SCHOOL OF SCIENCE, ENGINEERING & HEALTH

Department of Nursing

Undergraduate Student Policy Handbook

2024-2025

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The Department of Nursing Undergraduate Student Policy Handbook is available on the Nursing Learning Management System and the Department of Nursing website.

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DISCLAIMER

The Department of Nursing Undergraduate Student Policy Handbook ("Handbook") is a reference guide for the program's policies, procedures, and services. Several things are important to keep in mind when using this Handbook.

First, this handbook contains only general information and guidelines. It is not intended to be comprehensive, and it does not contain all the rules, regulations, policies, and procedures that relate to students. Therefore, if you have any questions concerning the applicability of any rules, regulations, policies, or procedures, you should address your specific questions to your academic advisor.

Second, this handbook does not confer any contractual right, expressed or implied, between the student and Messiah University ("University").

Third, the University reserves the right to amend, revise, modify, or revoke the policies, procedures, rules, regulations, and services, both academic and financial, described herein at any time. The University will endeavor to inform students of any changes as they occur. However, it is the students' responsibility to keep themselves apprised of current policies and procedures by referencing the undergraduate program's website and Nursing course on the University's LMS, as well as, to adhere to the rules at all times. Publishing on the nursing program's website and nursing course on LMS shall be deemed to be reasonable notice of any such change.

Finally, the Messiah University *Student Handbook* also contains information regarding policies, rules, procedures, and services for undergraduate students. The *Student Handbook* should be used in conjunction with this program-specific Handbook for undergraduate nursing students. It is not uncommon for individual programs to establish policies and expectations that exceed the minimum standards delineated in the general *Student Handbook*. When this occurs, the text of this program-specific Handbook supersedes that which addresses the same topic in the general *Student Handbook*.

Adopted 2016 • Revised 2024

MISSION & PHILOSOPHY

Mission of Messiah University

Our mission is to educate men and women toward maturity of intellect, character and Christian faith in preparation for lives of service, leadership and reconciliation in church and society.

Mission of the Department of Nursing

The Mission of the Department of Nursing at Messiah University is to prepare baccalaureate and graduate professional nurses within the context of liberal arts and sciences from a Christian worldview for beginning and advanced professional nursing roles. The educational process facilitates the knowledge, skills, and attitudes needed to promote professional nursing excellence, interprofessional collaborative practice, and lifelong learning. The distinctives of a Messiah University nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, caring leadership, and reconciliation from a Christian worldview.

Philosophy of the Department of Nursing

The Philosophy of the Department of Nursing, stated as Foundational Beliefs, is consistent with the Mission, Foundational Values, and the Undergraduate Learning Outcomes (ULOs), and Graduate Learning Outcomes (GLOs) of Messiah University. Herein are stated the Foundational Beliefs of the faculty of the Department of Nursing.

Foundational Belief 1 - Unity of Faith Learning and Life

Central to and informing both the nursing program and the curriculum is the Christian worldview with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah University 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, growth and development of its members, and enhancement of its community.

Foundational Belief 4 – Disciplined and Creative Living

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, is disciplined, supports human well-being with its resources, is ecologically balanced and free of pollution, is actively engaged in an ever-changing world, and is characterized by shalom and freedom from violence. Shifts in society require new creative approaches to nursing that encompass informed, responsible, and ethical choices for promotion of disciplined and creative living.

Foundational Belief 5 - Service and Reconciliation

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 and is characterized by attitudes and actions of service and reconciliation directed toward the well-being of persons, families, and communities. Christian attitudes of accountability, which include ongoing personal and professional development, as well as attitudes of reconciliation are essential for effective interactions among health team members and with persons, families, and communities.

Foundational Belief 6 – 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 7 – Importance of Integration of Faith and Learning

The integration of faith and learning for service, leadership, and reconciliation in both theoretical and clinical educational environments provide the foundation of the nursing program. The nursing faculty view nursing as a call to service through which health concerns of persons, families, and communities are holistically addressed. Commitment to ongoing personal, spiritual, and professional development and service are foundational in fulfilling the roles of the beginning and advanced professional nurse.

Department of Nursing Faculty Outcomes

1. Integrate faith and learning in areas of teaching, scholarship, service, and practice.
2. Demonstrate a personal and professional lifestyle of service in the nursing faculty role.
3. Demonstrate effective clinical and classroom teaching.
4. Maintain theoretical and clinical competencies in areas of nursing expertise.
5. Engage in scholarship activities that promote evidence-based nursing practice and education.

Professional Values

Students are at the center of the educational program and 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 values. 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, 2021). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both.

Educational Process

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.

Bachelor of Science in Nursing (BSN) Program Goals and Outcomes

The BSN curriculum is currently built upon The American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2008). See *Appendix A* for a list of the nine essentials. The curriculum is congruent with the University-Wide Educational Undergraduate Learning Outcomes (ULOs), the BSN Student Learning Outcomes, and the BSN Program Outcomes, which are stated as Curricular Competencies. These outcomes are assessed annually in accordance with the assessment plan. The BSN curriculum is under review and revision to map to The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). See *Appendix B* for a list of the ten domains in the new essentials.

BSN Program Goals:

The program goals are to:

1. Prepare professional nurses to engage in interprofessional collaborative practice and provide holistic nursing care to persons, families, and communities.
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 student-centered, evidence-based teaching and learning for nursing practice, leadership, service, and reconciliation.

BSN Program Outcomes: Curricular Competencies

Graduates from the baccalaureate program at Messiah University practice nursing from a Christian worldview and demonstrate the following program outcomes, articulated as curricular

competencies in their professional nursing roles of provider of care, designer/manager/ coordinator of care, and member of the 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 holistic, culturally humble care for persons, families, and communities across the lifespan.

University-Wide Educational Objectives: <u>Undergraduate Learning Outcomes</u> (ULOs)

1. **Foundations of Learning:** Students will develop skills common to the liberal arts and sciences: research, analysis, reflection, and communication.
2. **Breadth and Depth of Knowledge:** Students will develop knowledge common to the liberal arts and sciences in the fields of arts, humanities, natural sciences, and social sciences. Students will also develop specialized knowledge and disciplinary expertise.
3. **Faith Knowledge and Application:** Students will develop informed and mature convictions about Christian faith and practice.
4. **Specialized Skills and Scholarship:** Students will become proficient in the scholarship of their discipline and demonstrate specialized skills needed to pursue a career and/or graduate school.
5. **Self-Awareness:** Students will gain awareness of identity, character, and vocational calling.
6. **Social Responsibility:** Students will demonstrate a commitment to service, reconciliation, and justice, and respond effectively and ethically to the complexities of an increasingly diverse and interdependent world.

Concepts Central to the Curriculum

The following concepts are central to the curriculum of the Messiah University 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, local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based (Maurer & Smith, 2013). 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.

Essential Curricular Components: Bachelor of Science Degree in Nursing Program

The American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2008) are fundamental to the curriculum for the baccalaureate (BSN) nursing program and thereby essential for the practice of professional nursing. Curriculum competencies for the baccalaureate nursing program are derived from this resource. The baccalaureate education provides the basis for professional knowledge development which includes skills in critical thinking, communication, ethical decision making, leadership, safe and quality care implementation, inter and intraprofessional collaboration, evidence-based care, culturally humble care, and life-long learning pursuits, all for promotion of quality population health across the lifespan.

For the baccalaureate nurse, professional nursing is realized through the roles of provider of care, designer/manager/coordinator of care, and member of a profession. 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. 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 (*Appendix A).*

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. Accomplishment of the curriculum 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 the 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 the 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 the profession role continue to be expanded for completion of knowledge about these roles.

References:

American Association of Colleges of Nursing (AACN) (2008). *The essentials of baccalaureate education for professional nursing practice.* Author.

American Association of Colleges of Nursing (AACN) (2021). *The essentials: Core competencies for professional nursing education.* Author.

Maurer, F, & Smith, C. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). Elsevier

Neuman, B. (1995). *The Neuman systems model* (3rd ed.). Norwalk: Appleton and Lang

ADMISSION & PROGRESSION

Admission

Students admitted to the nursing program 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. The following are necessary to enroll in the nursing clinical courses:

1. A student must have **an overall earned GPA of 3.0** and must have completed all stated pre-requisites for **NURS 210 and NURS 211 with an earned pre-requisite GPA of 2.70. Every student must achieve a "C" or higher** in all pre-requisite courses for the major completed at Messiah University.

   One pre-requisite course may be repeated if < "C" grade is earned. In addition, only one "C" is allowed in a science course: CHEM 103, BIOL 185, BIOL 186, BIOL 189, and BIOL 265. If a student earns a second grade of a "C" or lower in a science course, one of those courses must be repeated for a higher grade to continue in the nursing program. If a student earns a C or lower in the repeated course, the student will be dismissed from the nursing major.

   Process for repeating science course: The student will fill out an Academic Policies Petition requesting approval to repeat the science course for progression. The academic advisor and assistant dean will review and sign the petition, which will then be routed to the Registrar's Office.

2. Pre-requisite courses completed at an alternative college or university require a "B" or higher for transfer consideration. Prerequisite courses include:

CHEM 103*	Chemical Science
BIOL 185 & BIOL 186*	Anatomy and Physiology I and II
SOAN 101*	Principles of Sociology *and/or*
PSYC 101*	Introduction to Psychology *and/or*
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 265	Microbiology
NUTR 222	Principles of Nutrition
STAT 269	Introductory Statistics

   **Asterisk designates the pre-requisite 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: Transfer student decisions will be made on an individual basis. Students who have taken the majority of their pre-requisite courses at Messiah University will be given preference for enrollment in clinical courses.

3. Enrollment in clinical nursing courses is based upon satisfactory completion of all prerequisite courses and/or preceding nursing courses.

4. The student must receive satisfactory criminal history background checks. (See policy "Background Clearance Checks" contained within the Code of Conduct.)

5. 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.")

6. 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 University Department of Nursing's expectations regarding good moral character and violations. Failure to demonstrate compliance with any of these may result in denial of enrollment in clinical nursing courses. (See policy "Code of Conduct")

7. Transfer students:

Internal transfer students applying to the nursing major:

a. The student must meet with the Assistant Dean of Nursing of the Department of Nursing or a designated faculty member to review the Nursing Curriculum Plan of Study.

b. The Admission and Progression Committee will review all requests for internal transfer to determine eligibility based upon GPA and science grades.

c. If accepted into the nursing major, the student must complete a change of major form through the Registrar's Office.

d. Upon enrollment in the nursing major, internal transfer students must meet the admission criteria as previously stated in items 1– 5.

External transfer students applying to the nursing major:

a. Students must apply to the university by April 15 (fall admission) and October 15 (spring admission) and meet all University admission criteria prior to the nursing admission review process.

b. Students transferring from a college or university other than Messiah University must have an **earned cumulative GPA of 3.3** to be admitted to Messiah University as a nursing major.

c. Depending on the type and number of transferred courses, the student may need up to four additional 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	Principles of Sociology *and/or*
PSYC 101	Introduction to Psychology *and/or*
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 265	Microbiology
NUTR 222	Principles of Nutrition
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 items 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 university by April 15 (fall admission) and October 15 (spring admission) and meet all university admission criteria prior to the nursing admission review process.

b. Students transferring from a college or university other than Messiah University must have an **earned cumulative GPA of 3.3** to be admitted to Messiah University 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	Principles of Sociology *and/or*
PSYC 101	Introduction to Psychology *and/or*
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 265	Microbiology
NUTR 222	Principles of Nutrition
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. A reference letter from the current college/university Dean/Director is also required. Students interested in NURS 210 & NURS 211 placement must have completed at least 42 college/university 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 Principles of 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 university coursework 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 2022*

Code of Conduct

Academic Integrity Module

Students must demonstrate professional, academic, and student life behaviors consistent with the Community Covenant of Messiah University and professional nursing codes of conduct. Consistent behavior in each of these areas represents good moral character. Compliance with professional, academic and student life expectations is required for admission to or progression in the nursing major. To ensure an understanding of integrity expectations, students are required to complete an academic integrity educational module on the Learning Management System prior to starting nursing courses and annually. Achieving 100% on the integrity module quiz is expected within three attempts or mandatory remediation will be required. Students have one week at the start of the semester to complete the required module each year. Progression in the program will not be allowed until completion of the module and quiz occurs, and remediation if necessary.

Professional Expectations

A. 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.

B. 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 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 2004 • Revised 2024

Academic Expectations

Students are expected to adhere to standards of academic integrity in order to maintain a code of conduct representing good moral character as outlined in the Undergraduate Catalog.

Disciplinary Action for Academic Integrity Infractions in NURS courses:

1. When an academic integrity infraction is suspected, the student will be notified by the faculty or staff member within two business days of discovery.
2. The faculty or staff member will meet with the student to discuss the incident within two business days after notifying the student. Faculty or staff will then notify the student that a report will be submitted to Admission & Progression (A&P) committee within two business days and a meeting will be scheduled with student, involved faculty or staff member and A&P committee within five business days.
3. The A&P committee will meet with the student and involved faculty or staff member. The A&P committee will then meet without the student and involved faculty/staff

member to determine if an infraction likely occurred by reviewing evidence from both parties. If the committee determines that the student has violated the academic integrity policy, a formal report will be sent to the Dean of the School of Science, Engineering & Health, course coordinator, involved faculty/staff member, Assistant Dean of Nursing, student, and academic advisor by the A&P committee within two business days. A formal report will include a student's name, ID number, course number, complete description of the incident including date of the violation, the nature or type of infraction, and the nature and type of evidence. The formal report will also include appropriate sanctions. If the A&P committee determines an infraction of the academic integrity policy did not occur, the matter is closed, and the student will receive written notification from the A&P committee within two business days. For repeat infractions of academic integrity, the A&P committee will notify the Dean of Science, Engineering & Health for further action.

4. Sanctions for infractions of the academic integrity policy may range from unsatisfactory marks on the clinical evaluation tool, a zero on the final assignment grade, course failure, and/or dismissal from the nursing program. Students who are not dismissed from the nursing program will be required to complete remediation exercises on academic integrity.
5. The involved faculty or staff member should keep originals of tests, papers, etc., that provide evidence of the violation.
6. With issues related to computer offenses or misrepresentation of academic records, the case may be referred to the Associate Dean of Students Office for processing.
7. Student may appeal in writing to the Assistant Dean of Nursing within one week of the receipt of written notification from the A&P committee.
8. A department meeting will be held within five business days to review the incident and appeal. The involved faculty or staff member should be recused from this meeting. Written notification of the department's decision will be communicated to the student within two business days.
9. The student may appeal the decision of the Department of Nursing in writing to the Dean of the School of Science, Engineering & Health, whose decision will be final.
10. When the appeal process ends, the Dean will notify the Registrar within five business days of a confirmed infraction and the applied sanction.
11. There will be a maximum grade of "C" in a course where there has been an academic infraction.

Adapted from Messiah University Student Handbook. Academic Integrity Policy · *Revised 2024*

Student Life Expectations

Students are expected to maintain a code of conduct that represents good moral character. The following are examples of violations of good moral character:

1. Discriminatory behavior: racial, gender
2. Harassment behavior: abusive, sexual
3. Repeated incidents of personal dishonesty
4. Possession and/or use of illegal drugs
5. Campus possession of university-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 University's Alcohol Policy
9. Stealing and/or theft of services

Disciplinary Action for Student Life Violations:

Academic and student life offices will report confirmed cases of student life violations requiring disciplinary action to the Assistant Dean of Nursing. The Messiah University Department of Nursing Admission & Progression Committee reviews reported incidents and determines a course of action for the student involved. If, in the judgment of the members of the Admission & Progression Committee, a student's conduct reflects a substantial disregard for student life expectations, the student will not be approved for admission to, or progression in, the nursing major, and the student will be dismissed from the nursing major. A "W" will be the grade given if the student withdraws after the semester's final date for withdrawal. A student 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.

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

Adopted 1998 • Revised 2022

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. The student 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 State Board of Nursing 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 their behavior will not lead to excessive absence from the classroom or clinical setting or render them 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 serves as an objective measure to ensure 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.

REQUIREMENT	STANDARD	EXAMPLES (Not all Inclusive)
Fundamental Knowledge	Learns and retains fundamental information	Learns effectively in the classroom, laboratory and clinical settings Find sources of knowledge and learn independently Demonstrates life-long learner qualities
Data Interpretation	Observes patient conditions and responses to health and illness	Obtains and interprets comprehensive assessment data from a variety of sources: physical assessment, diagnostic data, environmental, spiritual, developmental Evaluates responses to nursing interventions
Critical Thinking	Critically thinks for effective clinical reasoning and clinical judgment in relation to persons, families, and communities.	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 Analyzes and synthesizes information to support or defend a position

		Correctly calculates prescribed drugs Implement the nursing process to make safe judgments, deliver safe patient care, to achieve desired patient outcomes. Evaluate the effectiveness of nursing interventions Assess and develop content of new media forms to use in nursing care activities.
Professional Behaviors & Attitudes	Demonstrates interpersonal skills sufficient for professional interactions with a diverse population of peers, faculty, individuals, families and groups Shows integrity, ethical conduct and accountability Maintains quality care focus Demonstrates cultural competence	Function professionally and collaboratively in groups and with the healthcare team 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 Demonstrates civility during interactions and social intelligence Functions effectively under stress and adapts to changing environments while maintaining professional behaviors Effective in various settings with diverse clients, faculty, or healthcare professionals Implements quality care by adherence to learned standards
Communication	Communicates effectively with others in verbal and written form	Participate in the civil exchange of ideas/thoughts verbally and in writing in the classroom and clinical setting Ability to interpret information gathered in professional and therapeutic communications Accurately explain treatment procedures, initiates health teaching, document and interprets nursing actions and client responses
Mobility	Gross motor abilities to move from room to room, maneuver in small spaces	Moves around in client's room, workspaces, and treatment areas, performs cardiopulmonary procedures, assists in ambulation, lift and transfers 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	Read documents (charts, lab reports)

	and assess health needs	Reads 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 and 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. (2016). *The American with disabilities act: Implications for nursing education.*
- Marks, B. & Ailey, S. (2017) *The white paper for inclusion of students with disabilities in nursing educational for the California committee on employment of people with disabilities.* Aacnnursing.org Academic Nursing Tool Kits Student-Disabilities-White-Paper.pdf

Candidates should be aware that some types or degrees of disability might prevent a student from meeting accepted standards for performance. The university does not have authority over the provision of accommodations at cooperating agencies.

In situations where the student cannot be sufficiently accommodated or cannot meet competency/performance requirements, the student is encouraged to find another study area. Requests for reasonable accommodation from an otherwise qualified individual must be supported by appropriate documentation and submitted to the university's Director of Academic Success Center.

If it becomes apparent to the nursing faculty that the student is having difficulty meeting performance standards Messiah University 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 and shall be permitted to obtain review of the action by using the Grievance Procedure.

Adopted 2001 • Revised 2022

Progression

Undergraduate Course Offerings for Nursing with Prerequisite and Corequisite Guidance

Course selection is outlined in the Sample Plan of Study in this Handbook. 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. The Messiah University Department of Nursing Admission & Progression Committee reviews student cases and determines a course of action for the student involved. Failure to meet an earned cumulative GPA of 3.0 may result in probationary status for one semester. The student will be dismissed from the nursing major if an earned cumulative GPA of 3.0 is not achieved after the probational semester.
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 all 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 "Professional Expectations")
7. Conformity with the policy "Grading." The achievement of a "C" or higher is required in all pre-requisite courses to the major completed at Messiah University. One pre-requisite may be repeated for an earned grade < "C". In addition, only one "C" is allowed in a science course: CHEM 103, BIOL 185, BIOL 186, BIOL 189, & BIOL 265. If a student earns a second grade of a "C" or lower in a science course, one of those courses must be repeated for a higher grade to continue in the nursing program. If a student earns a C or lower in the repeated course, the student will be dismissed from the nursing major. Process for repeating course: The student will fill out an Academic Policies Petition requesting approval to repeat the science course for progression. The academic advisor and assistant dean will review and sign the petition, which will then be routed to the Registrar's Office.

   Pre-requisite courses completed at an alternative university require a "B" or higher. Pre-requisite courses include:

CHEM 103	Chemical Science
BIOL 185 & BIOL 186	Anatomy and Physiology I and II
SOAN 101	Principles of Sociology *and/or*
PSYC 101	Introduction to Psychology *and/or*
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 265	Microbiology
NUTR 222	Principles of Nutrition
STAT 269	Introductory Statistics

8. If a student receives a grade less than a "C," in any of the above courses, the student must repeat the course at Messiah University, 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 University 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.
9. 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 once, depending on available space. Failure of a nursing course prevents progression in the nursing major to the next academic semester. Nursing courses are offered only once a year, except for NURS 203 Historical and Conceptual Basis for Nursing. A nursing course failure 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.
10. 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.
11. At the completion of each semester, the Messiah University 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 2022

Reentry Requirements

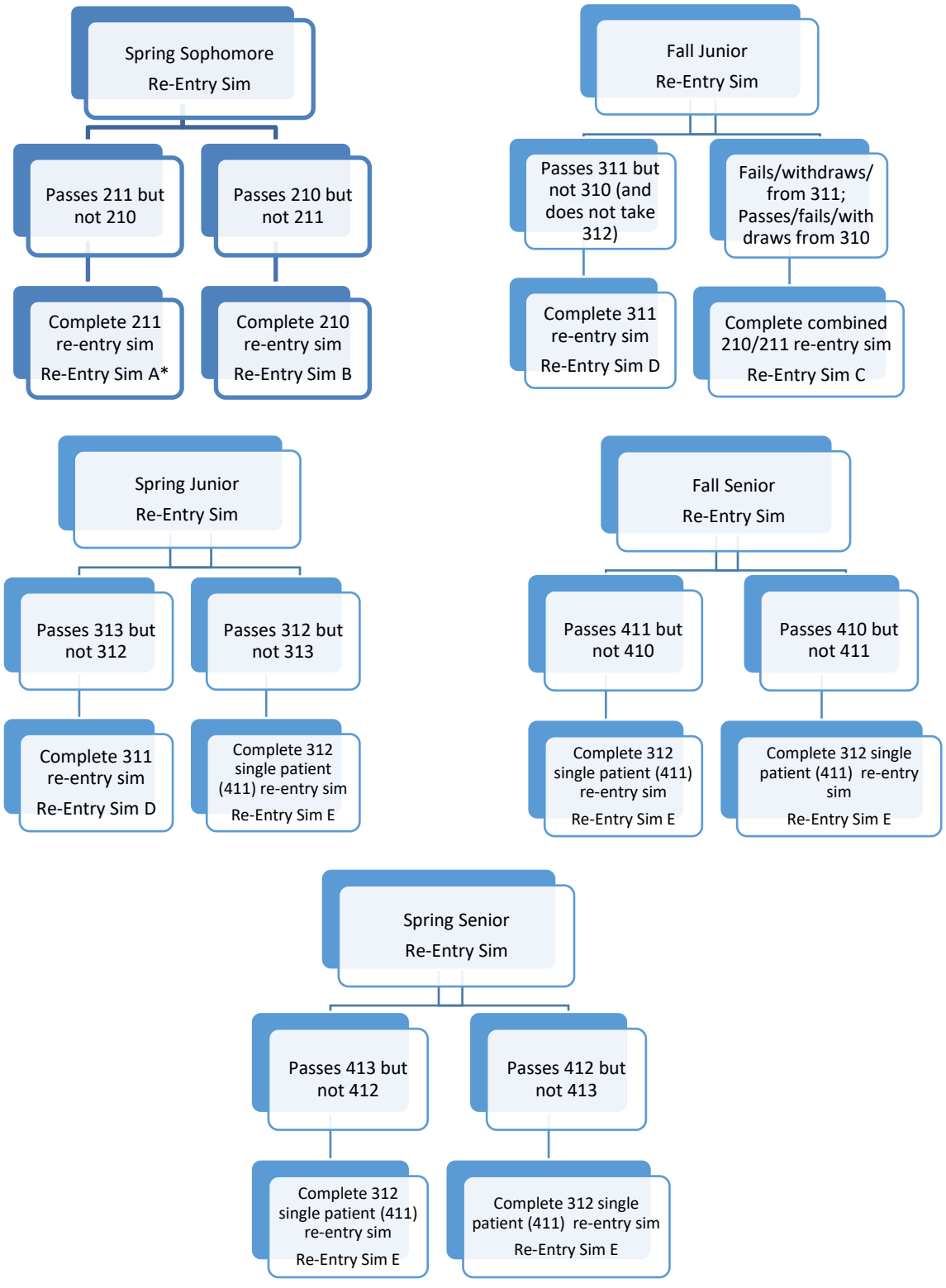
When a nursing student steps out of the nursing course sequence for any reason, a comprehensive review by the Admission and Progression (A&P) Committee will be conducted, and the following requirements will apply for reentry into the major:

1. Reentry into the major is dependent on:
    a. Available cohort space as determined by the Admission & Progression Committee.
    b. Successful completion of the admission and progression criteria as stated in this Handbook.

   c. Completion of a reentry simulation experience based on successful nursing course(s) completed. The student must successfully demonstrate clinical skills and knowledge of theory from previously passed nursing courses to proceed in the nursing major. This is required because of the cumulative nature of the nursing curriculum. Reentry simulation guidelines are as follows:
      1. Follow Reentry instructions posted on Learning Management System.
      2. Plan to pass a Skills checklist prior to the start of the course to be repeated with a grade of 75% or higher.
      3. If <75% is earned, the student must remediate to successfully demonstrate clinical skills and knowledge of theory from previously passed nursing courses.
2. The student who fails a second nursing course will be denied reentry and be dismissed permanently from the nursing major.
3. Upon successful completion of the required reentry simulation, the student will begin the next required nursing course in their sequence of study. Returning students are encouraged to take the previously failed or incomplete clinical nursing course during the second half of the semester when possible. This will allow students to have access to faculty, academic resources, and simulation equipment for remediation.
4. Students who leave the nursing major after entering clinical courses have a maximum of one year to re-enter the major.
5. 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 reentry simulation to be performed is based on the clinical courses the student has successfully completed in the nursing program:

Nursing Student Reentry Simulation Algorithm



Adopted 1993 • Revised 2023

Validation of Prior Learning

Validation of prior learning by the university includes:

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

Adopted 1994 • Revised 2022

NURSING COURSES

A 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 *not prescriptive* but based on a logical course sequence to meet pre-requisite course requirements. This guide also provides important reminders for requirements unique to nursing students. It is important to apply the appropriate plan of study.

Valid beginning with Class of 2028

School of Science, Engineering, and Health
Department of Nursing
NURSING CURRICULUM—SAMPLE PLAN OF STUDY

	FIRST YEAR – FALL		
	Course #	***Course***	***Cr***
	IDFY 101	First Year Seminar +	3
	COMM 105	Communications +	3
	BIOL 185/L	Human Anatomy & Physiology I *	4
	PSYC 101 or SOAN 101 or HDFS 101	Intro to Psychology +* **or** Principles of Sociology +* **or** Foundations of Marriage and Family +* (one of these only)	3
	LANG 101	Language 1 +	3
			16

	FIRST YEAR - SPRING		
	Course #	***Course***	***Cr***
		Literacy & Aesthetic Ways of Knowing +	3
	LANG 102	Language 2 +	3
	ENGL 110	Composition + (W)	3
	BIOL 186/L	Human Anatomy & Physiology II *	4
	BIOL 189	Genetics for Health Professions #	3
	WELL XXX	Holistic Wellness +	1
			17

	SOPHOMORE – FALL		
	Course #	***Course***	***Cr***
		Intercultural Perspectives—Global +	3
	BIOL 265/L	Microbiology #	4
	CHEM 103	Chemical Science +*	4
	PSYC 209	Life Span Development *	3
	NURS 203	Historical & Conceptual Basis for Nursing *	3
			17

	SOPHOMORE - SPRING		
	Course #	***Course***	***Cr***
	BIBL XXX	Bible +	3
	NURS 210/C	Health Assessment #	3
	NURS 211/C	Foundations of Nursing Practice #	3
	NURS 303	Pathophysiology #	3
	NUTR 222	Principles of Nutrition ##	3
			15

	JUNIOR – FALL		
	Course #	***Course***	***Cr***
		Ethics and the Common Good +	3
	HIST XXX	US or European History +	3
	NURS 304	Pharmacology ##	3
	NURS 310/C	Nursing Care of the Childbearing Family ##	4
	NURS 311/C	Nursing Care of Adults & Older Adults I ##	4
			17

	JUNIOR - SPRING		
	Course #	***Course***	***Cr***
	STAT 269	Introductory Statistics ~	3
	PHIL/RELI XXX	Philosophy/Religion +	3
	NURS 305	Nursing Research I ^	2
	NURS 312/C	Nursing Care of Adults & Older Adults II ^	4
	NURS 313/C	Nursing Care of Infants, Children, and Adolescents ^	4
			16

	SENIOR – FALL		
	Course #	***Course***	***Cr***
		Intercultural Perspectives—US +	3
	NURS 405	Nursing Research II **	2
	NURS 410/C	Psychiatric/Mental Health Nursing **	4
	NURS 411/C	Nursing Care of the Critically Ill**	4
	THEO XXX	Christian Beliefs +	3
			16

	SENIOR - SPRING		
	Course #	***Course***	***Cr***
	NURS 413/C	Leadership in Nursing	3
	NURS 414/C	Population and Global Health (ELI)	4
	NURS 492/C	Senior Capstone	6
			13

COURSE PROGRESSION:

+ Meets General Ed. Req.—the scheduling of these courses can be flexible and not necessarily as placed on this Plan.
* Successful completion required for admission to clinical nursing courses.
# Prerequisite for NURS 310 & NURS 311 & 304
~ Prerequisite or corequisite for NURS 305
Prerequisite for NURS 312 & NURS 313 & NURS 305
^ Prerequisite for NURS 405 & NURS 410 & NURS 411
** Prerequisite for NURS 492, NURS 413, & NURS 414
W Non-major writing requirement
C Clinical course

ADVISING NOTES:

- BIOL 265 AND NUTR 222 can be taken either Fall or Spring semester.
- Cannot take BIOL 189 and NUTR 222 together in sophomore Spring semester because of overlap in class times.
- CHEM 103/L can be taken in the Fall of first or sophomore year.

A minimum of 123 credits is required for graduation. Nursing students may exceed these graduation requirements. TOTAL CR = 127
If a student must repeat any of the **bolded** courses, the student must repeat the course at Messiah University.

Rev. June 2024

Assist Animals

Service animals are allowed in class and Patient Simulation Laboratories according to the Office of Academic Accessibility policy for assist animals. Emotional support animals are prohibited in the classroom or any Patient Simulation Laboratory.

Adopted 2018

Attendance

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

Adopted 1993 • Revised 2024

Audio/Video Recording

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

Adopted 1997 Revised 2024

Auditing

The student who wishes to attend a non-clinical nursing course but not receive University credit or a grade for their work may audit the course for a fee in accordance with university policy. The student who audits a course attends classes regularly but is not required to complete course assignments or take any tests in the course. When the course is completed, the audited course is noted on the student's transcript. 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.
Revised 2024

Fees

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 413/414, NURS 492 have a fee in addition to the usual tuition.

Student Fees are applied to cover the costs associated with:

1. Tote bag with laboratory clinical supplies
2. Clinical Uniforms ***NOTE: Replacement*** *costs of uniform and student name pin will be the student's responsibility.*
3. Clinical Accessories
4. Laboratory Supplies
5. Kaplan Comprehensive Computerized Testing & Remediation Package
6. Simulation Equipment
7. Student Name Badge
8. ExamSoft
9. Tracking costs for all clinical requirements
10. PA Criminal History Record Check
11. ELNEC education modules and certificate
12. Computer Adaptive Testing (CAT)

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

1. AHA Basic Life Support for the Health Care Provider
2. Required Immunizations
3. Annual Tuberculosis (TB) Screen and Influenza vaccine
4. Required physical exam with associated laboratory blood work
5. Textbooks & software
6. FBI Record Check and PA Child Abuse History Clearance
7. Urine Drug Screen
8. Expenses associated with travel to clinical sites and labs
9. Watch with second-hand capability
10. Smartphone or tablet
11. PC or Mac laptop
12. White, navy, or black clinical shoes
13. NCLEX-RN examination fee
14. Cap & Gown
15. Licensure Fees
16. Nursing Organization Fees
17. Nursing Pin

Adopted 1985 • Revised 2024

Grading

Grade Calculations for Nursing Courses

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

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	78-79
C	75-77
C-	70-74
D+	68-69
D	60-67
F	<60

The student must earn at least a grade of "C" in **each** nursing course 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. * The student must also maintain an earned cumulative GPA of 3.0 or higher to continue in the nursing curriculum. (See policy "Progression").

**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.*

Course Grades:

One grade is given for each nursing course whether or not there is a clinical component. 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 an overall exam average greater than or equal to 75%-in order to pass the course. If the exam average is less than 75% or if the student fails the clinical portion of the course, the highest grade the student may receive is a C- regardless of the other graded assignments. If the student's overall course grade is 75% or higher, the student will earn a grade of C- for the course. If the student's overall course grade is less than 75%, the student will earn the letter grade equivalent to their overall course average.

Rounding up of the final course grade will be at the discretion of the course faculty but is not required or expected. 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. Students must take the Kaplan Focused Review Test and remediate for at least 60 seconds per question **at least 3 days PRIOR** to the Kaplan Integrated Exam (NOTE: there are no focused review tests for NURS 203, 211, 305; NURS 405 does not have a Kaplan Integrated Exam). Completion and full remediation of the Focused Review Test is the student's "Ticket to Test". Thus, the student must complete the "Ticket to Test" to take the Kaplan Integrated Exam at the scheduled time in the course. If the "Ticket to Test" is not fully completed, the student will complete the secure Kaplan Integrated Exam but receive a score of zero for the Kaplan Integrated Exam score in the course grade book (5% of overall course grade). No partial credit will be awarded for incomplete or late completion of the "Ticket to Test."

NURS courses that include Kaplan integrated testing will allocate 10% of the total course grade to the Kaplan Integrated Exam and test remediation activities. Of the 10% allotted, half (5%) is derived from the Kaplan percentile score(s), and the remaining half (5%) is derived from assigned remediation activities following the integrated exam. Kaplan percentile score achieved by the student is graded the same in each course according to the following chart:

Percentile Ranking	Percent Grade
90-99th	98
80-89	95
70-79	90
60-69	86
50-59	82
40-49	74
30-39	66
20-29	58
10-19	50
Below 10	40

Following the integrated exam, full remediation activity is defined as a minimum of 60 seconds of review per test question. Remediation points will be assigned based on the percentage of questions fully remediated by the student. 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	60
70-79%	2	50
60-69%	1	10
< 60%	0	0

Clinical:
In nursing courses with a clinical component, the clinical and/or laboratory experiences are evaluated as pass/fail and are required. The student must successfully achieve the clinical criteria (see Clinical Evaluation and specific course syllabi) by the completion of each nursing course with a clinical component to be evaluated as passing. Specific courses have identified critical criteria that must be met at a satisfactory level in order to pass the course. The number of offenses that yield an unsatisfactory may vary across courses but will be consistent between faculty in each clinical course. The student must be evaluated as "pass" on the Clinical Evaluation in order to receive a course grade of at least a "C." A student who receives an unsatisfactory rating in more than three clinical behaviors or any of the critical criteria will fail the clinical component of the course.

The deadlines for dropping or withdrawing from a clinical course are modified and communicated by the Registrar's office. These dates will be listed in the course syllabus. The following courses 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)
- NURS 413, NURS 414 (Senior level; Second Semester)

Adopted 1990 • Revised 2024

Professionalism

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

	Expected Professional Behaviors (NOT Inclusive)
Accountability	• Accountable for own learning • Accountable for deadlines without reminders • Accountable for knowing program & course requirements/expectations • Accountable for own actions and civil communication • Accountable for checking the Learning Management System and e-mail daily since this is the major form of communication within the Department of Nursing • Accountable for preparing for laboratory/simulation/clinical experiences • Accountable for preparing for the classroom activities by completing assigned readings and class preparation activities • Expected to be awake, alert and engaged in learning activities and discussions

Confidentiality	• Maintain confidentiality of all health or personal information obtained in the laboratory or clinical environments • Maintain confidentiality regarding student records • Sign and adhere to all of Department of Nursing Confidentiality Statements
Communication	• Use of electronic communication (email, text messaging, phone calls, social media, etc.) during class/clinical/laboratory sessions is **prohibited** unless preapproved by faculty for an extenuating circumstance • All electronic devices must be turned off and inaccessible during classroom time unless otherwise approved by the professor (including cell phones, etc.). • Computers may be used in the classroom at faculty discretion and only for classroom activities. • Communicate respectfully with peers, faculty, staff, and the healthcare team while demonstrating cultural competence and cultural humility. • Communicate the need for classroom/clinical accommodations regarding disabilities to the professor by the end of the first class day of the semester. • Communication should NEVER be argumentative, hostile, condescending, uncivil or disrespectful • No profane language or gestures • Nonverbal expression of disdain or disrespect is a form of incivility and is not acceptable behavior in any environment
Competence	• Achieve a “C” or better in all pre-requisite, support, and nursing courses • Demonstrate and maintain the earned pre-requisite and the earned cumulative GPA requirements • Earn a 75% examination average for all nursing courses. • Perform safe and accurate clinical skills • Correctly calculate and administer prescribed medication dosages • Demonstrate critical thinking and clinical judgment in classroom/clinical/laboratory and simulation experiences • Demonstrate cumulative competence for the most up-to-date APA documentation style • Demonstrate competence in writing skills (APA format, grammatically correct, logical idea development, correct spelling and punctuation, correct sentence and paragraph structure, and proofreading)
Interpersonal Conflicts	• Communicate directly with the individual involved in the conflict • Communication should reflect respect, integrity and caring • Seek assistance in resolving the situation by using the proper chain of command (instructor, Course Coordinator, Assistant Dean of Nursing, School Dean) • In case of imminent danger, call campus security or “9-1-1” • Cases of sexual assault or harassment, or verbal/physical threat or actual violence, can be reported directly to campus security, the Title IX

	Coordinator, Assistant Dean of Nursing, or the Upper Allen Police Dept. Reporting information can be found on the following here.
E-mail Communication & Etiquette	• Rules of grammar, spelling, punctuation, and capitalization should be used • Use a relevant subject line to identify the topic and urgency of the email • Use a professional salutation and closing. Type your name after the closing • Use professor's preferred name/title and always demonstrate respect in communication • Email should be consistent with verbal communication. The tone of voice of an email message is unclear, so write and read them carefully • Do not use email messages for emotionally delicate or explosive, complex, or intimate communication as they can be easily misunderstood • Students should respond to emails within 2-3 days per the Messiah University Student Handbook
Teamwork	• All interactions should be respectful and caring • Team members should contribute to group process equally • Cooperation and collaboration are expected • Decisions should be based on consensus whenever possible
Timeliness	• Submit all course assignments on time • Arrive on time to class/clinical /simulation unless discussed and/or excused by the faculty member prior to learning session • Avoid procrastination • Adhere to scheduled appointments (advising, simulation, etc.)

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

Adopted 2012 • Revised 2024

Providing Accommodations for Students with Disabilities

A student whose disability falls within Americans with Disabilities Act (ADA) guidelines often requires accommodations in the classroom to allow for successful outcomes. Identified and verified needs deemed "reasonable" by the university can be arranged through the Office of Academic Accessibility located in Murray Library 115. 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 Academic Success Center. 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 that 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. At the beginning of each semester, letters are prepared for instructors from the Accommodation Profile, verifying eligibility for accommodations and specifying the nature of those accommodations. The student with the disability is responsible for distributing the accommodation letter to course instructors. Disability-specific details are not revealed except as authorized by the student.

Any student who believes that they have been subjected to discrimination based on disability or denied access or accommodations required by law, shall have the right to invoke the Grievance Procedure.

Excerpted from the Office of Academic Accessibility website
Adopted 1997 • Revised 2022

Course Registration

1. Course registration at Messiah University is an online process that occurs through the university's website portal. 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 the assigned 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.
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 University Office of the Registrar. Students planning on registering for a nursing course after the summer prerequisite course has been completed should contact the professor before the spring semester ends. The professor will need to know you plan to register for that class for clinical planning purposes.
4. It is highly recommended that students review their intentions to take courses at other institutions with their academic advisor and check the Transfer Course Equivalency Database prior to taking the course.
5. Students must complete the on-line evaluation of their academic advisor prior to registering for spring semester classes.
6. Other university departments may impede registration; therefore, students should access the online registration site before their given registration date and time so they are aware of any academic holds that exist.
7. Students who are repeating a nursing course must contact the Assistant Dean of Nursing for registration access.

Adopted 2009 • Revised 2024

Testing Policy

NURS course exams will be delivered via the ExamSoft/Examplify secure testing environment using the student's personal laptop computer. NURS examinations may contain multiple-choice and alternative-format questions including: matrix multiple-choice, drag-and-drop, cloze, bow-tie, hot spot, multiple-response select all that apply, matrix multiple response, and drop-down.

iPads, Chromebooks, and other Android-based devices are incompatible with Examplify and are not recommended. Students must ensure adequate system requirements to use Examplify prior to the start of nursing courses. System requirement information is available in the ExamSoft module on the Learning Management System site: Nursing. Any questions regarding software should be directed to the Messiah University Information Technology Helpdesk: 717-796-4444 or techsupport@messiah.edu, Student PC Support Line, 717-796-5039, or to the Exam Taker Support Line at 866-429-8889 or support@examsoft.com. Students who require personal laptop repairs can reserve a loaner laptop from the Information Technology Helpdesk. Examplify will be downloaded on the loaner computer.

Students will receive an exam download reminder from Examplify prior to each nursing exam and are responsible for downloading the exam prior to the exam date/time. Students who do not download the exam in advance will not be provided extra exam time.

On exam days, in preparation for taking an exam using Examplify, students should:

- Complete any computer updates in advance and prior to downloading exams
- Turn off anti-virus programs
- Turn off all programs and close all documents
- Connect to the secure Messiah University internet
- Bring a power cord to the exam or ensure adequate power for the exam duration

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

1. All electronic devices are to be turned off and placed in the designated classroom location.
2. Backpacks, coats, hats, caps, beverages, and other belongings need to be placed in the designated classroom location.
3. The only material allowed on the desktop during an examination is a personal computer and scrap paper and a pencil, which will be provided for the student.
5. If the room space allows, students should have at least one chair-width of space between one another.
6. Feet should remain on the floor.
7. No conversations, eye wandering, classroom mobility, or distractions are permitted during an examination.
8. No questioning of the proctor regarding exam question content is allowed.
9. No one is permitted to leave the exam for any reason (example: restroom use).

10. Ear plugs may be used (soft type only). The professor must inspect them prior to the exam.
11. No watches, wrist devices, headphones, or other wearable technology are allowed during testing.
12. The submission of an examination implies that the student has neither given nor received any unauthorized aid in completing 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 program dismissal.

Adopted 2011•Revised 2024

CLINICAL EXPERIENCE

Assignments

The instructor in each clinical setting determines clinical assignments in each course. The patients are selected to best meet the students' educational needs. Patients represent a broad spectrum of culturally, ethnically, and spiritually diverse backgrounds and medical diagnoses. Each student is expected to care for all patients to whom they are assigned.

Adopted 1991•Revised 2024

Attendance

Attendance in clinical is mandatory. If the student cannot meet the clinical criteria due to an absence or dismissal from clinical, the student will fail the course. If a student will be absent from the clinical experience, the instructor and/or clinical agency must be informed prior to the start of the clinical time. For clinical make-up requirements, refer to the policy on Make-up of Clinical.

Adopted 1988 • Revised 2024

Cellular Phone Use

Cellular phones must be in silent mode when in the clinical setting. Phones may be used only for educational purposes and must occur outside of the patient's view (e.g., in the staff lounge or medication room). No pictures are to be taken of any patient or patient information in view.

Adopted 2019

Confidentiality

Messiah University nursing students must abide by the Health Insurance Portability and Accountability Act (HIPAA) and confidentiality policies of all affiliating agencies. Undergraduate students complete training and an examination about HIPAA in the NURS 211 Foundations of Nursing Practice course.

Students are not permitted to remove any electronic or paper documents from the clinical site that contain identifying patient information. Clinical faculty have broad discretion in addressing violations of electronic, paper, and verbal disclosures. Consequences may range from a warning to dismissal from the nursing major.

Adopted 2007 • Revised 2021

Dress Code

Students and clinical faculty represent Messiah University in the clinical setting and should maintain a professional nursing appearance. During clinical and patient simulation laboratory experiences, the student must wear the Messiah University Department of Nursing clinical uniform as directed unless otherwise indicated in course syllabi or by faculty. Faculty reserve the right to exclude a student from clinical or the patient simulation laboratory if the student's appearance does not align with this policy and/or syllabus/faculty guidelines. Such exclusions shall be considered unexcused absences and will be documented in the Clinical Evaluation.

A. Clinical Uniform

1. Messiah University Department of Nursing navy colored uniform, unless specified by the agency
2. Messiah University Department of Nursing name badge
3. White, navy, or black clinical shoes (must be slip-resistant leather or non-cloth synthetic, no clogs, or open-back shoes)
4. Students may wear a white shirt under the uniform top (no writing or logo)
5. White or navy-blue socks must be worn.
6. For pregnant females, the designated clinical student uniform may be substituted for a plain navy-blue maternity top and navy-blue maternity pants.
7. Navy clinical jacket (optional)

*Sweatshirts, hoodies, and fleece jackets are not permitted.

The following personal appearance and grooming guidelines must be followed **during clinical experience in any setting**:

1. Only hair of a natural color is permitted. Hair must be clean and secured back to avoid interfering with patient care.
2. Facial Hair: Clean-shaven or neatly groomed & trimmed
3. Sufficient oral hygiene
4. Makeup: Subtle
5. Perfume: None
6. Nails: Short, well-manicured, no polish, no artificial nails
7. Neatness: Uniform should be clean and wrinkle-free
8. Jewelry: No bracelets or necklaces (medical bracelets are permitted—must be snug to the wrist and made of non-porous material)
9. Rings: two maximum
10. Watch: with second hand or digital seconds required
11. Ear and nose piercings: Non-dangling; max two ear or nose rings

12. Visible body modifications (tattoos, body piercings, etc.) are discouraged as they may be offensive to some patients/visitors/coworkers. Students may be asked to cover tattoos and/or remove body-piercing jewelry.

B. Uniform modifications
   1. If the clinical experience allows for street clothes, dress should be business casual (no jeans, leggings, cropped or capri pants, miniskirts, maxiskirts, t-shirts, sweatshirts, bare midriffs, low scooped or V-neck shirts, sneakers, or open-toe shoes).
   2. Clinical sites may have additional/stricter policies. Students are expected to follow each site's dress code policy.

Adopted 1982 • Revised 2024

Drug Screening and Background Clearances

Drug Screening Policy

Messiah University's Department of Nursing must adhere to all policies of clinical facilities with which the university affiliates for student clinical learning experiences. Many clinical facilities require drug testing of all students. Use of drugs, prescribed or otherwise, may create a risk of being denied a clinical placement including, but not limited to, prescribed medical marijuana or opiates. If students have concerns about prescribed medications, they should contact their healthcare provider. All nursing students will be required to have, pay for, and have transportation for 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 demonstrate a clear urine drug test except documented and prescribed medications. When submitting a urine specimen for drug screening, the student must disclose any prescribed medications on the intake form accompanying the specimen. Failure to undergo the drug test will result in dismissal from the program.

If the urine drug test comes back positive for any substance not prescribed by a health care provider, 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 the 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 nursing program.

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

Background Clearance 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 they have no record of disqualifying criminal offenses. The background clearances include PA *Criminal History Record Check, FBI Fingerprint Record Check, and PA Child Abuse History Clearance*. A Federal Criminal History Background check with a status of 'Disqualification' will result in dismissal from the program. Additionally, other criminal or abuse records will be reviewed by the department to determine eligibility to work with vulnerable populations in accordance with the Child Protective Services Law and the Older Adults Protective Services Act. Any new charges after submission of the background check must be reported to the Admission & Progression chairperson immediately.

Note: A decision by Messiah University Department of Nursing to admit a student despite criminal convictions does not guarantee that if the student completes the program and obtains the appropriate degree or certificate, the student will be eligible for licensure or credentialing by a governing body or will be eligible to work for a particular employer. Licensure and credentialing authorities and employers apply their own standards for evaluating whether criminal convictions are disqualifying based on state laws and facility-specific regulations. Messiah University accepts no liability in cases where a third party deems criminal convictions sufficiently serious to cause a denial of the applicable license or credential or to refuse employment opportunities.

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 University 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 student's responsibility. Transportation to and from all criminal background testing sites will be the student's responsibility.

If a student is found in violation of any university policy or ethos during routine criminal checks and drug screenings, the Department of Nursing will report those violations to the appropriate university office or offices. If necessary, additional background checks may be requested at any time during the nursing curriculum.

Health

Health Insurance

At the beginning of each semester, the student must submit documentation of their health insurance card to the online compliance tracking management system. If insurance information changes at any time during the school year, a photocopy of the up-to-date health insurance card is required. If insurance coverage termination occurs 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 for comprehensive medical costs while participating in the major. The university will use its best efforts to ensure adequate medical care while participating in the nursing major, but the student assumes the risk and responsibility for medical or medication-associated costs. Failure to obtain health insurance can result in a student's exclusion from 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 University Department of Nursing and agencies wherein clinical experiences occur indicates that the agency shall provide emergency medical care to University nursing faculty and students assigned to the agency in the event of accident, illness, or exposure to infectious disease. **The student shall be responsible for the expense of all health care rendered when emergency care is provided.**

Adopted 1986 • Reviewed 2022

Student Health Documentation

Upon admission:
First-year students must follow the general university requirements for health assessment.

Sophomore Level Requirements:
Students who anticipate progression into clinical nursing courses must complete and submit the following to the online compliance tracking system *before the end of October* of sophomore year:

1. Physical Examination performed by a Medical Doctor, Doctor of Osteopathic, Physician Assistant, or Nurse Practitioner (Use the form provided on the Learning Management System on the Nursing site.)
2. *TB screen (TB or Interferon Gamma Release Assay)
3. Complete series of the following immunizations:
    - Tdap – current within 10 years
    - MMR (or positive serum titer)
    - Hepatitis B (or positive serum titer)

- Varicella (or positive serum titer)
  - Influenza **
  - COVID-19 **

Junior and Senior Level Requirements:
Students entering clinical courses must receive an annual TB screen* and influenza vaccine**:

1. Documentation of the TB screen results must be submitted to the compliance tracking system *within the first week of the fall semester*. A *current* screen must be maintained annually.
2. Documentation of an annual influenza vaccine must be submitted to the compliance tracking system by *early October* each *y*ear. Use the Influenza Documentation Form provided on the Learning Management System on the Nursing site.

*A positive TB screen will require a physician exam that includes a focused symptom screen and chest x-ray. Documentation of appropriate medical treatment is required following a positive diagnosis of active or latent TB infection. Following a positive TB screen with appropriate treatment, documentation of an annual symptom screen is required from a physician (MD or DO), physician assistant, or nurse practitioner.

** Exceptions may be available upon request.

Failure to Complete Forms:
Failure to complete the required health information will result in the student's exclusion from clinical (Refer to the Clinical Experience Policy on attendance). A personal photocopy of health records prior to online submission is advised.

Adopted 1982 • Revised 2024

Basic Life Support for the Healthcare Provider

Each nursing student must complete the **American Heart Association, Basic Life Support (BLS) Health Care Provider** course prior to the beginning of NURS 310 and NURS 311. Certification status must be renewed bi-annually through the American Heart Association. It is each **student's responsibility** to complete the course and submit documentation before attending clinical experiences. A student will **NOT** be permitted in the clinical area unless current Basic Life Support for the Healthcare Provider from the American Heart Association has been completed. Time missed in clinical due to missing certification will be an unexcused absence. **American Red Cross certification is not acceptable**.

Adopted 1982 • Revised 2022

Incident Reporting

Clinical Incident and Simulation Incident Report Process:

During a clinical, skills practice, or simulation experience, if a student or faculty member is involved in a situation that warrants the completion of an institutional incident report, the procedure outlined below will be followed.

Purpose:

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

Procedure:

1. Any reportable clinical/simulation 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/patient simulation laboratory.
3. The clinical instructor and the student involved in the clinical/simulation incident will complete the Department of Nursing Clinical/Simulation Incident Report Form within 72 hours.
4. The clinical instructor will report the simulation incident to the Course Coordinator and the clinical incident to both the Course Coordinator and Assistant Dean of Nursing within 72 hours.
5. The Assistant Dean of Nursing will discuss the clinical incident with the course faculty to identify the need for further action.
6. The completed form for the simulation incident will be filed with the Simulation Educator.
7. The completed form for the clinical incident will be filed in the Department of Nursing's confidential file for 5 years after the student is no longer in the nursing program.

See *Appendix D Clinical Incident and Simulation Incident Report*

Adopted 1992 • Revised 2022

Inclement Weather

Faculty may decide to cancel or delay clinical based on the weather report if university leadership has not canceled classes for all students. The decision will consider safety issues and responsibility related to the professional work ethic. Decisions regarding the cancellation or delay of clinical may vary between instructors/courses. If a clinical day is canceled due to

inclement weather or some other problem affecting the entire rotation or class, faculty may assign alternative clinical experiences.

Adopted 1983 • Revised 2021

Make-up of Clinical

Excused Absence:
The student should submit a request for a planned excused absence to the course coordinator; the course faculty make the decision to honor the request. Excused absences may be granted for reasons including, but 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 timeframe. The 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 clinical make-up is complete.

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 the criterion related to professionalism in the Clinical Evaluation Tool. 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 experience may result in a course failure if clinical criteria cannot be met within the remaining scheduled clinical time.

Adopted 1988 • Reviewed 2024

Preparation for Clinical Learning or Patient Simulation and Skills 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 Tool. (Refer to the policy on Attendance for clinical in course syllabi.) Preparation for clinical skills required in the Patient Simulation and Skills Laboratory is just as important to safe nursing practice. The student is expected to perform satisfactorily during patient simulation and skills laboratory experiences as defined by the learning objectives. Therefore, if a student is not prepared, the course coordinator will be notified to determine an appropriate course of action. (Refer to the policy on Attendance for clinical in course syllabi.)
Adopted 1985 • Reviewed 2022

Suspension

Clinical suspension ramifications can include one unexcused absence through course failure and potential dismissal from the nursing major. The Department of Nursing faculty reserve 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 or is in violation of the "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 "Background Clearance Checks."
3. If the student does not follow the Preparation for Clinical Learning.
4. If the student does not follow the Patient 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 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 her/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 demonstrates repeated unsafe behaviors.
9. If the student does not demonstrate honest, legal, and ethical behavior.

In the event of ongoing suspension, the Admission & Progression Committee will be notified for further evaluation.

Adopted 1991 • Reviewed 2022

Transportation

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

Adopted 1993 • Reviewed 2022

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. For risk of contact with blood, in compliance with the World Health Organization guidelines (WHO), students will be required to wear gloves; masks and eye protection will be optional per the student's preference for blood collection.

Adopted 1988 • Reviewed 2022

PATIENT SIMULATION AND SKILLS LABORATORIES

Patient Simulation and Skills Education Integrity Policy

The Messiah University, Department of Nursing incorporates simulated clinical and skills laboratory experiences throughout the curriculum in order to prepare students for actual patient situations. Simulated clinical and skills laboratory experiences aim to educate students to assess better and improve their performance in evolving healthcare situations. A simulated clinical experience is designed to challenge students' professional responses and judgment in a simulated patient environment that, at times, may be stressful. Students, faculty, staff, standardized participants, and/or low, mid, or high-fidelity simulators carry out the role of patients, family, and the interprofessional team. During these learning experiences, the student is expected to conduct themselves as if they were in a clinical situation and treat everyone involved, including the simulator and skills laboratory equipment, professionally and realistically.

The Department of Nursing supports the university's Code of Conduct. The Code is binding to all University community members and includes simulation and skills activities in the Patient

Simulation and Skills Laboratory (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 before the actual simulation experience, as well as information obtained and used in the debriefing/feedback sessions. The student must also keep their own performance confidential and any observations of the performance of a peer(s).

The student must:

- Refrain from communicating details of a skills laboratory or simulation with peers, as this will reduce equal learning opportunities and constitute cheating.
- Demonstrate behaviors that support a cooperative and respectful learning environment.
- Understand that breach of confidentiality is academic dishonesty.
- Understand that continuous audiovisual digital recording occurs in the PSL.

Violation of this integrity policy is a violation of the university's Code of Conduct and will lead to consequences for the student, possibly up to and including removal from the nursing program.

Adopted 2011 • Reviewed 2023

Nursing Tote Bag and Equipment Agreement

In NURS 210/211, the student receives a nursing tote bag containing supplies that will be used for learning skills throughout the rest of the program.

The student understands that the contents of this bag are for educational purposes only. The products are to be used under the supervision of nursing faculty and staff. The student will not use these supplies in a manner other than as a teaching/learning tool.

Upon receiving the nursing tote bag, the student takes responsibility for the contents and agrees to:

- Use them for their intended learning activities.
- Use them in a manner consistent with the nursing student Handbook policies.
- Release Messiah University from liability for issues that arise pertaining to the nursing tote bag and/or its contents.

Adopted 2023 • Reviewed 2023

Patient Simulation and Skills Laboratories (PSL) Rules

- Treat the simulators (low, medium, high fidelity) with respect and handle them as live patients.
- All students will wear their full clinical uniform while participating in simulation activities.
- Students will bring standard equipment to PSL experiences as required for clinicals.
- Students will begin each simulation experience with hand washing (soap & water) to remove stains, ink, or oils prior to simulation experiences.
- Students will follow standard safety protocols to ensure the safety of everyone, the simulators, and laboratory equipment.
- ***Universal precautions*** will be followed during simulation experiences.
- All accidents (i.e., falls, shocks, needle sticks) must be reported immediately to the simulation educator, patient simulation laboratory coordinator, course faculty, or the laboratory proctor (after hours).
- Students may not use the advanced simulators for task training experiences.
- **No food or drinks *including chewing gum*** are allowed in any patient simulation laboratory or audiovisual control room.
- **No ink pens** are allowed in any patient simulation laboratory or in and around any simulator (mechanical pencils will be provided).
- Students may not enter K106 A, C, E, K004 or K012 without faculty or staff present.
- Students may not attempt to use any equipment they have not been taught how to use.
- Do not touch any computers in the patient simulation laboratory unless instructed to do so.
- Do not touch any IV bag not attached to an IV pump located at the head of the bed or on the floor under the head of the bed. These are drain bags for the simulator.
- Do not place oral medication into the mouth of any simulator.
- Do not use Betadine on any simulators unless instructed to do so by the simulation faculty or staff.
- Supplies used during simulation are to remain in the patient simulation laboratory.
- Limit conversation/discussion to the scenario itself to maximize learning opportunities.
- ***The last individual to leave any patient simulation laboratory is responsible for turning off the lights and locking the doors.***
- Any student ignoring the rules of the patient simulation laboratory will be asked to leave.

Adopted 1984 • Reviewed 2022

GENERAL POLICIES

Formal Complaint and Appeal Procedure

The university has defined a formal complaint as a grade dispute or a grievance and has established policies to address formal student complaints as outlined here. Procedures for filing a formal complaint related to harassment can be found here**.**

Admission/Progression Denial Appeals for Nursing Students:

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 for 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 or the May term: the assistant dean of Nursing, a faculty advocate (of the student's choice), and the Chairperson of the Admission progression Committee.**
2. **Student appeal in writing to the Assistant Dean of Nursing**: This written appeal must be made within five (5) working days following the informal discussion. The Assistant Dean of Nursing will review the case and decide based on the student's written appeal and the reason for the denial of admission. The Assistant Dean of Nursing 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 department's decision 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 Assistant Dean of Nursing'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 an NURS *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.
- There is an appearance of arbitrary and/or inequitable grade assignments.

If an appeal meets the above criteria, the student should follow the grade appeal process as described in the Messiah University 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 Assistant Dean of Nursing.
2. **Informal discussion between student and Assistant Dean of Nursing.** The student should informally discuss the matter with the Assistant Dean of Nursing. The Assistant Dean of Nursing 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 Assistant Dean of Nursing must be before the end of the semester following the semester in which the grade was earned.
3. **Formal discussion between student, instructor, and Assistant Dean of Nursing.** The Assistant Dean of Nursing 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 Assistant Dean of Nursing.** This written appeal must be made within ten working days of the written notification of the student by the Assistant Dean of Nursing of the outcome of the formal discussions. The appeal must include identification of which circumstance, as outlined above (A. – D.), applies to the appeal with a corresponding explanation. Within ten working days of the student's appeal, the Assistant Dean of Nursing 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 Assistant Dean of Nursing 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 Assistant Dean of Nursing 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 Assistant Dean of Nursing will submit a grade change request to the Registrar's Office with a copy of their 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 Assistant Dean of Nursing'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 Assistant Dean of Nursing.** In any case, where the instructor is the Assistant Dean of Nursing, another member of the department will serve in the role of the Assistant Dean of Nursing in these proceedings.

Other Appeals:

It is acknowledged that sometimes a student or group of students may have a complaint 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 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, the student should adhere to the following guidelines:

1. Before a formal complaint is initiated, it is recommended that the student/group make a reasonable attempt to discuss the issue openly and in the spirit of mutual trust and respect with the party against whom the complaint is held within 10 working days of the time the issue or problem arises.
2. If no resolution has been achieved, the student/group may file a written and signed complaint with the Assistant Dean of Nursing or their designee within 30 days of the alleged incident. The Assistant Dean of Nursing shall have ten working days to render a written decision.
3. If the student/group wishes to appeal the Assistant Dean of Nursing's decision, the student/ group must submit a written and signed complaint to the Dean of the School of Science, Engineering & Health within 10 working days of the Assistant Dean of Nursing's decision. The Dean shall investigate and render a decision in writing within 30 days, which shall be final.

Adopted 1982 • Reviewed 2022

Professional Organizations

Student Nurses' Association of Pennsylvania (SNAP)

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 (NCF)

NCF is a local, regional, national, and international fellowship for Christian nurses. At Messiah University, NCF is a chartered organization of SGA. In response to God's love, grace, and truth: The purpose of NCF, as a ministry of InterVarsity Christian Fellowship/USA, is to establish and advance in nursing, within education and practice, witnessing communities of nursing students and nurses who follow Jesus as Savior and Lord: growing in love for God, God's Word, God's people of every ethnicity and culture, and God's purposes in the world. Meetings are weekly and may include devotion, prayer, discussion, fellowship, guest speakers, and service projects.

Sigma Theta Tau International (STTI) (Sigma)

Sigma Theta Tau (Sigma) is an international honor society for nurses and nursing students. Membership is by invitation to the local chapter, Lambda Kappa, and requires a GPA achievement in the top third of the nursing class plus excellence in scholarship and leadership. The mission of the Honor Society of Nursing, Sigma, is advancing world health and celebrating nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing.

Student Employment

The Messiah University Department of Nursing does not endorse nursing majors' employment in positions designated as a "nursing student." The malpractice insurance purchased by the university only provides coverage for the student's activities as a Messiah University nursing student under the supervision of a faculty member employed by the university. The Messiah University Department of Nursing endorses the 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 • Reviewed 2022

TECHNOLOGY

Electronic Devices

All cell phones are to be turned off/silenced during nursing classes, laboratory experiences, simulations, or clinicals. Laptop computers may be used in class with the permission of the instructor. Beginning in the spring semester of their sophomore year, all students are required to have a mobile technology device for clinical experiences. Phones may be used only for educational purposes and must occur outside of the patient's view (e.g., in the staff lounge or medication room). No pictures are to be taken of any patient or patient information in view. The use of electronic devices is at the faculty member's discretion. 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 2024

Learning Management System (LMS)

The Department of Nursing primarily uses the LMS to post courses and department resources.

- Printing course materials is the student's responsibility.
- Classroom and clinical assignments are submitted electronically.
- The LMS titled, NURSING. General announcements and submission of required documents will occur on this site. Important resources are located on this site such as the Undergraduate Nursing Student Policy Handbook, and the Academic Integrity Module.

Adopted 2009 • Revised 2024

Social Media

The term "social media" includes, but is not limited to blogs, social networks, apps, podcasts, discussion forums, video sharing, Really Simple Syndication (RSS) feeds, and online collaborative information and publishing systems (i.e., Wikis).

Social Media Content Guidelines

The Messiah University Department of Nursing recognizes that social media sites have become important communication tools for the community. Students at Messiah University may encounter confidential information. It is the student's responsibility to refrain from any of the following:

- Use of patients' name (any identifier including initials, hospital name, etc.) and personal health information in any way
- Disclosing confidential information about the university, its employees, or its students
- Stating personal opinions as being endorsed by the University

- Using information and conducting activities that may violate Messiah University academic policies or may violate local, state, or federal laws, and regulations

If students identify as Messiah University students 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 University 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 University Nursing students with rules for participation in social media.

1. Students must remain respectful of Messiah University, Clinical Agencies, and faculty/peers at all times. Students should **NOT** engage in any activity that reflects negatively upon Messiah University, Clinical Agencies, and faculty/peers.
2. Material may **NOT** be posted that 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 University, patients, and faculty/peers.
4. Students may **NOT** use or disclose any patient-identifying information 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 University 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 blurs the boundaries of a therapeutic relationship.
8. Students should **NOT** place clinical sites as check-in locations on social media sites.
9. Students may **NOT** use SMS (mobile phone text messaging) or messaging on Social Networking sites to contact faculty without permission.
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 University 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.
16. Students should abide by the National Council of State Boards of Nursing White Paper: A Nurse's Guide to the Use of Social Media.

Adopted 2011• Reviewed 2024

APPENDICES

Appendix A – Essentials of Baccalaureate Nursing Education for Professional Nursing Practice (AACN, 2008)

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.

Appendix B – The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

Domain 1: Knowledge for Nursing Practice encompasses the integration, translation, and application of disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences.

Domain 2: Person-Centered Care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.

Domain 3: Population Health spans the healthcare delivery continuum from prevention to disease management of populations and describes collaborative activities with affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Practice involves the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety, as core values of nursing practice, involves enhancing quality and minimizing risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships involves intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience and strengthen outcomes.

Domain 7: Systems-Based Practice prepares nurses to lead within complex systems of health care. Nurses must effectively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Information and Healthcare Technologies are used to provide safe, high-quality care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice.

Domain 9: Professionalism involves cultivating a sustainable professional nursing identity, perspective, accountability, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development includes activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Appendix C - Roles of the Beginning Professional Nurse

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.

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. Various 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 the Profession Role

In the role of member of the 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, the need for life-long learning, and continuing growth toward expert nursing practice.

Appendix D: Clinical Incident and Simulation Incident Report

MESSIAH UNIVERSITY
DEPARTMENT OF NURSING

CLINICAL/SIMULATION 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.

Clinical/Simulation incident documentation will serve as information to guide possible policy revision and review related to clinical/simulation experiences and activities of students.

PROCEDURE:

1. Any reportable clinical/simulation 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/patient simulation laboratory.

3. The clinical instructor, along with the student involved in the incident, will complete the Department of Nursing Clinical/Simulation Incident Report form within 72 hours.

4. The clinical instructor will report the simulation incident to the Course Coordinator and the clinical incident to both the Course Coordinator and Assistant Dean of Nursing within 72 hours.

5. The Assistant Dean of Nursing will discuss the clinical incident with the course faculty to identify any need for further action.

6. The completed form for a simulation incident will be signed by and filed with the Simulation Educator.

7. The completed form for the clinical incident will be kept in the Department of Nursing's confidential file for a period of five years after the student is no longer in the nursing program.

Adopted 1992 • Revised 2019

MESSIAH UNIVERSITY

DEPARTMENT OF NURSING

CLINICAL/SIMULATION INCIDENT REPORT

Agency Name: _____ Agency Contact: _____

Student Name: _____ Faculty Name: _____

Clinical Course: _____ Clinical Rotation: _____

Date of Incident: _____ Time: _____ a.m. /p.m.

List all individuals involved (including titles):

Description of incident & patient response as documented on the patient record. Include the 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 Simulation Educator Signature Date

_____ _____

Assistant Dean of Nursing Signature Date

ANNUAL STUDENT POLICY HANDBOOK ASSIGNMENT

An assignment titled "Department of Nursing Undergraduate Nursing Student Policy Handbook" will be posted on the NURSING Learning Management System that allows you, the nursing student, to indicate that you:

- have read, understood, and agree to abide by all policies and guidelines established by the Messiah University Department of Nursing
- understand that Messiah University Department of Nursing reserves the right to modify policies due to unforeseen circumstances.
- authorize the Admission & Progression Committee or its delegate to regularly review and evaluate your academic and disciplinary records for the purpose of monitoring your eligibility for progression in the nursing major.
- understand that eligibility to continue in the nursing major is contingent upon satisfaction of all stated admission and progression criteria.

This Undergraduate Student Policy Handbook assignment is to be completed annually at the beginning of the Fall semester. Specific date due is provided on Learning Management System. Noncompliance with completing the Undergraduate Nursing Student Policy Handbook assignment will result in a hold for course registration.

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DEPARTMENT OF NURSING
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