles of the beginning professional nurse. Curricular competencies are guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), professional values and nursing knowledge supported by the liberal and applied sciences. Accomplishment of the Curricular Competencies will enable the baccalaureate prepared generalist nurse to practice within complex healthcare systems and *assume/perform* the roles of the professional nurse: provider of care; designer/manager/coordinator of care; and member of a profession.

Students progress through the curriculum in three levels. During level one of the curriculum (sophomore year) students learn to care for persons, families, and communities within a **Christian Worldview**. The use of primary prevention for nursing interventions is the focus of nursing care for persons, families, and communities. The roles of provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession are introduced. Specifically, students learn to use skills as they focus on the beginning Provider of care role.

During the second level (junior year) of the curriculum students learn to care for persons, families, and communities throughout the lifespan. The use of both primary and secondary prevention interventions is the focus of nursing care for persons, families, and communities throughout the lifespan. The Provider of care role is expanded, the Designer/Manager/Coordinator of Care role is explored, and the Member of a Profession role is identified.

During the third level of the curriculum (senior year) students learn to care for persons, families, and communities in a variety of diverse and complex healthcare delivery environments. The use of primary, secondary, and tertiary prevention for nursing interventions is the focus of nursing care for persons, families, and communities in a variety of healthcare delivery environments. The Provider of care role, Designer/Manager/Coordinator of Care role, and Member of Profession role continue to be **expanded** for completion of knowledge about these roles.

ADMISSION & PROGRESSION

Admission

Students are directly admitted to the nursing program but must meet progression criteria to advance in the nursing program and into clinical courses. Clinical courses are taught in a specific, progressive sequence and students must meet progression criteria to enroll in clinical courses according to that sequence. Clinical course size is limited and enrollment in clinical

courses is competitive according to academic performance and other personal criteria. The following are necessary to enroll in the nursing clinical courses:

1. Effective August 15, 2012, a student in the Cohort Class of 2016 must have **an overall earned GPA of 3.0** and must have completed all stated prerequisites to **NURS 210 & 211 with an earned pre-requisite GPA of 2.70**. The student in the Cohort Classes of 2014 and 2015 must have **an overall earned GPA of 2.8** and must have completed all stated prerequisites to **NURS 210 & 211 with an earned pre-requisite GPA of 2.50**. The achievement of a “C” or higher is required of every student in all prerequisite courses to the major. Pre-requisite courses include:

CHEM 103*	Chemical Science
BIOL 185 & BIOL 186*	Anatomy and Physiology I and II
SOAN 101*	Introduction to Sociology <i>and/or</i>
PSYC 101*	Introduction to Psychology <i>and/or</i>
HDFS 101*	Foundations of Marriage and Family
PSYC 209*	Life Span Development
NURS 203*	Historical and Conceptual Basis for Nursing
BIOL 189	Genetics for Health Professions
BIOL 382	Microbiology for Health Professions
NUTR 222	Nutrition Theory
STAT 269	Introductory Statistics

**Asterisk designates the prerequisite courses to NURS 210 & NURS 211*

All pre-requisite and support courses must be completed within 7 years of the applicant’s start date in the nursing major. Courses completed prior to the 7-year timeframe must be repeated.

Transfer students’ decisions will be made on an individual basis. Transfer Students: Preference for enrollment in clinical courses will be given to students who have taken the majority of their prerequisite courses at Messiah College. Transfer students’ decisions will be made on an individual basis.

2. Enrollment in clinical nursing courses is predicated upon a positive recommendation of each student applicant from the nursing faculty based on their professional judgment regarding the student’s suitability for progression to clinical nursing courses.
3. The student must receive satisfactory criminal history background checks. (See policy “Criminal History Background Checks” contained within the Code of Conduct.)
4. The student is expected to perform the same “essential functions of the employment position” as licensed registered nurses. (See policy “Performance and Essential Functions of Nursing”.)

5. The student's moral and professional behavior must be consistent with the Pennsylvania Code of Professional and Vocational Standards, the National Student Nurses Association Code of Academic and Clinical Conduct and the Messiah College Department of Nursing's Document on Good Moral Character and Infractions. Failure to demonstrate compliance with any of the aforementioned codes may result in denial of enrollment in clinical nursing courses. (See policy "Code of Conduct")

6. Transfer students:

Internal transfer students applying to the nursing major:

- a. The student must meet with the chairperson of the Department of Nursing or a designated faculty member to review the Nursing Curriculum Plan of Study.
- b. The student must complete a change of major form through the Registrar's Office.
- c. Upon enrollment in the nursing major, internal transfer students must meet the admission criteria as previously stated in #1–#5.

External transfer students applying to the nursing major:

- a. Students must apply to the College by April 15 (fall admission) and October 15 (spring admission) and meet all College admission criteria prior to the nursing admission review process.
- b. Students transferring from a college or university other than Messiah College must have an **earned cumulative GPA of 3.3** to be admitted to Messiah College as a nursing major.
- c. Depending upon the student's type and number of transferred courses, it may take up to an additional four years to complete the nursing program.
- d. The achievement of a "B" or higher is required in all equivalent pre-requisite courses to the major. Pre-requisite courses include:

CHEM 103	Chemical Science
BIOL 185 & BIOL 186	Anatomy and Physiology I and II
SOAN 101	Introduction to Sociology <i>and/or</i>
PSYC 101	Introduction to Psychology <i>and/or</i>
HDFS 101	Foundations of Marriage and Family
PSYC 209	Life Span Development
NURS 203	Historical and Conceptual Basis for Nursing
BIOL 189	Genetics for Health Professions
BIOL 382	Microbiology for Health Professions
NUTR 222	Nutrition Theory
STAT 269	Introductory Statistics

- e. Transfer students applying to the nursing major are notified of acceptance upon completion of the application review process. Notification of acceptance into the nursing major will occur on an ongoing basis.

- f. Upon enrollment in clinical courses, transfer students must meet the criteria as previously stated in #1–#5.

External transfer students who have completed any course with a nursing designation at another college or university:

- a. Students must apply to the College by April 15 (fall admission) and October 15 (spring admission) and meet all College admission criteria prior to the nursing admission review process.
- b. Students transferring from a college or university other than Messiah College must have an **earned cumulative GPA of 3.3** to be admitted to Messiah College as a nursing major.
- c. The achievement of a “B” or higher is required in all equivalent pre-requisite courses to the major. Pre-requisite courses include:

CHEM 103	Chemical Science
BIOL 185 & BIOL 186	Anatomy and Physiology I and II
SOAN 101	Introduction to Sociology <i>and/or</i>
PSYC 101	Introduction to Psychology <i>and/or</i>
HDFS 101	Foundations of Marriage and Family
PSYC 209	Life Span Development
NURS 203	Historical and Conceptual Basis for Nursing
BIOL 189	Genetics for Health Professions
BIOL 382	Microbiology for Health Professions
NUTR 222	Nutrition Theory
STAT 269	Introductory Statistics

- d. Students applying directly to the first clinical nursing courses must have transcripts and descriptions of previous course content submitted to the Admission & Progression Committee by November 15. Students interested in NURS 210 & NURS 211 placement must have completed at least 42 college credits prior to enrollment. The following pre-requisite courses or their equivalents must be included in these credits:

- BIOL 185 and BIOL 186 Anatomy and Physiology I and II
- SOAN 101 Introduction to Sociology and/or PSYC 101 Introduction to Psychology and/or HDFS 101 Foundations of Marriage and Family
- PSYC 209 Life Span Development
- CHEM 103 Chemical Science
- NURS 203 Historical and Conceptual Basis for Nursing

- e. Admission decisions for junior and senior placement are made on an individual basis upon review of college course work and space available in clinical nursing courses. Students applying to the nursing major at junior or senior levels must have transcripts

and descriptions of previous nursing course content, submitted to the Admission & Progression Committee by May 15 (fall admission) and November 15 (spring admission).

Adopted 1993 • Revised 2013

Code of Conduct

Criminal History Background Checks

In order to comply with the Commonwealth of PA Older Adult Protective Services Act and the Chapter 63 of 23 PA Consolidated Statutes Annotated relating to the Child Protective Services law, the student who decides to pursue the nursing major must provide evidence that he/she has no record of criminal offenses. The complete Criminal History Background Checks Policy and Procedure is distributed to each nursing student prior to the clinical nursing course. A positive criminal history will result in dismissal from the program.

The student who pursues the nursing major does so with the understanding that these clearances will need to be obtained and the results made known to the Messiah College Department of Nursing. Progression in the nursing major is conditional pending results of the criminal history background checks. Failure to comply with criminal background checks will prohibit progression in the nursing major. All background check procedures and associated costs will be the responsibility of the student. Transportation to and from all drug testing and criminal background testing sites will be the responsibility of the student. If in the course of routine criminal checks and drug screenings, a student is found in violation of any College Policy or Ethos, the Department of Nursing will report those violations to the appropriate College office and/or offices. Additional background checks may be requested at any time during the nursing curriculum if deemed necessary.

Adopted 1998 • Revised 2010

Drug Screening Policy

It is the policy of Messiah College's Department of Nursing to adhere to all policies of clinical facilities with which the College affiliates for student clinical learning experiences. Many clinical facilities are now requiring drug testing of all students. All nursing students will be required to have and pay for a drug screening. Additionally, any student suspected of being under the influence of alcohol or drugs will be required to submit to an immediate substance screening, as a condition of remaining in the program. The student will pay the cost of the drug screening.

The nursing program maintains a no tolerance policy regarding substance abuse. Students must clear a urine drug test. Failure to undergo the drug test will result in dismissal from the program.

If the test comes back positive, the student will be dismissed from the program. If the drug screen comes back diluted or adulterated, the student will be allowed one retest. If the student fails or refuses the second test, the student will be dismissed from the program.

If the student wishes to be considered for readmission, the student must submit a letter from a treatment agency verifying completion of a substance use assessment and a treatment program as indicated. Readmission is not guaranteed. If the student is readmitted and tests positive for substance a second time, the student is not eligible for readmission to the Department of Nursing.

If in the course of routine criminal checks and drug screenings, a student is found in violation of any College Policy or Ethos, the Department of Nursing will report those violations to the appropriate College office and/or offices.

Transportation to and from all drug testing and criminal background testing sites will be the responsibility of the student. Additional drug screenings may be requested at any time during the nursing curriculum if deemed necessary.

Adopted 2008 • Revised 2011

Pennsylvania (PA) Code of Professional and Vocational Standards

- a) 21.18 Standards of Nursing Conduct.
 - (a) A registered nurse shall:
 - (1) Undertake a specific practice only if the registered nurse has the necessary knowledge, preparation, experience and competency to properly execute the practice.
 - (2) Respect and consider, while providing nursing care, the individual's right to freedom from psychological and physical abuse.
 - (3) Act to safeguard the patient from incompetent, abusive or illegal practice of any individual.
 - (4) Safeguard the patient's dignity, the right to privacy and the confidentiality of patient information. This standard does not prohibit or affect reporting responsibilities under 23 Pa.C.S. Chapter 63 (relating to the Child Protective Services Law), the Older Adults Protective Services Act (35 P.S. 10211-10224) and other statutes which may mandate reporting of this information.
 - (5) Document and maintain accurate records.
 - (b) A registered nurse may not:
 - (1) Knowingly aid, abet or assist another person to violate or circumvent a law or Board regulation.
 - (2) Discriminate, while providing nursing services, on the basis of age, marital status, sex, sexual preference, race, religion, diagnosis, socioeconomic status or disability.

- (3) Knowingly permit another individual to use his license or temporary permit for any purpose or knowingly permit the unlicensed person under the registered nurse's jurisdiction or supervision to misrepresent that the individual is a licensed nurse.
- (4) Misappropriate equipment, materials, property, drugs, or money from an employer or patient.
- (5) Solicit, borrow or misappropriate money, materials or property from a patient or the patient's family.
- (6) Leave a nursing assignment prior to the proper reporting and notification to the appropriate department head or personnel of such an action.
- (7) Knowingly abandon a patient in need of nursing care. Abandonment is defined as the intentional deserting of a patient for whom the nurse is responsible.
- (8) Falsify or knowingly make incorrect entries into the patient's record or other related documents.
- (9) Engage in conduct defined as a sexual violation or sexual impropriety in the course of a professional relationship.

Commonwealth of Pennsylvania. (Sept. 13, 2003). *Pennsylvania Code Title 49. Professional and Vocational Standards*. Chapter 21. State Board of Nursing, pp. 21-12 & 21-13.

National Student Nurses Association (NSNA) Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we;

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.

3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN, on April 6, 2001

Messiah College Good Moral Character and Infractions:

Students must have an academic disciplinary record reflecting behavior consistent with the Community Covenant of Messiah College. “Good moral character” is defined for the purposes of the Department of Nursing as **compliance** with the preceding statements of Code of Conduct.

If after the student’s appeal procedures have been completed and disciplinary action has been deemed necessary by the Academic and Student Life Offices, these offices will report students involved in the offense listed below to the Chairperson of the Department of Nursing. The Messiah College Department of Nursing Admission & Progression Committee is charged with reviewing reported incidents and determining a course of action for the student involved. If in the

judgment of the members of the Admission & Progression Committee, a student's academic or disciplinary record reflects a substantial disregard to the Code of Conduct, the student will not be approved for admission to, or progression in, the nursing major. Eligibility for entrance and continued enrollment in the nursing major will be revoked immediately for behavior contrary to "good moral character" as defined. In addition, students who violate the provisions of "good moral character" must immediately withdraw (or will be withdrawn) from the nursing major. A W will be the grade given if the student withdraws after the semester's final date for withdrawal.

Appeal Process:

Any student deemed, by the Admission & Progression Committee, to fail to meet the "good moral character" criteria may appeal within ten days of the Admission & Progression Committee's decision to the Dean of Science, Engineering, and Health who shall render a final written determination within ten days of receiving the appeal.

Good Moral Character Infractions:

Academic Infractions:

1. **Plagiarism:** Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources without the proper acknowledgement of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own.
2. **Cheating:** Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, sharing information about exams, using any kind of electronic mobile or storage devices for unapproved purposes, communicating via email, IM or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers.
3. **Fabrication:** Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data.
4. **Misrepresentation of Academic Records:** Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form.
5. **Facilitating Academic Dishonesty:** Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.
6. **Computer Offenses:** Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs.

7. Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials.

Messiah College Student Handbook. Academic Integrity Policy.

Student Life Infractions:

1. Discriminatory behavior: racial, gender
2. Harassment behavior: abusive, sexual
3. Repeated incidents of personal dishonesty: stealing and/or theft or services
4. Possession and/or use of illegal drugs
5. Campus possession of college-banned weapons, for ex. Firearms
6. Actions that result in willful destruction of property
7. Initiating bomb scares and/or false fire alarms
8. Possession or use of alcohol as described in Messiah College's Alcohol Policy.

As adapted from the Messiah College Teacher Education Program's document on *Good Moral Character Definition and Infraction* (July, 1997).

Messiah College Student Handbook

Adopted 2004 • Revised 2013

Performance and Essential Functions of Nursing

The student is expected to perform the same “essential functions of the employment position” as a licensed registered nurse. “A student must be able to practice nursing as it is defined in the law. He/she must have adequate cognitive, sensory and psychomotor functioning to effectively implement nursing care” (PA State Board of Nursing memo, 2/28/01, “Factors which Impact on Nursing Education Program Policies”). A student with sensory or motor-skill/strength limitations must be able to demonstrate the ability to meet those standards for performance, using adaptive equipment where necessary. “A student must be able to tolerate physically taxing activities and exercise restraint during stressful situations in order to meet the demands of the profession” (PA SBN memo).

Accordingly, the standards for classroom and clinical participation will be interpreted by the Department of Nursing to reflect the essential functions of a nurse's employment. The student must display physical and emotional stability such that his/her behavior will not lead to excessive absence from the classroom or clinical setting or render him/her unable to meet established reasonable standards of performance in the classroom or clinical setting.

Nursing, as a practice discipline, requires cognitive, sensory, affective and psychomotor performance requirements. The Department of Nursing has adopted a list of “Core Performance Standards” that serve as an objective measure for whether or not a student is qualified to meet the requirements for the nursing major. Admission to, and progression in, the nursing major is not based on these standards. The standards are used to assist a student in determining whether accommodations or medications are necessary. Students in the major will be required to demonstrate the ability to satisfy these criteria with or without reasonable accommodations.

ISSUE	STANDARD	EXAMPLES (Not all Inclusive)
Critical Thinking	Critical Thinking for effective clinical reasoning and clinical judgment	Identify cause-effect relationship in nursing clinical and classroom situations Predict outcomes based on plans of care for clients across the life span Differentiate extraneous data from pertinent data Synthesize theory and apply to client care situations Analyze and synthesize information to support or defend a position Correctly calculate prescribed drugs Make safe judgments Evaluate the effectiveness of nursing interventions
Professional Relationships	Interpersonal skills sufficient for professional interactions with a diverse population of peers, faculty, individuals, families and groups	Function collaboratively in groups Establish rapport and therapeutic relationships with client/families, peers, faculty and other health care professionals Maintain professional boundaries Participate in successful conflict resolution when necessary
Communication	Communication abilities sufficient for interaction with others in verbal and written form	Participate in the exchange of ideas/thoughts verbally and in writing in the classroom and clinical setting Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces	Move around in client’s room, workspaces, and treatment areas, perform cardiopulmonary procedures, assist in ambulation, lift and transfer clients (suggested minimum of 50 lbs) Possess sufficient mobility and stamina to function in a clinical setting for a minimum of 8 hours

Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	Demonstrate the ability to complete examinations/evaluations by writing, typing or demonstration. Demonstrate calibration and use of equipment Demonstrate therapeutic positioning of patients
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear basic conversation, monitor alarms, emergency signals, auscultatory sounds and cries for help
Visual	Visual ability sufficient to monitor and assess health needs	Read documents (charts, lab reports) Read calibration of syringes, sphygmomanometer, thermometers, equipment output (waves, printouts, and digital readings) Observe client behaviors (color changes, nonverbal communication)
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, percussion, functions of physical examination and/or those related to therapeutic intervention, assess temperature changes
Emotional Stability	Emotional stability sufficient to assume responsibility/accountability for actions	Respond appropriately to suggestions for improvement Accept constructive criticism
Health	Characteristics that would not compromise health and safety of clients	Minimize exposure to and seek appropriate treatment for communicable diseases

Information adapted from: SREB Council on Collegiate Education for Nursing. (2009). *The American with disabilities act: Implications for nursing education* .

In addition, candidates should be aware that some types or degrees of disability may prevent a student from meeting accepted standards for performance. Some clinical settings are not wheelchair-accessible, for example. Nursing faculty will try to arrange accessible locations, but the College has no authority over cooperating agencies. In those situations where the student cannot be sufficiently accommodated or is unable to meet competency/performance requirements, the student is encouraged to find another area of study. Requests for reasonable accommodation from an otherwise qualified individual must be supported by appropriate documentation and submitted to the College's Director of Disability Services.

If it becomes apparent to the nursing faculty that the student is having difficulty meeting these standards, Messiah College reserves the right to require additional medical and/or psychological evaluation at the student's expense and/or to suspend or remove the student from the program. The student shall be given notice of such action which is reasonable under the circumstances and shall be permitted to obtain review of the action by using the Grievance Procedure.

Adopted 2001; Revised 2012

Progression

For the Class Cohorts of 2014 and 2015 Graduation Year

The nursing courses must be taken in the following order with the course prerequisites as listed:

NURS 203	
NURS 210	Pre-req: BIOL 185 & 186, CHEM 110, PSYC 101/SOAN 101/HDFS 101, PSYC 209, NURS 203 Pre-req or Co-req: NURS 211, BIOL 189, NUTR 222
NURS 211	Pre-req: BIOL 185 & 186, CHEM 110, PSYC 101/SOAN 101/HDFS 101, PSYC 209, NURS 203 Pre-req or Co-req: NURS 210, BIOL 189, NUTR 222
NURS 303	Pre-req NURS 210, NURS 211, BIOL 382 Co-req: NURS 310, NURS 311
NURS 304	Pre-req NURS 303, NURS 310, NURS 311 Co-req: NURS 312, NURS 313
NURS 305	Pre-req or Co-req: STAT 269
NURS 310	Pre-req: NURS 210, NURS 211, BIOL 382 Pre-req or Co-req: NURS 303
NURS 311	Pre-req: NURS 210, NURS 211, BIOL 382 Pre-req or Co-req: NURS 303
NURS 312	Pre-req: NURS 303, NURS 310, NURS 311 Co-req: NURS 304
NURS 313	Pre-req: NURS 303, NURS 310, NURS 311 Co-req: NURS 304
NURS 405	Pre-req: NURS 305
NURS 410	Pre-req: NURS 304, NURS 312, NURS 313
NURS 411	Pre-req: NURS 304, NURS 312, NURS 313
NURS 412	Pre-req: NURS 495
NURS 413	Pre-req: NURS 495
NURS 495	Pre-req: NURS 410, NURS 411
NURS 496	Pre-req: NURS 495

For the Class Cohort of 2016 Graduation Year and beyond

The nursing courses must be taken in the following order with the course prerequisites as listed:

NURS 203	
NURS 210	Pre-req: BIOL 185 & 186, CHEM 110, PSYC 101/SOAN 101/HDFS 101, PSYC 209, NURS 203 Pre-req or Co-req: NURS 211, BIOL 189
NURS 211	Pre-req: BIOL 185 & 186, CHEM 110, PSYC 101/SOAN 101/HDFS 101, PSYC 209, NURS 203 Pre-req or Co-req: NURS 210, BIOL 189, NURS 303
NURS 303	Pre-req BIOL 382 Co-req: NURS 210, NURS 211
NURS 304	Pre-req NURS 303, NURS 210, NURS 211 Co-req: NURS 310, NURS 311
NURS 305	Pre-req or Co-req: STAT 269
NURS 310	Pre-req: NURS 210, NURS 211, NURS 303, BIOL 382 Pre-req or Co-req: NURS 304
NURS 311	Pre-req: NURS 210, NURS 211, NURS 303, BIOL 382 Pre-req or Co-req: NURS 304
NURS 312	Pre-req: NURS 303, NURS 304, NURS 310, NURS 311 Co-req: NUTR 222
NURS 313	Pre-req: NURS 303, NURS 304, NURS 310, NURS 311 Co-req: NUTR 222
NURS 405	Pre-req: NURS 305
NURS 410	Pre-req: NURS 304, NURS 312, NURS 313, NUTR 222
NURS 411	Pre-req: NURS 304, NURS 312, NURS 313, NUTR 222
NURS 412	Pre-req: NURS 405, NURS 410, NURS 411, NURS 495
NURS 413	Pre-req: NURS 405, NURS 410, NURS 411, NURS 495
NURS 495	Pre-req: NURS 405, NURS 410, NURS 411
NURS 496	Pre-req: NURS 495

*Course selection is outlined in the Plan of Study. Selection is made in consultation with the faculty advisor.

Progression in the nursing major is contingent upon the following:

1. Maintenance of an earned cumulative GPA of 3.0 or higher (Cohort Class of 2016)/2.8 or higher (Cohort Class of 2014 & 2015). The Messiah College Department of Nursing Admission & Progression Committee is charged with reviewing student cases and

determining a course of action for the student involved. Failure to meet an earned cumulative GPA of 3.0 (Cohort Class of 2016) or a GPA of 2.8 (Cohort Classes 2014 & 2015) may result in probational status for one semester. If an earned cumulative GPA of 3.0 (Cohort Class of 2016) or a 2.8 (Cohort Classes 2014 & 2015) is not achieved after the probational semester, the student will be dismissed from the nursing major.

2. Progression into the nursing major is determined at the end of the fall semester AND prior to entry into the clinical courses.
3. Compliance with the Department of Nursing Code of Conduct. (See policy “Code of Conduct”)
4. Successful completion of the annual criminal history background checks. (See policy “Code of Conduct”)
5. Continued ability to perform the “essential functions of the employment position” (nursing). (See policy “Performance and Essential Functions of Nursing”)
6. Compliance with the Department of Nursing Professionalism Policy. (See policy “Professionalism”)
7. Conformity with the policy “Grading.” The achievement of a “C” or higher is required in all pre-requisite courses to the major. Pre-requisite courses include:

CHEM 103	Chemical Science
BIOL 185 & BIOL 186	Anatomy and Physiology I and II
SOAN 101	Introduction to Sociology <i>and/or</i>
PSYC 101	Introduction to Psychology <i>and/or</i>
HDFS 101	Foundations of Marriage and Family
PSYC 209	Life Span Development
NURS 203	Historical and Conceptual Basis for Nursing
BIOL 189	Genetics for Health Professions
BIOL 382	Microbiology for Health Professions
NUTR 222	Nutrition Theory
STAT 269	Introductory Statistics

If a student receives a grade less than a “C,” in any of the above courses, the student must repeat the course at Messiah College, dependent on available space. *Therefore, no transfer credit will be accepted for a repeated course.* Pre-requisite courses may only be repeated one time. If a student withdraws from or drops a pre-requisite, support or nursing course, it **MUST** be re-taken at Messiah College and **MUST** meet the grade requirement of “C or better”. Failure to achieve a “C” or higher in the pre-requisite, support or nursing courses, may result in the inability to progress in the nursing major during the next academic semester.

8. The achievement of a “C” or higher is required in all nursing courses. If a student receives a grade less than a “C”, the student may repeat the course one time, dependent on available space. Failure of a nursing course prevents progression in the nursing major to the next academic semester. Therefore, since nursing courses are offered only once a year, failure of nursing clinical courses results in at least a one-year delay of progression in the nursing major. A student who fails a clinical nursing course, will be permitted to complete co-required nursing courses organized within the same academic semester. Co-

required courses **CANNOT** be completed simultaneously. Therefore, failure of one co-required course within an academic semester, results in delayed progression in nursing courses for at least one year.

9. The student who fails a second nursing course will be dismissed permanently from the nursing major. A final course grade of C- or below is considered a failure.
10. At the completion of each semester the Messiah College Department of Nursing Admission & Progression Committee is charged with reviewing student admission and progression criteria. Depending on the nature of the violation the Admission & Progression Committee may issue a contract with required contingencies or may issue a dismissal letter requiring the student to withdraw from the major immediately.

Adopted 1993 • Revised 2013

Reentry Requirements

When a nursing student must drop out of the nursing major, for any reason, after beginning the clinical nursing sequence, the following requirements apply for reentry into the major:

1. Reentry into the major is dependent on
 - (a) the space available as determined by the Admission & Progression Committee.
 - (b) the successful completion of the admission and progression criteria.
2. The student who fails a second clinical nursing course will be denied reentry and be dismissed permanently from the nursing major.
3. If the student returns after an absence of one clinical course, the student may reenter the nursing major and begin with the next required nursing course in his/her sequence of study.
4. When a student returns after an absence of more than one clinical course, a contract may be developed stating the expectations and requirements to be met. The student must demonstrate proficiency in clinical skills and knowledge of theory from previously passed nursing courses in order to proceed in the nursing major. This proficiency is determined by the nursing faculty on an individual basis, based on the past clinical and theoretical performance of the student. This is required because of the cumulative nature of the nursing curriculum.

Adopted 1993 • Revised 2003

Validation of Prior Learning

Validation of prior learning by the College includes:

1. CLEP (College Level Entrance Placement),
2. Advanced Placement Examinations, and
3. Evaluation of transfer student's transcripts and other course materials.

Adopted 1994 • Revised 2005

Nursing Curriculum Plan of Study

The Nursing Curriculum Plan of Study provides the nursing student with a guide for planning course registration each semester. This guide is based on a logical course sequence to meet pre-requisite course requirements. This guide also provides important reminders for requirements unique to nursing students. The following plan of study has been updated for cohort 2016.

Cohorts 2014 and 2015 will follow the plan of study published in the 2012-2013 Nursing Student Handbook.

**School of Science, Engineering and Health
Department of Nursing**

NURSING CURRICULUM-SAMPLE PLAN OF STUDY for Cohorts 2014 & 2015

FIRST YEAR

___	IDFY 101	First Year Seminar +	3	___	COMM 105	Communications +	3
___	CHEM 103	Chemical Science + *	4	___	___	Language +	3
___	BIOL 185	Human Anatomy & Physiology I*	4	___	IDCR 151	Created & Called for Community +	3
___	PSYC 101 <u>or</u>	Intro to Psychology + *	3	___	BIOL 189	Genetics for Health Professions #	3
___	SOAN 101	Introduction to Sociology + *	___	___	BIOL 186	Human Anatomy & Physiology II *	4
___	<u>or</u> HDFS 101	Foundations of Marriage & Family +*	___	___	PHED 101	Introduction to Wellness +	<u>2</u>
___	___	Language +	<u>3</u>				18
			17				

Clinical Preparation Packet Due in March: FBI, State Police, Child Abuse, and Urine Drug Screen checks.

SOPHOMORE YEAR

___	PHED ___	Physical Activity +	1	___	ENGL	Literature +	3
___	___	Lang/Cross-Cultural/Non Western +	3	___	___	Art/Music/Theatre +	3
___	BIOL 382	Microbiology for Health Professions #	4	___	NUTR 222	Nutrition #	3
___	BIBL ___	Bible +	3	___	NURS 211	Foundations of Nursing Practice #	3
___	PSYC 209	Life Span Development*	3	___	NURS 210	Health Assessment #	<u>3</u>
___	NURS 203	Historical & Conceptual Basis for Nursing*	<u>3</u>				15
			17				

1st week of fall semester : Health & Dental forms plus due to Engle Center; & Copy of health insurance card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to the Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

JUNIOR YEAR

___	PHIL/RELI	Philosophy/Religion +	3	___	STAT 269	Introductory Statistics + ^	3
___	HIST ___	US <u>or</u> European History +	3	___	NURS 304	Pathopharmacology II ^	2
___	NURS 303	Pathopharmacology I ##	2	___	NURS 312	Nursing Care of Adults & Older Adults II ^	4
___	NURS 311	Nursing Care of Adults & Older Adults I ##	4	___	NURS 313	Nursing Care of Infants, Children, & Adolescents ^	4
___	NURS 310	Nursing Care of the Childbearing Family ##	4	___	NURS 305	Nursing Research^	2
			16				

1st week of fall semester : Evidence of PPD Screen due to Engle Center; Copy of health insurance card & American Heart Association CPR certification card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

SENIOR YEAR

___	___	Worldviews/Pluralism/Ethics +	3	___	NURS 495	Senior Practicum International <u>or</u>	3
___	NURS 410	Psychiatric/Mental Health Nursing**	4	___	NURS 495	local ^^ (J-Term only)	
___	NURS 411	Nursing Care of the Critically III**	4	___	NURS 413	Leadership in Nursing	3
___	NURS 405	Nursing Research II **	<u>2</u>	___	NURS 412	Community Health Nursing	4
			13	___	NURS 496	Senior Seminar	3
				___	THEO ___	Christian Beliefs +	<u>3</u>
							16

1st week of fall semester : Evidence of PPD Screen due to Engle Center; Copy of health insurance card & American Heart Association CPR certification card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

COURSE PROGRESSION:

- + Meets General Education Requirements
- * Successful completion required for admission to clinical nursing courses
- # Prerequisite for NURS 310 & NURS 311 & NURS 303
- ## Prerequisite for NURS 312 & NURS 313 & NURS 304 & NURS 305
- ^ Prerequisite for NURS 405 & NURS 410 & NURS 411
- ** Prerequisite for NURS 495, NURS 413 & NURS 412
- ^^ Prerequisite for NURS 496, NURS 413 & NURS 412

A minimum of 123 credits is required for graduation (Nursing students may exceed these graduation requirements). (Revised May 2013)

School of Science, Engineering and Health

Department of Nursing

NURSING CURRICULUM—SAMPLE PLAN OF STUDY for Cohorts ≥ 2016

FIRST YEAR

___	IDFY 101	First Year Seminar +	3	___	COMM 105	Communications +	3
___	CHEM 103	Chemical Science + *	4	___	___	Language +	3
___	BIOL 185	Human Anatomy & Physiology I*	4	___	IDCR 151	Created & Called for Community +	3
___	PSYC 101 <u>or</u>	Intro to Psychology + *	3	___	BIOL 189	Genetics for Health Professions #	3
___	SOAN 101	Introduction to Sociology + *	___	___	BIOL 186	Human Anatomy & Physiology II *	4
___	<u>or</u> HDFS 101	Foundations of Marriage & Family +*	___	___	PHED 101	Introduction to Wellness +	2
___	___	Language +	3				18
			17				

Clinical Preparation Packet Due in March: FBI, State Police, Child Abuse, and Urine Drug Screen checks.

SOPHOMORE YEAR

___	PHED ___	Physical Activity +	1	___	ENGL	Literature +	3
___	___	Lang/Cross-Cultural/Non Western +	3	___	___	Art/Music/Theatre +	3
___	BIOL 382	Microbiology for Health Professions #	4	___	NURS 303	Pathophysiology #	3
___	BIBL ___	Bible +	3	___	NURS 211	Foundations of Nursing Practice #	3
___	PSYC 209	Life Span Development*	3	___	NURS 210	Health Assessment #	3
___	NURS 203	Historical & Conceptual Basis for Nursing*	3				15
			17				

1st week of fall semester : Health & Dental forms plus due to Engle Center; & Copy of health insurance card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to the Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

JUNIOR YEAR

___	PHIL/RELI	Philosophy/Religion +	3	___	STAT 269	Introductory Statistics + ^	3
___	HIST ___	US <u>or</u> European History +	3	___	NUTR 222	Nutrition Theory ^	3
___	NURS 304	Pharmacology ##	3	___	NURS 312	Nursing Care of Adults & Older Adults II ^	4
___	NURS 311	Nursing Care of Adults & Older Adults I ##	4	___	NURS 313	Nursing Care of Infants, Children, & Adolescents ^	4
___	NURS 310	Nursing Care of the Childbearing Family ##	4	___	NURS 305	Nursing Research^	2
			17				16

1st week of fall semester : Evidence of PPD Screen due to Engle Center; Copy of health insurance card & American Heart Association CPR certification card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

SENIOR YEAR

___	___	Worldviews/Pluralism/Ethics +	3	___	NURS 495	Senior Practicum International <u>or</u> local ^^ (J-Term only)	3
___	NURS 410	Psychiatric/Mental Health Nursing**	4	___	NURS 413	Leadership in Nursing	3
___	NURS 411	Nursing Care of the Critically Ill**	4	___	NURS 412	Community Health Nursing	4
___	NURS 405	Nursing Research II **	2	___	NURS 496	Senior Seminar	3
			13	___	THEO ___	Christian Beliefs +	3
							16

1st week of fall semester : Evidence of PPD Screen due to Engle Center; Copy of health insurance card & American Heart Association CPR certification card due to Nursing Department Office. Evidence of Influenza vaccine due prior to 10/25 to Nursing Department Office.

1st week of spring semester : Copy of health insurance card due to Nursing Department Office.

COURSE PROGRESSION:

- + Meets General Education Requirements
- * Successful completion required for admission to clinical nursing courses
- # Prerequisite for NURS 310 & NURS 311 & NURS 304
- ## Prerequisite for NURS 312 & NURS 313 & NURS 305
- ^ Prerequisite for NURS 405 & NURS 410 & NURS 411
- ** Prerequisite for NURS 495, NURS 413 & NURS 412
- ^^ Prerequisite for NURS 496, NURS 413 & NURS 412

A minimum of 123 credits is required for graduation (Nursing students may exceed these graduation requirements). (Revised May 2013)

NURSING COURSES

Attendance

Class attendance is expected in all nursing courses. The College policy on class attendance can be found in the Messiah College Student Handbook. The Department of Nursing faculty support this policy. Additions to the College policy may be addressed in each course syllabus. A faculty member may exercise broad discretion when addressing patterns of or excessive absences. The range of consequences may include verbal warning to course failure.

Adopted 1993 • Revised 2004

Audiotaping

The student who wishes to audiotape class activities/lectures must notify the professor of the course at the beginning of an academic semester and complete the Request to Audiotape form and return it before any taping will be permitted. Faculty reserve the right to refuse to allow taping of any class activities/lectures. Permission to tape any class activities/lectures will be kept on file in the student's record. The student must agree to protect the confidentiality of any tapes during the semester by not allowing any persons outside of the course to listen to the tapes. All tapes of class activities/lectures must be destroyed at the end of each semester. The student may not tape copyrighted audio-visual materials used during class. Failure to abide by this policy will result in permanent revocation of any future permission to audiotape class activities/lectures.

Adopted 1997

Auditing

The student who wishes to attend a non-clinical nursing course but not receive College credit or a grade for his/her work may audit the course. The student who audits a course attends classes on a regular basis but is not required to do the course work or take any tests in the course. When the course is completed, the audited course is noted on the student's transcript. Only lecture courses may be audited. Courses requiring labs, private instruction, clinical practice, etc., may not be audited. Nursing courses eligible for audit status include NURS 203, NURS 303, NURS 304, NURS 305, NURS 405, NURS 496.

Adopted 1998 • Revised 2007

CPR

Each nursing student must complete the **American Heart Association, Basic Life Support (BLS) Health Care Provider** course in Cardio-Pulmonary Resuscitation (CPR) prior to the beginning of NURS 310 and NURS 311. The Health Care Provider CPR course includes: 1- and 2-person adult CPR, child CPR, infant CPR, Foreign Body Airway Obstruction, proper mask use, and the automated external defibrillator. CPR status must be renewed bi-annually through the American Heart Association. It is each **student's responsibility** to complete the course and to place a photocopy of his/her CPR card in the designated folders located in the Learning Laboratories. In the beginning of each semester, the CPR cards will be reviewed to assure current CPR status. A student will **NOT** be permitted in the clinical area unless he/she has current Healthcare Provider status, from the American Heart Association. We do not accept American Red Cross certification. Time missed will be an unexcused absence.

Adopted 1982 • Revised 2008

Fees

These fees are adjusted to reflect current costs of clinical/simulation supplies. There will be NO refunds of the nursing fee unless the nursing major is dropped prior to the first day of class. NURS 210/211, NURS 310/311, NURS 312/313, NURS 410/411, NURS 412/413 have a fee in addition to the usual tuition. These fees will be adjusted to reflect costs of the items.

Student Fees associated with Clinical Courses:

1. Tote bag with laboratory clinical supplies (spring of sophomore year with add-ons as needed)
2. Lab Coat (spring of sophomore year)
3. Clinical Uniforms & Patches (spring of sophomore year)
4. Clinical Accessories (stethoscope, goggles, pen light, hemostat, bandage scissors) (spring of sophomore year)
5. Laboratory Supplies (every semester)
6. Kaplan Comprehensive Computerized Testing & Remediation Package (every semester)
7. Graduation Pin (senior year)
8. Simulation Equipment (every semester)
9. Student Name Pin (spring of sophomore year)
10. Exam Soft

Miscellaneous Costs (**not included in Student Fees**):

1. AHA Health Care Provider Basic Life Support (CPR) (summer before junior year)
2. Required Immunizations (fall of sophomore year)
3. Annual PPD Screen and Influenza vaccine (annually)

4. Required physical exam and associated laboratory blood work (fall of sophomore year)
5. Textbooks & PDA software (every semester)
6. Criminal History Background Checks (summer before sophomore year)
7. Urine Drug Screen (summer before sophomore year)
8. Expenses associated with travel to clinical sites and labs, including parking fees (every semester)
9. Watch with second hand (prior to spring of sophomore year)
10. iPod Touch, iPhone or Smartphone (prior to spring of sophomore year)
11. PC or Mac laptop (prior to sophomore year)
12. White Clinical Shoes (Spring of sophomore year)
13. NCLEX-RN examination fee (\$200 Spring senior year)
14. Cap & Gown (senior year)
15. Licensure Fees (varies State to State)
16. Nursing Organization Fees (Optional)
17. Community Uniform (spring semester of sophomore year)

Adopted 1985 • Revised 2013

Grading

Grade Calculations for Clinical Nursing Courses:

Grading Scale:

A plus/minus grading scale will be used in the required nursing courses. The following equivalences will be utilized for final course grades:

A	92-100
A-	90-91
B+	87-89
B	82-86
B-	80-81
C+	77-79
C	72-76
C-	70-71
D+	67-69
D	60-66
F	<60

The student must earn at least a grade of “C” in **each** nursing course in order to continue in the nursing curriculum. A final course grade of C- or below is considered a failure, and the student will not be able to progress within the nursing program.*

**If a student receives a grade of C- or lower in a first half semester course, the student can progress to the second half semester course, but will not be able to progress to subsequent semester nursing courses until the failed course is repeated and passed successfully.*

The student must also maintain an earned cumulative GPA of 3.0 (Class of 2016)/GPA of 2.8 (Classes 2013, 2014 & 2015) or higher to continue in the nursing curriculum. (See policy “Progression”)

Class:

In each nursing course, examination grades will be recorded as earned and **will not** be rounded-up to the nearest whole number. The student must earn the individual minimum passing average on all examinations in order to pass the course. The individual minimum passing average examination grade is as follows:

- NURS 203 72%
- NURS 210 and 211 72%
- NURS 303 and 304 72%
- NURS 305 and 405 72%
- NURS 310 and 311 72%
- NURS 312 and 313 72%
- NURS 410 and 411 72%
- NURS 412 and 413 72%
- NURS 413 and 496 72%

The final course grade will be the letter grade equivalent to the examination average if the examination average is less than 72%. After the examination average is determined to be above 72%, additional course assignments will be calculated toward the final course grade. No additional course assignment grades will be considered in a final course grade to raise a course grade if the examination average is less than 72%. If the examination average is 72% or above, additional course assignments will then, and only then, be included in the final course grade calculation. Rounding up of the final course grade will be at the discretion of the course faculty. All students must meet the minimum passing standard in the course examinations to continue to the next nursing courses. Course requirements and additional grading criteria will be addressed in each course syllabus.

Integrated Testing:

The Kaplan integrated testing and remediation program has been adopted across the nursing curriculum so early intervention can enhance student outcomes. Nursing courses will allocate 10% of the total course grade to the Kaplan test(s) administered in each course and test remediation activities. Of the 10% allotted, half (5%) is derived from the Kaplan test score(s),

and the remaining half (5%) is derived from appropriate remediation activities. Appropriate remediation activity conducted by the student consists of a minimum of 45 seconds of review per test question. Remediation points will be assigned based on the percentage of questions appropriately remediated by the student.

Remediation is defined as student review of a minimum of 45 seconds per exam question. The remediation grade will be earned in points or percent as follows:

Percent of questions remediated	Remediation Grade	
	Points	Percent
100 %	5	100
90-99%	4	80
80-89%	3	66
70-79%	2	50
60-69%	1	10
< 60%	0	0

Online focused reviews are available with the Kaplan program and are to be used for exam preparation. The Kaplan book "The Basics" is also available to students for review.

Clinical:

In nursing courses with a clinical component, the clinical laboratory experience is evaluated as pass/fail and is a required part of the course. One grade is given for each nursing course whether or not there is a clinical component. The student must have successfully achieved the clinical criteria (see Clinical Evaluation and specific course syllabi) by the completion of each nursing course with a clinical component in order to be evaluated as passing. Specific courses have identified critical criteria that can only be met in one clinical setting. A student who receives an unsatisfactory in any one of the critical criteria will fail the course. The student must be evaluated as “pass” on the Clinical Evaluation in order to receive a course grade of at least a “C.”

The deadlines for dropping or withdrawing from a clinical course will be modified and communicated by the Registrar’s office. These dates will be listed in the course syllabus. The following courses will have modified drop/withdraw dates:

NURS 310, NURS 311 (Junior level; Fall Semester)

NURS 312, NURS 313 (Junior level: Spring Semester)

NURS 410, NURS 411 (Senior level; First Semester)

Adopted 1990 • Revised 2012

Professionalism

Nursing students are expected to demonstrate professionalism in all aspects of their life, including classroom, clinical and simulation environments. Nursing faculty expect students to uphold the following standards:

	Expected Professional Behaviors (NOT all Inclusive)
Accountability	<p>Accountable for own learning</p> <p>Accountable for deadlines without reminders</p> <p>Accountable for knowing program & course requirements/expectations</p> <p>Accountable for own actions and civil communication</p> <p>Accountable for checking the learning management system and e-mail daily since this is the major form of communication within the Department of Nursing</p> <p>Accountable for preparing for laboratory/simulation/clinical experiences</p> <p>Accountable for preparing for the classroom activities by completing assigned readings and class preparation activities</p> <p>Expected to be awake, alert and engaged in learning activities and discussions</p>
Confidentiality	<p>Maintain confidentiality of all health or personal information obtained in laboratory or clinical environments</p> <p>Maintain confidentiality regarding student records</p> <p>Sign and adhere to all of Department of Nursing Confidentiality Statements</p> <p>Remove all identifiable information from all evidence/artifacts posted on the E-Portfolio</p>
Communication	<p>Use of electronic communication (email, text messaging, phone calls, twittering, etc.) during class/clinical/laboratory sessions is <u>prohibited</u></p> <p>All electronic devices must be turned off and inaccessible during classroom time unless otherwise approved by the professor (MP3 players, cell phones, PDAs, etc.)</p>

	<p>Computers may be used in the classroom at faculty discretion and only for classroom activities</p> <p>Communicate respectfully with peers, faculty, staff and the healthcare team</p> <p>Communicate the need for classroom/clinical accommodations regarding disabilities to the professor at the beginning of each semester</p> <p>Communication should NEVER be argumentative, hostile, condescending, uncivil or disrespectful</p> <p>No profane language or gestures</p> <p>Nonverbal expression of disdain or disrespect is a form of incivility and is not acceptable behavior in any environment</p>
Competence	<p>Expected to demonstrate a “C” or better in all pre-requisite, support, and nursing courses</p> <p>Expected to demonstrate and maintain the earned pre-requisite and the earned cumulative GPA requirements</p> <p>Expected to earn a 72% examination average for all nursing courses</p> <p>Expected to perform safe and accurate clinical skills</p> <p>Correctly calculate and administer prescribed medication dosages</p> <p>Demonstrate critical thinking and clinical judgment in classroom/clinical/laboratory and simulation experiences</p> <p>Expected to demonstrate cumulative competence for the most up-to-date APA documentation style</p> <p>Expected to demonstrate competence in writing skills (APA format, grammatically correct, logical idea development, correct spelling and punctuation, correct sentence and paragraph structure, proof reading)</p>
Interpersonal Conflicts	<p>Communicate directly with the individual involved in the conflict</p> <p>Communication should reflect respect, integrity and caring</p> <p>Seek assistance in resolving the situation by using the proper chain of command (instructor, Course Coordinator, Dept. Chairperson, School Dean)</p> <p>In case of imminent danger, call campus security or “9-1-1”</p> <p>Cases of sexual assault or harassment, or verbal/physical threat or actual</p>

	<p>violence, can be reported directly to campus security, Dept. Chairperson or the Upper Allen Police Dept.</p>
E-mail Communication & Etiquette	<p>Rules of grammar, spelling, punctuation and capitalization should be used</p> <p>Use a relevant subject line to identify the topic and urgency of the email for the recipient</p> <p>Use professor's preferred name/title and always demonstrate respect in communication</p> <p>Email should be consistent with verbal communication. The tone of voice of an email message is unclear, so write and read them carefully</p> <p>Do not use email messages for emotionally delicate or explosive, complex or intimate communication as they can be easily misunderstood</p> <p>For email communications that require a response from the student, the response should be completed within 2-3 days per the Messiah College Student Handbook.</p>
Teamwork	<p>All interactions should be respectful and caring</p> <p>Team members should contribute to group process equally</p> <p>Cooperation and collaboration is expected</p> <p>Decisions should be based on consensus whenever possible</p>
Timeliness	<p>Submit all course assignments on time</p> <p>Arrive on time to class/clinical /simulation unless discussed and/or excused by the faculty member prior to learning session.</p> <p>Avoid procrastination</p> <p>Adhere to scheduled appointments (advising, simulation, etc.)</p>

A faculty member may exercise broad discretion if students disregard these expectations for professional behavior. The range of consequences may include verbal warning, a course failure or dismissal from the nursing major.

Adopted 2012

Registration

1. Registration at Messiah College is an on-line process that occurs through the MC Square portal on the college's web site. Students are expected to meet with their assigned academic advisor during the designated advising times each semester. No student will be permitted to register for classes without meeting with his or her academic advisor.
2. Prior to registering for classes, **ALL PREREQUISITE COURSE** requirements must be met (see Progression section of this handbook). Nursing faculty cannot facilitate registration if prerequisite courses have not been completed. Students are expected to bring their laptop to their advising session. Students are to have completed and updated their e-portfolio prior to this session. Advisors will review and provide feedback on the development and maintenance of the e-portfolio during this session. Students will not be able to register for classes if the e-portfolio is not complete and/or updated.
3. Students planning to take summer prerequisite courses will **NOT** be able to register until the **OFFICIAL TRANSCRIPT** has been received and recorded by the Messiah College Office of the Registrar.
4. It is highly recommended that students review intentions to take courses at other institutions with their academic advisor and check the Course Equivalency Database located on MC Square.
5. Students must complete the on-line evaluation of his or her academic advisor prior to registering for spring semester classes.
6. Registration may be impeded by other college departments; therefore, students should access MC Square in advance of their given registration date and time so they become aware of any academic holds that exist.
7. Students who are repeating a nursing course must see the Department of Nursing Chairperson for registration access.

*Adopted 2009*Revised 2012*

Special Accommodations for Examinations

Students whose disability falls within ADA guidelines often require accommodations in the classroom for them to be successful. Identified and verified needs that are deemed “reasonable” by the College can be arranged through the Office of Disability Services. An Accommodation Profile is negotiated with the student, based on support from documentation. The Profile will include accommodations approved and agreed to between the student and the Director of Disability Services. Accommodations not agreed to will not be provided unless the Profile is renegotiated and modified based on new information or changes in the student’s situation. Faculty will not provide accommodations without official documentation. Further faculty will not provide accommodations if it is deemed its implementation will fundamentally alter the nature of the course.

Accommodations vary widely but are always designed to respond to the unique needs of the student based on their documentation. From the Accommodation Profile, letters are prepared for instructors at the beginning of each semester, verifying eligibility for accommodations, and specifying the nature of those accommodations. The student with the disability is then responsible for distributing the accommodation letter to his/her instructors. Disability-specific details are not revealed except as authorized by the student.

Any student who believes that he or she has been subjected to discrimination on the basis of disability, or has been denied access or accommodations required by law, shall have the right to invoke the Grievance Procedure.

As cited on the Office of Disability Services web page

https://www.messiah.edu/offices/disability/student_info/academic_supports.html

Adopted 1997 • Revised 2012

Testing Policy

During the administration of an examination, students are expected to comply with the following guidelines, unless directed otherwise by the course faculty:

1. All cell phones and mobile devices are to be turned off and placed in a basket or a backpack at the front of the classroom.
2. Backpacks, coats, and belongings need to be placed at the front of the classroom.
3. The only materials allowed on the desktop during an examination include: a Faltron, a hard copy of the examination, and a pencil.

4. Scrap paper and a calculator (if needed) will be provided for the student by the Department of Nursing.
5. No hats or caps are permitted.
6. If the room space allows, students should have at least one chair-width of space between one another.
7. Feet should remain on the floor.
8. Faltron and examination should not be clearly visible to any student.
9. No conversations, eye wandering, classroom mobility or classroom distractions are permitted during an examination.
10. No one is permitted to leave the exam for any reason. e.g., restroom use.
11. The submission of an examination implies that students have neither given nor received any unauthorized aid in the completion of the examination.

A faculty member may exercise broad discretion if students disregard these expectations for testing. The range of consequences may include a verbal warning to a course failure.

*Adopted 2011*Revised 2012*

CLINICAL EXPERIENCE

Assignments

Clinical assignments in each course are determined by the faculty instructor in each clinical setting. The patients are selected in order to best meet the educational needs of the students. Patients represent a broad spectrum of culturally, ethically, and spiritually diverse backgrounds as well as medical and nursing diagnoses. Each student is expected to care for all patients to whom he/she is assigned.

Adopted 1991

Attendance

Attendance in the clinical laboratory is mandatory. If the student is unable to meet the clinical criteria as a result of an absence or dismissal from clinical, the student will fail the course. If a student will be absent from the clinical experience, he/she must inform the instructor and/or clinical agency prior to the start of the clinical laboratory time. Following an absence, the student

must contact the clinical instructor prior to the next clinical experience. For clinical make-up requirements, refer to the policy on Make-up of Clinical.

Clinical Incident

Clinical Incident Report Process:

During a clinical experience, in the event that a student or faculty member is involved in a situation which warrants the completion of an institutional incident report, the following process will be followed.

Purpose:

This documentation provides the necessary information for the Department of Nursing should it be needed at a future date. The documentation will serve as information to guide possible policy revision and review related to clinical experiences and activities of students.

Procedure:

1. Any reportable clinical incident related to patient care will be immediately reported to the clinical instructor.
2. The clinical instructor will assist the student in completing the documentation required by the clinical facility.
3. The clinical instructor and the student involved in the incident will complete the Department of Nursing Clinical Incident Report Form within 72 hours.
4. The clinical instructor will report the incident to the Course Coordinator and the Department Chairperson within 72 hours.
5. The Department Chairperson will discuss the incident with the course faculty to identify need for further action.
6. The completed form will be filed in the Department of Nursing's confidential file for 5 years.

Adopted 1992 • Revised 1997; added to Student Handbook 2012

MESSIAH COLLEGE
DEPARTMENT OF NURSING

CLINICAL INCIDENT REPORT

POLICY:

The Department of Nursing will keep records of any reportable clinical incidents directly related to student performance in the clinical setting that results in the clinical facility or agency formally documenting it as a clinical incident.

PURPOSE:

This documentation provides the necessary information for the Department of Nursing should it be needed at a future date.

The documentation will serve as information to guide possible policy revision and review related to clinical experiences and activities of students.

PROCEDURE:

1. Any reportable clinical incident related to patient care will be immediately reported by the clinical instructor.
2. The clinical instructor will assist the student in completing documentation required by the clinical facility.
3. The clinical instructor, along with the student involved in the incident, will complete the Department of Nursing Clinical Incident Report form within 72 hours.
4. The clinical instructor will report the incident to the Course Coordinator and Department Chair within 72 hours.
5. The Department Chairperson will discuss the incident with the course faculty to identify any need for further action.
6. The completed form will be kept in the Department of Nursing's confidential file for a period of five years.

January, 2001

MESSIAH COLLEGE
DEPARTMENT OF NURSING
CLINICAL INCIDENT REPORT

Agency Name: _____ Agency Contact: _____

Student Name: _____ Faculty Name: _____

Clinical Course: _____ Clinical Rotation: _____

Date of Incident: _____, 20____ Time: _____ a.m./p.m.

List all individuals involved (including titles):

Description of incident & patient response as documented on patient record. Include nature of or potential for injury:

Description of any intervention post-incident:

What was the patient outcome (if known):

What recommendations were made to prevent this type of incident in the future:

Student Signature Date

Faculty Signature Date

Course Coordinator Signature Date

Chairperson Signature Date

Forms/Clinical Incident Report

Confidentiality

Messiah College Nursing Students are required to abide by the Health Insurance Portability and Accountability Act (HIPAA) and confidentiality policies of all affiliating agencies. Sophomore nursing students receive the HIPAA Training Handbook for the Nursing/Clinical Staff and view the video, Confidentiality: Who Needs to Know; and successfully passing the Post Test for Confidentiality: Who Needs to Know. Documentation of this process is filed in each student's advising folder. Students are not permitted to remove from the clinical site any electronic or paper documents that contain patient information. Clinical faculty has broad discretion in addressing violations of electronic, paper and verbal disclosures. Consequences may range from a warning up to and including course failure or a dismissal from the nursing major.

Adopted 2007

Dress Code

This policy is included because, while the nursing student is in the clinical institutions, he/she is representing Messiah College. The policy delineates guidelines for proper attire which reflect a professional appearance. During clinical laboratory experience, the student must wear either the clinical or community Messiah College Department of Nursing uniform unless otherwise indicated in course syllabi or by faculty.

A. **Clinical Uniform**

1. Messiah College Department of Nursing name tag
2. White or navy sweater
3. White clinical shoes (must be white leather, no clogs or open back shoes)
4. White undergarments
5. Messiah College Department of Nursing patch on left sleeve at shoulder of uniform
6. Students may wear a white cotton shirt under the uniform top (no writing or logo)
7. Female - White full-length stockings with uniform dress (no socks). Full white/navy blue socks may be worn with uniform pants. In the event of pregnancy, a plain white maternity top and navy blue maternity pants may be substituted for the designated clinical student uniform. The Messiah College Department of Nursing patch will be placed on the left sleeve of the uniform.
8. Male - Full white/navy blue socks, plain white T-shirt (no writing or logo)

B. **Community Uniform**

1. Messiah College Department of Nursing name tag
2. Comfortable flat shoes in brown, black or navy (no clogs or open back shoes)
3. Tailored navy blue slacks or trousers and/or skirt.

4. White long or short sleeve polo shirt (no writing or logo).
5. Female - Neutral or navy full-length stockings, must be worn with the community
6. uniform skirt (no socks permitted). Neutral stockings or navy blue socks must be worn with the navy blue slacks.
7. Male - Navy blue socks

C. **Lab Coat**

1. A lab coat must be worn over appropriate street clothes or community uniform during clinical experiences as specified by course faculty. At the Pinnacle Health campus blue lab coats will be provided for students to wear while at this clinical site. Students are not to wear white lab coats on the Pinnacle Health campus.
2. A name tag must be worn on the lab coat at all times.

D. No chewing of gum during any clinical experience.

E. The following personal appearance and grooming guidelines are in effect **during clinical experience in any setting**:

1. Hair: A natural hair color, clean, off the collar and pulled back; a conservative & culturally congruent style that presents a professional image; dreads not allowed.
Facial Hair: clean shaven or neatly groomed & trimmed
2. Makeup: Tasteful
3. Perfume: None
4. Nails: Short, well-manicured, no polish, no artificial nails
5. Jewelry:
 - a. Rings: May only wear one ring
 - b. Watch: Sweep second hand or digital watch with expression of seconds
 - c. Body piercing: None visible
 - d. Earrings: Small plain studs or non-dangling earrings of simple design.
(Limit: one earring per ear in the ear lobe)
 - e. Accessories: No bracelets or necklaces
6. Neatness: Clinical attire must be clean and wrinkle-free

F. Visible tattoos are not allowed. Many of our clinical agencies have a no visible tattoo policy which applies to not only agency employees but to those of us who use the clinical facilities for learning experiences. Therefore, students must assure that all tattoos are covered (i.e., clothing). In light of infection control issues, students with hand tattoos are strongly encouraged to have the tattoos removed. If a student has any questions regarding this policy, please check with the course coordinator.

G. Street clothes: no jeans, stretch pants, cargo, cropped or capri pants, miniskirts, t-shirts. No bare midriffs and no low scooped or V-neck shirts permitted. No sneakers.

Faculty reserve the right to exclude a student from the clinical laboratory area if his/her appearance is not in keeping with this policy and/or syllabus/faculty guidelines. Such exclusions shall be considered unexcused absences and will be documented on the Clinical Evaluation.

Adopted 1982 • Revised 2011

Health

Health Insurance

At the beginning of each semester the student must submit a photocopy of their health insurance card to the Nursing Department Office. If at any time during the school year your insurance information changes, you are required to again give a photocopy of the up-to-date health insurance card. If insurance coverage is terminated during the academic year, the Engle Center can provide information for insurance coverage during the remainder of the academic year. Insurance coverage must be maintained throughout the academic year.

The student **must secure health insurance** coverage to meet any and all needs for payment of medical costs while participating in the major. The College will use its best efforts to see that the student receives adequate medical care while participating in this major, but it is the student who assumes all risk and responsibility for the medical or medication needs and the cost thereof. Failure to obtain health insurance can result in a student not being permitted to participate in clinical experiences since clinical agencies require students to have health insurance. Failure to participate in clinical experiences will result in a course failure. The contractual agreement between the Messiah College Department of Nursing and agencies wherein clinical experiences occur indicates: “Agency shall provide emergency medical care to College nursing faculty and students assigned to Agency in the event of accident, illness, or exposure to infectious disease. **The student or faculty member shall be responsible for the expense of all health care rendered.**”

Adopted 1986 • Revised 2013

Student Health

Admission to the College – Upon admission to the college, the student must follow the general College requirements for health assessment.

Students who anticipate progression into clinical nursing courses must complete and submit the following to the Engle Health Center within the first week of the fall semester sophomore year:

1. Report of Health History and Physical Examination (Available on the learning management system on the Nursing site.)
2. PPD screen*
3. Varicella titer or vaccine documentation
4. Immunizations:
 - DPT – current within 10 years
 - Polio
 - MMR
 - Hepatitis B
5. Dental Examination Form (Available on the learning management system on the Nursing site.)

Annual Requirements:

Students entering clinical courses must receive an annual PPD* screen and influenza vaccine. Documentation of the PPD results must be submitted to the Engle Health Center within the first week of the fall semester. Documentation of an annual influenza vaccine must be submitted to the Nursing Department Office by *October 25*. There is an Influenza Documentation Form available on the learning management system on the Nursing site.

***PPD:**

A student who has a positive PPD is required to have a yearly chest x-ray. Submit results and documentation of prophylactic treatment if prescribed. Students who travel outside of the country, during their enrollment as a Messiah student, must have a repeat PPD screen within ten (10) weeks upon returning to the United States.

Failure to Complete Forms: Failure to turn in forms or to complete all required information will result in the student's exclusion from clinical. (Refer to the Clinical Experience policy on Attendance.) It is strongly recommended that students make photocopies of all their records prior to submission to the Engle Health Center.

*Adopted 1982 * Revised 2013*

Inclement Weather

Faculty will make a decision regarding cancellation of the clinical experience based on the weather report. The decision will take into account safety issues and responsibility related to the professional work ethic. Decisions regarding cancellation of clinical may vary from course to course and within courses.

Adopted 1993

Make-up of Clinical

Excused Absence:

The student should bring a request for a planned excused absence to the course coordinator, and the decision regarding the request will be made by course faculty. Excused absences may be granted for reasons which include, but are not limited to, illness/injury and family emergencies. The faculty reserve the right to request written documentation from the student to justify the absence. The need for clinical make-up will be based on the student's ability to achieve the clinical criteria within the allotted time frame. When a student misses clinical time due to an excused absence, every effort will be made to have that student make up the clinical time within the semester. Opportunity to make up an excused absence will be at the discretion of the clinical instructor and will depend on the availability of time and clinical facilities. If unable to make up time within the semester, a course grade of "incomplete" will be given until all absent time is made up.

The student will not pay for rescheduled clinical time within the semester. **When the clinical time cannot be made up during the semester, Students will be billed \$41.00 per hour plus mileage for faculty supervision. Payment must be made to the business office prior to the clinical make-up date.** The faculty member and the student, along with the institution, will work out an agreeable time for this clinical experience.

Cancellation:

If a clinical day is canceled for such reasons as inclement weather or some other problem affecting the entire rotation or class, faculty may assign additional clinical laboratory experiences.

Unexcused Absence:

An absence will be considered unexcused if it does not meet the criteria for an excused absence. In addition, if the student is unprepared to meet clinical criteria for the day, it is the prerogative of the instructor to dismiss the student from the clinical setting. The student's level of performance will be considered as an unexcused absence and will be documented as unsatisfactory in the anecdotal note and in a criterion related to Professional Role Development in the Clinical Evaluation. Separate specific documentation of the unexcused absence will be placed in the student's permanent file. Clinical make-up will not be permitted for unexcused absences. The lack of clinical experiences may result in a course failure if clinical criteria cannot be met within the remaining scheduled clinical time.

Adopted 1988 • Revised 2008

Preparation for Clinical Learning or Simulation Laboratory

It is vital to safe nursing practice that the nursing student be prepared to enter the clinical setting according to the specific assignments as stated in each course syllabus. The student who is not prepared to care for patients in the clinical setting, as determined by the clinical instructor, will be dismissed from the clinical setting and/or rated as “unsatisfactory” in the clinical evaluation. (Refer to the policy on Attendance for clinical in course syllabi.) Preparation for clinical skills that are required in the Learning Laboratories is just as important to safe nursing practice. The student is expected to demonstrate satisfactory performance during simulation laboratory experiences as defined by the simulation instructor and learning objectives. Therefore, if a student is not prepared, the course coordinator will be notified for determination of an appropriate course of action. (Refer to the policy on Attendance for clinical in course syllabi.)

Adopted 1985 • Revised 2011

Suspension

The Department of Nursing faculty reserves the right to suspend a nursing student’s privilege to be in the clinical setting if any one or more of the following conditions are present:

1. If the student is not able to perform “essential functions of the employment position” (see policy “Performance and Essential Functions of Nursing”)
2. If the student is not in compliance with the policy “Criminal History Background Checks.”
3. If the student does not follow the Preparation for Clinical Learning.
4. If the student does not follow the Simulation Laboratory Policy.
5. If the student does not abide by the Dress Code Policy.
6. If the student does not complete the required health forms (see policy on Student Health).
7. If the student has a problem with alcohol or drugs as described in the section of the Professional Nursing Law cited below. Although these sections of the law apply to the professional nurse, nursing schools are required to follow these rules as set forth by the **Pennsylvania** State Board of Nursing. A copy of the Professional Nursing Law is in the office of the Department of Nursing.

The licensee is unable to practice professional nursing with reasonable skill and safety to patients by reason of mental or physical illness or condition or physiological or psychological dependence upon alcohol, hallucinogenic or narcotic drugs or other drugs which tend to impair judgment or coordination, so long as such dependence shall continue. In enforcing this clause (2), the Board shall, upon probable cause, have authority to compel a licensee to submit to a mental or physical examination as designated by it. After notice, hearing, adjudication and appeal as provided for in section 15, failure of a licensee to submit to such examination when directed shall constitute an admission of the allegations against him or her unless failure is due to circumstances beyond his or her control, consequent upon which a default and final order may be entered without the taking of testimony or presentation of evidence. A licensee affected under this paragraph shall at reasonable intervals be afforded an opportunity to demonstrate that he or she can resume a competent practice of professional nursing with reasonable skill and safety to patients. [Pennsylvania State Board of Nursing. (Nov. 2006). Professional Nurse Law/Practical Nurse Law (Section 14, a, 2 p. 21). Harrisburg, Pa: Bureau of Professional and Occupational Affairs.]

Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of his license shall make or cause to be made a report to the Board: Provided, That any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirements of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to a fine not to exceed one thousand dollars (\$1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure), (Section 14.1 (f) of the Professional Nursing Law as cited above) (14.1 amended June 29, 2002, P.L. 651, No. 99).

8. If the student is in violation of the Code of Conduct (see policy “Code of Conduct”)

In the event of ongoing suspension, the course faculty may refer the student’s case to the Admission & Progression Committee for further evaluation.

Adopted 1991 • Revised 2011

Transportation

The student is required to provide his/her own transportation for the clinical component of each nursing course (College Catalog). The majority of clinical sites are within a 35 mile radius of Messiah College. The student bears the responsibility for safety and for following the Pennsylvania Vehicle Code rules and regulations. Messiah College and the Department of Nursing are not responsible to provide transportation and are not liable for any personal injury, accident or financial loss suffered by the student during this travel. **Messiah College and the Department of Nursing do not reimburse students for mileage.**

Adopted 1993 • Revised 2012

Universal Precautions

The basic infection control measure is good hand washing. For the prevention of contamination by blood and body fluids, the official guidelines published by the Centers for Disease Control and Prevention will be used as the final authority in determining safety precautions.

Adopted 1988 • Revised 2000

PATIENT SIMULATION LABORATORIES

Patient Simulation Laboratories (PSL) Policy

1. No food or beverages are allowed next to the equipment in the PSL.
2. The PSL are intended to be conducive to learning. Excessive talking is discouraged.
3. Audio-visual and reading materials may only leave the PSL with permission of the PSL Assistant. Only two (2) items may be signed out at a time. Materials for assignments should NOT leave the PSL.
4. Any equipment leaving the PSL must be signed out by the laboratory monitor or PSL Assistant.
5. All materials removed from the PSL with permission of the PSL Assistant must be returned by the predetermined time. A fine of \$1.00 per day may be charged for items not returned promptly.
6. Models may be signed out only with the permission of the PSL Assistant.

7. Audio-visual materials may be signed out for patient education only with the permission of the PSL Assistant.
8. No pets allowed.
9. Access and use of the PSL is limited to nursing students. Additional policies related to simulation learning are posted in each simulation laboratory. The student is responsible to be informed of these additional policies when in the simulation laboratory.

Adopted 1984 • Revised 2011

Simulation Education Integrity Policy

During your participation in a simulated clinical experience (SCE), you will be both an active participant in simulated scenarios and an observer. The objective of the SCE program is to educate students to better assess and improve their performance in evolving health care crisis situations. A SCE is designed to challenge the student's professional response and judgment in a high stress environment.

The Department of Nursing supports the College's Honor Code. The honor system is binding to all members of the college community. This includes the Patient Simulation Lab (PSL). Students are expected to keep all events, procedures, and information used in conjunction with the PSL strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the debriefing sessions.

Students are not to share information about their simulation experience with other students. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. Violation of this confidentiality statement is a violation of the College's Honor Code and will lead to consequences for the student, possibly up to and including removal from the nursing program.

Adopted 2011

General Policies

Grievance Procedure

Admission/Progression Denial Appeals for Sophomore Student:

A student may file an admission/progression denial appeal under the following circumstances:

There has been a clear miscalculation of the earned cumulative GPA and/or the earned pre-requisite GPA

There was a documentation error with respect to a pre-requisite course grade

If an appeal meets the above criteria, the student should follow the appeal process as described:

1. The student should informally discuss the matter with the following individuals within the first week of January term: the Department Chairperson, faculty advocate (of student's choice), and the Chairperson of the Admission & Committee.
2. Student should appeal in writing to the Department Chairperson. This written appeal must be made within five (5) working days following the informal discussion. The Department Chairperson will review the case and come to a decision based on the student's written appeal and the reason for denial of admission. The Department Chairperson will inform the student in writing of the department's decision, with a copy to the Dean of the School of Science, Engineering & Health, within three (3) working days.
3. Student appeals in writing to the Dean of the School of Science, Engineering & Health. If the decision of the department is not to the student's satisfaction, the student may appeal the decision to the Academic Dean. This appeal must be made in writing within five (5) working days of the chair's written notification. The Dean shall investigate carefully and render a decision in writing within five (5) working days, which shall be final.

Grade Appeals:

A student may appeal a COURSE grade under the following circumstances:

There has been a clear miscalculation of the grade

Changes were made in the grading procedures without student notification

The grade appears to be arbitrary and not based on published evaluation procedures/rubric;
and/or:

There is an appearance of arbitrary and inequitable grade assignment.

If an appeal meets the above criteria, the student should follow the grade appeal process as described in the Messiah College Student Handbook:

1. **Informal discussion between student and instructor.** If the discussion results in a grade change, a grade change request form is submitted to the Registrar's Office by the instructor. If the matter is not resolved to the student's satisfaction, the student is referred to the department chair.

2. **Informal discussion between student and department chair.** The student should informally discuss the matter with the department chair. The department chair should discuss the concern with the instructor. If the discussions result in a grade change, a grade change request form is submitted to the Registrar's Office by the instructor. If the matter is not resolved to the student's satisfaction, the student is informed that there is a formal appeal procedure. The first informal contact with the department chair must be before the end of the semester following the semester in which the grade was earned.
3. **Formal discussion between student, instructor, and department chair.** The department chair should arrange a meeting to discuss the matter with the student and instructor together. If this discussion results in a grade change, a grade change request form is submitted to the Registrar's Office by the instructor. The student should be informed in writing of this decision. If the matter is not resolved to the student's satisfaction, the student should be informed in writing of this decision, along with options available to the student.
4. **Student appeal in writing to department chair.** This written appeal must be made within ten working days of the written notification of the student by the department chair of the outcome of the formal discussions. Within ten working days of the student's appeal, the department chair must inform the instructor of the appeal and provide a copy of the student's appeal. The instructor has ten working days to provide a written explanation of the student's grade. The department chair has ten working days to convene a departmental meeting (without the instructor or student present) to review the case and come to a decision based on the student's written appeal and the instructor's written response. The department chair will inform the student of the departmental decision in writing, with copies to the instructor and the School Dean. If the decision results in a grade change, the department chair will submit a grade change request to the Registrar's Office with a copy of his/her response to the student attached.
5. **Student appeal in writing to the School Dean.** If the decision of the department is not to the student's satisfaction, the student may appeal the decision to the School Dean. This appeal must be made in writing, within ten working days of the department chair's letter to the student. The School Dean shall investigate carefully and render a decision in writing within thirty days, which shall be final.
6. **Cases involving the department chair.** In any case where the instructor is the department chair, another member of the department will serve in the role of the chair in these proceedings.

Other Appeals:

It is acknowledged that sometimes a student or group of students may have a complaint or a grievance about a faculty member in the Department of Nursing or the faculty as a whole, or regarding the application of any Department of Nursing policies. This complaint or grievance may be of a personal nature or may involve or be related to an administrative decision made by the person or the nursing faculty as a whole. To voice a complaint or grievance, the student should adhere to the following guidelines.

1. Before a formal grievance is initiated, the student/group shall make a reasonable attempt to discuss the issue openly and in the spirit of mutual trust and respect with the party against whom the grievance is held within 10 working days of the time the issue or problem arises.
2. Where the process above is unsuccessful or inappropriate, the student/group shall bring the matter to the attention of the course coordinator within 10 working days.
3. In the event that no resolution has been achieved, the student/group shall file a written and signed grievance with the Department Chairperson or his/her designee within 30 days of the alleged incident. The Department Chairperson shall have ten working days in which to render a written decision.
4. If the student/group wishes to appeal the Chairperson's decision, the student/ group must submit a written and signed grievance to the Dean of the School of Science, Engineering & Health within 10 working days of the Chairperson's decision. The Dean shall investigate and render a decision in writing within 30 days, which shall be final.

Adopted 1982 • Revised 2012

Professional Organizations

Student Nursing Student Association of Pennsylvania (SNAP) <http://www.snap-online.org/>

The purpose of the National Student Nurses' Association is to promote professional development of future registered nurses. SNAP is a constituent of the National Student Nurses Association. Members benefit from leadership opportunities, exam preparation courses, scholarships, career information, publication discounts, legislative representation and a quarterly association newsletter.

Nurses Christian Fellowship International (NCF) <http://ncfi.org/>

NCF is a local, regional, national and international fellowship for Christian nurses. At Messiah College, NCF is a chartered organization of the Student Government Association. The purpose of NCF is to encourage and support students desiring to minister through nursing, by training and equipping them to be Christ-like servants and leaders. Meetings are weekly and may include: devotion, prayer, discussion, fellowship, guest speakers, and service projects.

Sigma Theta Tau International (STTI)

http://www.nursingsociety.org/Chapters/Directory/Pages/chp_directory.aspx

Sigma Theta Tau is an honor society for nurses and nursing students. Membership is by invitation and requires a GPA achievement in the top 35% of the nursing class plus excellence in scholarship and leadership. The mission of the Honor Society of Nursing, Sigma Theta Tau International is to support the learning, knowledge and professional development of nurses committed to making a difference in health worldwide. The vision of this society is to create a global community of nurses who lead in using knowledge, scholarship, service and learning to improve the health of the world's people. The local chapter of Sigma Theta Tau is the Lambda Kappa Chapter.

Student Employment

The Messiah College Department of Nursing does not endorse the employment within the health care system of nursing majors in positions designated as “nursing student.” The malpractice insurance purchased by the college only provides coverage for the student's activities as a Messiah College nursing student under the supervision of a faculty member employed by the College. The Messiah College Department of Nursing concurs with the following rules and regulations of the State Board of Nursing:

If students are employed in health agencies, they may not be employed as registered or practical nurses unless they are currently licensed.

Student employment shall be on a voluntary basis and not a requirement of the institution. Remuneration for employment shall be within the range of the salary scale for the position. State Board of Nursing Commonwealth of Pennsylvania. (Sept. 13, 2003). Pennsylvania Code Title 49. Professional and Vocational Standards. Chapter 21, Section 21.112.p.21-38.

Adopted 1985 • Revised 2012

TECHNOLOGY

Electronic Devices

All cell phones, electronic pagers, and other electronic devices are to be turned off/silenced during nursing classes and clinical laboratory experiences. Handheld computers and laptop computers may be used in class with the permission of the instructor. Availability and use of electronic devices is at the discretion of the faculty member. Failure to comply with this policy may result in a student being dismissed from a class or clinical and receipt of an unsatisfactory grade.

Adopted 2004 • Revised 2006

Electronic Portfolio

Each nursing student will maintain an electronic portfolio throughout the nursing program. The development of an e-portfolio provides opportunities for the nursing student to collect materials that exemplify the student's experiences. The orientation to the e-portfolio use, as well as to the collection of required materials, will begin when the student is enrolled in NURS 211. The completed e-portfolio will be incorporated into the NURS 496 course content as the student prepares to begin the profession.

The rationale and directions for use are given to each student and can be found in the *E-Portfolio Handbook*. The *E-Portfolio Handbook* is posted on the learning management system within each nursing course. Each student is responsible for the inclusion of material in the e-portfolio. Each student is responsible for keeping the e-portfolio up to date. At the completion of each semester, the student is to complete the appropriate reflection form and post it to the e-portfolio. Academic advisors are to email their advisee a reminder about completing the reflection form and to update the portfolio. The student must respond to the advisor's email indicating their timeframe for updating and completing the e-portfolio for the semester.

Junior and senior level students are expected to bring their laptop to their advising session. Students are to have completed and updated their e-portfolio prior to this session. Advisors will review and provide feedback on the development and maintenance of the e-portfolio during this session. Students will not be able to register for classes if the e-portfolio is not complete and/or updated.

Adopted 2001 • Revised 2011

Learning Management System (LMS).

- In an effort to conserve resources, the Department of Nursing primarily uses the learning management system for posting course and department resources. Printing of course materials is the responsibility of the student*.
- Classroom and clinical assignments are primarily submitted electronically.
- The department of nursing continues to explore alternate course-delivery options.

Adopted 2009; Revised 2013

Mobile Technology

All students are required to have a mobile technology for clinical experiences beginning the spring semester of their sophomore year.

Adopted 2009 Revised 2011

Social Media

The term “social media” includes, but is not limited to, blogs; social networks such as MySpace, Facebook, and Twitter; podcasts; discussion forums; video sharing; Really Simple Syndication (RSS) feeds; and on-line collaborative information and publishing systems (i.e. Wikis).

Social Media Content Guidelines

The Messiah College Department of Nursing recognizes that social media sites like Facebook, Twitter, YouTube and others have become important communication tools for the community. Therefore, the Department of Nursing supports the use of social media in personal/non-school or non-work contexts. Students at Messiah College may encounter confidential information within the College or within the patient care environment during clinical practicum. It is the students’ responsibility to refrain from any of the following:

- Using of patients’ name (any identifier including initials, hospital name, etc.) and personal health information in any way
- Disclosing confidential information about the College, its employees, or its students
- Stating personal opinions as being endorsed by the College
- Using information and conducting activities that may violate Messiah College academic policies, or may violate local, state, or federal laws, and regulations

If students identify themselves as a Messiah College student online, it should be clear that any views expressed are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgment. Messiah College does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic/work environment. Social media may be used to investigate student behavior.

This policy provides Messiah College Nursing students with rules for participation in social media.

Guidelines:

1. Students must remain respectful of Messiah College, Clinical Agencies, and faculty/peers at all times. Students should **NOT** engage in any activity that reflects negatively upon Messiah College, Clinical Agencies, and faculty/peers.

2. Material may **NOT** be posted which is obscene, vulgar, discriminatory, sexually explicit, defamatory, threatening, harassing, abusive, racist, lewd, filthy, unlawful, hateful, or embarrassing to another user or any other person or entity.
3. Students may **NOT** disclose any confidential or proprietary information regarding Messiah College, patients, and faculty/peers.
4. Students may **NOT** use or disclose any patient identifying information of any kind on any social media without the express written permission of the patient and authorization by the Department of Nursing. This rule applies even if the patient is not identified by name where the information to be used or disclosed may enable someone to identify the patient.
5. Students are personally responsible and legally liable for what they post on their own site and on the sites of others.
6. Students may **NOT** use their Messiah College email address in their personal profile on social media sites.
7. Students must **NOT** “friend” current or former patients on a social media site as this tends to blur the boundaries of a therapeutic relationship.
8. Students should **NOT** be using location-based services on their mobile phone while in the clinical setting. Students should **NOT** place clinical sites as a check-in location on various sites such as Foursquare, Gowalla, Loopt, etc.
9. Students may **NOT** use SMS (mobile phone text messaging) or messaging on Social Networking sites such as Twitter, Facebook, or LinkedIn to contact faculty. These sites are not secure and not every faculty member engages in social media.
10. Social media is **NOT** to be accessed or used during class or clinical time unless specific approval is given by the nursing faculty. This also includes the use of SMS (mobile phone text messaging).
11. Students may **NOT** take pictures, by camera or phone, and post them on a social media site without the express written permission of those in the picture and authorization by the Department of Nursing.
12. Students may **NOT** upload tests/quizzes, class notes, PowerPoints or faculty information on any websites.
13. Students may **NOT** establish a Messiah College social media site without the approval of the Department of Nursing.
14. Social media may be used to investigate student behavior. Employers are increasingly conducting Web searches on job candidates before extending offers. Be sure that what is posted today will not come back to haunt one later.
15. The Department of Nursing may exercise broad discretion if students disregard these expectations. The range of consequences may include verbal warning to dismissal of the program.

Adopted 2011

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STUDENT POLICIES

(2013-2014)

Please sign and remove this page from the handbook then submit the signed page to the Nursing Department Office, (Kline 117 or Suite 3031) by Friday, September 20, 2013.

My signature indicates that I have read, understood and agree to abide by all policies and guidelines established by the Messiah College Department of Nursing. My signature also indicates that I authorize the Admission & Progression Committee or its delegate to regularly review and evaluate my academic and disciplinary records for the purpose of monitoring my eligibility for progression in the nursing major. I understand that eligibility to continue in the nursing major is contingent upon satisfaction of all stated admission and progression criteria.

NAME _____
(Print)

SIGNATURE _____

DATE _____

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DEPARTMENT OF NURSING
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(717) 691-6029

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