

Nursing Programs

Taylor College welcomes you to the Nursing program. We appreciate your presence and we are committed to providing a learning environment and resources to aid in accomplishing your career endeavors. It is our goal to assist you in successfully completing the program and qualifying to take the National Council Licensure Examination (NCLEX). After passing the NCLEX examination you will be eligible to practice as a Registered Nurse / Licensed Practical Nurse in the state of Florida. As the program progresses, open communication is encouraged and advised. Feel free to contact the faculty and staff to discuss your college experience any time. Thank you for choosing Taylor College and best wishes in your program. Should you have any questions regarding your program do not hesitate to contact us.

The Nursing Program Handbook provides specific programmatic information in reference to nursing programs at Taylor College. Along with the Nursing Program Handbook, students should also refer to the Student College Catalog for additional information. If a student has any questions or concerns when referring to either the Nursing Program Handbook or the Student College Catalog, the student should ask for the advice of the Program Director.

Nursing Department's Program Description

Our nursing programs are designed to provide the knowledge, clinical skills, nursing values, and experience necessary for an entry-level professional or practical nursing position. Upon successful completion of the program, the graduate will be eligible to apply to take the National Council Licensure Examination for Registered Nurses / Licensed Practical Nurses (in accordance with the regulations set forth in the Nurse Practice Act, Chapter 464.008 and 464.018) to become licensed as a Registered Nurse or Licensed Practical Nurse.

Nursing Department's Program Mission

The mission of the Nursing Program at Taylor College is to prepare competent and caring nursing graduates for professional practice in entry-level positions at various healthcare settings. Our curriculum is organized around a framework that fosters the development of critical thinking and problem-solving skills encompassing legal and ethical decision making so that our graduates are equipped to deliver care to diverse populations across the lifespan.

Philosophy

The faculty believes that a sound nursing curriculum is based on educational theory, nursing standards and competencies, and a philosophy that focuses on the nature of the person, health and illness, situation, and nursing. The nursing process is utilized to provide patient-centered nursing care to clients of various ages. Nursing care is provided along the health-illness continuum to individuals, families, groups and communities in a variety of settings. Nursing curricula at Taylor College is designed to provide learning opportunities that increase in complexity and skill level as it progresses.

The Nursing faculty at Taylor College have adopted a philosophy for the nursing curriculum and is

based on concepts as defined by the National League of Nursing (2010). The concepts are presented below.

Health

“Health, as well-being, comes when one engages in sound self-care, cares, and feels cared for-when one trusts the self, the body, and others” (Benner & Wrubel, 1989, p. 161).

Situation

“The term situation is used as a subset of the more common nursing term environment because the former term connotes a people environment. Environment is a broader more neutral term, whereas situation implies a social definition and meaningful. The manner in which an individual interacts, interprets, and understands their past, present, and future.” (Benner & Wrubel, 1989, p. 80).

Person

“A self-interpreting being, that is, the person does not come into the world predefined but gets defined in the course of living a life” (Benner & Wrubel, 1989, p. 41).”

References

- Benner, P., (1999). New leadership for the millennium: Claiming the wisdom and worth of clinical practice. *Nursing and Healthcare Perspectives*, 20 (6), 312-319.
- Benner, P., & Wrubel, J. (1989). *The primacy of caring: Stress and coping in health and illness*. Menlo Park, CA:Addison-Wesley.
- National League for Nursing (2010). *Outcomes and competencies for graduates of practical/, diploma, associate degree, baccalaureate, master's, practice doctorate, and research doctorate programs in nursing*. New York, NY:National League for Nursing.

Conceptual Framework of the Nursing Curriculum

The Nursing Program curriculum at Taylor College incorporates established professional standards and competencies adopted from the Quality and Safety for Education in Nursing (QSEN) initiative and the National League for Nursing (NLN) and has clearly articulated end-of-program student learning outcomes consistent with contemporary practice. The competencies, outcomes, and End-of- Program Student Learning Outcomes are as follows:

Organizing Framework and End of Program Student Learning Outcomes

QSEN COMPETENCY	NLN PROGRAM OUTCOMES	STUDENT LEARNING OUTCOME
Evidence-Based Practice	Nursing Judgement	Employ nursing interventions in a manner that ensures individualized care consistent with current research and best practices.
Safety	Nursing Judgement	Employ nursing interventions that minimize risk factors that could cause injury or harm.
Teamwork & Collaboration	Person/Professional Identity	Collaborate with the client and health care team to bring about solutions that balance differing needs, values, and motivations for the purpose of achieving positive client outcomes.
Informatics & Technology	Spirit of Inquiry	Integrate medical technology and informatics to communicate, manage knowledge and support decision-making that improves client care.
Quality Improvement	Spirit of Inquiry	Utilize quality improvement processes to improve client care.
Client-Centered Care	Human Flourishing	Provide client-centered holistic care and client advocacy across the lifespan and in diverse settings within the health continuum.
Leadership	Person/Professional Identity	Assume a leadership role to meet client needs, improve the health care system and facilitate community problem solving.
Communication	Nursing Judgement	Communicate effectively with clients, families, and members of the interdisciplinary health care team.
	Person/Professional identity (Professionalism)	Demonstrate accountability as a nurse in ways that reflect integrity, professional standards, and legal and ethical practice.

The end-of-program student learning outcomes for the Nursing Programs are determined by the mission, values and philosophy of the nursing program at Taylor College and the synthesis of contemporary standards and competencies for nursing practice and nursing education which provides a framework for the foundation upon which the end-of-program student learning outcomes and the nursing curricula are based. The Quality and Safety Education for Nurses (QSEN) Competencies and the National League for Nursing (NLN) Associate Degree and Diploma Competencies for Graduates provide the foundational principles from which the end-of-program student learning outcomes were created.

The QSEN competencies provide a pedagogical structure that has guided the design of the curricula to prepare nurses to value quality and safety in caring for patients. The use of quality and safety competencies in the Taylor College nursing curricula is recognition of the need to prepare graduate nurses to work in teams and within systems that promote quality improvement and patient safety. The QSEN are defined as follows:

- Patient-centered care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.
- Teamwork and collaboration: Function effectively within nursing and inter-professional teams, foster open communication, mutual respect, and shared decision-making to achieve quality patient care.
- Evidence-based practice (EBP): Integrate best current evidence, clinical expertise and patient/family preferences and values for delivery of optimal health care.
- Quality improvement: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- Safety: Minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
- Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN, 2013).

The NLN Associate Degree and Diploma Competencies for Graduates are used in the Taylor College curricula to describe the role competencies expected of graduates of the program.

- Human Flourishing - Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.
- Nursing Judgment - Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.
- Professional Identity - Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.
- Spirit of Inquiry - Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

The Nursing Program admissions criteria, degree plan by semester with courses and credits, and

course descriptions are available at www.taylorcollege.edu. Click on the *Course Catalog*.

Assessment Technologies Institute (ATI)

The Nursing Department works in partnership with ATI to prepare our students for the NCLEX. Throughout the student's course of study, modules and practice questions will be assigned to assist in the development of critical thinking and testing skills. Every nursing course will have a content mastery exam (CME) after the midterm point. This test determines whether the student has the knowledge to move on to the next class. Two practice tests are scheduled prior to the CME. After each practice test, the student is to remediate ALL content areas missed using either the ATI templates or by writing down five (5) critical points learned during remediation. Remediation is to be HANDWRITTEN IN BLUE OR BLACK INK. Writing the document in pencil or any other color will result in a grade of zero for the remediation. Remediation of Practice A is due before Practice B is taken. Practice B remediation is due before the CME is taken. NO REMEDIATION—NO TEST.

The schedule for the tests is as follows:

Course	Test	Practical Nursing Passing Score for the course	Professional Nursing Passing Score for the course
Fundamentals	Fundamentals Level Dosage Calculation	75%	75%
Mental Health	Mental Health	Level 1	Level 2
Med Surg I/Adult Health I	Fundamentals	Level 1	Level 2
Pharmacology	Pharmacology	Level 1	Level 1
Med Surg II/Adult Health II	Med-Surg	Level 1	Level 2
Maternal Health/Maternal Newborn	Maternal Newborn	Level 1	Level 2
Vocational Adjustment/Leadership	Leadership	Level 1	Level 2
Care of Children/Pediatrics	Care of Children	Level 1	Level 2

If the student does not achieve the passing score, the student may retake the test ONE TIME in that semester. If the passing score is not achieved, the student will repeat the whole course and retake the test as scheduled.

Grading rubric for the Content Mastery Series is as specified the course syllabus.

Points accumulated for the remediations and CME Levels will make up 10% of the final grade for the course.

Every course after Fundamentals will take the Dosage Calculation test for that level. There will be no retakes for this test. The score achieved by the student will be counted as a test grade.

In the Capstone Course, the student must take and pass the Comprehensive Predictor Exam. This test predicts the probability of passing the NCLEX. The student must achieve a 92% probability of passing the NCLEX in order to pass the course. **The student is allowed to retake the exam once during the semester.** The Practical Nursing student must achieve a 92% probability of passing the NCLEX on the second attempt of the test. The Professional Nursing student must achieve a 95% probability of passing the NCLEX on the second attempt of the test. THERE WILL BE NO EXCEPTIONS TO THIS RULE. . If the student does not achieve the required score on the second attempt, the student will fail the Capstone course.

Technical Requirements for ATI

Required Browser

- Firefox 50 or later
- Internet Explorer 11 (*Edge not fully supported*)
- Safari 7 through 10 (*Mac only*)
- Google Chrome latest version

Device/OS

- PC – Windows 7, 8, 10 Mac – macOS 10.9 or later
- iPad 2 or later – iOS 7 or later (*mobile device not recommended for proctored tests*)
- Android 4.4 or later (*mobile device not recommended for proctored tests*)

Notes

- *Min resolution 1024 x 600.*
- *JavaScript and cookies must both be enabled within browser.*
- *Android's default browser is not supported, download Chrome for a better experience.*
- *Some content may only be made accessible by disabling your browser's popup blocker.*

Recommended

- Use a wired network connection if possible
 - Run a network speed test at <http://fast.com> from the testing location.
 - Recommend 5 Mbps download speed for a single user
 - Allow *.atitesting.com through the browser pop-up blocker
 - Allow *.atitesting.com through all proxy/caching servers
 - Allow the following IP addresses through any firewall if necessary
- | | |
|--|--------------------------|
| www.atitesting.com | Address: 198.187.138.192 |
| app.atitesting.com | Address: 198.187.138.193 |
| rpt1.atitesting.com | Address: 198.187.138.194 |
| rpt2.atitesting.com | Address: 198.187.138.195 |

rpt3.atitesting.com	Address: 198.187.138.196
rpt4.atitesting.com	Address: 198.187.138.197
support.atitesting.com	Address: 198.187.138.198
code.jquery.com	Address: 94.31.29.54
assets.braintreegateway.com	Address: 104.90.82.246
www.google-analytics.com	Address: 216.58.217.78
scorm.atitesting.com	Address: 198.187.138.218

- Clear browsing history and exit the browser prior to any testing
- Quit all other programs running on the computers that could draw attention away from the testing window (*Antivirus scans, System Updates, email etc.*)
- Navigate directly to www.atitesting.com in the address bar. Do not use a search engine or a bookmark

To ensure prompt and seamless scoring performance, ATI products should always be used in a Firefox or Google Chrome Internet browser, which should be manually set to allow permission exceptions for ATI websites per ATI's recommended setting instructions (below). Any students who have not already manually setup Firefox or Google Chrome to allow pop-ups in ATI's student portal should follow these browser settings IMMEDIATELY.

Set your Browser preferences

Download instructions for a Mac Download instructions for a PC

The instructions are critical for seamless functionality of ATI solutions, especially simulation tools such as:

- Real Life Clinical Reasoning Scenarios
- Nurse's Touch

Student Decorum:

1. Students are to behave professionally at ALL times:
 - a. Speak in a tone of voice that is not aggressive or use language that is becoming of a professional. Displaying unprofessional behavior will result in appearing before the Progression Committee who will determine the outcome of the student. Outcome can be a written warning, dismissal from the course or expulsion from the school. Two written warnings will result in dismissal from the school.
 - b. Appropriate language does not include profanity, slang terminology or expletives.
2. All students are to be in complete uniform in class and lab. **See Dress Code section.**
3. Students are responsible for seeking out learning experiences and supporting an educational environment. To that end, cell phones are to be turned off during class, lab and clinical time. The instructor will confiscate the cell phone of anyone using it during class or clinical.
4. The Attendance/Participation Guidelines in the syllabus show the points that count towards attendance. These points are worth 5% of the final course grade.

Clinical Requirements:

1. Students are required to submit results of a yearly urine drug screen, yearly criminal

background check, yearly TB skin test, submit proof receiving the following immunizations: Hepatitis B series, varicella series, MMR series, tetanus booster, Covid-19 and flu (winter and spring semesters). In the event of a positive TB screening a chest x-ray is required once every 5 years. The student is also to fill out the questionnaire to verify that the student does not have symptoms of Tuberculosis. If these requirements are not met by the time clinical begins, the student cannot go to clinical and will be counted as absent. It is the student's responsibility to see that these requirements are up to date and submitted 6 weeks prior to the start of the next semester. Any reminder emails are a courtesy and should not be an expectation.

2. Students are required to carry their own health insurance to cover incidents of illness/accident occurring during the Nursing Program. Students are responsible for any bills incurred during clinical.
3. Students are required to have current American Heart Association health care provider certification, valid through the academic year. It is the student's responsibility to maintain this certification.
4. A criminal background check is to be renewed every year that the student is taking classes.
5. A ten-panel urine drug screen is to be submitted 6 weeks before the start of clinical rotations and renewed every year that the student is taking classes.
6. Students are to be in complete uniform in clinical. **See Dress Code section.**
7. If the student will not be attending clinical that day, the student is to notify the instructor by email or text message **at least 1 hour before the START of clinical.**
8. Failure to notify the instructor of a clinical absence (no call no show) will result in automatic clinical failure and automatic failure of the course.
9. Unless specified by the instructor, if the student is more than 15 minutes late to clinical, the student will be counted as absent. Two tardies equals one absence. Leaving early counts as a tardy.
10. There will be only one clinical make up day in the semester. If the student has more than one clinical absence (on campus simulation counts as clinical), a grade of zero for the days of absence will be given. The student is at risk of failing the course when more than one (1) clinical absence occurs.
11. Pre-and post-conference is a part of the clinical day. The student must be present for these conferences to count for full attendance.
12. One clinical absence or 2 tardies/leaving early will have to be made up with a full clinical day. More than one (1) clinical absence will result in clinical failure and automatic failure of the course.
13. Displaying unprofessional behavior (**see Student Decorum section**) to peers, instructor or facility staff is unacceptable.
14. Paperwork/Assignment for clinical is due at a designated time per the clinical instructor. Ten percent per day will be deducted from the score if paperwork is not submitted on time. The student has 3 days to submit the paperwork. After that, the score will be zero.
15. Practice safely and within standards of care and scope of practice. Violation of safe practice will constitute a clinical failure.
16. Students who are not in appropriate attire for clinical, preclinical assessment, or clinical orientation will be sent home and assigned an unsatisfactory clinical grade. A student who is sent home will need to makeup the missed clinical day. At the end of the semester, the student must have satisfactory rating in the whole clinical evaluation tool in order to pass clinical. Failing clinical means automatic failure of the course.

17. Students should always confine conversations to a therapeutic nature as much as possible when in the presence of patients or staff at the participating hospitals or facilities.
Discussions of a personal nature should be limited to areas of the hospital or facility where the student can be sure that staff or patients cannot be disturbed by the conversation.
18. Gum chewing in the clinical setting is NOT professional and will not be tolerated.
19. All cell phones are not allowed during the clinical experience.
20. Students must adhere to agency policies regarding all facility ID's, smoking, parking and any other agency specific policies.
21. Students must notify the instructor and primary nurse when leaving the clinical unit. Failure to do so may result in expulsion from the nursing program.
22. Students are not to leave the clinical site during the clinical experience unless given permission by the clinical instructor on site.
23. No Family (spouse, children, and significant other) may seek out the student at a clinical site for any reason. If there is an emergency, the family should contact the school who in turn will notify the clinical instructor.

Dress Code

1. School uniform for class, lab and clinical includes royal blue scrubs with the school logo, white or royal blue lab jacket (optional) with the school logo, white close-toed shoes, white socks/hosiery and name tag with the picture visible.
2. Tattoos are to be covered. Tattoos in the arms are to be covered with white, black or blue sleeves.
3. Fingernails are to be short. Only clear nail polish is allowed. Artificial nails are not allowed.
4. Hair is to be pulled back and up above the collar. There will be no ornaments in the hair. The hair should be of natural color (*for example: brown, black, red, blond or silver*). Dreadlocks must be above the shoulder and away from the face at all times.
5. Facial jewelry, including those in the nose and tongue, are not allowed.
6. Mustache must be trimmed close to the face and not longer than one-fourth of an inch from the skin. Fullbeards are not allowed while in clinical rotation, face and/or cheeks must be clean shaven.
7. Undergarments must be worn and be in the appropriate color so as not visible through the uniform. Thong underwear is not to be worn.
8. No bracelets shall be worn in the clinical setting.
9. A plain watch with a second hand with minimal ornamentation is necessary.
10. One pair of small non-dangle (no hoops) earrings is allowed in the lower ear lobe only.
11. Rings are restricted to the ring finger and a maximum of two (2) rings (i.e. engagement ring and wedding band).
12. Perfume or cologne is not allowed.
13. The scent of any smoke, vape or smoking devices during clinical, class, simulation, or skills lab will not be permitted.

14. Recommended Uniform Vendors:

Mary Ann's Uniforms & Accessories (Bee Personal) 506 SE 1st Avenue Ocala, Florida 34471 352-867-5060

Lake Uniforms 10601 US Highway 441, Ste C-4 Leesburg, Florida 34788 352-787-7367

Tests and Quizzes

1. Students are to be in their seats at the designated start time of the test/quiz. Anyone not in their seat at the start time will not be able to enter the testing area and will receive a zero for the test/quiz.
2. The student may make-up a test/quiz if a note from the student's medical provider or legal counsel is provided within 24 hours of the absence.
3. Before the student can take the test/quiz, all cell phones will be placed in the designated spot. If the cell phone is not there, the student will not be approved to take the test/quiz. The surrounding area must be clear of papers and backpacks as well. Smart watches are to be left in the designated area.
4. Scrap paper will be provided and collected at the end of the test/quiz.
5. At conclusion of their test/quiz the student is to leave the area QUIETLY so as not to disturb those who are still taking their test/quiz.

Academic Misconduct

All work submitted by a student is expected to be the student's own work. All the following are considered Academic Misconduct: cheating, plagiarism (the use of another's work without giving proper credit to that source, including cutting and pasting information from the Internet without properly citing the work), and unauthorized collaboration. Students who are found to be cheating or plagiarizing will first meet with the Instructor and/or Program Director. Students found in violation will receive a zero (0) for the impacted activity involved in the infraction. The violation will be reviewed by the Campus President for further disciplinary review. See Catalog for consequences.

Late Work

Students are expected to turn in all homework and other assignments on time for full credit consideration. Students may turn in late work for up to 3 days (72 hours) after the assignment is due but prior to the end of the course; assignments turned in late may be subject for up to a 10% deduction in the grade earned on the assignment per day for a maximum of 30%. Assignments not turned in after the three (3) days will be a zero. ATI remediation is the exception to this rule.

Students with Disabilities

The student is responsible for informing the school **prior to needing** the reasonable accommodations (academic adjustment) in the classroom/lab/clinical. The school is not required to identify the applicant or student as having a disability or assess the student's needs. Instructors are not permitted to approve accommodations for students without following the process outlined in the Catalog.

Essential Skills

The student must be able to use verbal/written communication to successfully interact with others,

student must have the physical ability to maneuver in small spaces and move from room to room as well as physical ability to lift, push, pull and move 40-50lbs. The student must have sufficient visual & hearing ability to make observations and assessments in nursing care. The student must be able to handle themselves calmly in stressful situations and maintain composure.

Any student who cannot perform the essential skills (seeing, hearing, speaking, psychomotor skills) will not be able to attend a clinical Course and must see the lab/clinical instructor or the program director immediately.

Potential Health Risks

Students may be exposed to health risks associated with environment and physical hazards in the lab and clinical setting. Taylor College Policy and Procedures address the internal process that will be followed by the institution (Risk Management Policies R001 – R006). Hazards in the clinical setting may include but are not limited to needle sticks, inhalation of microorganisms, contact with infected body fluids, and repetitive lifting and patient handling. Students should become familiar with all pertinent policies and procedures of the assigned clinical and follow these policies and procedures in the event of exposure.

Students are at risk for physical injury due to patient handling. Students learn correct body mechanics, proper postural alignment and use of assistive devices to guard against potential injury during lab and clinical experiences. Students may also have risk of injury with the potential treatment of violent patients and patients with psychological disorders. In addition to didactic instruction, the clinical experience and clinical instructor will guide the learning and performance for treating potentially violent patients and those patients with psychological disorders to ensure successful and effective treatment.

The college recognizes the intense nature of the program can be stressful. Students are encouraged to seek assistance or referral from faculty members when students have trouble managing this stress. Finally, students may experience stressful conditions in the clinical environment related to accountability and productivity measures. Students will learn potential strategies at conflict resolution during didactic training; clinical instructors will guide the learning of stressful situations in the clinical arena.

Infection Control and Prevention

The program instructs students to minimize health risks for students in many ways. Upon acceptance into the program/clinicals, students are required to document immunity to infectious diseases; specifics are addressed in the admissions process. Handwashing and standard precautions are stressed in the first semester and followed throughout the curriculum.

Student's Medical Condition interfering with Classroom and Clinical

During the program, if a student has or develops a medical condition that may impact the care and/or safety of a patient or student as determined by the Program Director, documentation from a physician will be required stating that the student is cleared to return to class and/or clinical. If the Program Director determines that a student has a medical condition, the student may be excluded

from attending classroom and/or clinical until the student provides documentation that they can return. During this time, the Attendance Policy still applies to the student.

Students who miss clinical due to illness and/or injury may be required to submit a clearance from their health care provider before being allowed to return to clinical.

Student Pregnancy

A pregnant student must inform the Program Director and each clinical instructor of pregnancy status. A pregnant student must submit a statement signed by her licensed obstetrical provider, by the 13th week of pregnancy. The statement should state the student can participate in clinical and whether the student has any activity or lifting restrictions. The student is responsible for informing faculty of any change during her pregnancy which affects her ability to perform clinically. Any changes must be documented by a licensed obstetrical provider and submitted to the Program Director immediately.

The licensed obstetrical provider must state that the student may continue to participate in clinical nursing experiences and meets the abilities required by the program. It is the student's responsibility to be aware of the recommended Center for Disease Control (CDC) guidelines related to avoidance of exposure to infectious diseases by pregnant women. It is also the student's responsibility to be aware of and avoid other hazards to her pregnancy.

After pregnancy has ended, written approval from the licensed provider must be submitted to the Program Director prior to returning to the clinical experience. Faculty will make reasonable efforts to allow make-up of missed clinical experiences; however, extended absences may result in the student's inability to meet clinical objectives and may result in withdrawal from the program.

Recommendations or restrictions submitted by the care provider may result in the student's inability to complete the course and withdrawal from the program. The student who withdraws from the course due to pregnancy is permitted to apply for readmission as per the Readmission Procedure.