



PACIFIC COLLEGE
of HEALTH AND SCIENCE
STUDENT MANUAL



BACHELOR OF SCIENCE IN NURSING

(PRELICENSURE OPTION)

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Bachelor of Science in Nursing Program Overview

The Bachelor of Science in Nursing (BSN) programs focus on preparing nurse graduates for diverse healthcare settings characterized by the need for patient-centered, relationship-based and evidence-based care. Unique to the PCHS nursing program is the inclusion of holistic and integrative health approaches to providing this care. The nursing programs blend online lectures with on-campus skills laboratory sessions and simulation learning activities. Utilization of various teaching-learning methods provides adult learners in the program a rich and engaging learning experience to prepare them in their nursing professional careers. The Program Learning Outcomes for the BSN curriculum can be found in the [*PCHS College Catalog*](#).

The Bachelor of Science in Nursing (Prelicensure Option) provides students with clinical learning experiences that promote development of entry-level competencies for the nurse graduate to provide safe and effective evidence-based nursing care. The program's framework of holistic and integrative nursing practice, with a focus on patient- and relationship-centered care, provides students **810 hours** of clinical experiential learning opportunities with individuals, families, population groups, and communities across a range of healthcare settings. *Refer to the [*PCHS College Catalog*](#) for the specific list of courses with clinical hours requirements.*

The Mission of the Bachelor of Science in Nursing Program

The Bachelor of Science in Nursing (BSN) program at Pacific College of Health and Science is dedicated to preparing compassionate, highly skilled generalist nurses who provide evidence-based, relationship-centered care to promote human healing and flourishing. Grounded in the principles of holistic and integrative nursing, our program equips students with the knowledge, clinical judgment, and empathy needed to address the diverse needs of individuals, families, and communities. We are committed to fostering a learning environment that encourages innovation, ethical practice, and the integration of mind, body, and spirit to achieve optimal health outcomes for all. Through a comprehensive curriculum and experiential learning, we prepare nurses to be leaders and advocates in advancing healthcare quality and equity.

The Vision of the Bachelor of Science in Nursing Program

Pacific College of Health and Science envisions the Bachelor of Science in Nursing (BSN) program becoming a recognized leader in preparing nurses who implement high quality, evidence-based practice using a holistic nursing framework and integrative nursing practices. We strive to be a catalyst for advancing nursing practice by fostering a deeper

understanding of relationship-centered care, empowering individuals to achieve healing and sustained well-being. By embracing innovation, compassionate practice, and interprofessional collaboration, we aim to contribute to the transformation of healthcare, bringing comprehensive nursing care to where people live, learn, and thrive, ultimately improving health outcomes for individuals and communities.

The Core Values of the Bachelor of Science in Nursing Program

Our Bachelor of Science in Nursing (BSN) program is guided by a commitment to improving lives through compassionate, high-quality evidence-based care. We embody these values in our daily actions and interactions, fostering a culture of excellence and holistic well-being:

Integrity: We uphold the highest ethical standards, ensuring honesty, accountability, and professionalism in all aspects of nursing education and practice.

Mindfulness: We cultivate presence and awareness, encouraging thoughtful, relationship-centered care that honors the whole person—mind, body, and spirit.

Compassion: We lead with empathy, embracing a deep sense of responsibility to support healing and human dignity in every individual.

Critical Thinking: We empower our students to apply rigorous evidence-based reasoning, making informed decisions that enhance the quality of care and patient outcomes.

Collaboration: We promote teamwork, valuing the contributions of all healthcare professionals and fostering partnerships that enhance care across diverse communities.

Education: We are dedicated to lifelong learning, ensuring our graduates remain at the forefront of nursing knowledge, skills, and innovation to meet the evolving needs of healthcare.

Through these shared values, we prepare nurses to lead with purpose, inspire change, and make a lasting impact on the health and well-being of those they serve.

Bachelor of Science in Nursing Program Learning Outcomes

The graduate of the Pacific College Bachelor of Science Program in Holistic Nursing will:

1. Practice within the ethical, legal, and regulatory frameworks of nursing and the standards of professional holistic nursing practice from a theoretical and evidence-based caring-healing framework.
2. Utilize clinical judgment to provide holistic, safe, high quality, relationship-centered care to all people that reflects an understanding of the human condition and care management across the health-illness continuum.
3. Deliver culturally aware and sensitive compassionate nursing care in all settings that respects individual and other preferences and values, while supporting health, healing, and well-being.
4. Demonstrate accountability and responsibility towards creating ethical practice environments that support sustainability of the nursing discipline and the interprofessional healthcare community.
5. Communicate effectively with all members of the interprofessional healthcare team, the individual, and their support network to promote optimal health outcomes.
6. Apply nursing knowledge and skill to conduct a comprehensive and focused holistic health assessment of individuals, families, communities, and populations.
7. Utilize knowledge, skills, and advocacy to influence policy and promote health, wellness, risk reduction, and disease prevention based on social determinants of health for individuals, populations and communities.
8. Provide health teaching and coaching that reflects developmental stage, age, culture, spirituality, individual preferences, environment, and health literacy considerations to foster individual/family/population engagement in their healing.
9. Use critical thinking, research, theory, and evidence-based nursing interventions including complementary/integrative health approaches for persons accessing acute, chronic, restorative, hospice, and palliative care.
10. Demonstrate knowledge and skills with healthcare technologies, including information and communication technologies, and informatics to provide safe high-quality nursing care services to achieve optimal client/patient outcomes.
11. Demonstrate transformational leadership skills to coordinate systems-based resources to provide safe, quality, inclusive, and equitable holistic nursing care to diverse populations.

12. Demonstrate professional accountability and responsibility to healing self, individuals, society, and the planet through self-reflection, self-care and lifelong learning.
13. Demonstrate capacity and resourcefulness for working within states of ambiguity and unknowing in nursing practice, healthcare systems, and the world.

Academic Standards and Progression

Hybrid Program Structure

The program is hybrid, meaning that there are significant online and in-person learning requirements.

Schedule of Classes

Many nursing courses require synchronous (meaning at the same time) exams. These exams are scheduled at the beginning of the semester and may take place between 8:00 a.m. and 9:00 p.m. Monday through Saturday.

Clinical learning laboratory times are scheduled to accommodate clinical site availability and will take place between 8:00 a.m. and 9:00 p.m. Monday through Saturday.

Clinicals are scheduled throughout the semester and may take place around the clock (including overnight shifts) on any of the 7 days of the week. Clinical generally takes place in 8- or 12-hour shifts.

Flexibility in Scheduling

Due to the complex nature of the availability of clinical learning sites and faculty, students' work schedules and other personal obligations cannot be considered in the assignment of clinical, laboratory, or examination schedules.

Faculty to Student Ratios

The program adheres to following faculty-to-student ratios in the specified learning environments:

Learning Environment	Faculty: Student Ratio
Online Didactic	1:25
Clinical Learning Laboratory	1:16
Clinical Practicum	1:8

Minimum Grade

For all **nursing courses** (those whose course code begins with a **NR**), a grade of “B- “(2.66) or higher must be achieved to pass the course. A grade of C+ (2.33) or below is considered a course failure.

For select courses, students must achieve an exam average of 77% to pass the course (failure to do so will result in a course letter grade of F). Additional course requirements will not be taken into consideration in determining a final course grade if the 77% exam average is not achieved. This applies to the following courses:

- BIO300: Pathophysiology
- NR354: Holistic Health Assessment
- NR310: Essentials of Nursing Practice
- NR452: Pharmacology
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing

In addition, for the following courses in the arts and sciences, a grade of “B- “(2.66) or higher must be achieved to pass the course. A grade of C+ (2.33) or below is considered a course failure.

- BIO110/BIO110L Anatomy and Physiology I
- BIO210/BIO210L Anatomy and Physiology II
- BIO315/BIO315L Microbiology
- BIO300 Pathophysiology
- BIO400 Psychoneuroimmunology
- MA102: College Algebra

For select arts and science course pairs that consist of separate didactic and a lab courses, the didactic course must always be taken with the lab course even if one or the other was previously passed. One can never be taken without the other as the lab course applies principles that are learned in the didactic course. These courses are:

- BIO110/BIO110L: Human Anatomy and Physiology I with Lab
- BIO210/BIO210L: Human Anatomy and Physiology II with Lab
- BIO315/BIO315L: Microbiology with Lab

Course Exams

Course exams in nursing courses are done online at scheduled times (these times will be available at the beginning of each term). Exams are remotely proctored. Students must

have reliable internet and web cameras to complete exams. Webcam monitoring is required during all remote exams. Students are not permitted to retake failed exams.

Make-up Exams

Exams (including course exams and practical laboratory exams) cannot be missed unless extenuating circumstances exist. Missed exams will result in a grade of zero. When extenuating circumstances exist, students must notify the faculty member as early as possible, but in all cases, notification must occur prior to the start of the exam. Make-up exams for extenuating circumstances must be completed within 7 days of the original scheduled exam.

Attendance

Online didactic courses or course components: Attendance requires students to submit all required assignments or assessments (i.e. exams, quizzes) as scheduled in the course shell every week. Failure to do so will result in an absence for that course for the week. Any consecutive two-week period where a student does not submit required assignments or participate in required assessments will result in administrative withdrawal from the course and a grade of “WF” will be earned for the course.

Science (anatomy & physiology and microbiology) laboratory courses:

Nursing laboratory and clinical courses or course components: Courses may have lab and clinical components, and **100% attendance is required for these components**. Students must make up all missed clinical and lab hours/sessions. Clinical and lab make-up will be available on a limited basis and only in the case of extenuating circumstances. However, even in the case of extenuating circumstances, the ability to make up clinical and lab is not guaranteed due to clinical agency capacity, faculty availability, or the number of hours needed to make. In cases where a student cannot make up required lab or clinical, the student will be administratively withdrawn from the course and a grade of “W” will be earned for the course.

When extenuating circumstances exist, students must notify the faculty member as early as possible, but in all cases, notification must occur prior to the start of the clinical or lab session. Failure to notify the faculty of an extenuating circumstance that will result in a missed clinical or lab session is considered a no-call, no-show and can result in the student being administratively withdrawn from the course and a grade of “WF” will be assigned to the course.

Late Arrival/Tardiness

Arriving late for laboratory or clinical is considered unprofessional. Late arrival to a clinical site could pose a risk to patient safety. As such students arriving late may not be able to participate in laboratory or clinical learning for that day. An array of unanticipated events could contribute to lateness, so students are asked to plan accordingly. If a student has an unavoidable delay in getting to the laboratory or a clinical site, the clinical faculty member should be contacted immediately.

Graduation Requirements

Completion of all required courses at the required grade achievement level and a cumulative GPA of 2.66 or higher.

Time Requirements

The program is designed to require a full-time commitment. For didactic content, the student is expected to spend a minimum of 3-4 hours for every credit hour of work each week. Depending on the term, students will also be participating in up to 225 clinical learning hours over the course of the term. As such, allocating at least 40 hours to completing program requirements per week is reasonable. This is average, so the actual number of hours required may be more, but seldom will it be less.

Academic Probation

A student will be placed on academic probation if the student's overall or term cumulative grade point average (GPA) falls below a "B-" (2.66).

-or-

The student receives a grade of "F" or "WF" for any non-BIO general education course or a grade of "C+" or below for any nursing course (those whose course code begins with an NR), biology courses (those courses whose course code begins with a BIO), and MA102 College Algebra.

Disqualification

A disqualified student is one who is removed from the program for academic or administrative reasons. A student on probation may be disqualified from the program for the following reasons:

- Students failing more than one (or repeated failure of the same) required general education courses before beginning the core nursing courses (semester 4 on the model curriculum). Note failing biology courses (those whose course code begins with BIO) and MA102 College Algebra is achieving a grade of “C+” (2.33) or below
- Students failing more than one (or repeated failure of the same) of the following courses (Note failing these courses is achieving a grade of “C+” (2.33) or below):
 - Nursing courses (those whose course code begins with NR)
 - BIO 300 Pathophysiology
 - BIO 400 Psychoneuroimmunology
- After one academic term on probation, the student’s cumulative grade point average is below “B-” (2.66).
- The term on probation resulted in a GPA less than B- (2.66).

Employment During the Program

The hybrid program format offers some flexibility regarding when some course requirements can be met. However, the program has significant in-person learning and scheduled-time (synchronous) exam requirements. Additionally, study-time requirements are significant to achieve success. Therefore, employment during the program should be limited. Students’ work schedules will not be considered or accommodated in the scheduling of any program requirements.

Commencement (Graduation) Ceremony

Participation in the commencement ceremony is an important public acknowledgment of your achievements and an opportunity to celebrate with family and friends. However, the ceremony itself is unrelated to when a degree is conferred. Degrees are conferred when all degree requirements have been met and certified by the office of the college registrar. This occurs within the weeks following the completion of the final term of coursework. PCHS holds one commencement ceremony once a year in spring (late April/early May). Nursing program graduates participate in the ceremony following their term of program completion. Students must complete all degree requirements to participate in the commencement ceremony. No nursing program student may participate in the commencement ceremony prior to program completion.

Clinical Requirements and Expectations

Clinical Compliance/CastleBranch

All students are required to attend a **mandatory** practicum/clinical information session at the beginning of the semester prior to the start of their practicum experience. Topics covered in the session include clinical compliance requirements, CastleBranch account creation, practicum course overview, practicum learning activities, and overview of role expectations for students. Students who fail to attend the information session will not be able to register for the subsequent semester, and therefore, will not be able to progress in the program. The College uses CastleBranch to manage clinical compliance items required by practicum site partners.

Clinical Clearance Requirements

- Negative urine drug screen (includes screening for Tetrahydrocannabinol (THC) - one of the components of marijuana/cannabis) within 2 months of starting clinical
- Clear background check
- Personal health insurance
- Current American Heart Association Basic Life Support certification
- TB status within the last 12 months by submitting one of the options:
 - Negative Two-Step TB skin test OR
 - Negative TB screening blood test. (IGRA, T-Spot, QuantiFERON Gold))

- o Documentation of a previously positive TB screening test or diagnosis of TB or Latent TB Infection with a symptom-free questionnaire and chest x-ray results that rule-out TB.
- Hepatitis B (“HBV/Hep B/HBsAb”): serological evidence of immunity OR documentation of non-responder status. Special follow-up will be required for those whose vaccination series is in process
- Measles, Mumps, and Rubella IgG: serological evidence of immunity to each. Special follow-up will be required for those whose serological evidence suggests that they are not immune
- Varicella IgG: Serological evidence of immunity. Special follow-up will be required for those whose vaccination series is in process
- Tetanus, Diphtheria, and Pertussis (Tdap) vaccine (date must be within 10 years)
- Influenza vaccine (date must be current season, date will depend on time of year)
- COVID-19 vaccine
 - o Initial vaccination of a COVID-19 vaccine:
 - one dose of a one-dose regimen -OR-
 - first and second doses of a two-dose regimen -AND-
 - a booster vaccination: initial booster (2020 - 2022) -OR- multivalent COVID-19 vaccine (2023 to current)
- Driver’s license or state issued identification
- N95 mask fit test - passed
- Physical examination completed within the last 12 months. *PCHS Health History/Physical form* must be signed by licensed healthcare provider and the box "The student is cleared to participate in direct patient-care clinical practice without limitations" must be checked

All proof must be submitted by the established deadline, or a registration hold will be implemented. Placement in a clinical is not possible unless the deadline is met. If a student submits verification of all required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

Note that clinical sites may have additional compliance requirements including but limited to further COVID-19 vaccination and booster and more recent/frequent urine drug screening. Students who are assigned to these sites will need to comply with these requirements by the established deadlines to participate in clinical. If a student submits verification of additional required elements after the deadline, the student will not be able to participate in clinical learning during the following term.

Dress Code and Appearance for Nursing Laboratory and Clinical

The nursing program has standards for dress and grooming to ensure the professional appearance of its student and clinical faculty at practicum site settings. Specific guidelines to promote standard infection control practices are also taken into consideration.

Students and clinical faculty are required to wear PCHS nursing program-approved uniform when attending clinical-related activities. If a practicum site has a different dress code requirement, students and clinical faculty will be notified ahead of time by nursing administration. Typically, business casual attire with the student/faculty PCHS white coat is required. Business casual attire may include full length dress pants/slacks with a blouse or polo shirt (no logos). Jeans and denim material are not acceptable.

Students and clinical faculty must wear their PCHS student ID badge and if required, site-specific student ID badge. The ID badge(s) must be worn above the waist and with the photo and name facing outward. Shoes should be well-fitting and comfortable, as students and clinical faculty may be subject to standing for long periods at a time. Non-slip soles and non-mesh materials are highly recommended for safety reasons. Clogs/open back or open toe shoes are not permitted. Shoes/laces should be clean in appearance.

Good personal hygiene is expected of all students and clinical faculty in attendance at the clinical site. Scented perfumes, colognes, and other fragrance products should be used minimally as exposure to strong scents and fragrances can be offensive to others.

Hair length and style should not get in the way of wearing personal protective equipment (i.e., face masks, safety glasses/goggles, and head caps). Hair must be pulled away from the face and not hanging over the shoulders when doing nursing procedures. Hair must be neatly placed in a ponytail or bun. Facial hair must be well groomed.

Natural nails should be kept short and appropriately trimmed no longer than the fingertip to avoid cutting or scratching a patient, as well as to minimize dirt and debris from getting under the fingernails. Polish, if worn, may not be chipped. Students and clinical faculty may not wear artificial nails (e.g. acrylic nails, wraps, gels) in practice settings where direct patient care is involved. Jewelry is limited to a minimum as follows:

- Only a wedding band may be allowed.
- A watch with a second-hand and non-metal band.
- Body piercing jewelry (including earrings) should be flush against the body to avoid accidental injury from pulling.

The College will make reasonable accommodations for dress or grooming directly related to the student's/faculty's religion or culture, unless such accommodation poses a risk to

the safety or health of the individual or others OR is not in compliance with practicum site dress code.

Students and faculty must comply with facility dress codes even if they are stricter or more conservative than those of the college. Students may not participate in clinical or laboratory learning unless dress code standards are met.

Professional Conduct

Nursing students and clinical faculty are expected to uphold the College's *Professional Code of Conduct*, *Academic Integrity Standards*, *Alcohol and Drug Use Policy*, and the *Discrimination and Harassment Policy* as outlined in the [*PCHS College Catalog*](#). In addition, students and faculty are required to comply with professional conduct and behaviors expected/provided by clinical site partners during the clinical orientation. Examples of policies include and are not limited to infection control standards, patient records and access (security, confidentiality, privacy and HIPAA), and general safety measures (facility codes for fire, disaster management, child abduction, etc.).

Violation of professional conduct standards is serious as it compromises patient safety. Students will be removed from the laboratory or clinical site when professional conduct standards are breached resulting in possible failure of the course and disqualification from the program.

Clinical Placement and Assignment

Students are assigned to their clinical placements for practicum rotations. Clinical site, schedules/shift rotation, and number of students per clinical group are determined based on the availabilities provided by the clinical partners. Clinical learning can take place any of the seven days of the week and on any shift (including overnight shifts). Students are expected to keep their schedule open to attend their assigned clinical placement rotation for the duration of the program. Students are not allowed to make changes once final assignments are made. Students are informed of their clinical assignments as early as possible but no later than the end of the final week of the preceding semester.

Clinical Site Orientation

Comprehensive orientation to clinical learning and clinical learning facilities (i.e. hospitals, healthcare agencies, etc.) is a pillar of patient safety and is required in our contractual agreements with all clinical learning sites. Therefore, all clinical site orientations are **mandatory**, and attendance is required unless an extenuating circumstance can be demonstrated. However, given the limited ability to make up an orientation at a clinical site

(the clinical site controls many such orientations), even with extenuating circumstances, a student may have to be administratively withdrawn from a course with a clinical component if orientation was not attended. In these cases, the student would earn a “W” for the course. Information about the clinical orientation is shared with the students and clinical faculty as soon as the information is available, usually during the first or second week of the term. Clinical site orientation hours are not counted towards clinical hours.

Student Role and Responsibilities

Students must meet clinical compliance requirements to participate in the practicum clinical experiential learning activities. During the practicum/clinical experiential learning rotation, BSN students are expected to:

- comply with all college and clinical site policies and procedures pertaining to practicum/clinical site activities.
- participate in self-directed learning by identifying learning needs related to competency development and meeting course/clinical learning outcomes as outlined in the clinical performance evaluation.
- come to their practicum rotation prepared with clinical paperwork, completed pre-activities, and learning objectives.
- be engaged in pre- and post-conferences, sharing learning experiences with peers.
- maintain accountability for own student nurse actions.
- seek feedback regarding clinical progress and completion of goals and objectives.
- complete self-evaluation and providing feedback about their clinical experiential learning experiences.

Clinical Faculty Role and Responsibilities

All nursing clinical faculty are employees of the PCHS nursing program. Clinical faculty must meet clinical compliance requirements to be assigned to teach a clinical group of students. During the practicum/clinical experiential learning rotation, clinical faculty are expected to:

- comply with and role model all college and clinical site policies and procedures pertaining to practicum/clinical site activities.
- collaborate with clinical site healthcare staff to identify learning opportunities for students to meet clinical learning outcomes.
- facilitate a safe learning environment for students to develop clinical judgment and nursing skills competencies.

- provide timely feedback to students using just-in-time learning moments.
- evaluate student clinical performance using the clinical evaluation tool.
- communicate clinical issues and concerns with course faculty and program administrator.

Course Faculty Role and Responsibilities

All nursing course faculty are employees of the PCHS nursing program. They coordinate facilitation of teaching-learning methodologies with clinical faculty and students to optimize application and synthesis of didactic learning in the classroom for development of professional nursing competencies and achievement of clinical learning outcomes. During the practicum/clinical experiential learning rotation, course faculty are expected to:

- assume responsibility for the overall coordination of the student clinical learning experience.
- provide the clinical faculty and students with the course syllabus, course objectives and outcomes, expected clinical paperwork, assignments and evaluation performance form.
- collaborate with the student and the clinical faculty on the development of individual student learning needs, objectives and goals.
- meet with the student and clinical faculty to address emergent issues, assess the student's performance, determine the effectiveness of the clinical experience, and discuss ideas to better achieve outcomes.
- monitors student progress in achieving course objectives, learning goals, and provides ongoing feedback.

Clinical Evaluation of Student Performance

Student clinical experiential learning outcomes are derived from the course learning outcomes as stated in respective practicum course syllabi. Competency statements from the various professional nursing standards (i.e., *2021 AACN Essentials*, *2019 American Holistic Nurse Association Scope and Standards of Practice, 3rd ed.*, and the *NCSBN 2022 NCLEX-RN Test Blueprint*) are used as observable and objective measures for the clinical learning outcomes listed in the clinical evaluation tools. **Clinical Performance Evaluation Tools** for each practicum course are available for download in the learning management system.

Students are expected to conduct a self-evaluation of their clinical performance during mid-term and final clinical evaluations. Clinical faculty provide the student feedback on

their progress on meeting clinical learning outcomes at mid-term and clinical outcomes achievement in the final clinical evaluation. In collaboration with their clinical faculty and course faculty, the mid-term clinical evaluation should include student plans for meeting clinical learning outcomes by the end of the clinical experience. In the final evaluation, students must demonstrate meeting ALL clinical learning outcomes with a “Satisfactory” score. Failure to achieve satisfactory performance in the clinical requirement of the practicum course will result in a grade of “F” for the following courses:

- NR310: Essentials of Nursing Practice
- NR312: Holistic Caring for Adults I
- NR314: Holistic Caring for Families
- NR410: Holistic Mental Health and Wellness Nursing
- NR 412: Holistic Caring for Adults II
- NR404: Community Health Nursing
- NR425: Senior Seminar and Practicum

Communication and Problem Solving

Faculty and staff are highly committed to student success. Clearly communicating needs, seeking out and using available resources, and problem-solving are vital to your success. For all course needs, your faculty is the primary resource for assistance, information, and academic support. Due to the asynchronous format of the coursework, you may not be engaged in the course at the same time as your faculty. Therefore, it is important that you develop the habit of engaging via the Blackboard course with faculty when questions, needs, or concerns arise. Faculty are expected to return communications within 2 days of receipt.

For non-course-related issues, your primary resource is your advisor. Always use the email nursingadvising@pacificcollege when communicating with your advisor. Multiple team members monitor this mailbox, so it will always get to the most appropriate person to assist you. Again, team members are expected to respond within 2 days. All communication to faculty and staff must be through the Blackboard course or your school email account. Personal email accounts cannot be used when communicating with college personnel.

