NORTH FLORIDA COLLEGE

Procedures specific to:

Associate in Science Degree Program for Registered Nursing

(This handbook is intended to be utilized in conjunction
with the Allied Health Programs Handbook)

Section I: Philosophy, Purpose, & Objectives

The philosophy of the North Florida College ("NFC") Associate Degree Nursing Program ("ADN Program") is consistent with the mission statement and objectives of NFC.

NFC's vision is to be the first choice for education and cultural enrichment for those in its surrounding communities. NFC's mission is to be an exceptional college dedicated to an individualized and supportive academic atmosphere, accessible education, lifelong learning opportunities, and professional growth for our students and communities.

NFC is accountable in its offerings of quality, accessible and affordable learning opportunities and fulfills its mission through:

- Transferable college credit programs leading to the Associate in Arts Degree;
- Workforce development programs leading to the Associate in Science Degree or technical certificates for occupational skills and employment;
- Access to baccalaureate degree programs through partnerships with colleges and universities;
- Basic literacy and academic development opportunities through credit and non-credit programs;
- Partnerships with business, industry, government and other institutions to promote economic development and provide retraining opportunities for the districts workforce;
- Support services to assist students in making educational, vocational and personal decisions;
- Cultural, recreational and enrichment opportunities for students and residents of the community.

The philosophy and purposes of the ADN Program are developed by the nursing faculty. These statements of belief include:

- Concept of individual human being;
- Concept of health/wellness;
- Concept of nursing;
- Concept of teaching/learning;
- Concept of nursing education;
- Scope of nursing practice.

These procedures are designed to provide information to students within the Program and should be read in conjunction with the Allied Health Programs Student Handbook.

Person

We believe the individual person is of central importance, has inherent dignity, and is worthy of respect and care. The individual person being has the freedom of choice and is accountable for those choices. The individual person has basic needs that are satisfied by infinitely variable patterns of growth and development. Congruent with *Neuman's Model of Nursing* (Neuman &

Fawcett, 2002), the client or client system may be the individual person, a family, group, community or social issue. This client system is open, holistic, and constantly trying to maintain system stability despite disruptive forces (stressors) acting upon the system. The client system behaviors and response to stress are the result of inter-relationships between an individual's psychological, physiological, developmental, socio-cultural, emotional, and spiritual domains. These six client system domains or variables are found within the basic structure or core, the flexible and normal lines of defense, and the lines of resistance. These layers function as protective mechanisms for the basic structure so that client system integrity is maintained.

Environment

We believe the environment is also an open system and consists of all the internal and external forces and factors surrounding the client system. The client system is in constant interaction with the environment, thus the environment influences the system and is influenced by the system. Stressors are part of the internal (within the client system) and external (outside the client system) environment and their influence on the client system can be positive or negative. According to Neuman (p. 19), a third environment called the creative environment is an open system exchanging energy with both internal and external environments. It is symbolic of wholeness and its function is to help maintain system integrity either consciously, unconsciously, or both.

Health/Wellness

We believe that health and wellness is a dynamic composite of the client system's physiologic, psychological, socio-cultural, developmental, emotional and spiritual inter-relationships that enable an individual to resist or adapt to stressors which enable the individual to meet their needs, conserve energy and move toward wellness. That is, optimal wellness is a state where all needs are met and more energy is stored than expended. When the individual cannot adapt/adjust to stressors in the environment or adjust/adapt the environment to the individual, energy is expended, needs are unmet and there is a movement toward illness.

Nursing

We believe that nursing is primarily concerned with human life, the quality of life, and the quality of health of the client system. Nursing is the process of assisting the client system as the client moves toward optimal wellness level or a peaceful death. Nursing functions are viewed as complex and creative, offering infinite opportunity for the application of the physical, biological and social sciences and the development of the skills based upon them. In keeping with Neuman's model (p 25), nursing activities are initiated to best retain, attain, and maintain optimal client system stability for optimal health and wellness. The nurse uses the nursing process to assess for environmental stressors and plans interventions at the primary, secondary and tertiary levels that will assist the client system to maintain stability. Thus, the goal for nursing is a stable client system which creates linkages among the client, the environment, health and nursing.

Teaching/Learning

Teaching is the art and science of structuring content (information and processes) for student learning. We believe it involves the incorporation of a variety of teaching strategies designed to meet the diverse learning styles and needs of the student. As a facilitator of learning, the teacher creates an environment that promotes motivation and guides the student in learning. The teacher plans/directs learning activities that enhance the development of skills in critical thinking, decision-making and creativity. Additionally, the facilitator models the role of the professional nurse. Learning is viewed as a lifelong process whereby changes in thought and behavior occur through the attainment of cognitive, psychomotor and affective skills. The learning process is facilitated by humans' inherent creative drive toward higher and more positive levels of existence. The learner is invited to apply this creative drive through active participation in the learning process. Positive feedback and learner success builds confidence and facilitates the development of positive attitudes and an eagerness to learn more.

Nursing Education

Nursing education at NFC is based upon principles derived from nursing, the humanities, behavior, math, and biophysical and social sciences. We believe these principles are intrinsically related and from these principles the student will assimilate and apply knowledge to the care of client systems.

This application of theory will take place in a simulated laboratory as well as in a variety of planned clinical experiences where the student will be able to demonstrate the progressive acquisition of skills, attitudes, critical thinking and decision-making abilities.

We believe that learning involves the use of previously acquired knowledge and experience. Therefore, we believe nursing education need not be an obstacle course whereby one type of program discounts another in such a way that students are forced to repeat content learned in previous academic pursuits. Common course descriptions, numbering systems and core competencies facilitate the progress of nursing students as they advance in professional rank without undue redundancy and without jeopardizing the quality of education or the skills of the graduates.

NFC's ADN Program is committed to three areas of responsibility for nursing education:

1. The production of a skilled nurse who is prepared to care for a variety of clients, the family and the community within the framework of Associate Degree education;
2. The upgrading of the associate nurse to the baccalaureate level (if desired) through carefully planned articulation with college/university programs; and
3. The continued upgrading of technical knowledge and skills through continuing education opportunities.

Scope of Nursing Practice

ADN Program faculty follow the core competencies of nursing practice identified in the National League for Nursing Educational Competencies for graduates of ADN programs (2000) and the Florida Department of Education Curriculum framework (2007). The faculty also concurs with

the fifteen Standards of Professional Performance for the Registered Nurse identified by the American Nurses Association (2004), the six competencies identified by the Quality and Safety Education for Nurses (QSEN), and the twenty-one competencies for the twenty-first century identified by the Pew Health Commission Competencies for 1998.

Utilizing the identified competencies of these resources as a guide, a graduate of the Program possesses the knowledge, skills and attitudes necessary to function effectively within nursing and inter-professional teams to provide safe, patient-centered care to clients/client systems under the direct or indirect supervision of the Baccalaureate Degree Nurse. The graduate nurse utilizes informatics, integrates evidenced-based practice and monitors quality improvement data to positively affect the care of clients/client systems. The graduate nurse utilizes the nursing process as the basis for decision-making. The graduate nurse serves as a provider of care, manager of care, and a member of the profession of Nursing.

As a Provider of Care: the associate nurse integrates theoretical concepts and principles from the behavioral, natural, social and nursing sciences as the basis for providing care. Utilizing the nursing process, the novice associate nurse relies upon clinical competence, communication skills, caring behaviors and critical thinking to provide for client system stability and optimal wellness or to support a death with dignity.

As a Manager of Care: the associate nurse utilizes organization, collaboration, communication, delegation, advocacy, accountability, respect and established policies and procedures to coordinate care and manage the client system to meet holistic nursing care priorities. The associate nurse promotes an environment that fosters interdisciplinary and interdependent relationships. The associate nurse evaluates the healthcare system and initiates change. The associate nurse utilizes principles from teaching and learning to instruct client systems. The associate nurse seeks assistance when needed.

As a Member of the Profession of Nursing: the associate nurse accepts accountability for their own practice within the legal framework of nursing. The associate nurse evaluates their limitations and assumes lifelong responsibility for continued learning. As a contributing member of the nursing profession, the associate nurse upholds the high standards of nursing practice and seeks opportunities to promote changes in the healthcare system that promote quality of healthcare for individual, families and communities. The associate nurse forms constructive relationships with peers, client systems and other healthcare professionals and seeks opportunities to interact with the professional community to add to the body of knowledge of the profession.

ADN Program Purposes

Allied Health Mission Statement: Our mission is to meet the community healthcare career needs through facilitation of student enrollment and progression through healthcare programs with a

student-centered learning environment that promotes student success through flexible and varied learning activities that foster creativity, critical thinking and professional growth.

ADN Program Objectives

The Associate Degree Nursing Program at NFC will prepare graduates to:

1. Demonstrate professionalism in the role of the registered nurse within the healthcare system to effectively lead other members of the healthcare team;
2. Utilize the nursing process to provide safe and ethical patient care within the scope of practice for a registered nurse;
3. Synthesize therapeutic communication in providing culturally competent care to promote optimal health and wellness to diverse populations throughout the life span;
4. Incorporate relevant technology with knowledge of nursing skills to deliver exceptional clinical care to clients with a variety of needs; and
5. Evaluate plan of care for patients in a variety of care settings using critical thinking skills.

References

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. Silver Spring, Maryland: nursesbook.org (2nd ed.).

Neuman, B., & Fawcett, J. (2002). *The Neuman Systems Model.* (4th ed.). Upper Saddle River, New Jersey: Prentice Hall.

Pew Health Professions Commission. (1998). *Recreating health professional practice for a new century.* The Center for Health Professions at the University of California.

National League for Nursing. (2010). http://www.nln.org/

Quality and Safety Education for Nurses. www.qsen.org

Section II: Curriculum Plan

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NURSING COURSES

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General Track

	Course	Name	CR Hrs	
Pre-requisites			24	
Co-Requisites			6	
Spring	NUR 1020C	Foundations of Nursing	9	
Summer	NUR 2211C	Medical Surgical Nursing I	8	
Summer	NUR 2710L	Medical Surgical Nursing I Clinical	1	
Fall	NUR 2244C	Medical Surgical Nursing II	12	
Spring	NUR 2440C	Maternal Child Nursing and Leadership	12	
Total			72	

LPN-Articulation Track

	Course	Name	CR Hrs	
Pre-requisites			24	
Co-requisites			6	
		Articulation Credit for LPN	10	
Summer	NUR 2211C	Medical Surgical Nursing I	8	
Fall	NUR 2244C	Medical Surgical Nursing II	12	
Spring	NUR 2440C	Maternal Child Nursing and Leadership	12	
Total			72	

LPN-Accelerated Track

	Course	Name	CR Hrs
Pre-requisites			24
Fall	NUR 1004C	LPN to RN Bridge I	12
	HUN2201 or NUR 1180	Nutrition	3
Spring	NUR 1007C	LPN to RN Bridge II	12
	DEP 2004	Human Growth & Development	3
Summer	NUR 2036C	LPN to RN Bridge III	8
	NUR 9999	LPN Experience Credits	10
Total			72

Section III: Academic Standards/Progression Policies

NFC students are obligated to accept the rules and regulations of NFC. The ADN Program operates under the guidelines of NFC policies and procedures as related to general admissions. However, once the student is admitted into the ADN Program, they will also be expected to adhere to the academic and professional standards outlined in the student handbook for the Allied Health Department and ADN Program in addition to NFC's policies and procedures.

Once enrolled in the ADN Program, students must meet all academic requirements as outlined in each course syllabus and the Allied Health/Associate Degree Nursing Program Handbook. Students are required, among other things, to:

- Maintain a minimum theory grade of "C" **AND** a clinical grade of "Pass" or "Satisfactory" in each nursing course with a NUR prefix. If the student earns a failing grade or "W" (withdrawal) in either the nursing theory or the nursing clinical co-requisite course, both courses must be repeated and a passing grade earned before the student can progress in the nursing program;

- Maintain or have made a minimum theory grade of "C" in each nursing pre or co-requisite course (MCB 2010, PSY 2012, Any 1000 or 2000 level Humanities, Ethics, or Religion);

- If the student earns a failing grade ("D" "F" "W" or "WF") in a co-requisite nursing course, the student will not be able to progress in the program; and

- Mandatory participation in the ADN Program's "Testing Package" is required for all nursing students. The package includes multiple specialty exams, an exit exam, and a NCLEX review. A student who fails to meet the benchmark score on each specialty exam will set up a contract for review of the content and utilization of an individual remediation plan. The student may be expected to retake the specialty exam (at their own expense) in order to demonstrate academic and clinical competency in the specialty area.

  The HESI Exit exam will be taken at the completion of NUR 2440C or NUR 2036C. Only those students with passing grades in NUR 2440C or NUR 2036C will be eligible to take the exit exam. The student's initial and second attempt at this exam is covered under the program cost. If the student does not reach the benchmark score on the first attempt, they will be required to complete a prescribed remediation program designed by the student and agreed upon by the faculty. If the student does not reach the benchmark score on the second attempt, they will be required to participate in a formal remediation program recommended by the faculty and strongly encouraged to retake the exit exam for the third time (at their additional expense). All HESI exam results throughout the ADN Program are averaged and considered a percentage of the final course grade for NUR 2440C or NUR 2036C.

Section IV: Readmission

Please refer to the Allied Health Department Handbook for re-admission policies and procedures. In addition, a student who exits the ADN Program because of a "D", "F", "U" or "W" in a co-requisite nursing course (prefix other than NUR) must successfully complete the co-requisite nursing course prior to being cleared for re-admission. Successful completion of the co-requisite course does not guarantee re-admission into the ADN Program.

Section V: Grading Scale

Students attending the ADN Program at NFC will be evaluated according to the following scale:

Theory	*Clinical Co-requisite course/skills laboratory*

A = 90-100   S = Satisfactory or Pass
B = 80-89   U = Unsatisfactory or Failing
C = 77-79
D = 70-76
F = below 70

- In order to progress, a student must earn a minimum average numerical grade of 77 ("C") in each nursing course (NUR prefix) as well a passing grade of "S" in each accompanying co-requisite nursing clinical course (identified with an L or C following the NUR and course number.)   A student must also successfully complete all assignments in each nursing course as a part of the course requirements.

- **Failure to earn an "S" in the skills laboratory and co-requisite clinical course (for courses with NUR prefix) will also result in failure of the co-requisite theory course (for courses with an NUR prefix.).**

- **Failure to earn a minimum of "C" in a theory course (for courses with NUR prefix) will also result in failure of the co-requisite clinical course (for courses with an NUR prefix.).**

- **Clinical evaluation forms for each clinical course are located in the clinical course syllabus (see evaluation guidelines on the clinical form).**

Section VI: Skills Lab

Audiovisual (AV) equipment/resources and computer resources for learning are available in the skills and simulation laboratory. Required activities for learning such as videos and computer-assisted learning programs are listed in each course syllabus. Students are expected to utilize these and other resources in the skills and simulation laboratory in order to help prepare them for skills and classroom exams.   All lab activities are scheduled through the Allied Health Lab Faculty. It is up to the student to attend the lab at posted times and participate in learning activities that are available.

General Skills and Simulation Laboratory Rules

1. Student may be required to clock in and out when working in the lab at times other than regularly scheduled lab time. Another individual may not clock in or out for you.

2. Students may check out equipment, audiovisuals and computer programs for use in the lab/classroom only.

3. Do not bring food and drinks into the lab area. Food and drinks are allowed in the student workroom area only.

4. Telephones located in the lab area are not for student personal use. Local calls can be made from the hall phone located outside the classroom. The student should not receive personal phone calls while at school or clinical activities.

5. Student conduct in the lab is to reflect that of a professional nurse.

6. Safety procedures must be adhered to while in the lab. This includes universal precautions and proper disposal of sharps.

7. The student is responsible for keeping their practice area clean and neat. This includes proper cleaning and replacement of equipment after use.

Students are required to satisfactorily perform return demonstrations of the skills/procedures appropriate for the course of study. Dates/times for practice and check off for these activities are made available to students during the course of study. Once a student has signed up and entered the skills evaluation mode, they will have three attempts to successfully demonstrate mastery of the skill. Failure to demonstrate mastery after three attempts may result in course failure and inability to progress in the ADN Program.

Students are not permitted to perform procedures and/or skills in the clinical setting until they have earned an "S" for the procedures/skills demonstrations.

Section VII: ADN Program Completion/Requirements for Graduation

Participation in community service activities/projects (blood drive, health fairs), pre-graduation activities (pining ceremony/pin purchase, career/education fair, NCLEX Review, pictures/framing) as well as graduation activities are mandatory for the Associate Degree student to meet professional requirements of the program. The examples given above are not inclusive of professional related activities the student may participate in during the two year course of study.

General requirements for graduation with an Associate in Science Degree in Nursing from NFC are:

1. Completion of all required pre-requisite courses with a grade of "C" or better.
2. Completion of all required co-requisite courses with a grade of "C" or better.
3. Completion of all required nursing courses with a grade of "C" (numerical grade of 77) or better.
4. Completion of all required skills, laboratory and clinical experiences with a grade of "Pass" or "Satisfactory."
5. Meeting specific applicable departmental requirements.
6. Discharging all financial obligations to the College and its agencies.

7. Filing an application for graduation prior to the deadline published in the college catalog or otherwise announced.
8. Payment of the required graduation fee.
9. Participation in all required professional activities.
10. Achieve acceptable score on HESI exit examination.

Section VIII: See Chain of Command Document