



CATAWBA COLLEGE

DEPARTMENT OF NURSING

Pre-Licensure Nursing Student Handbook

2026-2027

(Revised May 2026 - DON)

About this handbook:

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

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Catawba College Department of Nursing

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

Mission, Outcomes, Curriculum Framework, Guiding Principles

PURPOSE

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

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

Essentials, Program Learning Outcomes:

Essentials	Program Learning Outcomes
Domain 1: Knowledge for Nursing Practice	Prepare professional nurses to use clinical judgment and innovation in nursing practice, a distinct scientific discipline, while applying the foundation of a liberal arts education.
Domain 2: Person-centered Care	Prepare professional nurses to provide inclusive, holistic person-centered care through the development of a caring relationship, establishment of effective communication, and coordination of care to recognize and address complex health and wellness needs.
Domain 3: Population Health	Prepare professional nurses to manage population health and address social determinants of health through inclusion, development, collaboration, and promotion of safe, culturally appropriate nursing care.
Domain 4: Scholarship for Nursing Discipline	Prepare professional nurses with the theoretical and research skills necessary to promote evidence-based practice.
Domain 5: Quality and Safety	Prepare professional nurses to provide and model safe, quality patient care and promote a culture of safety in the practice environment.
Domain 6: Interprofessional Partnerships	Prepare professional nurses to demonstrate core professional values in collaboration with care-oriented teams to coordinate and manage person-centered care.

Domain 7: Systems-Based Practice	Prepare professional nurses to understand and work within a systems-based practice as a change agent in a leadership role with consideration of cost-effective care and evidence-based practice.
Domain 8: Informatics and Healthcare Technologies	Prepare professional nurses with knowledge and skills in informatics processes and technologies to manage and improve the delivery and evaluation of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
Domain 9: Professionalism	Prepare professional nurses to demonstrate and employ ethical comportment, accountability, and integrity within one's practice.
Domain 10: Personal, Professional, and Leadership Development	Prepare professional nurses to develop a capacity for leadership, a spirit for inquiry, and a commitment to personal and professional health and well-being.

DEPARTMENT OF NURSING MISSION STATEMENT

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

CORE VALUES (DEFINED)

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

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

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

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

DEPARTMENT OF NURSING VISION STATEMENT

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

DEPARTMENT OF NURSING CONCEPTUAL FRAMEWORK

The curriculum is guided by the standards instituted by the *AACN Essentials*, which provides the educational framework for the preparation of professional nurse generalists, and the metaparadigm concepts of nursing, environment, person, and health.

DEPARTMENT OF NURSING PHILOSOPHY STATEMENT

Consistent with the mission and values of Catawba College and the Department of Nursing, the nursing faculty believe that baccalaureate nursing education provides the essential scientific,

liberal arts, and professional foundation necessary for the preparation of competent, compassionate, and ethical professional nurse leaders. The faculty are committed to educating nurses who are prepared to provide, coordinate, and evaluate care for individuals, families, groups, communities, and populations within an increasingly dynamic, complex, and culturally diverse society at the local, national, and global levels.

The faculty believe that professional nursing education is grounded in the integration of evidence-based practice, clinical judgment, critical thinking, effective communication, ethical decision-making, and interdisciplinary collaboration. Through a foundation in the sciences and liberal studies, students develop the knowledge, skills, attitudes, and professional values necessary to promote health, prevent illness, restore wellness, and provide holistic, patient-centered care across the lifespan.

The Department of Nursing values lifelong learning as an essential component of professional nursing practice and leadership. Faculty believe that continuous intellectual, professional, and personal growth advances the nursing discipline and strengthens the profession's ability to respond to evolving healthcare needs. Therefore, the faculty support graduate education, scholarly inquiry, evidence-based practice, innovation, service, and active engagement with community and interdisciplinary partners.

The philosophy of the Department of Nursing is further guided by the nursing metaparadigm concepts of nursing, environment, person, and health. These interconnected concepts provide the framework through which nursing education, practice, scholarship, and service are understood and implemented.

METAPARADIGM

Nursing

Nursing is a professional discipline grounded in theoretical and scientific knowledge, clinical reasoning, ethical practice, and evidence-based care. Nursing knowledge and judgment are informed by the health sciences, liberal studies, and standards of professional nursing practice, including critical thinking, effective communication, leadership, and compassionate care.

Professional nurses integrate evidence-based practice, clinical expertise, and the nursing process to deliver safe, quality, and patient-centered care across diverse healthcare settings. Nursing practice involves the promotion of health, prevention of illness, management of disease, restoration of wellness, and support of individuals, families, communities, and populations throughout the lifespan.

Nurses provide holistic care that recognizes the spiritual, cultural, ethical, legal, developmental, psychosocial, and physiological dimensions of human experience. Through advocacy, education, collaboration, and leadership, nursing positively influences healthcare systems and environments to improve health outcomes and address the complex needs of a diverse and evolving society.

Environment

Environment is the dynamic and interconnected system of internal and external conditions that influence the health, wellbeing, and experiences of individuals, families, communities, and

populations. Environment includes physical, social, cultural, political, economic, technological, and global factors that affect health behaviors, healthcare access, and quality of life.

The environment encompasses homes, communities, healthcare systems, workplaces, educational settings, and society. Environmental influences, including socioeconomic status, policy, cultural beliefs, technological accessibility, and social determinants of health, shape both healthcare experiences and nursing interactions.

Nursing practice seeks to create, modify, and support environments that promote safety, healing, health equity, wellness, and optimal health outcomes.

Persons

People are unique, holistic, and multidimensional beings with physiological, psychological, psychosocial, spiritual, cultural, developmental, and relational needs throughout the lifespan. Individuals continuously interact with their environment and with others, including families, groups, communities, and global populations.

Each person possesses inherent dignity, value, autonomy, and the capacity for growth and adaptation. Human responses to health and illness are influenced by life experiences, beliefs, culture, relationships, environment, and access to resources.

Nursing care recognizes and respects the individuality of each person and supports patient-centered partnerships that honor diversity, promote self-determination, and address holistic healthcare needs.

Health

Health is a dynamic and holistic state of wellbeing that exists along a wellness-illness continuum and encompasses biological, physiological, psychological, developmental, spiritual, social, and cultural dimensions. Health is influenced by individual perceptions, lived experiences, environment, healthcare access, and social determinants of health.

The faculty believe that health is a fundamental human right and that optimal health should be accessible to all individuals and populations. Because health experiences vary among individuals and communities, nursing care must be responsive to diverse values, beliefs, cultures, and socioeconomic conditions.

Nursing promotes health through evidence-based interventions, patient education, advocacy, disease prevention, health promotion, and compassionate care that supports individuals and populations in achieving and maintaining optimal wellbeing.

ORGANIZATION OF CURRICULUM

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

communities (*Scholarship, Character, Culture, and Service*: community enhancement). Evidence of all three dimensions of nursing is addressed: provider of care, coordinator of care, and member of a profession within the environment.

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

PROGRESSION OF COURSES

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

PROGRAM ACCREDITATION and NCBON

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

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

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

Professional Standards:

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

- North Carolina Administrative Code Title 21
- The American Association of Colleges of Nursing (AACN) *Essentials*

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Bachelor of Science in Nursing Academic Program

BSN PROGRAM OUTCOMES

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

The BSN program seeks to meet the following program outcomes:

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

Pre-Licensure BSN Plan of Study and Course Descriptions

PRE-LICENSURE BSN PLAN OF STUDY

General Education Requirements

Foundations and Skills (25 semester hours maximum)

- First Year Seminar (3 semester hours) GEN 1200. First Year Seminar is required of all first-time students, transfers and re-entering students with fewer than 18 hours earned.
- First Year Writing (3 semester hours) ENGL 1103. Based on placement scores, students may be required to complete ENGL 1101 prior to enrolling in ENGL1103.
- Second Year Writing (3 semester hours) ENGL 2111 or other **APPROVED** writing-focused 2000 level courses.
- Quantitative Literacy (4-6 semester hours)
 - MATH 1132: Introduction to Statistics
- Foreign Language Literacy through the Intermediate I level (0-9 semester hours, depending on placement)
- Wellness Activity and Literacy (1 semester hour)

Perspectives (25 semester hours)

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

Non-Western Perspective (3 semester hours)

- The Non-Western Perspective is a graduation requirement and may be fulfilled by classes from Foundations and Skills or Perspectives. **APPROVED** courses can be selected from

COMMUNICATION ARTS, ECONOMICS, EDUCATION, HISTORY, MATHEMATICS, MUSIC, POLITICS, RELIGION, SOCIOLOGY, SPANISH, THEATRE ARTS

Additional Requirements (11 semester hours)

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

64 General Education Requirements

60 Nursing Credits (courses in the major)

TOTAL of 124 (required for graduation)

To complete the BSN degree, students must successfully complete the College's General Education requirements, and the pre-nursing requirements. These requirements along with the Nursing Concentration courses prepare students for the nature and legal responsibilities of nursing education and nursing practice (21 NCAC 36 .0320). Completion of these requirements qualifies a student to write the North Carolina Board of Nursing to sit for the nursing licensure exam (NCLEX).

BSN Focused Client Care Experience

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

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

Prelicensure BSN Program Course Sequence

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

Pre-Licensure General Academic Policies

ACADEMIC ADVISEMENT

The Catawba College Department of Nursing is committed to supporting student success through academic advising, mentoring, and guidance throughout the educational experience. Academic advising is an important component of student progression, degree planning, and professional development.

Advising occurs at various times throughout the semester, with particular emphasis during the pre-registration period. Students are strongly encouraged to schedule and attend advising appointments with their assigned academic advisor during designated registration and advising periods.

During advising meetings, faculty advisors may:

- Review the student's academic transcript and progression status;
- Discuss current academic performance and cumulative grade point average (GPA);
- Identify potential concerns related to progression or degree completion;
- Assist with course planning and registration; and
- Provide guidance regarding academic policies, program expectations, and available support resources.

Faculty advisors will communicate advising availability and appointment information through official College email communication and other approved methods.

Although faculty advisors strive to remain informed regarding current academic policies, curriculum requirements, and degree completion standards, the ultimate responsibility for understanding and fulfilling all graduation and degree requirements rests with the student.

Students are encouraged to regularly review their academic records and utilize available online degree evaluation tools to monitor progress toward successful completion of program and College requirements.

ACADEMIC STANDARDS FOR PROGRESSION

According to the National Council of State Boards of Nursing (NCSBN), because the practice of nursing changes over time, it is necessary to periodically re-evaluate the appropriateness of the passing standards for the NCLEX-RN® examination. To ensure that the passing standards for the NCLEX-RN® examinations accurately reflect the amount of nursing ability currently required to practice competently at the entry level, the NCSBN Board of Directors re-evaluates the passing standard every three years when the exam plan is reviewed. The NCSBN passing standards for the NCLEX-RN® were implemented on April 1, 2026, in conjunction with the 2026 NCLEX-RN® Exam Plan. The new passing standard will remain in effect through March 31, 2029.

Progression Policy and Standard

Grading Scale

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

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

Progression Standards

Students enrolled in the Nursing Program are expected to maintain academic and clinical performance standards that reflect the knowledge, clinical judgment, safety, and professional accountability required in nursing practice. Progression within the upper division nursing curriculum is contingent upon successful completion of all required course components and adherence to program standards.

A minimum letter grade of **“B” (80%)** is required in all nursing courses to progress within the Nursing Program.

For all courses containing a clinical component, students must earn:

- A minimum letter grade of **“B” (80%)**, and
- A **“Pass”** evaluation in the clinical component

to successfully complete the course and continue progression in the program.

The Clinical Practicum component is evaluated on a **Pass/Fail** basis. A student must receive a **Pass** rating in the clinical component to successfully complete the course. Failure of the clinical component constitutes failure of the course, regardless of performance in other course components.

Students must always demonstrate satisfactory clinical performance and safe practice behaviors to progress in the upper division nursing curriculum.

Course Component Requirements

Nursing courses may include one or more of the following components:

1. **Examinations**
2. **Coursework** (e.g., assignments, projects, participation, quizzes, papers, simulations)
3. **Clinical**

Examination Component Standard

Students are required to achieve a minimum weighted average score of **80% ("B")** in the examination component of the course by the conclusion of the term.

- If a student earns a minimum examination average of 80%, all course components, including examinations and coursework, will be combined according to the grading criteria outlined in the course syllabus to determine the final official course grade.
- If a student does not achieve the minimum required examination average of 80%, grades from additional course components will not be calculated into the final course grade. In such cases, the official final course grade will remain the student's weighted examination average.

This policy reflects the Nursing Program's commitment to ensuring that students demonstrate competency in foundational nursing knowledge and clinical judgment necessary for safe patient care.

Clinical Performance Standard

Clinical performance is evaluated independently from didactic coursework and must be successfully completed in order to pass any clinical nursing course.

Clinical evaluation criteria are outlined in each course syllabus and clinical evaluation tool. Students are expected to demonstrate:

- Safe and competent patient care
- Professional conduct and accountability
- Effective communication and collaboration
- Clinical reasoning and judgment
- Compliance with program, agency, and professional standards

Unsatisfactory clinical performance, unsafe practice, or failure to meet clinical objectives may result in clinical failure and subsequent course failure.

Grade Calculation and Rounding

Course grades are calculated to one decimal place (tenths). However, grades will **not be rounded upward**.

Final course grades will be recorded as whole numbers. For example:

- A final calculated grade of **79.9** will be recorded as a **79**
- A final calculated grade of **80.0** will be recorded as an **80**

While rounding is recognized as a standard mathematical principle, the Nursing Program maintains strict grading standards consistent with the expectations of professional nursing practice, where minimum competency standards must be met without exception.

Progression Eligibility

Students who fail to meet the required academic or clinical standards for progression may be subject to:

- Course failure
- Academic probation
- Delayed progression
- Dismissal from the Nursing Program

All progression decisions are made in accordance with Nursing Program policies, College policies, and professional standards governing nursing education and practice.

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

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

ATTENDANCE POLICY and CLASS and COURSE PARTICIPATION

Consistent with the academic attendance policy of Catawba College, students are expected to attend and actively participate in all scheduled learning experiences. To receive academic credit for a course, students must be present for at least seventy-five percent (75%) of all scheduled class experiences.

The classroom, whether face-to-face, hybrid, laboratory, clinical, or online is considered the primary environment for instruction, engagement, collaboration, and professional development. Students are therefore expected to demonstrate professionalism through regular attendance, punctuality, preparedness, and active participation.

Faculty members are responsible for establishing and communicating course-specific attendance expectations that align with course objectives and program standards. Attendance requirements

and related procedures will be outlined in the course syllabus and distributed to students at the beginning of the course and prior to the conclusion of the drop/add period.

Determination of Attendance

Face-to-Face Courses

Attendance in face-to-face courses will be calculated based on the number of scheduled class meetings and instructional hours per the Catawba College attendance policy.

Online Courses

Attendance in online courses will be determined by documented academic activity within the course learning platform. A lack of academic activity during any given instructional week (e.g., Monday through Sunday) will constitute an absence for attendance purposes.

Examples of academic activity include, but are not limited to:

- Submission of assignments
- Completion of quizzes or examinations
- Participation in discussion boards
- Communication with faculty through course messaging or email
- Other documented course-related engagement activities

General Attendance Guidelines

1. **Student Responsibility**
Each student is personally responsible for maintaining regular and punctual attendance in all scheduled course activities.
2. **Responsibility for Missed Content**
Students who miss a class session are responsible for obtaining missed information, completing assignments, and meeting course requirements to the extent permitted by the nature of the assignment and course policies.
3. **Excessive Absences**
Faculty reserve the right to assign a failing grade or otherwise enforce course penalties when a student exceeds the allowable absence threshold of more than twenty-five percent (25%) of scheduled class meetings, provided such consequences are clearly stated in the course syllabus.
4. **Notification of Absence**
Whenever possible, students should notify the faculty member in advance of an anticipated absence and discuss arrangements for missed coursework or assessments.
5. **Make-Up Opportunities**
Students are responsible for initiating communication with faculty regarding potential make-up opportunities for missed assignments, quizzes, examinations, or other course activities.
6. **Extenuating Circumstances**
Faculty are not obligated to provide make-up work or alternative assignments except in cases involving documented extenuating circumstances. Recognized extenuating circumstances include:

- Severe personal illness
 - Death in the immediate family
 - Official representation of the College authorized through the Dean of Students' Office
7. **Faculty Determination of Make-Up Work**
In cases involving extenuating circumstances, the faculty member will determine the appropriate method for completing or compensating for missed coursework, assignments, clinical experiences, or examinations.
8. **Faculty Tardiness**
Students are expected to remain in the classroom for at least ten (10) minutes after the scheduled class start time. If the faculty member has not arrived or communicated a delay within that timeframe, students may leave without penalty.
9. **Unannounced Quizzes**
Students absent during the administration of an unannounced quiz will receive a grade of zero (0) for that quiz. Unannounced quizzes may not be made up unless otherwise determined by the faculty member due to documented extenuating circumstances.

Professionalism and Program Expectations

Regular attendance and active engagement are essential components of professional nursing education and are reflective of the accountability and reliability expected in healthcare practice. Excessive absences, tardiness, early departures, lack of participation, or repeated disruptions may be addressed as concerns related to professionalism and student conduct in accordance with program and College policies.

Faculty and nursing students are expected to arrive to all class sessions on time and fully prepared to maximize the educational experience and benefit from instructional time. To support academic success and mastery of course objectives, students should anticipate investing approximately two to three (2-3) hours of preparation and study for every one (1) hour of classroom instruction. Preparation activities may include assigned readings, writing assignments, research, skills practice, and other learning activities designed to facilitate understanding and application of course concepts and principles.

Students are expected to come to class prepared to actively engage in discussion, critical thinking, and collaborative learning activities. The teaching and learning environment within the Department of Nursing emphasizes student participation, professional communication, and intellectual engagement to promote disciplined thinking and clinical judgment.

Positive teacher-student interactions require shared responsibility between faculty and students in maintaining a respectful and professional learning environment conducive to learning. Faculty are expected to foster a classroom climate that reflects professionalism, caring, enthusiasm for the subject matter, and respect for student dignity. Likewise, students are expected to contribute positively to the learning environment through attentive listening, respectful communication, meaningful participation, and engagement in classroom activities.

Courtesy, professionalism, and kindness are expected within the learning community at all times. Behaviors that disrupt the learning environment are inconsistent with professional nursing standards and may result in corrective action.

The use of cell phones, smart watches, earbuds, laptops for non-course purposes, or other electronic devices that distract from the learning environment is prohibited during class unless prior approval has been granted by the instructor for educational or emergency purposes. Students whose electronic devices disrupt the classroom environment or interfere with the educational experience may be asked to leave the classroom and may be counted absent for the class session.

If a student is removed from the classroom on two (2) occasions due to disruptive behavior or inappropriate use of electronic devices, the student may be required to participate in a Performance Improvement Plan (PIP) or other remediation process as determined by the faculty and Department of Nursing administration.

GRADUATION and NCLEX-RN® LICENSURE STATEMENT

Upon successful completion of the pre-licensure nursing curriculum, students are awarded the Bachelor of Science in Nursing (BSN) degree from Catawba College.

Graduates are strongly encouraged to participate in a comprehensive NCLEX-RN® review course or structured licensure preparation program to support readiness for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

The National Council Licensure Examination for Registered Nurses (NCLEX-RN®) is administered by the National Council of State Boards of Nursing (NCSBN) and is utilized by state Boards of Nursing to determine whether graduates possess the minimal competencies necessary for safe entry-level nursing practice.

Upon successful completion of the NCLEX-RN® examination and satisfaction of all applicable state requirements, the appropriate state Board of Nursing grants licensure and the legal privilege to practice as a Registered Nurse (RN).

Students are encouraged to begin the licensure application process with their state Board of Nursing during the final semester of the nursing program. Students are individually responsible for:

- Completing all required licensure application materials;
- Submitting all required documentation and fees;
- Meeting applicable deadlines established by the state Board of Nursing; and
- Complying with all regulatory and legal requirements for licensure eligibility.

The Chair of Pre-Licensure Programs and/or designated Department of Nursing representatives will provide required institutional documentation to the applicable Board of Nursing, including:

- Graduation verification;
- Completion verification forms;
- Testing accommodation documentation, when applicable; and
- Other required program verification materials requested by the Board of Nursing.

Graduation from the nursing program does not guarantee eligibility for RN licensure. Final determination regarding licensure eligibility is made solely by the applicable state Board of Nursing in accordance with state laws, regulations, and professional standards.

ELECTRONIC DEVICE and CELL PHONE USE POLICY

The Catawba College Department of Nursing is committed to maintaining a professional, respectful, and distraction-free learning environment that promotes student engagement, patient safety, academic integrity, and effective learning.

The use of cell phones and other electronic devices for non-course-related purposes is prohibited during classroom, laboratory, simulation, clinical, testing, and other instructional activities unless specifically authorized by course faculty for educational purposes.

Prohibited use includes, but is not limited to:

- Text messaging;
- Social media use;
- Personal phone calls;
- Streaming media;
- Gaming;
- Web browsing unrelated to course activities;
- Use of smart watches, earbuds, tablets, laptops, or other electronic devices for non-instructional purposes; and
- Any electronic activity that disrupts instruction, simulation, laboratory experiences, clinical experiences, examinations, or the learning environment.

Students may use electronic devices during instructional activities only when:

- Directed or approved by faculty for educational purposes;
- Required as part of an approved accommodation through Disability Services; or
- Necessary in the event of an emergency and approved by faculty.

Students are expected to silence or place electronic devices in non-disruptive mode during instructional activities. Faculty reserve the right to restrict or prohibit electronic device use at any time to maintain academic integrity, professionalism, patient confidentiality, safety, and optimal learning conditions.

The use or possession of a cell phone, smart watch, earbuds, or other unauthorized electronic device during a quiz, examination, skills validation, simulation activity, or testing experience may be considered a violation of academic integrity and testing security policies. Students found using or accessing unauthorized electronic devices during a quiz or examination will receive a grade of zero (0) for the assessment and may be subject to additional disciplinary action in accordance with Department of Nursing and College academic integrity policies.

Unauthorized electronic device use during clinical, simulation, or laboratory experiences may result in removal from the learning environment, assignment of an unsatisfactory clinical or laboratory evaluation, implementation of a Performance Improvement Plan (PIP), clinical failure,

or additional disciplinary action as determined by faculty and Department of Nursing administration.

Students are expected to demonstrate professionalism, accountability, and respect for the learning environment through appropriate and responsible use of technology at all times.

STUDENT CONFLICT RESOLUTION and CHAIN of COMMUNICATION POLICY

The Catawba College Department of Nursing encourages open, respectful, and professional communication between students, faculty, and administration. Students are expected to address questions, concerns, conflicts, or academic issues in a timely and professional manner using the established chain of communication.

Questions, concerns, or requests for clarification regarding course content, assignments, grading, laboratory activities, simulation experiences, clinical expectations, clinical performance, or other course-related matters should first be addressed directly with the appropriate course or clinical faculty member. Open communication at the instructional level is encouraged to promote clarification, collaboration, problem-solving, and timely resolution.

When a student experiences a concern related to a nursing course, laboratory experience, simulation activity, clinical experience, or faculty interaction, the student should first attempt to resolve the matter directly with the faculty member involved.

If the concern is not satisfactorily resolved after discussion with the faculty member, the student should proceed through the following administrative chain of communication in the order listed below:

1. **Course or Clinical Instructor**
2. **Chair, Pre-Licensure Nursing Program**
3. **Dean, School of Health Science & Human Performance**
4. **Provost of the College**

Students are expected to follow the established hierarchy and allow appropriate time for review and response at each level prior to advancing the concern to the next administrative level, unless circumstances involve immediate safety concerns, discrimination, harassment, Title IX matters, or other issues requiring expedited institutional intervention.

All communication related to concerns or conflict resolution should remain professional, respectful, and consistent with the standards of conduct expected within the nursing profession. Retaliation against any student who raises a concern in good faith is prohibited.

The Department of Nursing reserves the right to involve additional College offices or administrative personnel as necessary to address concerns related to academic integrity, professionalism, student conduct, patient safety, discrimination, or other institutional policies and procedures.

GRIEVANCE PROCEDURES

Students will follow the Catawba College procedure for all grievances.

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

WRITING, SCHOLARLY COMMUNICATION, and ARTIFICIAL INTELLIGENCE (AI) USE

The Catawba College Department of Nursing utilizes the *Publication Manual of the American Psychological Association* (7th ed.) as the standard guide for scholarly writing, formatting, citation, and documentation in nursing courses and related academic assignments.

Effective written communication is an essential competency in professional nursing practice. Written assignments should demonstrate clarity, organization, professionalism, critical thinking, and scholarly integrity. Students are expected to develop ideas logically, communicate effectively, and adhere to appropriate standards of grammar, punctuation, spelling, sentence structure, and academic formatting.

Assignments containing excessive grammatical errors, poor organization, improper citation practices, inadequate scholarly support, or failure to follow APA guidelines may result in grade deductions or other academic consequences as determined by course faculty.

Students are encouraged to seek academic support when needed. The [Catawba Writing Center](#) is available to assist students with writing development, organization, grammar, APA formatting, and scholarly communication. The Writing Center is located on the Library Mezzanine.

Artificial Intelligence (AI) Use in Academic Work

The Department of Nursing recognizes that artificial intelligence (AI) technologies and generative AI tools may serve as supplemental resources to support learning, organization, brainstorming, grammar review, and academic skill development when used ethically and appropriately.

However, students remain fully responsible for the accuracy, originality, integrity, and scholarly quality of all submitted work. The use of AI tools does not replace the student's responsibility to demonstrate independent critical thinking, academic engagement, clinical reasoning, and mastery of course content.

Unless otherwise prohibited or restricted by course faculty, acceptable AI use may include:

- Grammar and spelling review;
- Organizational assistance or outlining;
- Idea generation or brainstorming;
- APA formatting guidance; and
- Study support or clarification of concepts.

Unacceptable use of AI includes, but is not limited to:

- Submitting AI-generated work as one's own original work;

- Using AI to complete assignments, examinations, discussion posts, care plans, reflections, or clinical documentation without faculty permission;
- Fabricating references, citations, patient information, research findings, or scholarly sources;
- Misrepresenting AI-generated content as independent scholarly work; or
- Violating course-specific policies regarding AI or academic integrity.

Faculty may require disclosure of AI use in assignments and may establish course-specific limitations or expectations regarding acceptable AI use. Students are expected to comply with all faculty instructions regarding the use of AI technologies in coursework.

Improper or unauthorized use of AI may constitute academic dishonesty and may result in disciplinary action in accordance with Department of Nursing and [Catawba College Academic Integrity policies](#).

HONOR CODE and ACADEMIC INTEGRITY

The Catawba College Department of Nursing is committed to fostering a community of scholars grounded in honesty, integrity, professionalism, accountability, and ethical conduct. Academic integrity is a foundational expectation of both higher education and the nursing profession and is essential to maintaining public trust, professional standards, and safe nursing practice.

As members of the academic and professional nursing community, students are expected to develop, demonstrate, and uphold the highest standards of academic honesty and ethical behavior in all educational, clinical, laboratory, simulation, and scholarly activities.

The Department of Nursing fully supports and adheres to the Catawba College Academic Honor Code as outlined in the official College Academic Catalog. Students are responsible for reviewing, understanding, and complying with all institutional policies related to academic integrity, honor code expectations, and professional conduct.

Academic Integrity Expectations

Students are expected to complete all academic work honestly, independently, and in accordance with faculty instructions and institutional policies. Academic integrity applies to all forms of coursework and educational activities, including but not limited to:

- Examinations and quizzes;
- Written assignments and scholarly papers;
- Clinical documentation and care plans;
- Laboratory and simulation activities;
- Online coursework and discussion boards;
- Research and presentations;
- ATI® and standardized assessments; and
- Group and individual assignments.

Academic dishonesty includes, but is not limited to:

- Cheating;
- Plagiarism;
- Fabrication or falsification of information or records;
- Unauthorized collaboration;
- Misrepresentation of work;
- Improper use of artificial intelligence (AI) or electronic resources;
- Sharing or obtaining unauthorized testing materials; and
- Violations of testing security or confidentiality policies.

Students are expected to demonstrate integrity not only in academic performance, but also in professional communication, patient care activities, clinical documentation, and interactions with faculty, peers, patients, and healthcare professionals.

Honor Statements and Acknowledgements

Students within the Department of Nursing may be required to sign or acknowledge statements related to academic honesty and integrity when completing:

- Examinations or quizzes;
- Written assignments or scholarly papers;
- Clinical documentation;
- Laboratory or simulation activities;
- Standardized assessments; and
- Other educational activities as determined by faculty.

Students enrolled in laboratory, simulation, or clinical courses may also be required to sign additional confidentiality, professionalism, testing security, or honesty agreements consistent with Department of Nursing policies and clinical agency requirements.

Submission of academic work, participation in examinations, or continuation in Department of Nursing activities constitutes acknowledgement of and agreement to abide by all academic integrity and professional conduct standards.

Professional Accountability

Because nursing is a profession grounded in ethical responsibility, accountability, trust, and patient safety, violations of academic integrity may also be considered violations of professional standards and fitness for progression within the nursing program.

Students found responsible for violations of academic integrity may be subject to disciplinary action in accordance with Department of Nursing policies and College procedures. Consequences may include, but are not limited to:

- Grade penalties;
- Failure of an assignment, examination, clinical experience, or course;
- Remediation or professionalism action plans;
- Clinical probation;

- Suspension; or
- Dismissal from the Department of Nursing or the College.

The Department of Nursing reserves the right to impose additional professional or clinical consequences when academic dishonesty compromises patient safety, professional ethics, testing security, confidentiality, or public trust in the nursing profession.

Academic integrity is an essential expectation of all students and reflects the ethical standards required for entry into professional nursing practice.

INFORMATION TECHNOLOGY COMPETENCIES and COMMUNICATION

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

Competency	Placement	Student Outcome
Use basic email • Send/receive email • Attach documents	Prerequisite	Students will utilize email in communication with peers, faculty, and advisors.
Word processing	Prerequisite	Students will utilize a word processing program to complete written assignments.
Internet	Prerequisite	Students will utilize an internet browser to access and retrieve information.
Advanced Internet • Blackboard Distance Learning System	Online courses Blackboard orientation and Student user guide	Student will utilize the system, Blackboard Learning to participate in discussion groups, online examining, email and various course assignments.
Electronic Presentations • Slides • Speaker Notes	Prerequisite	Student will utilize electronic media (PowerPoint, etc.) to support presentations if applicable and appropriate to course content.

NAME and ADDRESS CHANGES

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

PATIENT CONFIDENTIALITY and the HEALTH INSURANCE PORTABILITY and ACCOUNTABILITY ACT (HIPAA)

Consistent with the ethical, legal, and professional standards of nursing practice, all nursing students are expected to maintain the highest level of patient confidentiality and privacy in all clinical, laboratory, simulation, classroom, and community settings. Students are required to comply with the provisions of the Health Insurance Portability and Accountability Act (HIPAA) of 1996, Public Law 104-191, as well as all applicable federal, state, institutional, and agency-specific confidentiality regulations and policies.

Protection of patient privacy and confidential health information is a fundamental responsibility of professional nursing practice. Students must safeguard all forms of protected health information (PHI), including verbal, written, electronic, photographic, and digital information obtained through clinical experiences, coursework, simulations, observations, or healthcare interactions.

Students are expected to:

- Maintain strict confidentiality regarding all patient, family, agency, and healthcare information;
- Access patient information only as necessary for educational and clinical purposes;
- Refrain from discussing patient information in public or unauthorized settings;
- Protect all written, electronic, and digital records containing patient information;
- Comply with all agency and institutional policies regarding confidentiality, electronic health records, social media use, photography, and data security.

Patient identifiers must never be included in written assignments, case studies, presentations, electronic communications, or any educational materials unless specifically authorized and appropriately de-identified in accordance with HIPAA standards.

Any breach of confidentiality or violation of HIPAA regulations is considered a serious violation of professional and ethical conduct and may result in disciplinary action by the clinical agency, the Department of Nursing, the College, regulatory bodies, or legal authorities. Consequences may include, but are not limited to:

- Removal from the clinical setting;
- Clinical failure or course failure;
- Dismissal from the Nursing Program;
- Ineligibility for progression or graduation;
- Potential impact on eligibility for RN licensure and the NCLEX-RN examination;
- Civil or criminal penalties as permitted by law.

Prior to participation in any clinical or practicum experience, all students are required to:

1. Review the Patient Information Confidentiality Commitment for Nursing Students;
2. Complete all required HIPAA and confidentiality training requirements; and
3. Sign the Nursing Confidentiality and Consent Form (Appendix C) and submit the completed documentation to the Department of Nursing Administrative Clinical Compliance Coordinator for student records.

The Department of Nursing is committed to fostering professional accountability, ethical practice, and respect for the dignity, privacy, and rights of all individuals served within healthcare environments.

RECOGNITION and DON AWARDS

The Catawba College Department of Nursing recognizes and celebrates students who demonstrate excellence in scholarship, leadership, professionalism, clinical practice, and service to the nursing profession. Recognition and award opportunities reflect the Department's commitment to preparing compassionate, knowledgeable, and practice-ready nursing professionals who embody the values and standards of the nursing profession.

Florence Nightingale Award

The Florence Nightingale Award is the highest student recognition presented by the Department of Nursing and honors a graduating nursing student who exemplifies the spirit, leadership, professionalism, compassion, and dedication associated with Florence Nightingale and the nursing profession.

The recipient demonstrates excellence in:

- Leadership and professional role development;
- Advocacy for individuals, families, communities, and populations;
- Promotion of safe, high-quality, patient-centered care;
- Utilization of evidence-based practice and clinical judgment;
- Service to others and commitment to the nursing profession; and
- Integrity, compassion, and professional accountability.

The award recognizes a student who embodies the enduring legacy of Florence Nightingale through commitment to excellence, service, scholarship, and the advancement of modern healthcare.

Academic Excellence Award

The Academic Excellence Award is presented to the student who demonstrates exceptional academic achievement and scholarly performance throughout the nursing program.

The recipient consistently demonstrates:

- Outstanding academic performance and achievement;
- Excellence in critical thinking and clinical judgment;
- Effective application of the nursing process;
- Strong problem-solving and decision-making abilities; and
- Dedication, perseverance, and professionalism while successfully managing the rigorous demands of the nursing curriculum.

This award is typically presented to the student achieving the highest cumulative nursing program grade point average (GPA).

Clinical Excellence Award

The Clinical Excellence Award recognizes a student who demonstrates exceptional performance in clinical practice and exemplifies the delivery of safe, compassionate, patient-centered nursing care.

The recipient demonstrates excellence in:

- Clinical judgment and decision-making;
- Patient-centered and evidence-based care delivery;
- Professional communication and interdisciplinary collaboration;
- Timely, accurate, and professional clinical documentation;
- Leadership and accountability in clinical settings; and
- Professionalism, compassion, and advocacy for patients and families.

This award honors students who consistently demonstrate excellence in the clinical environment and embody the professional standards expected of future registered nurses.

Pinning Ceremony

The Department of Nursing conducts an annual Pinning Ceremony during the final week of spring classes to recognize and celebrate senior nursing students who are completing the pre-licensure nursing program.

The Pinning Ceremony is a longstanding nursing tradition symbolizing the transition from nursing student to professional nurse and recognizing the dedication, achievement, and commitment required to complete nursing education.

White Coat Ceremony

In the junior year, the Department of Nursing hosts a White Coat Ceremony recognizing students as they reach the midpoint of the nursing curriculum and transition into clinical practice experiences.

The White Coat Ceremony symbolizes:

- Entry into professional nursing formation;
- Commitment to compassionate and ethical patient care;
- Development of clinical responsibility and accountability; and
- The beginning of clinical education experiences within healthcare settings and local community partnerships.

The ceremony serves as a meaningful milestone in students' progression toward earning the Bachelor of Science in Nursing degree and entry into the nursing profession.

COURSE SCHEDULE and LEARNING EXPERIENCE STATEMENT

A course calendar or schedule will be provided to students at the beginning of each nursing course and is intended to outline planned class meetings, laboratory experiences, simulation activities, clinical experiences, assignments, examinations, and other course-related activities.

Students are responsible for reviewing and adhering to the course schedule and all associated deadlines, requirements, and expectations as outlined by course faculty. Students are expected to remain informed regarding course announcements, schedule updates, and faculty communications distributed through official College communication platforms.

The date, time, format, and location of classroom, laboratory, simulation, clinical, or other learning experiences may be subject to modification due to circumstances including, but not limited to:

- Inclement weather;
- Clinical agency availability or operational needs;
- Faculty availability;
- Public health or safety concerns;
- Institutional closures or delays; or
- Other unforeseen or unavoidable events.

The Department of Nursing and course faculty reserve the right to modify course schedules, assignments, instructional methods, learning activities, clinical placements, or evaluation dates as necessary to support student learning, program operations, accreditation standards, and patient safety requirements.

If schedule changes become necessary, faculty will make reasonable efforts to notify students as promptly as possible through approved communication methods.

Students do not have the authority to independently alter course schedules, clinical assignments, examination dates, laboratory times, simulation experiences, or other required learning activities unless specifically approved by course faculty or Department of Nursing administration.

STUDENT REPRESENTATION and SHARED GOVERNANCE

The Department of Nursing values student engagement, collaboration, and shared governance as essential components of a supportive and effective academic community. Students are encouraged to actively participate in the ongoing development, evaluation, and improvement of the nursing program through constructive feedback, leadership opportunities, service, and representation in program activities.

The Department believes that student perspectives contribute meaningfully to the enhancement of curriculum quality, learning experiences, student success initiatives, and overall program effectiveness. Students are therefore encouraged to become actively involved in campus organizations, student government, and nursing student organizations that promote leadership, professional development, advocacy, and service.

Examples of opportunities for student participation and shared governance include, but are not limited to:

1. **Course and Faculty Evaluations**

Providing professional, honest, and constructive feedback through course and faculty evaluations to support continuous quality improvement within the nursing program.

2. **Student Activities and Service**

Participating in campus activities, professional organizations, volunteer opportunities, and community service initiatives that promote leadership, collaboration, and civic engagement.

3. **Program Governance Representation**

Participating in nursing program governance through student representation at nursing faculty meetings, program committees, and the annual Advisory Board meeting. Student representatives may be invited or selected to provide input regarding student experiences, program initiatives, and matters related to nursing education.

4. **Peer Advocacy and Communication**

Engaging in student forums, committee discussions, and peer communication processes to provide input, share concerns, and contribute to collaborative problem-solving and decision-making within the nursing program.

The Department of Nursing is committed to fostering a culture of mutual respect, open communication, professionalism, and shared responsibility in which students are recognized as valued partners in the educational process.

TRANSPORTATION to CLINICAL FACILITIES and REQUIRED LEARNING ACTIVITIES

Students enrolled in the Catawba College Department of Nursing are responsible for arranging and maintaining reliable transportation to and from all assigned clinical facilities, simulation activities, laboratory experiences, community-based activities, and other required educational or program-related learning experiences.

Students are individually responsible for all financial obligations associated with transportation, including but not limited to:

- Fuel and mileage expenses;
- Vehicle maintenance and insurance;
- Parking fees or permits;
- Public transportation costs; and
- Other travel-related expenses.

Clinical placements and required learning activities may occur at facilities or community sites located outside the immediate campus area and may require travel during early morning, evening, weekend, or variable hours. Students are expected to arrive on time and prepared for all scheduled activities regardless of location or travel requirements.

Transportation difficulties, vehicle problems, traffic delays, or personal transportation limitations generally do not excuse tardiness, absence, or failure to meet clinical and course expectations.

The Department of Nursing and Catawba College are not responsible for providing transportation or reimbursing students for transportation-related expenses associated with participation in required learning experiences.

COURSE WITHDRAWAL and SCHEDULE MODIFICATION

Students considering withdrawal from a course are strongly encouraged to consult with their assigned academic advisor and course instructor prior to making a final decision. Advising and faculty consultation are intended to assist students in understanding the academic, financial, progression, and potential licensure implications associated with course withdrawal.

Students seeking to withdraw from a course must complete the official withdrawal process in accordance with procedures outlined in the Catawba College Academic Catalog and applicable College policies.

Students are responsible for complying with all institutional deadlines and procedures related to:

- Course schedule modifications;
- Add/drop periods;
- Withdrawal deadlines;
- WP (Withdrawal Passing) and WF (Withdrawal Failing) deadlines;
- Academic grading deadlines; and
- Financial aid or enrollment requirements.

Failure to complete the official withdrawal process may result in assignment of grades in accordance with College policy.

Students enrolled in the Catawba College Department of Nursing should be aware that withdrawal from nursing courses may impact progression within the nursing program, eligibility for continuation, graduation timelines, financial aid status, and future readmission eligibility in accordance with Department of Nursing policies.

Department of Nursing Academic Behavior and Performance Policies and Standards

ACADEMIC INTEGRITY and PROFESSIONAL CONDUCT POLICY

The Department of Nursing is committed to fostering a culture of academic integrity, ethical conduct, accountability, and professionalism consistent with the mission and values of Catawba College and the standards of the nursing profession. Nursing students are expected to demonstrate honesty, responsibility, and integrity in all academic, clinical, and professional activities.

The nursing faculty fully support and uphold the academic honor policies established by the College. All forms of academic dishonesty are strictly prohibited and may result in disciplinary action in accordance with the Catawba College Student Honor Code, as outlined in the Catawba College Student Handbook and Undergraduate Catalog.

Faculty members who have reason to believe that a violation of academic integrity has occurred are obligated to address the matter in accordance with institutional policies and procedures.

Academic dishonesty includes, but is not limited to, the following:

Forms of Academic Dishonesty

1. Cheating

Cheating is the intentional or unauthorized exchange, use, or possession of information, materials, devices, or assistance during any examination, quiz, assignment, clinical activity, simulation, or educational exercise intended to evaluate individual performance.

Examples may include:

- Copying from another student;
- Using unauthorized notes, electronic devices, applications, websites, or resources;
- Sharing examination content without permission;
- Obtaining examination materials in an unauthorized manner;
- Using unauthorized artificial intelligence (AI) tools or generated responses during academic activities.

2. Plagiarism

Plagiarism is the use of another individual's words, ideas, work, data, images, or intellectual property without appropriate acknowledgment or citation, resulting in the representation of that material as one's own original work.

Plagiarism includes, but is not limited to:

- Copying written work without citation;

- Improper paraphrasing;
- Submitting another person's assignment or work product;
- Using computer programs, files, charts, graphs, photographs, creative works, or digital content without appropriate attribution;
- Submitting AI-generated content, in whole or in part, as original work without faculty authorization or proper acknowledgment.

3. Unauthorized Purchase, Sale, or Use of Academic Work

Academic dishonesty includes purchasing, selling, sharing, distributing, or submitting academic work for credit that is not the student's original work.

Examples include:

- Buying or downloading papers, assignments, or test materials;
- Selling or distributing coursework or examination content;
- Submitting commercially prepared materials as one's own work;
- Using generative artificial intelligence platforms, applications, or automated writing tools to complete assignments, examinations, discussion posts, clinical documentation, or other academic work when not expressly permitted by faculty.

4. Artificial Intelligence (AI) and Technology Use

The Department of Nursing recognizes that emerging technologies, including artificial intelligence (AI), may serve as educational support tools when used ethically, responsibly, and with faculty permission. However, the use of AI technologies must not compromise academic integrity, critical thinking, clinical judgment, originality, or professional accountability.

Unless expressly authorized by faculty, students may not use AI platforms or automated technologies to:

- Generate assignments, papers, discussion responses, care plans, or examinations;
- Create clinical documentation or patient-related materials;
- Produce reflective journals or scholarly writing intended to demonstrate individual learning;
- Complete quizzes, examinations, or graded assessments;
- Replace independent analysis, reasoning, or clinical judgment.

When faculty permit the use of AI tools for educational purposes, students are expected to:

- Use the technology ethically and transparently;
- Properly acknowledge or cite AI-assisted content when required;
- Verify the accuracy and reliability of all generated information;
- Maintain responsibility for the originality, accuracy, and integrity of submitted work.

Students should also recognize that AI-generated content may contain inaccurate, fabricated, biased, or non-evidence-based information that may be unsafe or inappropriate for nursing practice.

Unauthorized or inappropriate use of AI technologies may be considered cheating, plagiarism, falsification, or another form of academic misconduct.

5. Facilitating Academic Dishonesty

Facilitating academic dishonesty involves knowingly assisting, enabling, or attempting to assist another individual in committing an act of academic misconduct.

Examples include:

- Providing unauthorized assistance during an examination or assignment;
- Sharing answers or examination materials;
- Allowing another student to copy work;
- Sharing AI-generated responses or academic materials intended for individual completion;
- Distributing unauthorized information related to examinations or graded activities.

6. Falsification and Fabrication

Falsification involves altering or misrepresenting information, while fabrication involves inventing, counterfeiting, or creating false information for academic or clinical purposes.

Examples include:

- Submitting false documentation for absences or tardiness;
- Altering graded examinations or assignments;
- Falsifying clinical documentation, practicum hours, patient information, or healthcare records;
- Inventing data, research findings, citations, or academic sources;
- Presenting AI-generated or fabricated references as legitimate scholarly sources.

Because nursing practice is grounded in accuracy, accountability, and patient safety, falsification or fabrication within academic or clinical settings is considered a serious breach of professional conduct.

7. Complicity in Academic Dishonesty

Complicity in academic dishonesty occurs when a student knowingly participates in, assists with, or fails to report actions that support academic misconduct by another individual.

Examples include:

- Allowing another student to copy work during an examination;
- Sharing unauthorized examination information before or after testing;
- Assisting another individual in plagiarism, falsification, cheating, or unauthorized AI use.

Professional Responsibility

Students are responsible for understanding and adhering to all academic integrity standards, course expectations, testing procedures, technology requirements, and professional conduct

policies. Any student with questions regarding academic integrity, plagiarism, collaboration, citation practices, or permissible AI use is expected to seek clarification from the appropriate faculty member prior to submitting coursework or participating in academic activities.

Violations of academic integrity may result in disciplinary action by the Department of Nursing and/or the College, including but not limited to:

- Assignment failure;
- Course failure;
- Clinical failure;
- Disciplinary probation;
- Dismissal from the Nursing Program;
- Referral through the College Honor Code process.

Because integrity, honesty, accountability, and sound clinical judgment are foundational expectations of the nursing profession, students are expected to uphold the highest ethical and professional standards in all academic, clinical, and healthcare environments.

CIVILITY, PROFESSIONAL CONDUCT, and BEHAVIORAL STANDARDS POLICY

The Department of Nursing at Catawba College is committed to fostering a learning and professional environment grounded in respect, integrity, accountability, inclusivity, professionalism, and social justice. Faculty, staff, and students share responsibility for maintaining a safe, supportive, and collaborative academic community that promotes learning, professional growth, ethical conduct, and respectful communication.

Professional nursing practice requires behaviors that reflect compassion, civility, ethical decision-making, emotional intelligence, and respect for the dignity and rights of others. Students are expected to conduct themselves in a manner consistent with the standards of the nursing profession, the American Nurses Association (ANA) Code of Ethics, Department of Nursing policies, clinical agency expectations, and the Catawba College Student Code of Conduct.

Civility and Professional Expectations

Civility is demonstrated through respectful communication, professional behavior, accountability, and consideration for others in all classroom, laboratory, clinical, simulation, online, and community settings.

Students are expected to:

- Treat faculty, staff, peers, patients, families, and clinical personnel with dignity, courtesy, and respect;
- Promote a positive and inclusive learning environment;
- Demonstrate accountability for personal behavior and professional conduct;
- Communicate respectfully in verbal, written, electronic, and social media interactions;
- Support academic integrity, collaboration, and ethical practice;
- Respect differing opinions and engage in constructive dialogue;
- Maintain professionalism during conflict, disagreement, or stressful situations;

- Adhere to institutional, departmental, and clinical agency policies and procedures;
- Use technology and social media responsibly and professionally.

The Department of Nursing encourages open communication, respectful discussion of differing viewpoints, and collaborative problem-solving in support of a healthy academic environment.

Unprofessional, Disruptive, or Inappropriate Behavior

Harassing, threatening, intimidating, discriminatory, abusive, or disruptive behavior will not be tolerated. Behaviors that interfere with the learning, safety, wellbeing, or professional environment of others may result in disciplinary action.

Examples of unprofessional or uncivil behavior include, but are not limited to:

- Disrespectful, hostile, or disruptive communication;
- Yelling, profanity, threatening language, or aggressive behavior;
- Gossiping, rumor-spreading, or damaging the reputation of others;
- Repeated interruptions or failure to demonstrate active listening;
- Inflammatory, inappropriate, or unprofessional emails, texts, or electronic communication;
- Disrespectful or inappropriate use of social media or technology platforms;
- Chronic tardiness or failure to meet professional responsibilities;
- Refusal to follow faculty, clinical, or institutional directives;
- Failure to contribute appropriately to collaborative or group work;
- Dishonesty, intimidation, coercion, or retaliation;
- Displays of anger, temper outbursts, or emotionally inappropriate conduct;
- Unsafe, unethical, or unprofessional behavior in classroom, laboratory, clinical, or community settings;
- Actions that compromise patient safety, confidentiality, or the integrity of the nursing profession.

Students are also expected to demonstrate professional conduct related to appearance, communication, emotional regulation, accountability, and responsible use of technology and social media.

Professionalism and Behavioral Standards

As future nurses and healthcare leaders, students are expected to consistently demonstrate behaviors aligned with professional nursing standards and ethical practice. Professional behaviors include, but are not limited to:

- Caring, compassion, sensitivity, integrity, and respect toward others;
- Effective verbal, written, and nonverbal communication;
- Accountability and responsibility for actions and decisions;
- Timeliness and dependability in academic and clinical settings;
- Respect for patient privacy, confidentiality, and professional boundaries;
- Appropriate and professional use of technology and social media;
- Adherence to institutional, program, and clinical policies;
- Maintenance of safe and unimpaired practice free from substance misuse or impairment.

Failure to meet professional and behavioral standards may result in intervention, behavioral probation, suspension from clinical activities, course failure, dismissal from the Nursing Program, or other disciplinary action deemed appropriate by the Department of Nursing and the College.

Behavioral Probation Policy

Students who demonstrate behaviors inconsistent with professional nursing standards, Department of Nursing policies, or the Catawba College Student Code of Conduct may be placed on Behavioral Probation.

Behavioral Probation is intended to:

- Address concerns related to professionalism and conduct;
- Promote student accountability and behavioral improvement;
- Support student success and professional development;
- Maintain a safe and respectful educational environment.

Behavioral Probation may be implemented by the Chair of Nursing and/or the Dean of the School of Health Sciences and Human Performance or designee.

A student may be placed on Behavioral Probation for a minimum of one semester. Continued enrollment in the Nursing Program is contingent upon satisfactory improvement and compliance with all outlined expectations and remediation plans.

The Department of Nursing reserves the right to dismiss a student whose behavior is determined to be inconsistent with professional nursing standards, patient safety expectations, institutional policies, or the values of the profession.

Behavioral Intervention Process

Concerns regarding student professionalism or behavior will generally be addressed using a progressive intervention process designed to promote student growth, accountability, and remediation.

Level I – Initial Warning and Intervention

- Faculty member discusses the concern directly with the student;
- Expectations for improvement are communicated;
- Documentation of the concern is submitted to the Department of Nursing;
- A formal meeting may not be required at this stage.

Level II – Behavioral Probation and Improvement Plan

- Concerns persist or additional concerns arise;
- A formal written Student Improvement Plan is developed;
- Behavioral expectations, remediation requirements, and timelines are outlined;
- Documentation is maintained within the student's departmental file.

Level III – Administrative Review

- Concerns continue or the improvement plan is not successfully followed;
- A formal meeting is conducted with the Chair of Nursing and/or designated administrators;
- Outcomes may include extended probation, clinical suspension, course failure, program dismissal, or referral through College disciplinary processes.

The Department of Nursing may accelerate the intervention process or implement immediate action when behavior poses a risk to patient safety, violates professional standards, disrupts the educational environment, or warrants urgent administrative response.

Student Responsibility and Due Process

Students are expected to actively participate in remediation efforts and comply with all behavioral expectations and improvement plans. Failure to demonstrate satisfactory improvement may result in additional disciplinary action, including dismissal from the Nursing Program.

The continuance of any student in the Department of Nursing, the awarding of academic credit, progression, graduation, and conferral of a degree remain within the authority of the College and Department of Nursing in accordance with institutional policies and professional standards.

PRE-LICENSURE APPEALS POLICY

Pre-Licensure nursing students seeking to appeal a course grade or academic decision must follow the formal appeal procedures outlined in the applicable Catawba College Academic Catalog and all associated institutional policies and timelines.

Once a formal appeal has been initiated, students are expected to adhere to the established College appeal process and should refrain from direct communication with the involved faculty member regarding the substance of the appeal while the matter is under review. All communication related to the appeal should occur through the designated College procedures and administrative channels.

Students who submit a formal academic appeal may be permitted to continue enrollment in nursing coursework during the pendency of the appeal process, unless otherwise restricted by clinical placement requirements, safety standards, progression policies, or institutional regulations.

If the appeal is denied through the College's official appeals process, the student will be administratively withdrawn from applicable nursing courses and progression in the nursing program will cease in accordance with Department of Nursing policies.

If the appeal is granted through the College appeals process, the student will be permitted to continue in the nursing program without interruption or lapse in progression, subject to compliance with all other program requirements.

The Department of Nursing reserves the right to implement interim academic or clinical measures necessary to ensure compliance with accreditation standards, patient safety expectations, and program progression requirements during the appeal process.

PRE-LICENSURE NURSING PROGRAM CONTINUATION AND READMISSION POLICY

The Catawba College Department of Nursing is committed to preparing competent and practice-ready nursing professionals through a rigorous and sequential curriculum. Due to the cumulative nature of nursing education and the rapidly evolving healthcare environment, students who experience an interruption in progression through the pre-licensure nursing program must comply with the following continuation and readmission requirements to ensure ongoing academic readiness, patient safety, and competency development.

Program Continuation and Academic Progression

Students earning a grade below a “B” (80%) in any nursing course will not be permitted to progress to the next semester of the nursing program and must apply for readmission in accordance with Department of Nursing policies.

Students requesting readmission must complete all required admission and readmission application materials, including submission of a formal letter and plan of academic preparedness. Readmission is competitive, space-dependent, and not guaranteed. Decisions regarding readmission are based on faculty evaluation of academic preparedness, program capacity, prior performance, and the student’s demonstrated ability to successfully complete the program.

Plan of Academic Preparedness

Students seeking readmission must submit a detailed written Plan of Academic Preparedness that addresses:

- Factors contributing to prior academic difficulty or interruption in progression;
- Specific strategies for academic improvement and success upon return;
- Utilization of academic support resources, time management strategies, remediation plans, and study approaches; and
- A demonstrated commitment to meeting program expectations and professional standards.

Requests for readmission will not be considered without a completed and sufficiently detailed plan. Upon approval, the plan becomes a formal agreement between the student and the Department of Nursing and will guide ongoing academic support and monitoring throughout the remainder of the program.

Students are expected to actively follow and revise the plan, as appropriate, in collaboration with assigned nursing faculty or advisors. Failure to demonstrate sustained commitment to the approved academic success plan may result in recommendation for withdrawal or dismissal from the nursing program.

Faculty Advisement and Academic Support

Students readmitted to the nursing program will participate in ongoing faculty-guided academic support and advisement. Readmitted students may be required to:

- Meet regularly with an assigned nursing faculty advisor;
- Participate in remediation and academic coaching activities;
- Demonstrate compliance with the approved Plan of Academic Preparedness; and
- Participate in additional interventions designed to promote academic success and progression.

Beginning Fall 2023, students requesting readmission are required to complete a Nursing Remediation Course during the semester prior to reentry into the nursing program. The course is designed to strengthen academic success strategies, reinforce prior nursing knowledge, and support readiness for return to the curriculum sequence. The course may be offered as a special topics course or tutorial and may include associated tuition or fee charges in accordance with College policy.

Time Limits for Readmission

Students must be readmitted to the nursing program within two (2) years of interruption in progression. If readmission does not occur within this timeframe, all previously completed nursing coursework must be repeated.

Students who are not offered readmission and wish to apply in subsequent years must complete a new application in its entirety and satisfy any updated pre-nursing or admission requirements in effect at the time of application.

Readmission Eligibility and Limitations

Students who withdraw from the nursing program or earn less than a “B” (80%) in a nursing course may be considered for readmission one (1) time only. A student is limited to a maximum of two (2) admissions to the pre-licensure nursing program, including the original admission and one approved readmission opportunity. All admissions and readmissions are contingent upon the student meeting all current admission, progression, and eligibility requirements established by the Department of Nursing and Catawba College.

Students requesting readmission must comply with all readmission procedures, deadlines, clinical compliance requirements, academic standards, and remediation expectations outlined in Department of Nursing policies.

Students dismissed from the nursing program while on academic, professional, or program probation are not eligible for readmission. Additionally, students who experience a break in progression while on probationary status are not entitled to program readmission consideration.

The Department of Nursing reserves the right to deny readmission based on concerns related to academic readiness, professional conduct, clinical performance, patient safety, compliance requirements, or program capacity.

Readmission Timelines

Applications for readmission must be submitted according to the following deadlines:

Student Left Program	Applications Available	Readmission Application Due	Decision Notification
Spring Semester (January–May)	August	October 5	December 1
Fall Semester (August–December)	January	March 5	May 1

Students unsuccessful in NURS 3280 – Pharmacological Applications in Nursing II must apply for reentry by May 30 in order to repeat NURS 3203 and audit NURS 3204 during the fall semester prior to retaking NURS 3280.

Curriculum and Course Requirements Upon Readmission

Students accepted for readmission are required to follow the curriculum and program requirements in effect at the time of readmission.

Readmitted students must:

- Purchase current required textbooks and learning resources;
- Obtain current testing preparation systems required for the repeated course(s);
- Meet all clinical compliance requirements by established deadlines; and
- Complete updated drug screening and background checks when required.

Students returning after six (6) months or greater away from clinical coursework will be required to complete a new drug screening and background check through the designated compliance vendor at the student's expense.

Clinical compliance deadlines include:

- Spring admission: January 1
- Fall admission: June 15

Course Repetition Requirements

Upon readmission, students are required to repeat all nursing courses associated with the semester in which the interruption in progression occurred, in addition to any course not successfully completed.

Junior I Semester (Fall)

Students must repeat:

- NURS 3201
- NURS 3202

- NURS 3203
- NURS 3204
-

Junior II Semester (Spring)

Students must repeat:

- NURS 3250
- NURS 3280
- NURS 3312

Students unsuccessful in NURS 3280 will be required to complete NURS 3203 and audit NURS 3204 during the preceding fall semester before retaking NURS 3280.

Senior I Semester (Fall)

Students must repeat:

- NURS 4203
- NURS 4211
- NURS 4212

Senior II Semester (Spring)

Students must repeat:

- NURS 4302
- NURS 4402
- NURS 4501
- NURS 4514

Certain previously completed courses may be eligible for audit in accordance with College policy and Department of Nursing approval. No Senior II semester nursing courses may be audited. Only one nursing course per semester may be audited during approved semesters.

PRELICENSURE TESTING and ASSESSMENT POLICY

Purpose

The Catawba College Department of Nursing is committed to maintaining rigorous, fair, secure, and evidence-based assessment practices that promote student learning, clinical judgment development, and NCLEX-RN® preparation. Assessment strategies within the prelicensure nursing program are designed to evaluate student achievement of course learning outcomes, foster application of nursing knowledge, and support readiness for professional nursing practice.

This policy establishes standardized expectations for examination construction, administration, security, review procedures, remediation, and assessment integrity across all prelicensure nursing courses.

I. General Testing Standards

1. All examinations, quizzes, and assessment reviews shall comply with:
 - o The Catawba College Honor Code;
 - o Department of Nursing academic integrity expectations; and
 - o Current NCLEX-RN® testing standards and item formats.
2. All closed-book examinations and exam reviews, whether computer-based or paper-based, shall be proctored.
3. Faculty will utilize standardized exam blueprints and NCLEX-style testing methodologies to ensure consistency, validity, and alignment with program outcomes.
4. All exam item analyses shall be reviewed by a minimum of two nursing faculty members to evaluate quality, rigor, and performance metrics.
5. Nursing examinations will progressively emphasize higher-order clinical judgment and critical thinking skills throughout the curriculum.

II. Examination Preparation and Construction

A. Examination Requirements

1. Clinical nursing courses should include:
 - o A minimum of three (3) unit examinations; and
 - o One (1) comprehensive final examination.
2. Unit examinations in clinical courses should contain a minimum of sixty (60) questions unless otherwise approved by the Department Chair.
3. Comprehensive final examinations:
 - o Shall contain no more than one hundred (100) questions; and
 - o Shall account for approximately 20–25% of the final course grade.
4. Weighting of examinations, quizzes, assignments, and other graded activities shall be clearly identified within the course syllabus.
5. Quiz implementation and frequency remain at faculty discretion unless otherwise specified by course policy.

B. NCLEX-RN® Alignment

All nursing examinations shall reflect current NCLEX-RN® testing standards and may include:

- Multiple-choice items;
- Multiple-response items;
- Ordered response/drag-and-drop items;
- Fill-in-the-blank calculations;
- Hot spot items;
- Matrix/grid items;
- Bow-tie items;
- Case studies;
- Trend questions; and
- Other NGN (Next Generation NCLEX) item formats.

Assessment items may incorporate multimedia components including graphics, exhibits, charts, audio, or video.

C. Examination Blueprinting

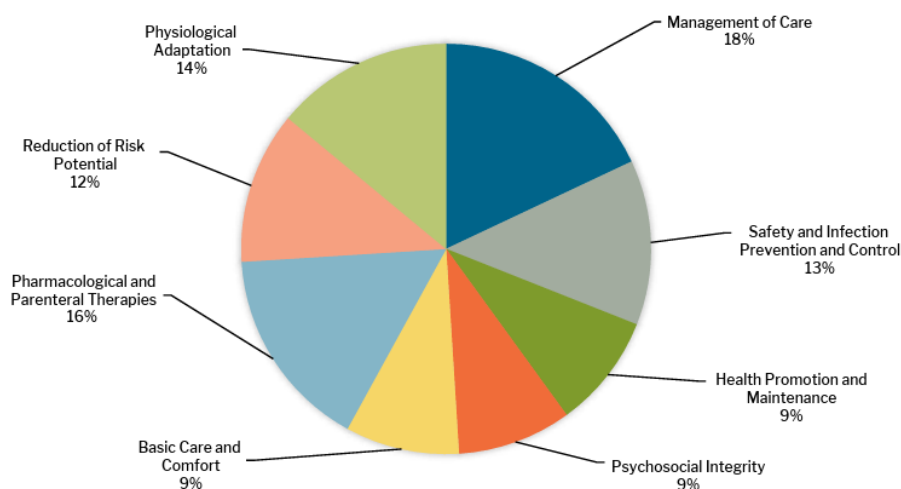
Faculty shall utilize examination blueprints to:

- Ensure alignment with course learning outcomes;
- Maintain cognitive-level distribution standards;
- Promote equitable content coverage; and
- Support NCLEX-RN® test plan integration.

Exam blueprints shall be provided to students a minimum of five (5) days prior to examination administration.

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

DISTRIBUTION OF CONTENT FOR THE NCLEX-RN® TEST PLAN



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

III. Examination Administration and Security

To preserve examination integrity and promote a secure testing environment, the following procedures shall apply:

1. Students may not bring unauthorized materials into the testing environment.
2. Personal belongings including, but not limited to:
 - Cell phones,
 - Smart watches,
 - Earbuds/headphones,
 - Backpacks,
 - Hats/caps,
 - Hooded garments worn over the head,
 - Food or beverages,shall be placed in a designated area identified by faculty.
3. Students may only possess faculty-approved testing materials during examinations.
4. Students shall remain seated during testing unless otherwise directed by faculty.
5. Students may not leave the testing environment until all examination materials have been collected.
6. Students are prohibited from:
 - Copying examination content;
 - Photographing examination items;
 - Sharing examination information;
 - Discussing examination content prior to completion by all students; or
 - Retaining examination materials in any format.
7. Violations of examination security or academic integrity standards may result in:
 - Immediate dismissal from the testing environment;
 - A grade of zero (0) on the assessment; and
 - Filing of an Academic Dishonesty Report in accordance with College policy.
8. Faculty-approved accommodations will only be provided through official authorization from Catawba College Disability Services.

Group Examination Procedures

1. When a group examination is administered in a classroom setting, students shall remain seated for the duration of the original examination period and will not be permitted to leave the testing environment prior to completion of the group examination activity. Group examinations shall not be administered during remotely proctored examinations and after Final Exams.
2. When instructional time permits, faculty may administer a collaborative group examination immediately following completion of the individual unit examination. The group examination may be administered in paper format or through ExamSoft utilizing the same examination previously completed individually.

Students participating in the group examination may earn bonus points applied to the individual examination grade according to the following scale:

- Group score equivalent to an “A”: three (3) points added to the individual examination grade;
- Group score equivalent to a “B”: two (2) points added to the individual examination grade;
- Group score equivalent to a “C” or below: no additional points awarded.

Faculty reserve the right to determine whether group examination activities are appropriate based on course needs, scheduling, and instructional priorities.

IV. Remote Examination Procedures

In circumstances requiring remote testing administration, including emergency or public health situations, approved remote proctoring software may be utilized.

Additional remote testing expectations include:

1. Students must maintain functioning webcam and microphone capabilities throughout the examination.
2. Scratch paper is prohibited unless specifically authorized through approved accommodations.
3. Students may not wear headphones, earbuds, hats, or hooded garments during remote testing.
4. No breaks are permitted unless approved through Disability Services accommodations.
5. Examination grades remain preliminary until proctoring review is completed.
6. Students may not review missed questions from remotely proctored examinations unless approved by faculty.

V. Exam Review Procedures

A. General Review Guidelines

1. Examination reviews are conducted for educational improvement and remediation purposes.
2. Exam review sessions may occur:
 - In group format; or
 - Individually at faculty discretion.
3. Review materials remain property of the Department of Nursing and may not be copied, photographed, retained, or reproduced.
4. Students demonstrating disruptive, argumentative, or inappropriate behavior during exam review may be dismissed from the session.

B. Required Remediation

Students earning a score of eighty-five percent (85%) or below on any examination, Quiz More, Test Less examination, or comprehensive assessment are required to:

1. Complete an exam analysis and/or faculty-designated remediation activity; and
2. Meet with course faculty within one (1) week of grade posting, unless otherwise noted by faculty.

Remediation may occur:

- Individually; or
- In faculty-led group sessions.

Failure to complete required remediation within the designated timeframe may result in additional academic intervention measures at faculty discretion.

C. Student-Initiated Review

Students earning above eighty-five percent (85%) who wish to review an assessment must schedule an appointment with faculty within one (1) week of grade posting.

No reviews will be permitted after the designated review period unless approved by faculty.

Final comprehensive examinations are not eligible for individual or small-group review.

VI. Quiz More, Test Less Assessment Model

Purpose

The “Quiz More, Test Less” assessment strategy is designed to:

- Promote continuous engagement with course content;
- Strengthen long-term retention of pharmacologic concepts;
- Reduce reliance on high-stakes testing; and
- Enhance NCLEX-style testing preparedness.

This model supports early identification of learning needs and structured academic remediation.

Courses Included

The following courses utilize the “Quiz More, Test Less” assessment model:

- NURS 3203 Pharmacology I
- NURS 3280 Pharmacology II

Assessment Structure

First Half of Semester

Faculty will administer:

- Two (2) to three (3) quizzes; and
- One (1) Midterm Comprehensive Quiz.

Second Half of Semester

Faculty will administer:

- Two (2) to three (3) quizzes; and
- One (1) Final Comprehensive Quiz.

Quiz Requirements

Standard Quizzes

1. Quizzes shall contain a maximum of thirty (30) questions.
2. Ten percent (10%) of quiz content shall include material from previously missed concepts to reinforce cumulative learning and retention.

Midterm Comprehensive Quiz

1. The Midterm Comprehensive Quiz shall contain a minimum of sixty (60) questions.
2. Content shall evaluate cumulative knowledge from the first half of the course.

Final Comprehensive Quiz

1. The Final Comprehensive Quiz shall contain a maximum of one hundred (100) questions.
2. Ten percent (10%) of the final assessment shall include content previously assessed on the Midterm Comprehensive Quiz.

Administration Standards

1. All quizzes and assessments shall be completed independently unless otherwise approved through official accommodations.
2. Group examinations will not be administered within Pharmacology I or Pharmacology II courses.

VII. Student Responsibilities

Students are expected to:

- Maintain academic integrity during all assessments;
- Prepare consistently for quizzes and examinations;
- Participate actively in required remediation activities;
- Utilize faculty feedback constructively; and
- Demonstrate professional conduct throughout the testing and review process.

VIII. Faculty Responsibilities

Faculty are responsible for:

- Ensuring assessments align with course outcomes and NCLEX-RN® standards;
- Maintaining assessment security and integrity;
- Providing timely grading and feedback;
- Facilitating remediation opportunities; and
- Documenting remediation participation and student progress.

IX. Special Accommodations

Catawba College is committed to providing equal educational access in accordance with:

- Section 504 of the Rehabilitation Act of 1973; and
- The Americans with Disabilities Act (ADA).

Students requesting accommodations must coordinate with the Academic Access and Ability Office and provide appropriate documentation within required timelines.

X. Policy Review

This policy shall undergo periodic review and revision by the Department of Nursing faculty to ensure continued alignment with:

- Accreditation standards;
- NCLEX-RN® testing expectations;
- Program outcomes; and
- Student success initiatives.

STANDARDIZED ATI® ASSESSMENT and TESTING POLICY

Purpose

The [Catawba College Department of Nursing](#) utilizes Assessment Technologies Institute (ATI®) products throughout the pre-licensure Bachelor of Science in Nursing (BSN) curriculum to support student learning, promote clinical judgment and critical thinking, assess progression toward program outcomes, and prepare students for success on the NCLEX-RN® licensure examination.

ATI® standardized assessments provide nationally benchmarked data regarding student performance and readiness for professional nursing practice. These assessments are intended to identify areas of strength and opportunities for remediation while fostering student accountability for individualized learning and preparation.

Student Expectations for ATI® Participation

1. Required ATI® Participation

ATI® has been designated as the official standardized assessment and NCLEX-RN® preparation platform utilized throughout the pre-licensure BSN curriculum. Participation in ATI® learning activities and assessments is mandatory for all nursing students enrolled in designated nursing courses.

2. Purpose of Standardized Assessments

ATI® standardized assessments are designed to:

- Evaluate learner comprehension and clinical judgment;
- Measure progression toward program and NCLEX-RN® readiness outcomes;
- Identify areas requiring remediation or additional study; and
- Assist students in preparation for safe and effective professional nursing practice.

3. **Required Learning Activities and Preparation**

Throughout the curriculum, students are required to participate in ATI® learning activities including, but not limited to:

- Practice assessments
- Focused review assignments
- Skills modules
- Dosage calculation assessments
- Video case studies
- Real-Life scenarios
- NCLEX-RN® preparation activities
- Faculty-assigned remediation exercises

Students are expected to use ATI® performance data and focused review materials to guide self-remediation and preparation for subsequent assessments and the NCLEX-RN® examination.

4. **Proctored Assessment Requirements**

Students are required to complete designated timed ATI® proctored assessments as specified in individual course syllabi. ATI® proctored assessments are integrated throughout the curriculum and may contribute to the overall course grade.

A comprehensive ATI® predictor assessment will be administered during the final semester of the nursing program to evaluate NCLEX-RN® readiness. Students who do not achieve the recommended benchmark score are strongly encouraged to complete an NCLEX-RN® review course prior to taking the licensure examination.

5. **Mandatory Remediation**

Students are required to complete remediation activities for all assigned ATI® assessments and learning modules, including:

- Proctored assessments
- Practice assessments
- Dosage calculation assessments
- Skills modules
- Video case studies
- Real-Life scenarios
- Other faculty-assigned ATI® learning activities

Students must achieve minimum required passing standards on designated ATI® modules and assignments as determined by faculty and course requirements.

ATI® Exam Administration Policy

As part of the pre-licensure nursing curriculum, students are required to complete ATI® Proctored Assessments as designated within each nursing course syllabus. Faculty members will provide students with access to required ATI® assessments, review materials, and remediation assignments.

Students are required to complete assigned focused review activities prior to taking ATI® proctored examinations. Failure to complete required preparatory activities may result in

inability to sit for the proctored assessment or additional remediation requirements, as determined by course faculty.

ATI® proctored assessments will be administered in a supervised on-campus classroom, laboratory, or testing environment under the direction of nursing faculty unless otherwise approved through the use of a secure remote testing platform or lockdown browser system.

Students missing a scheduled ATI® proctored assessment are responsible for coordinating a make-up examination with course faculty. Approved make-up examinations will be administered in a designated on-campus location under faculty supervision unless otherwise approved by the Department of Nursing.

Grading and Remediation

ATI® proctored assessment scores may be included as a component of the course grade as outlined in the course syllabus. Each nursing course syllabus will specify the percentage or point value attributed to ATI® assessments and related assignments.

Students are expected to achieve at least the ATI® designated minimal proficiency benchmark on proctored assessments unless otherwise specified by course faculty.

Completion of remediation activities is required for students who do not achieve the designated proficiency level; however, remediation completion alone will not replace or alter the original proctored assessment score unless otherwise stated in the course syllabus.

Students are responsible for completing all assigned remediation activities, faculty-directed learning plans, and additional course requirements associated with ATI® performance improvement.

NCLEX-RN® Preparation Requirement

As part of successful completion of the pre-licensure nursing program, students are required to participate in a designated NCLEX-RN® preparation course and/or review activities as determined by the Department of Nursing.

ATI® Fees

Students enrolled in pre-licensure nursing courses will incur ATI® program and testing fees associated with standardized assessments, NCLEX-RN® preparation resources, and required learning modules. Fees will be assessed in accordance with College and Department of Nursing policies.

CMS and CBC GRADING RUBRIC

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

PRACTICE ASSESSMENT			
4 points			
Complete Practice Assessment A.		Complete Practice Assessment B.	
Remediation:		Remediation:	
Minimum 1-4 hour Focused Review on initial attempt		Minimum 1-4 hour Focused Review on initial attempt	
For each topic missed, complete the following as part of the required remediation process*		For each topic missed, complete the following as part of the required remediation process*	
Take Post Study Quiz (if available)** AND		Take Post Study Quiz (if available)** AND	
1. Review ATI Assessment Report 2. If received Level 3: 3 Critical Points Level 2: 3 Critical Points & Reexam Level 1 or Below: 3 Critical Points - Individual Meeting with Faculty - Additional ATI Assignments @ discretion of faculty - Reexam		1. Review ATI Assessment Report 2. If received Level 3: 3 Critical Points Level 2: 3 Critical Points & Reexam Level 1 or Below: 3 Critical Points - Individual Meeting with Faculty - Additional ATI Assignments @ discretion of faculty - Reexam	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
Remediation = 2 points: - Minimum 1 hour Focused Review - For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report and identify missed topics	Remediation = 2 points: - Minimum 2-hour Focused Review - For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report 2. 3 Critical Points for each topic	Remediation = 2 points: - Minimum 3-hour Focused Review - For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. 3 Critical Points 3. Individual meeting with Faculty 4. Additional ATI Assignments @ discretion of faculty	Remediation = 2 points: - Minimum 4-hour Focused Review - For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. 3 Critical Points 3. Individual meeting with Faculty 4. Additional ATI Assignments @ discretion of faculty
10/10 points	9/10 points	7/10 points	6/10 points

***Handwritten 3 Critical Points**

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

*****Retake exams at the discretion of the faculty**

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

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 10% of the course grade.

This sample assumes a course worth 100 points.)

PRACTICE ASSESSMENT			
4 points			
Complete Practice Assessment A.		Complete Practice Assessment B.	
<i>Remediation:</i>		<i>Remediation:</i>	
• Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete the following as part of the required remediation process* • Take Post Study Quiz (if available)** AND		• Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete the following as part of the required remediation process* • Take Post Study Quiz (if available)** AND	
1. Take Post Study Quiz (<i>if available</i>)		1. Take Post Study Quiz (<i>if available</i>)	
2. Review ATI Assessment Report		2. Review ATI Assessment Report	
3. Complete 3 Critical Points		3. Complete 3 Critical Points	
4. Additional Assignments @discretion of faculty		4. Additional Assignments @ discretion of faculty	
STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing Predictability = 4 points	90% or above Passing Predictability = 3 points	85% or above Passing Predictability = 1 point	84% or below Passing Predictability = 0 points
Remediation = 2 points: • Minimum 1-hour Focused Review • For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report and identify missed topics 2. Complete Strengths &	Remediation = 2 points: • Minimum 2-hour Focused Review • For each topic missed, complete the following as part of the required remediation process: 1. Review ATI Assessment Report 2. 3 Critical Points for each topic	Remediation = 2 points: • Minimum 3-hour Focused Review • For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. 3 Critical Points 3. Individual meeting with Faculty 4. Additional ATI Assignments @ discretion of faculty 5. Proctored Assessment Retake	Remediation = 2 points: • Minimum 4-hour Focused Review • For each topic missed, complete the following as part of the required remediation process*: 1. Review ATI Assessment Report 2. 3 Critical Points 3. Individual meeting with Faculty 4. Additional ATI Assignments @ discretion of faculty 5. Proctored Assessment Retake
10/10 points No retake required	9/10 points No retake required	7/10 points Retake Required	6/10 points Retake Required

***Handwritten 3 Critical Points.** Topic, NCLEX Category, and the 3 critical points must all be included and legible.

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

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

SOCIAL MEDIA and ELECTRONIC COMMUNICATION POLICY

Purpose

The Catawba College Department of Nursing recognizes the important role of social media, electronic communication, and digital networking in personal, academic, and professional interactions. The Department of Nursing supports the responsible, ethical, and professional use of technology and electronic communication consistent with the values of the nursing profession, institutional standards, patient privacy laws, and professional codes of conduct.

Students and faculty are expected to demonstrate professionalism, integrity, respect, confidentiality, and accountability in all forms of electronic communication, including social media platforms, messaging applications, discussion forums, email, video sharing platforms, and other digital environments.

Student Responsibilities and Expectations

Professional Representation and Digital Conduct

Nursing students are expected to exercise sound judgment and professionalism when communicating or sharing information through electronic or social networking platforms. Students should recognize that online behavior and digital content may have long-term academic, legal, ethical, and professional implications.

Students are expected to:

- 1. Present Themselves Professionally**
Use thoughtful, respectful, and professional language in all electronic communications and social media interactions. Students should avoid posting or sharing content, images, videos, comments, or materials that may be considered unprofessional, offensive, discriminatory, threatening, inappropriate, or inconsistent with the standards of the nursing profession.
- 2. Maintain Professional Integrity**
Demonstrate conduct that reflects the values, ethics, and responsibilities associated with professional nursing practice. Students should recognize that digital communications and social media activity contribute to their professional identity and permanent digital footprint.
- 3. Engage Respectfully in Online Communication**
Global and public communication platforms require respectful dialogue, responsible engagement, and civility toward peers, faculty, patients, healthcare organizations, and the broader community.
- 4. Understand Potential Consequences**
Students are responsible for understanding that inappropriate online conduct may result in academic, professional, disciplinary, legal, or licensure-related consequences.

Confidentiality and Privacy Expectations

Students must strictly adhere to all federal, state, institutional, clinical agency, and Department of Nursing policies regarding confidentiality, privacy, and protected information, including compliance with the Health Insurance Portability and Accountability Act (HIPAA).

Students are prohibited from posting, transmitting, sharing, or discussing any information, photographs, videos, recordings, or references related to:

- Patients or patient care situations;
- Clinical agencies or healthcare facilities;
- Faculty, staff, or fellow students;
- Classroom, laboratory, simulation, or clinical experiences; or
- The College or Department of Nursing

through social media or electronic communication platforms, even if identifying information has been removed or omitted.

Students must not post copyrighted materials, photographs, recordings, presentations, examinations, or instructional content without obtaining appropriate written permission or authorization.

Professional Accountability and Disciplinary Action

Students are accountable for the appropriate and professional use of all forms of social media and electronic communication.

If Department of Nursing faculty become aware of inappropriate communications, unprofessional online conduct, breaches of confidentiality, or violations of professional standards, disciplinary action may occur. Consequences may include, but are not limited to:

- Verbal or written warning;
- Professionalism remediation;
- Performance improvement plans;
- Clinical probation;
- Course failure;
- Suspension; or
- Dismissal from the Department of Nursing.

The Department of Nursing reserves the right to address conduct occurring in digital environments when such behavior adversely impacts patient privacy, professional standards, clinical agency relationships, the educational environment, or the reputation of the nursing program or College.

Faculty and Student Electronic Communication Guidelines

Department of Nursing faculty members, including full-time, part-time, adjunct, and clinical faculty, are expected to maintain professional boundaries and relationships with all nursing students.

To preserve professional standards and appropriate faculty-student relationships:

1. Faculty should not “friend,” follow, or engage in personal social networking relationships with currently enrolled nursing students unless required for approved educational, clinical, organizational, or professional purposes.
2. Official College communication methods, including Catawba College email accounts and approved learning management systems, should serve as the primary means of communication between faculty and students.
3. Faculty office contact information will be provided within course syllabi and official College communication platforms.
4. Faculty should exercise professional judgment and discretion when communicating with students through personal cell phones, text messaging, or other non-institutional communication methods.

Compliance with Professional Standards

All nursing students and faculty are expected to uphold the ethical standards of the nursing profession, including the principles outlined by the:

- American Nurses Association (ANA) Code of Ethics
- National Council of State Boards of Nursing (NCSBN) Social Media Guidelines
- Applicable HIPAA privacy and confidentiality regulations.

TECHNICAL STANDARDS POLICY

Purpose

The Catawba College Department of Nursing is committed to preparing students to provide safe, competent, and effective nursing care across diverse healthcare settings. Students enrolled in pre-licensure nursing programs must possess the essential abilities and skills necessary to meet the academic, clinical, professional, and technical requirements of the nursing curriculum.

The Technical Standards Policy identifies the physical, cognitive, behavioral, sensory, communication, and emotional abilities required for progression, completion, and participation in nursing education and clinical practice experiences. These standards are necessary to ensure patient safety, effective communication, sound clinical judgment, and compliance with professional nursing expectations.

Students admitted to the nursing program are required to read, acknowledge, and sign all required Department of Nursing confidentiality and consent documentation. Students are expected to promptly notify the Department of Nursing in writing of any change in health status, condition, or ability that may affect their capacity to meet the technical standards of the program. Such notification must include appropriate documentation from a licensed healthcare provider.

Students are expected to perform the following technical standards independently, with or without approved reasonable accommodations in accordance with applicable law and institutional policy. Technical standards are evaluated continuously throughout the nursing program in classroom, laboratory, simulation, clinical, and other learning environments.

1. Sensory and Observation Abilities

Students must possess sufficient visual, auditory, tactile, and olfactory abilities to accurately assess, monitor, and respond to patient needs and environmental conditions.

Students must demonstrate the ability to:

- Gather information from written materials, electronic records, demonstrations, lectures, simulations, and patient observations;
- Perform comprehensive nursing assessments and interventions;
- Recognize and interpret verbal and nonverbal patient cues;
- Detect changes in patient conditions and environmental safety factors; and
- Obtain and interpret information from digital, analog, and waveform representations of physiologic phenomena.

Examples of relevant activities include:

- Detecting changes in patient status through physical assessment, chart review, monitoring equipment, and clinical observation;
- Assessing and responding safely to patient care needs;
- Observing patient responses to treatment and interventions; and
- Recognizing emergency situations requiring immediate intervention.

2. Communication Abilities

Students must possess effective communication abilities sufficient to interact appropriately, professionally, and accurately with patients, families, faculty, peers, healthcare professionals, and members of the interdisciplinary healthcare team.

Students must demonstrate the ability to:

- Read, write, comprehend, and communicate effectively in English;
- Accurately interpret and convey verbal, written, and electronic information;
- Understand and appropriately respond to nonverbal communication, including facial expressions, affect, and body language;
- Document patient information clearly and accurately; and
- Utilize appropriate technology and computer literacy skills necessary for nursing practice and academic participation.

Examples of relevant activities include:

- Retrieving, interpreting, and communicating information from laboratory reports, electronic health records, care plans, and clinical documentation;
- Providing clear patient education and therapeutic communication; and
- Collaborating effectively with healthcare team members in both routine and high-stress clinical situations.

3. Motor and Physical Abilities

Students must possess sufficient motor function, physical strength, mobility, coordination, stamina, and endurance to safely perform nursing care activities and clinical responsibilities.

Students must demonstrate the ability to:

- Perform required psychomotor nursing skills in a safe and timely manner;
- Move safely within classroom, laboratory, simulation, and clinical settings;
- Respond promptly in emergency situations; and
- Sustain physical activity for extended clinical experiences.

Examples of relevant activities include:

- Performing cardiopulmonary resuscitation (CPR);
- Safely lifting, transferring, positioning, and assisting patients;
- Lifting or carrying objects weighing approximately twenty-five (25) pounds;
- Manipulating small medical equipment and supplies such as syringes, vials, ampules, and medication administration devices; and
- Completing clinical practicum experiences that may range from five (5) to twelve (12) consecutive hours.

4. Behavioral, Interpersonal, and Emotional Abilities

Students must possess the emotional stability, interpersonal skills, professionalism, and behavioral maturity necessary to function effectively in academic and clinical environments.

Students must demonstrate the ability to:

- Adapt to rapidly changing environments and clinical situations;
- Exercise sound judgment and maintain professionalism under stress;
- Establish and maintain respectful and therapeutic relationships;
- Accept constructive feedback and modify behavior appropriately;
- Demonstrate accountability, integrity, and ethical conduct; and
- Work collaboratively with patients, peers, faculty, and healthcare professionals.

Examples of relevant activities include:

- Adhering to professional nursing standards, program expectations, and student honor codes;
- Remaining calm and organized while managing multiple patient care responsibilities;
- Demonstrating compassion, empathy, sensitivity, and respect toward diverse populations; and
- Responding appropriately to stressful or emotionally demanding clinical situations.

5. Cognitive, Conceptual, and Quantitative Abilities

Students must possess sufficient cognitive, analytical, reasoning, and quantitative abilities necessary to safely and effectively provide nursing care and meet program learning outcomes.

Students must demonstrate the ability to:

- Read, comprehend, and apply written and verbal information in English;
- Perform mathematical calculations accurately;
- Analyze, synthesize, prioritize, and interpret clinical information;
- Apply critical thinking and clinical judgment skills in patient care situations;
- Develop and implement appropriate plans of care; and
- Make safe, timely, and evidence-based clinical decisions.

Examples of relevant activities include:

- Accurately calculating and administering medications;
- Collecting, analyzing, prioritizing, and interpreting patient data;
- Applying theoretical knowledge to patient care situations;
- Recognizing changes in patient conditions and implementing appropriate interventions; and
- Evaluating outcomes and modifying care plans accordingly.

Reasonable Accommodations

The Department of Nursing is committed to complying with applicable federal and state laws regarding students with disabilities, including the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.

Students requesting accommodations must work through the appropriate College disability support services office and provide required documentation in accordance with institutional policies. Reasonable accommodations will be considered on an individual basis; however, accommodations must not fundamentally alter program requirements, compromise patient safety, or prevent the student from meeting essential technical standards.

Ongoing Compliance

Students are responsible for maintaining the abilities and behaviors outlined in this policy throughout enrollment in the nursing program. Failure to meet the Technical Standards Policy, with or without reasonable accommodation, may result in inability to participate in clinical experiences, progression limitations, or dismissal from the nursing program in accordance with Department of Nursing policies and professional standards.

Department of Nursing Clinical Behavior and Performance Policies and Standards

Clinical Compliance, Attendance, Evaluation, Professional Practice, and Dress Code Policy

The Catawba College Department of Nursing is committed to maintaining high standards of professional conduct, patient safety, clinical competency, and accountability throughout all clinical, laboratory, simulation, and practicum experiences. Students enrolled in the pre-licensure nursing program are expected to comply with all Department of Nursing requirements, College policies, and clinical agency standards as a condition of participation in clinical education experiences.

Clinical Compliance Requirements

Students must maintain all required clinical compliance documentation and admission requirements necessary for participation in clinical experiences. Required documentation includes, but is not limited to:

- Current tuberculosis (TB) screening;
- Current CPR certification;
- Required immunizations and vaccinations;
- Annual influenza vaccination, when required;
- Drug screening;
- Criminal background checks; and
- Any additional documentation required by clinical agencies or affiliating organizations.

The Administrative Clinical Compliance Coordinator is responsible for monitoring student compliance through approved compliance management systems, including but not limited to Complio – American Databank, Core Screening, and/or myClinicalExchange. Students without verified compliance approval, indicated by required system clearance or completion status, will not be permitted to participate in clinical activities until all requirements have been completed and approved.

Students are responsible for ensuring all documentation is submitted by established deadlines. Failure to meet compliance requirements by the due date may result in:

- Ineligibility to attend clinical experiences;
- Clinical absences;
- Unsatisfactory clinical evaluations;
- Clinical failure due to missed hours; and/or
- Delayed progression within the nursing program.

The Administrative Clinical Compliance Coordinator will notify students regarding delinquent or expired items; however, students remain solely responsible for maintaining continuous compliance throughout enrollment in the nursing program.

Students must maintain all required compliance items even during semesters in which they are not enrolled in clinical coursework, unless otherwise approved by the Department of Nursing. Students repeating a nursing course following an interruption in progression may be required to complete an updated drug screening and background check due to elapsed time between enrollments.

Clinical Attendance and Tardiness Policy

Attendance at all clinical, simulation, laboratory, and practicum experiences is mandatory. Students are expected to arrive on time, appropriately prepared, and dressed according to Department of Nursing and clinical agency requirements.

In the event of an emergency or approved extenuating circumstance, students must notify both the clinical instructor and the assigned clinical unit as early as possible prior to the scheduled clinical experience. Recognized extenuating circumstances include:

- Severe personal illness;
- Death in the immediate family; or
- Official College representation approved through the Dean of Students' Office.

Students missing clinical due to illness or emergency must:

- Submit appropriate supporting documentation, including a healthcare provider note or obituary, within twenty-four (24) hours of the occurrence; and
- Meet with the Department Chair within forty-eight (48) hours of the missed experience.

Scheduled clinical make-up days may be assigned for missed clinical, simulation, or laboratory hours. Make-up dates established by faculty are mandatory and non-negotiable. Students missing more than one clinical, simulation, or laboratory experience may be at risk for clinical failure and course failure. Failure to complete required clinical hours will result in failure of the course and may lead to dismissal from the nursing program.

Students arriving late, unprepared, or otherwise unable to safely participate in clinical experiences may be dismissed from the clinical setting and receive a clinical failure or unsatisfactory evaluation for the experience.

Expectations of Clinical and Practicum Behavior

Students and faculty are expected to maintain professionalism, accountability, and preparedness during all clinical and practicum experiences. Students are responsible for adequately preparing through reading, research, written preparation, clinical planning, and completion of required assignments prior to arrival at the clinical site.

Students who are tardy, inadequately prepared, or demonstrate unsafe behaviors may be dismissed from the clinical setting and receive an unsatisfactory clinical evaluation for the day. Repeated unsatisfactory clinical performance will be addressed according to course and program policies.

The use of cell phones, smart watches, earbuds, or other electronic devices during clinical or practicum experiences is prohibited unless specifically approved for educational purposes by the instructor or preceptor. Disruptive or unauthorized device use may result in an unsatisfactory clinical evaluation.

Clinical Evaluation Policy

Clinical evaluation is based upon successful achievement of course clinical objectives and demonstration of required competencies appropriate to the student's level within the curriculum. Competencies are evaluated on an ongoing basis through weekly, midterm (formative), and final (summative) evaluations.

Students must demonstrate satisfactory progression in clinical judgment, patient care, professionalism, communication, safety, and technical nursing skills in order to successfully complete the clinical component of a course. Failure to demonstrate required competencies may result in failure of the clinical component and failure of the course.

Faculty provide ongoing verbal and written feedback to support student learning and development. Students are expected to actively participate in evaluation conferences and seek guidance regarding performance improvement.

Performance Improvement Plan (PIP)

If deficiencies in clinical performance, professional behavior, competency attainment, or safety are identified, faculty may implement a Performance Improvement Plan (PIP). The PIP serves as a formal remediation and learning agreement designed to support student growth and successful completion of clinical objectives.

The PIP may include:

- Identification of strengths and deficiencies;
- Specific behavioral and clinical expectations;
- Required remediation activities;
- Additional clinical learning experiences;
- Timelines for improvement; and
- Responsibilities of both faculty and student.

Students are responsible for meeting all conditions of the PIP. Failure to demonstrate satisfactory improvement may result in clinical failure, course failure, or dismissal from the nursing program. The PIP becomes part of the student's permanent academic record within the Department of Nursing.

Clinical Failure and Unsatisfactory Performance Behaviors

The following behaviors may result in an unsatisfactory clinical evaluation, clinical failure, or implementation of a PIP, including but not limited to:

- Clinical absences or tardiness;
- Violation of dress code policies;
- Incomplete compliance documentation;
- Expired CPR certification;
- Failure to complete required assignments;
- Incomplete orientation requirements;
- Lack of preparation;
- Failure to demonstrate improvement following faculty feedback; and
- Repeated patterns of unprofessional conduct.

Accumulation of repeated offenses or patterns of unsafe or unprofessional behavior may result in failure of the clinical component and failure of the course.

The following behaviors may result in immediate clinical failure, course failure, or dismissal from the nursing program:

- Unsafe or unprofessional practice;
- HIPAA violations or breaches of confidentiality;
- Falsification of records;
- Violation of clinical agency policies;
- Failure to meet required clinical competencies;
- Lack of accountability for preparation or patient care responsibilities; and
- Any behavior jeopardizing patient safety.

Safe Clinical Practice and Patient Confidentiality

The Department of Nursing has an academic, ethical, and legal responsibility to prepare graduates who provide safe, competent nursing care and protect the public from unsafe practice. Students may be disciplined or dismissed for behaviors that threaten the safety, privacy, or well-being of patients, peers, faculty, staff, or healthcare organizations.

Students are expected to:

- Practice within the scope of the current North Carolina Nursing Practice Act;
- Adhere to Department of Nursing policies and clinical agency regulations;
- Follow the American Nurses Association (ANA) Code of Ethics;
- Maintain patient confidentiality and privacy at all times; and
- Accept accountability for preparation, communication, and continuity of care.

Unsafe clinical practice includes, but is not limited to:

- Failure to appropriately utilize the nursing process;
- Failure to recognize or respond to patient safety concerns;
- Performing skills without appropriate preparation or supervision;
- Impaired participation due to alcohol or drug use;
- Breach of confidentiality or privacy;
- Falsification of clinical information or documentation; and
- Failure to demonstrate professional judgment and accountability.

Consequences of unsafe clinical practice may include:

- Removal from the clinical setting;
- Clinical failure;
- Course failure;
- Dismissal from the nursing program; and/or
- Legal action by affected parties or clinical agencies.

Dress Code Policy

Pre-licensure nursing students are expected to maintain professional appearance, hygiene, and attire in all laboratory, simulation, clinical, and practicum settings. Professional presentation reflects the standards and expectations of the nursing profession and contributes to patient trust, safety, and infection prevention.

Uniform Requirements

Students are required to purchase and wear the official Department of Nursing uniform from the approved vendor. Uniforms must be clean, professional in appearance, properly fitted, and free of excessive wrinkles.

The official uniform includes:

- Approved Department of Nursing monogrammed uniform top;
- Approved uniform pants;
- Approved white coat or scrub jacket;
- Black or white socks;
- Black or navy closed-toe shoes;
- Watch with second hand or digital timing capability; and
- Official student identification badge as required by clinical affiliates.

Shoes must be clean, closed-toe, and primarily solid black or navy. Approved undershirts must be solid white or navy in color.

Hygiene and Grooming Standards

Students are expected to maintain professional hygiene and grooming standards including:

- Clean, neat hair secured away from the face;
- Short, clean fingernails;
- Conservative appearance and professional presentation;
- Absence of strong fragrances or perfumes; and
- Compliance with visible tattoo and jewelry restrictions as established by the Department of Nursing and clinical agencies.

Acrylic nails and chipped nail polish are prohibited in clinical settings due to infection control standards. Students presenting with prohibited nail enhancements may be dismissed from clinical and receive an unsatisfactory clinical evaluation.

Only conservative jewelry is permitted, including:

- Stud earrings not extending beyond the earlobe; and
- A wedding band.

Visible facial or body piercings are prohibited unless otherwise approved in accordance with College policy or applicable law.

Students must also comply with all additional dress code or appearance requirements established by individual clinical agencies. Failure to comply with dress code requirements may result in dismissal from the clinical setting and assignment of a clinical absence or unsatisfactory clinical evaluation.

EXPOSURE and BLOODBORNE PATHOGEN EXPOSURE POLICY

Purpose

The Catawba College Department of Nursing is committed to promoting a safe learning environment and minimizing the risk of exposure to bloodborne pathogens and other potentially infectious materials during clinical, laboratory, simulation, and practicum experiences.

This policy outlines the required procedures for students who experience occupational exposure through percutaneous injury, mucous membrane exposure, or contact with blood and body fluids while participating in Department of Nursing educational activities.

Definition of Exposure

Exposure includes, but is not limited to:

- Percutaneous injuries such as needle sticks, cuts, or punctures involving contaminated sharp objects;
- Mucous membrane exposure, including splashes to the eyes, nose, or mouth;
- Contact of blood or body fluids with non-intact skin; or
- Any incident involving potential exposure to bloodborne pathogens or infectious materials during clinical or educational activities.

Required Student Actions Following Exposure

In the event of exposure to blood or other potentially infectious body fluids, the student must immediately initiate the following procedures:

1. **Perform Immediate First Aid**
 - Wash affected skin areas thoroughly with soap and water.
 - Flush exposed mucous membranes, including eyes or mouth, with copious amounts of water.
 - Do not intentionally squeeze or “milk” the affected tissue.
 - Rinse the affected area thoroughly as soon as possible.

2. Notify Clinical Faculty

- Immediately inform the assigned clinical instructor or supervising faculty member of the exposure incident.

3. Notify Clinical Agency Personnel

- Inform the charge nurse, preceptor, or designated clinical agency representative in accordance with facility policy.

4. Complete Required Documentation

- Complete all required incident reports, exposure documentation, and clinical agency forms as directed by the clinical agency and Department of Nursing.
- Documentation should be completed as soon as reasonably possible following the incident.

5. Obtain Medical Evaluation

- Leave the clinical area promptly, as directed, to obtain appropriate medical consultation, evaluation, and treatment recommendations related to the exposure.

6. Submit Follow-Up Documentation

- Copies of medical consultation records, evaluation findings, treatment recommendations, and follow-up documentation must be submitted to the Department of Nursing for compliance monitoring and recordkeeping purposes.

Financial Responsibility and Health Insurance

Neither the clinical agency nor [Catawba College](#) assumes financial responsibility for medical evaluation, treatment, surveillance, laboratory testing, medications, or follow-up care associated with exposure incidents involving blood or body fluids.

Students are strongly encouraged to maintain personal health insurance coverage throughout enrollment in the nursing program to assist with costs associated with healthcare services, emergency treatment, exposure management, and follow-up care.

Compliance with Clinical Agency Policies

Students are required to comply with all exposure control, infection prevention, reporting, and post-exposure procedures established by the assigned clinical agency in addition to Department of Nursing policies.

Failure to report an exposure incident or failure to comply with required post-exposure procedures may result in disciplinary action and may jeopardize the student's ability to continue participating in clinical experiences.

Prevention and Safety Expectations

Students are expected to consistently follow standard precautions, infection prevention practices, and safe handling procedures for sharps and potentially infectious materials during all patient care and clinical activities.

The Department of Nursing reserves the right to require additional evaluation, education, remediation, or documentation following an exposure incident to ensure continued student and patient safety.

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

Catawba College Department of Nursing and Novant Health

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

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

Atrium Health

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

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

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

“You will be participating in patient care activities that may cause you to be exposed to infectious diseases. You are required to demonstrate competency in the selection, donning and doffing of Personal Protective Equipment prior to starting your clinical experiences. If you cannot demonstrate this competency, you should not enter any clinical environment. You are encouraged to always practice good hygiene and social distancing to reduce the likelihood of contracting or spreading infectious disease. Atrium Health is not liable for any potential exposure to, or acquisition of, infectious diseases that may result from your contact with patients or personnel in the clinical environment. Atrium Health is not liable for medical expenses related to examining or treatment of infectious diseases, nor is Atrium Health responsible for any delays in your academic progress due to isolation for or treatment of any

infectious disease. If you have a condition that places you at higher risk of severe illness from COVID-19 (i.e. pregnancy, diabetes, chronic respiratory complaints), you are strongly encouraged to abstain from clinical experiences at this time and should discuss alternative assignments with your Program Director.”

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

- a. Demonstrate competency in donning and doffing PPE. Attached to this communication are visual aids to facilitate learning / practice and a competency checklist. In addition, students and faculty members may access a video guide at the following address: <https://bit.ly/videoPPE>
- b. We prefer that your faculty observes students’ donning and doffing practices and at exam to student competency by signing the checklist. At the time students present to their clinical sites, and prior to physically beginning their experience, they must:
 - i. Present a faculty-signed checklist of student competency in donning and doffing PPE. OR a checklist previously executed by an Atrium Health preceptor or instructor **OR**
 - ii. Demonstrate competency on-site before being allowed to continue with their experience. They should present the checklist for signature at the time their competency is assessed and thereafter proceed with their experience.
- c. Retain the completed checklist as evidence that PPE competency has been assessed and present this form **PRIOR** to starting any clinical experience **OR** be prepared to undergo a new competency assessment before proceeding.

Student ID requirements:

- a. Atrium Health personnel may refer your students to a website that will provide additional orientation materials and present a request for photo ID.
- b. Atrium Health will not be operating a badge office through which students may obtain a photo
- c. Students will be asked to provide an acceptable photograph that meets Atrium Health badge requirements. As such, a document is attached to this communication that details the requirements for badge photos.

Personal Protective Equipment: Donning

Step 1: Perform hand hygiene

Step 2: Don Gown

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



Step 3: Don Surgical Mask or N95/ Respirator

A. Surgical Mask

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



B. N95 Mask

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



Step 4: Don Face Shield or Goggles

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

Step 5: Don Gloves

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



Personal Protective Equipment: Doffing

5/1/2020

Step 1: Doff Gown

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



Step 2: Perform Hand Hygiene.

Step 3: Remove Face Shield or Goggles

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



Step 4: Remove Surgical Mask or N95/ Respirator

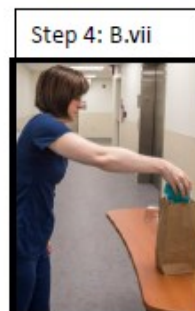
A. Surgical Mask

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



B. N95 Mask

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



Step 5: Perform Hand Hygiene.

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

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

Supervisor Signature: _____ Date: _____

Student Resources and Support Services

The Catawba College Department of Nursing is committed to supporting student success, professional development, personal well-being, and academic achievement throughout the educational experience. A variety of campus resources, student organizations, and support services are available to assist students in achieving their academic, personal, and professional goals.

Student Organizations

Student Nurses Association (SNA)

The Student Nurses Association (SNA) serves as the student counterpart to the American Nurses Association (ANA), the professional organization representing registered nurses. The organization promotes leadership development, professional engagement, service, advocacy, and lifelong involvement in the nursing profession.

The purposes of the Student Nurses Association include:

- Providing professionally relevant educational and service opportunities for members;
- Supporting leadership and professional development;
- Encouraging participation in organized nursing activities at the local, state, and national levels; and
- Promoting continued membership in professional nursing organizations following graduation.

Membership is open to students enrolled in the pre-licensure nursing program and nursing-intended students at Catawba College. Membership includes participation at the local, state, and national levels of the National Student Nurses Association (NSNA).

The organization operates according to its established Constitution and By-Laws. Officers are elected by the membership and represent students enrolled in the pre-licensure nursing program. Subject to scheduling and funding availability, members may have opportunities to attend state and national nursing conventions, conferences, and professional development activities.

Faculty advisors are available to provide guidance and support to the organization. Additional information regarding membership and participation may be obtained through Department of Nursing faculty advisors or current student organization officers.

Academic Success Services

Academic Success Services provides resources designed to support student learning, academic achievement, and overall educational success. Services are intended to help students strengthen academic skills, remain on track toward degree completion, and achieve personal and professional goals.

Available services may include:

- Academic coaching and support;
- Study and time management strategies;
- Tutoring referrals and academic assistance;
- Assistance with communication between students and faculty; and
- Resources to support academic performance and student retention.

Academic Success Services is located on the first floor of the Hedrick Administration Building.

Career Services

Career Services supports students in career exploration, professional preparation, and employment readiness. Services are available to assist students throughout their academic journey and transition into professional practice.

Career Services resources may include:

- Resume and cover letter development;
- Mock interviews and interview preparation;
- Career counseling and guidance;
- Professional etiquette coaching;
- Internship and employment opportunities;
- Recruitment events and networking opportunities; and
- Job search assistance.

Counseling Services

Counseling Services supports the College mission by promoting student well-being, personal growth, emotional health, and academic success. Counseling Services assists students in integrating classroom and out-of-classroom experiences while supporting cognitive, emotional, and social development.

Services available to students may include:

- Personal counseling;
- Mental health support;
- Psychological assessment and evaluation;
- Educational and wellness programming; and
- Access to self-help and wellness resources.

Counseling Services is located within the Student Affairs Suite in the Cannon Student Center.

Phone: 704-637-4307 or 704-637-4410

Corriher-Linn-Black Library

The Corriher-Linn-Black Library serves as a central academic resource supporting student learning, scholarship, research, and lifelong learning. The library provides access to a broad range of print and electronic resources that support the College curriculum and nursing education programs.

Library services and resources include:

- On-site and electronic access to scholarly resources;
- Research assistance and library instruction;
- Academic databases and journals;
- Technology and study resources; and
- Support for individual learning and professional development.

The library promotes information literacy, academic inquiry, and intellectual growth within the context of a liberal arts education.

Health Services

The Proctor Student Health Center provides healthcare support and wellness services for students.

The Proctor Student Health Center is located within the Cannon Student Center.

Phone: 704-637-4404

College Catalog

Students are responsible for reviewing and adhering to policies, procedures, academic regulations, and program requirements outlined in the official Catawba College Academic Catalog.

Disability Services and ADA Compliance

The Catawba College Department of Nursing complies with the provisions of the Americans with Disabilities Act (ADA) of 1990 and other applicable federal and state laws prohibiting discrimination against qualified individuals with disabilities.

Under the ADA, a disability is generally defined as:

- A physical or mental impairment that substantially limits one or more major life activities;
- A documented history or record of such impairment; or
- Being regarded as having such an impairment.

Disability Services are available to support students with documented physical, psychological, or learning disabilities.

Students requesting accommodations are responsible for:

- Initiating contact with Counseling and Disability Services;
- Providing appropriate and current documentation of the disability; and
- Participating in the accommodation review process in accordance with College policies.

Reasonable accommodations will not be implemented without the required supporting documentation and formal approval through the College's established disability services process.

The Department of Nursing is committed to providing equal educational opportunity while maintaining the academic, clinical, and technical standards required for safe and effective nursing practice.

Appendix A



CATAWBA COLLEGE DEPARTMENT OF NURSING

Patient Confidentiality, Privacy, and Electronic Information Access Policy

The Catawba College Department of Nursing is committed to protecting patient privacy, maintaining confidentiality, and upholding all ethical, professional, legal, and regulatory standards related to protected health information. Nursing students are expected to demonstrate the highest level of integrity, accountability, and professionalism in all clinical, academic, and electronic environments.

Students enrolled in the Department of Nursing are responsible for maintaining confidentiality regarding all patient, clinical agency, faculty, staff, student, and institutional information obtained through educational, clinical, simulation, laboratory, or practicum experiences.

Patient Confidentiality and Privacy Expectations

Patients have the right to privacy and confidentiality regarding all aspects of their care, treatment, medical history, personal information, and financial information. Students are prohibited from disclosing, discussing, transmitting, accessing, or sharing confidential information except as necessary for authorized educational or patient care purposes.

Students must comply with:

- The Health Insurance Portability and Accountability Act (HIPAA);
- Clinical agency confidentiality and privacy policies;
- Applicable state and federal privacy laws;
- Department of Nursing policies; and
- Professional ethical standards governing nursing practice.

A breach of confidentiality includes, but is not limited to:

- Posting patient information or identifiers on social media or electronic platforms;
- Discussing patients, facilities, faculty, staff, or classmates online or electronically, with or without identifiers;
- Unauthorized verbal, written, photographic, video, or electronic disclosure of protected information;
- Accessing medical records or patient information unrelated to assigned educational responsibilities; or
- Violating HIPAA, confidentiality, or privacy standards in any format or setting.

Students are prohibited from posting or discussing any patient-related, clinical agency-related, or Department of Nursing-related information on social media platforms including, but not limited to:

- Facebook
- Instagram
- TikTok
- X (Twitter)
- Snapchat
- CaringBridge
- Blogs, forums, discussion boards, or other electronic communication platforms.

Monitoring and Reporting Confidentiality Breaches

The Department of Nursing maintains processes to monitor and address potential breaches of confidentiality and protected health information. Monitoring methods may include:

- Review of student assignments and documentation;
- Observation of verbal and nonverbal communication;
- Investigation of reported concerns; and
- Collaboration with clinical agencies and College administration.

All students are required to sign the Department of Nursing Confidentiality Agreement, which will remain on file with Department administration. Students, faculty, and staff are obligated to report suspected breaches of confidentiality that may place the Department of Nursing, clinical agencies, or the College in violation of HIPAA or other applicable laws and regulations.

Students who suspect that a breach of confidentiality has occurred must immediately notify a Department of Nursing faculty member. The faculty member will notify the Department Chair, who will coordinate required reporting procedures with the affected clinical agency and appropriate institutional representatives in accordance with facility and College policies.

Documentation related to investigations, notifications, corrective actions, and outcomes may be maintained within Department or College administrative records in accordance with institutional policies and legal requirements.

Consequences of Breach of Confidentiality

Protection of patient confidentiality and privacy is a fundamental ethical and legal responsibility of all nursing students. Failure to comply with confidentiality standards may result in disciplinary action, including but not limited to:

- Verbal or written warning;
- Professionalism remediation;
- Clinical probation;
- Clinical failure;
- Course failure;
- Dismissal from the nursing program; and/or
- Civil, criminal, or legal consequences under applicable laws and regulations.

Students are expected to maintain confidentiality at all times and in all settings, including classroom discussions, simulation activities, clinical documentation, verbal communication, electronic communication, and social media activity.

Confidential Business Information

Students may have access to confidential business information belonging to clinical agencies, healthcare organizations, or the College. Confidential business information may include, but is not limited to:

- Patient or vendor information;
- Financial or operational records;
- Personnel records;
- Policies, procedures, manuals, or training materials;
- Public relations or marketing information; and
- Other proprietary institutional information.

Students are prohibited from disclosing, reproducing, transmitting, or using confidential business information except as authorized for educational or clinical purposes.

Electronic Access and Computerized Information Policy

Electronic and computerized systems used within clinical agencies and healthcare settings include, but are not limited to:

- Electronic health records (EHRs);
- Computer-generated or stored patient data;
- Email systems;
- Voice mail systems;
- Electronic communications; and
- Clinical information systems.

Students are granted access to these systems solely for authorized educational and clinical responsibilities. Students must comply with all clinical agency and Department of Nursing policies regarding electronic access and information security.

Students agree to:

- Maintain confidentiality of passwords and access credentials;
- Protect all electronic patient information;
- Use electronic systems only for assigned clinical responsibilities;
- Log out of systems when work is complete;
- Avoid accessing unauthorized information;
- Avoid attempting to obtain another individual's password or access credentials; and
- Report suspected unauthorized access or password compromise immediately.

Students understand that:

- Passwords and access credentials are equivalent to a legal signature;
- Students are accountable for all activity conducted under their assigned credentials;
- Printed patient information must be protected with the same level of confidentiality as electronic records; and
- Improper use of electronic systems may result in disciplinary action and legal liability.

Electronic and computer systems may be monitored by the clinical agency at any time in accordance with agency policies and applicable law.

Professional Responsibility

Students are expected to consistently demonstrate professional judgment, ethical behavior, accountability, and respect for patient privacy in all academic and clinical settings.

The Department of Nursing reserves the right to restrict, suspend, or terminate clinical participation or program enrollment for students who fail to adhere to confidentiality, privacy, or electronic access standards required for safe and professional nursing practice.

Appendix B



CATAWBA COLLEGE DEPARTMENT OF NURSING

Disclosure of Information

Criminal Background Check and Drug Screening Disclosure Statement

I hereby authorize and provide consent for the Catawba College Department of Nursing to disclose information contained within my criminal background check and drug screening results to the North Carolina Board of Nursing and to affiliated clinical agencies and healthcare organizations that maintain contractual agreements with the Catawba College Department of Nursing.

I understand that such information will be used solely for the purposes of:

- Determining eligibility for participation in clinical education experiences;
- Complying with clinical agency policies and requirements;
- Meeting applicable standards, regulations, and practice requirements established by the North Carolina Board of Nursing; and
- Ensuring compliance with patient safety and professional practice expectations.

I acknowledge that all disclosed information will be treated as confidential and handled in accordance with applicable federal, state, institutional, and clinical agency privacy and confidentiality standards.

I further understand and acknowledge that I am responsible for promptly notifying the Catawba College Department of Nursing of any pending legal action, criminal charge, arrest, investigation, or conviction occurring while enrolled as a student in the Department of Nursing.

Failure to disclose required information may result in inability to participate in clinical experiences, delayed program progression, dismissal from the nursing program, or other actions consistent with Department of Nursing, College, clinical agency, and Board of Nursing policies and regulations.

Appendix C



CATAWBA COLLEGE DEPARTMENT OF NURSING

Nursing Confidentiality and Consent Form

The Catawba College Department of Nursing is committed to maintaining the highest standards of professionalism, confidentiality, ethical conduct, and compliance with clinical agency and regulatory requirements. Students enrolled in the Department of Nursing are required to review, acknowledge, and consent to the following statements as a condition of participation in the nursing program and clinical learning experiences.

(1) Patient Information Confidentiality Commitment for Nursing Students

I acknowledge that I have read and understand the Department of Nursing policies regarding patient confidentiality, privacy, and protected health information.

I understand and agree that, in the performance of my responsibilities as a nursing student participating in classroom, laboratory, simulation, practicum, and clinical experiences, I am required to maintain strict confidentiality regarding all patient, clinical agency, student, faculty, and institutional information obtained through my educational experiences.

I further understand that all patient information, whether written, verbal, electronic, digital, photographic, or otherwise communicated, is confidential and protected by applicable laws, including the Health Insurance Portability and Accountability Act (HIPAA), clinical agency policies, and Department of Nursing standards.

I understand that any violation of confidentiality policies, whether intentional or unintentional, may result in disciplinary action, including but not limited to clinical failure, dismissal from the Department of Nursing, and/or legal action.

Student Initials: _____

(2) Permission for Photography and Media Use

I hereby grant to Catawba College, its representatives, employees, agents, and assigns, the irrevocable and unrestricted right to photograph, videotape, record, use, reproduce, publish, distribute, and display images, recordings, or likenesses of me for educational, promotional, marketing, recruitment, public relations, editorial, advertising, website, social media, and other lawful institutional purposes in any format or medium now known or later developed.

I understand that such materials may be edited, altered, copied, exhibited, published, or distributed without my prior inspection or approval.

I hereby waive any right to compensation, royalties, or ownership related to the use of such materials and release Catawba College and its representatives from any liability, claims, or demands arising from the use of photographs, recordings, or likenesses as described above.

Student Initials: _____

(3) Consent for Disclosure of Criminal Background Check and Drug Screening Information

I hereby authorize and provide consent for the Catawba College Department of Nursing to disclose information contained within my criminal background check and drug screening results to the North Carolina Board of Nursing and to any clinical agency, healthcare organization, or affiliated entity under contract with the Department of Nursing, when required or requested for clinical placement, regulatory compliance, or professional practice purposes.

I understand that the information disclosed will be used solely for purposes related to:

- Compliance with clinical agency policies and requirements;
- Determination of clinical eligibility and placement;
- Compliance with North Carolina Board of Nursing laws, regulations, and professional standards; and
- Patient safety and professional practice expectations.

I understand that such information will be treated as confidential in accordance with applicable laws, institutional policies, and clinical agency standards.

I further acknowledge that it is my responsibility to promptly report to the Department of Nursing any pending legal action, arrest, criminal charge, investigation, or conviction occurring while enrolled in the nursing program.

Student Initials: _____

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

I acknowledge that I have received access to or a copy of the Catawba College Department of Nursing Pre-Licensure Student Handbook.

I understand that I am responsible for reviewing and complying with all Department of Nursing and College policies, procedures, requirements, expectations, and standards contained within the handbook and related program documents.

I further acknowledge that I have reviewed and understand the Technical Standards Policy for participation in the nursing program and affirm that I am able to meet and perform the required technical standards, with or without approved reasonable accommodations.

I understand that compliance with Department of Nursing policies and technical standards is required for progression, participation in clinical experiences, and continued enrollment in the nursing program.

Student Initials: _____

Signature Page

Catawba College Department of Nursing Confidentiality and Consent Form

Date: _____

Student Name (Printed): _____

Student ID Number: _____

Student Signature: _____

Program Level/Cohort: _____

Please return the completed and signed form to:

Ms. Christy Lowder

Administrative Clinical Compliance Coordinator
Catawba College Department of Nursing

Appendix D



CATAWBA COLLEGE DEPARTMENT OF NURSING

RELEASE OF LIABILITY, INDEMNIFICATION AND ASSUMPTION OF RISK AGREEMENT

Clinical and Simulation Participation Agreement

The Catawba College Department of Nursing provides students with clinical, laboratory, simulation, and practicum experiences designed to support the development of professional nursing knowledge, skills, judgment, and competency. Participation in these educational experiences is an essential component of the nursing curriculum.

As consideration for being permitted to participate in the Catawba College Department of Nursing Program and all associated clinical, laboratory, simulation, practicum, and related educational activities (collectively referred to as the "Program"), the undersigned student acknowledges and agrees to the following:

Compliance with Program Policies and Safety Requirements

I agree to comply with and follow all applicable policies, procedures, protocols, guidelines, safety standards, and instructions established by:

- The Catawba College Department of Nursing;
- Catawba College;
- Assigned clinical agencies and healthcare facilities;
- Faculty, instructors, simulation personnel, and preceptors; and
- Applicable regulatory and accrediting bodies.

I further agree to:

- Adhere to all infection prevention and safety standards;
- Utilize appropriate personal protective equipment (PPE) as required;
- Immediately report unsafe conditions, incidents, injuries, exposures, negligence, or conduct that may endanger myself or others; and
- Conduct myself in a professional, ethical, and responsible manner throughout all educational activities.

Assumption of Risk

I understand and acknowledge that participation in clinical, laboratory, simulation, and healthcare-related educational experiences involves inherent and unavoidable risks, including but not limited to:

- Exposure to communicable and infectious diseases;
- Needle sticks, sharps injuries, and exposure to bloodborne pathogens;
- Physical injury, illness, allergic reactions, or medical complications;
- Emotional or psychological stress;
- Exposure to hazardous materials or healthcare environments;
- Patient-related incidents or emergencies; and
- Temporary or permanent injury, disability, or death.

I understand that these risks may arise from:

- My own actions or omissions;
- The actions or omissions of other students, faculty, healthcare personnel, patients, or third parties;
- Conditions within healthcare facilities or simulation environments; or
- The inherent nature of healthcare education and patient care activities.

I voluntarily choose to participate in the Program and fully assume all known and unknown risks associated with participation. I acknowledge that my participation is voluntary and undertaken for my own educational and professional development.

Release of Liability

To the fullest extent permitted by law, I, on behalf of myself and my heirs, executors, administrators, legal representatives, successors, assigns, and all persons claiming through me, voluntarily and knowingly release, waive, discharge, and hold harmless:

- Catawba College;
- The Department of Nursing;
- Clinical agencies and affiliated facilities;
- Their respective trustees, officers, directors, employees, faculty, staff, agents, affiliates, representatives, and volunteers;

from any and all claims, demands, causes of action, liabilities, damages, losses, costs, or expenses arising out of or related to my participation in the Program, including participation in clinical, laboratory, simulation, practicum, or related educational activities.

This release includes, but is not limited to, claims arising from personal injury, illness, exposure, property damage, disability, emotional distress, death, negligence, or other losses associated with participation in the Program.

I understand that by signing this agreement, I am waiving substantial legal rights, including the right to pursue certain legal claims or actions against the parties identified above.

Indemnification Agreement

I agree to defend, indemnify, and hold harmless Catawba College, the Department of Nursing, affiliated clinical agencies, and their officers, employees, faculty, staff, affiliates, and agents from and against any claims, liabilities, damages, losses, costs, or expenses, including reasonable attorney's fees, arising from or related to:

- My actions, omissions, or conduct while participating in the Program;
- My violation of policies, procedures, or professional standards; or
- My negligent, reckless, or intentional acts or omissions.

Student Acknowledgement and Authority to Execute

By signing this agreement, I acknowledge and affirm that:

- I am of legal age and legally competent to execute this agreement;
- I have carefully read and fully understand the contents of this Release of Liability, Indemnification, and Assumption of Risk Agreement;
- I understand that I am giving up substantial legal rights by signing this agreement;
- I have had the opportunity to ask questions regarding this agreement;
- I am signing this agreement voluntarily and without coercion, inducement, or guarantee; and
- My signature confirms my complete and unconditional acceptance of all terms, conditions, and provisions contained herein.

Student Signature Page

Student Name (Printed): _____

Student ID Number: _____

Program/Cohort: _____

Student Signature: _____

Date: _____

If the student is under eighteen (18) years of age, a parent or legal guardian signature is required.

Parent/Guardian Name (Printed): _____

Parent/Guardian Signature: _____

Date: _____