

MARIA COLLEGE OF ALBANY
Nursing Program

I, _____ have received a Maria College Nursing Handbook and
(please print)
understand it is my responsibility to know and follow the policies in this handbook during my
course
of study in the Nursing Program @ Maria College.

Signature: _____

Date: _____

Maria College
Registered Nurse Program
Student Handbook



Academic Year 2011-2012

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MARIA COLLEGE OF ALBANY
Program of Nursing

August, 2011

Dear Student:

Welcome to the Maria College Nursing program. Nursing is an exciting career and a profession that is committed to service to others. It is a profession that requires its members to commit to lifelong learning to assure safe and quality care. The nursing faculty and I will challenge you to think differently and more critically than you have in the past. Our role as faculty in the nursing program is to teach you how to critically think like a nurse.

This handbook was prepared to provide you with valuable information to facilitate your achievement of academic and professional excellence as a student nurse. The handbook contains those policies and procedures that are applicable to the Nursing program @ Maria College. General College Policies are found in your Maria College Student Handbook and catalog. As a student you are accountable for both the Maria College and Nursing program policies and procedures.

Please keep this handbook to use as a reference throughout your nursing education. It is a supplement to the Maria College Catalog and College Student Handbook. All information contained in this handbook is subject to change. Changes will be communicated as they occur.



Linda Millenbach, RN, PhD.
Chairperson, Nursing

Revised: 5/05; 5/06, 5/07, 5/08, 5/09, 7/10, 7/11

Student Handbook Disclaimer

Notwithstanding anything contained in this *Student Handbook, Nursing Program* expressly reserves the right, wherever it deems advisable, (1) to change or modify its schedule of tuition and fees, (2) to withdraw, cancel, reschedule or modify any course, program of study, degree or any requirement in connection with the foregoing, and (3) to change or modify any policy. Please be advised that, due to printing deadlines, information in this *Student Handbook* may be outdated. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, by consultation with the student's advisor, the Program Chairperson, the office of the Academic Dean and other appropriate offices such as the Registrar or Financial Aid. In preparing this Handbook, efforts are made to provide pertinent and accurate information; however, **MARIA COLLEGE** assumes no responsibility for Handbook errors or omissions.

Introduction To Nursing

As a nursing student, you need to be aware that there are different levels of preparation that you may choose in achieving your goals to become a nurse. The differences in “types” of nurses involve both professional responsibilities and education. Professional responsibilities vary with level of and depth of education, and are determined to some extent by the area and facility in which you are employed. Education programs and the approximate times of completion based on full time study include:

1. Licensed Practical or Vocational Nurse (LPN, LVN): 9 -15 months
2. Associate Degree Nurse (RN): 2 years
3. Baccalaureate Degree Nurse (RN, BSN): 4 years
4. Master of Science of Nursing (MS, MSN): two years
5. Doctorate in Nursing (PhD. DNS): two or more years after MSN

The above programs are separate curricula of study. However, some schools have a ladder type program, whereby you can receive some credit for your education at another level, should you wish to pursue a higher level of education.

There are three nursing programs at Maria College:

1. Practical Nurse Certificate Program – a 15 month weekend program that prepares the student to take the NCLEX – PN licensure examination at completion of the program
2. Associate in Applied Science – with full time study a two-year program that prepares the student to take the NCLEX-RN licensure examination at completion of the program
3. RN-BS Nursing Program- with full time study a two-year program designed for the licensed RN to obtain a baccalaureate in nursing

It is important to remember that completion of a formal that allows for licensure does not end one’s education but marks the continuation one’s professional learning. All nurses, at whatever level, have an obligation and responsibility to take advantage of academic and non academic educational opportunities. Nursing is an ever-growing and ever-changing profession that requires its members to commit to life-long learning to assure that the clients receive safe and quality care.

Maria College Program of Nursing

Mission of Maria College

Maria College of Albany is a private college that offers a Baccalaureate Degree in Nursing and Associate Degrees in Accounting, Early Childhood Education, Education Transfer Program, General Studies, Liberal Arts, Management, Nursing, Occupational Therapy Assistant, and Paralegal.

Its curriculum is grounded in the humanities, seeking to instill in its graduates respect for the dignity of each person and the ability to transform learned skills into caring service. The ideal of “service to others” is rooted in the Judeo-Christian tradition and the ideals of the Sisters of Mercy who founded and sponsor the College.

The intent of the College is to deliver these programs with high academic standards, convenient scheduling formats for students of any age who will benefit from small classes and a warm, encouraging environment.

The Mission of the Maria College Nursing Program

The philosophy of the Associate Degree Nursing Program supports and complements the mission statement of Maria College. The purpose of the nursing program is to educate a diverse student population for entry level positions in health care settings in the community, fostering within each graduate respect for the dignity of each person, caring service and commitment to life-long learning. The nursing program promotes a teaching-learning environment that supports quality nursing preparation at the entry level of practice (high academic standards); fosters a supportive, nurturing environment (warm, encouraging environment) that encourages personal and professional growth and the desire to continue learning. The nursing program integrates nursing with the humanities and sciences as a foundation to nursing practice while provide a caring environment that fosters mutual respect, genuine relationships and acceptance of human diversity. Consistent with the Judeo-Christian tradition and the ideals of the Sisters of Mercy, who founded and sponsor Maria College, the nursing program views the student in a holistic

fashion with a spiritual dimension. Spirituality is the means by which the student stays in relationship with the self, other people, the environment and a higher power.

Philosophy

The philosophy of the faculty of nursing is based upon the theories of Florence Nightingale and Jean Watson. From these two theories the faculty identified that human needs, the environment, the nursing process, caring, critical thinking and the roles of the nurse are the foundation for the conceptual framework for the nursing program curriculum.

Nursing as a discipline is concerned with human beings who live as individuals, families, groups, communities and organizations in diverse, multicultural societies. These human beings are individuals who are holistic, thinking, feeling, and organized beings that possess integrity, free will, potential for learning and a spiritual dimension. These individuals have human needs that impact on their health and illness. These needs can be biological, psychological, social, and spiritual in nature. Nursing is a systematic, caring profession with the goal of meeting human needs.

The faculty believe that the environment includes all the conditions, internal and external, surrounding and affecting the individual. Environment can be manipulated to place a client in the best possible condition for health promotion, healing and/or a dignified death. The faculty believe that the nurse must recognize the influence that internal and external environments have on the health and illness of individuals. Using the nursing process as a basis for decisions, the nurse manipulates the clients' environment to promote optimum healing, prevention of illness and creation of a safe and healing environment.

Nursing is an art and science, constantly dynamic and evolving, which utilizes the nursing process as the scientific approach to nursing care. The nurse assesses the client situation,

formulates a nursing diagnosis, develops outcomes, develops a plan of care, implements the plan and evaluates the plan for necessary modifications to optimize the client's outcomes. This is done as often as necessary until the client achieves the optimum level of health or a dignified death. The nurse uses critical thinking, clinical competence, and caring in the nursing process.

The faculty believe the practice of nursing is based on a holistic framework and is committed to the value of caring. The practice of caring is central to nursing. The practice of nursing is lived in caring relationships between individuals, families and communities. These relationships support and enhance health, healing, quality of life and/or a dignified death. Caring behaviors respect client choices related to cultural values, beliefs and lifestyle. Nursing initiates mutuality of care and outcomes between the nurse and the client.

The faculty believe that critical thinking is the foundation for appropriate clinical decision-making. Components of critical thinking include clinical judgments, ethical, diagnostic and therapeutic dimensions. Nurses are responsible and accountable for ethical practice to their clients, the public, their colleagues, and themselves. Nurses have a professional responsibility to continually seek to improve their clinical judgment and practice through critical self-reflection, life-long learning, scholarship, and research. Critical thinking is essential for the nurse to function in the roles of an associate degree nurse.

The associate degree nurse functions in the roles of provider of care, manager of care and member of the profession of nursing. As a provider of the care the student nurse utilizes a systemic process, assists the client in meeting health care needs in a variety of settings and coordinates the care of clients and others across the life span using a multidisciplinary approach. As a manager of care the nursing student optimizes resources to achieve desired outcomes for the promotion of health in client populations. Finally the nursing student as a member within the

profession of nursing is accountable for the ethical, legal and professional practices of nursing.

The faculty believes that within these roles the associate degree nurse is prepared to provide direct care in a variety of settings. These roles are actualized through the following core competencies: professional behavior, clinical competency, nursing process, managing care, communication, clinical decision making/critical thinking, teaching/ learning, collaboration, and caring interventions.

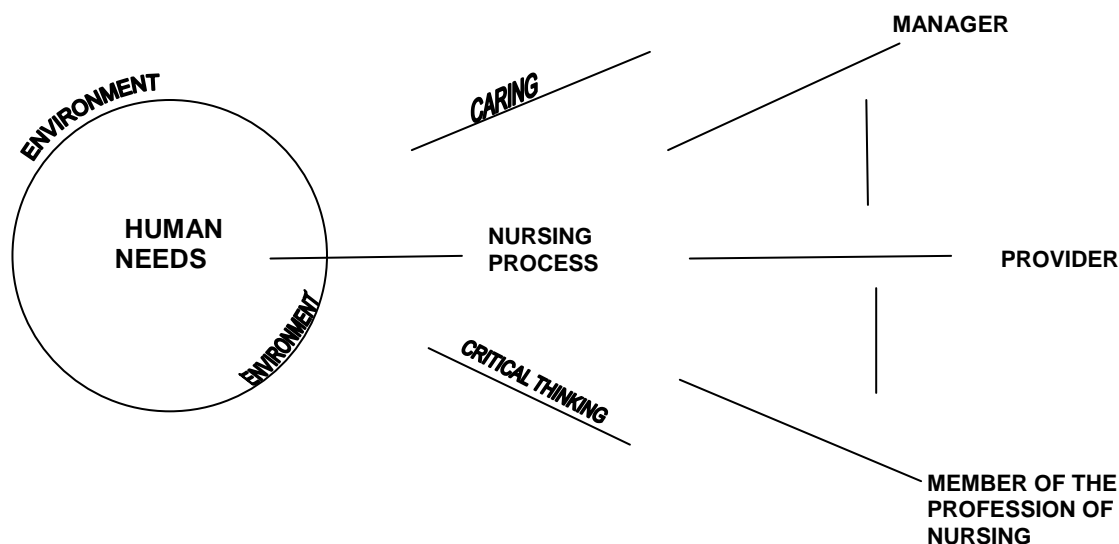
Outcomes of the Nursing Program

The outcomes of the nursing program are to:

1. Support the mission and goals of Maria College.
2. Educate students for entry level positions in current technological complex health care settings. (As measured by a graduation rate of 60%).
3. Provide a nursing curriculum that meets the needs of the local community agencies and to provide caring service to the community (As measured by employment rate of 90%).
4. Prepare the nurse to be eligible to take the NCLEX – RN Examination. (As measured by a NCLEX pass rate of 85%).
5. Foster the concept of lifelong learning for both personal and professional growth. (As measured by continuing education/professional activity rate of 80%).
6. Provide an educational program that prepares the graduate to accomplish their career goals. (As measured by student program satisfaction rate of 85%).

Conceptual Framework

The conceptual framework is derived from the philosophy of the Maria College Nursing Program. The major foci are human needs, environment, the nursing process, critical thinking, caring, and the roles of the nurse.



The nursing faculty envision the nurse as a caring professional who effects the meeting of human needs as they are impacted by the external and internal environment. The nurse utilizes the nursing process to critically think while functioning as a care provider, manager of care and member of the profession of nursing. (See Appendix B).

Nursing Program Competencies

After completion of the Associate of Science Degree Program in Nursing at Maria College, the graduate will be able to complete the following competencies:

1. Demonstrate **clinical competency** while **caring** for clients, families, significant support persons and groups with health problems in various **environments**;
2. Utilize the **nursing process** to plan care for clients, families, significant support persons or groups in various environments to promote, maintain and manage health;

3. Enable clients, families and significant support persons to make educated decisions about health care choices by providing health information through **teaching-learning**;
4. **Communicate** in a **collaborative** manner with the clients, families, significant support persons, members of the health care team, and with community resources;
5. Incorporate **critical thinking** into **clinical decision making** when **managing care** for clients, families, significant support persons or groups in a variety of environments;
6. Demonstrate professional behavior in an accountable, responsible manner as a member of the profession of nursing.

Students will develop these competencies through a sequenced set of nursing courses with progressive objectives and clinical skills and outcomes. The components of these competencies are available in each of the course syllabi which has course outcomes and clinical evaluation tools. Bolded items in the competencies are defined in the glossary (Appendix A).

Concept of Nursing Education

The faculty believe that the study of the humanities, social sciences and biological sciences provide the student with an appreciation and respect of the human experience and dignity of the individual which is central to nursing. Knowledge, skills and beliefs acquired assist the student to develop critical thinking and decision making skills essential to nursing practice.

The faculty believe nursing education involves mentoring and role modeling for nursing students. The faculty believes that nursing education facilitates the learning of scientific principles and ability to transfer learned skills into caring service. Recognizing that students have unique and varied learning styles, nursing faculty strive to establish a caring environment that maintains the cultural integrity of students and nurtures commitment to the learning process. We believe this learning is a life long process that takes place in the learner at different rates and

results in behavior change. The faculty fosters the student's growth through enhancement of prior life experiences and social/cultural/ethnic diversity. Nursing education is based on scientific principles and clinical experiences for the mastery of skills. Nursing education is a synthesis of clinical experience and classroom learning.

The faculty recognize the necessity for an organizing framework for teaching and testing. Bloom's Taxonomy of Educational Objectives for the cognitive, affective, and psychomotor domains is used for stating level and course objectives. Bloom's Taxonomy is a classification of learner behaviors representing intended outcomes of educational experiences. The behaviors are progressive in nature. The behaviors are categorized from simple to complex and from concrete to abstract. For instance, if more complex behaviors such as synthesis are achieved, simple behaviors such as recognition must to some extent also be present. The logical, sequential and consistent nature of the classification system suggests methods for curriculum development and gives faculty guidance for providing appropriate learning activities and evaluation methods.

Faculty/learner responsibilities

Teaching and learning are crucial activities for an educational program. The teaching-learning process is interactive and occurs between a teacher and learner when specific objectives or desired behavioral changes are achieved. The faculty as facilitator:

1. Consider the needs of the learner when formulating course objectives;
2. Provide an educational environment that is conducive to effecting behavioral changes in the learner;
3. Acknowledge the individuality of the learner;
4. Present appropriate content in an educationally sound manner;

5. Utilize varied teaching techniques that are appropriate to the identified objectives;
6. Evaluate the learner based on identified learning objectives;
7. Serve as a role model as a member within the profession of nursing;
8. Encourage continuing growth and development;
9. Assist the learner with setting objectives for professional growth and development;
10. Participate in evaluating teaching effectiveness.

In the teaching-learning process, the learner as participant:

1. Identifies learning needs;
2. Works actively toward identified learning objectives;
3. Assumes responsibility to synthesize knowledge presented;
4. Evaluates learning based on identified learning objectives;
5. Develops behaviors/skills appropriate to nursing practice;
6. Takes responsibility for professional growth and development;
7. Participates in evaluation of teaching-learning process.

Licensing requirements

The practice of nursing or use of "Registered Professional Nurse" (RN) or "Licensed Practical Nurse" (LPN) titles within New York State requires licensure.

To be licensed as a registered professional nurse in New York State you must:

- be of good moral character;
- be at least eighteen years of age;
- meet education requirements;
- complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider; and
- meet examination requirements

You must file an application for licensure and the other forms indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form. It is your responsibility to follow up with anyone you have asked to send us material.

The specific requirements for licensure are contained in Title 8, [Article 139](#), Sections 6905 and 6906 of New York State Education Law and [Part 64](#) of the Regulations of the Commissioner of Education. Copies of the relevant sections of NYS Education Law and the Commissioner's Regulations are also available upon request by e-mailing opforms@mail.nysed.gov or by calling 518-474-3817 ext. 320.

The fee for licensure and first registration is \$143. The fee for a limited permit is \$35.

Fees are subject to change. The fee due is the one in law when your application is received (unless fees are increased retroactively). You will be billed for the difference if fees have been increased.

- Do not send cash.
- Make your personal check or money order payable to the New York State Education Department. Your cancelled check is your receipt.
- Mail your application and fee to:

NYS Education Department
Office of the Professions
PO Box 22063
Albany, NY 12201

<http://www.op.nysed.gov/prof/nurse/nursing.htm>

<http://www.op.nysed.gov/prof/nurse/article139.htm>

Accreditation

The Maria College Associate Degree Nursing Program is accredited by the National League of Nursing Accrediting Commission (NLNAC).

Academic Policies

Course sequence and grade progression requirements

The Nursing courses and their requisites must follow the sequence identified in the Maria College Catalog. Please note that *you may not withdraw from a co-requisite course and remain in the Nursing course. If you withdraw from a co-requisite course, you must also withdraw from the Nursing course.*

Program completion time for nursing students

The program must be completed in no more than **5** consecutive years from enrollment in the first Nursing course.

Assessment methods

To successfully complete a Nursing course, the student must demonstrate competency in all four components of the course—**Classroom, Clinical and Nursing Skills/Dosage**

Competency.

- **Classroom:** Students must achieve a final grade of C (77%). The academic grade will be based on course objectives and determined by examinations.
- **Clinical:** Satisfactory clinical performance is required to pass the course and to sit for the final examination. Clinical performance will be evaluated utilizing Clinical Evaluation Tool. Students are expected to demonstrate a safe level of practice to be competent. An unsafe clinical rating results in a course grade of F. Any student demonstrating **consistently unsafe behaviors** in the clinical area may be removed from the course and assigned a failing grade. See additional details in the **Clinical Expectations** section of this handbook.
- **Nursing Skills Laboratory:** Students must demonstrate satisfactory performance on all skill evaluations and skill laboratory requirements. Unsatisfactory Nursing Skills Laboratory rating results in a course grade of F. See additional details in the **Nursing Student Evaluations** section of this handbook.
- **Dosage:** Each semester a student must receive a 100% on a dosage competency within the established time frame. Failure to do so will result in an F in the course.

Social networking policy

Social Media is a way for people to use technology for social interaction through the use of words, images, audio and video. Examples of Social Media sites include, but are not limited to, websites such as Facebook, MySpace, LinkedIn, Twitter, YouTube and more. **Any statement made**

electronically which can cause actual or potential harm or injury to another or to the school will be grounds for dismissal. Maria College Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or posting;

- Do not violate the American Nurses' Association (ANA) Code of Ethics (refer to Appendix C)
- Do not violate confidentiality implicit in their roles as Nursing students
- Do not impair working relationships among students and staff of the Nursing Department
- Do not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
- Do not reflect behavior that would reasonably be considered reckless or irresponsible as members of the Maria College Nursing Department
- Do not contain false information that harms the reputation of another person, group or organization (defamation).
- Do not cause harm or injury to another or to the Maria College Nursing program.
- Do not negatively affect the public perception of the Maria College Nursing Department

2. Maria College Nursing students shall not post, transmit or otherwise disseminate any information to which they have access as a result of their attendance without written permission from the Nursing Department Chairperson and the instructor of the course. This includes but is not limited to audio or videotaping of lectures and lab.

3. Maria College Nursing students may be required to access their social media sites at the request of the Nursing department or Maria College administration to verify compliance with the above stated policies. Failure to comply may result in immediate dismissal from the Nursing program.

Failure to comply with this social media networking policy may be grounds for disciplinary action, including but not limited to dismissal from the Maria College Nursing program.

Academic integrity – Student responsibilities

Maria College expects that its students will act as responsible, courteous, and law-abiding citizens. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all course work and examinations.

Academic misconduct includes plagiarism, cheating, forgery or alteration of institutional records. Within the nursing program as a part of academic integrity, students are also expected to follow the ANA Code of Ethics (See Appendix C) in both the classroom and clinical setting

Ignorance of the standards of academic integrity is not an acceptable excuse for breaking these ethical standards. Examples of failure to comply with the academic integrity are as follow:

- **Cheating** : Cheating is defined as using another’s test answers or assignments, as well as personal unauthorized information during a test, with the intent of escaping observation by the instructor for the purpose of improving a grade. Examples include but are not limited to:
 - (a) referring to materials that the instructor has not allowed to be used during the test, such as textbooks, notes or websites;
 - (b) using devices the instructor has not allowed to be used during the test, such as cell phones, text messages, or calculators; and
 - (c) copying from another student’s paper or asking another student for an answer.
 During exams all personal items (including hats) must be left at the front of the class—only writing implements and provided calculators will be allowed. **If a student leaves the testing site, their examination is considered completed.**
- **Plagiarism.** Plagiarism is defined as using another’s words or ideas as one’s own without acknowledging that the words or ideas originated from another source. Not only do quotations have to be referenced, but also any use of the ideas of others, even if expressed in the student’s own words, must be referenced.
- **Submission of work that is not entirely the student’s own work.** Having another person write a paper or parts of a paper is one example of this offense; allowing another student to copy test answers is another example.
- **Theft or sale** of examinations, falsification of academic records, and similar offenses.

A nursing student that violates the academic integrity policy and ANA Code of Ethics will be disciplined and can be dismissed from the Maria College nursing program.

Recording a Class

Tape/video recording of a class is at the discretion of the faculty teaching the class. The student must request the permission of the faculty teaching the class to tape/video record the class. There is no tape/video recording of the laboratory, test review classes or collaborative testing.

Email

All students need to have email to facilitate communication with the faculty and students. Course updates are communicated to students via the students emails listed in Web Services. There are free email sites available. The student should give their email address to the Maria College’s registrar office for it to be entered into Web Services.

Blackboard

Since course related material is posted on Blackboard, students are expected to be

proficient in Blackboard. Faculty will post announcements and updates for students on Blackboard. All students are encouraged to regularly check Blackboard for these announcements and updates.

In addition course exam grades are posted on Blackboard. Students receive exam grades as follows:

1. Grades will be posted 24 hours prior to examination return.
2. Do not call or e-mail your advisor, Nursing program chair, other members of the nursing faculty or the nursing secretary order to find out your grade prior to it being posted on Blackboard. It is prohibited to give out grades to students until they are posted on Blackboard.
3. Only unit examination grades will be posted on Blackboard.
4. Final course grades will be posted on Web Services. Final examinations will be returned to students in the fall semester.
5. Scantrons will be returned to students at the examination return. Students, who are unable to pick up their scantron at this time, may get their scantron only from a nursing faculty member after the examination return has taken place. Dates for exam returns are found on the class calendar.

Nursing Student Evaluations

Academic/Competency Grading

LETTER GRADE	NUMERICAL GRADE	CLINICAL PERFORMANCE
A	96-100	Demonstrates expected level of competency on clinical performance summary with a “safe” rating and is successful on skills competency by 2 nd attempt. Achieve a grade of 100% on the dosage calculations test by designated date
A-	91 - 95	
B+	89-90	
B	86 - 88	
B-	83 - 85	
C+	80- 82	
C	77 - 79	
I		Has not completed course requirements

Student must maintain a C average to continue in the Nursing Program

D+	74 - 76	
D	71 - 73	
D-	69 – 70	
F	Below 69	Clinical failure and /or failure of skills competency assessment 2 nd time Unsuccessful in achieving a grade of 100% on the dosage calculation test by the designated date.

Grading Process

A grade of “C” is required in all nursing courses with a clinical component to continue in the program. The final grade for NUR 120, 130, 240 and 250 is a composite of the numeric theory testing grade, passing skill competency, a safe clinical evaluation and passing the dosage calculation with a grade of 100%. A second failure on skills competency will result in course failure regardless of academic performance. With the failure of a competency on 2nd attempt, the student will receive an “F” for the course. Nonclinical nursing courses and courses required by the nursing program require successful completion with a grade of “C”. Skills competency and

dosage calculation testing are “pass/fail” and are not incorporated into the final numerical course grade.

Examinations

Nursing courses, NUR 120, 130, 240, 250, have four unit examinations each worth 15% of the final course grade and a cumulative final examination worth 40% of the final course grade. If an unit examination is missed by a student, the percentage worth of that exam grade will be added to the final exam grade. Examination grades cannot be dropped from the final grade after the examination has been taken. The final exam must be taken to pass the course.

Students are expected to take the exams at regularly scheduled exam times. Day and evening students take the exams together from 3:30 – 5:00 on pre-scheduled dates available in the course syllabus. The final exam day and time is scheduled by the registrar. Students may take the exam at a non-regularly scheduled class time **only** with faculty approval. Students may utilize Maria College approved calculators in testing situations. Students are not permitted to share calculators during testing. Students may not use cell phone, PDA technology and programmable calculators (also called graphing calculators, which allow storage and retrieval of data), in testing situations.

Disputed grades must be addressed by the student to the full time faculty within five business days of the receipt of the exam grade. The disputed grade will be addressed by the faculty within five business days of the complaint.

Collaborative grades

At the conclusion of each unit examination for clinical courses, the student will have the option to join a group for a collaborative testing experience. During this collaboration, the members of the group will retake the examination. Each collaborative test will be scored and a percentage of the grade will be documented for each student. This percentage will be 2% during the freshmen year and 1% for seniors for each exam. At the conclusion of the semester, this

percentage total will be added to the final grade of any student who has achieved a “C” (77%) in the clinical course. The student will not receive collaborative points if they failed the course. Collaborative grades are not offered in the summer nursing courses.

Rounding of grades

Only the final grade for the course will be rounded. Final grades will be calculated to the tenth if there is a partial grade. Grades 0.5 and greater will be rounded up to the next highest whole number. Grades 0.4 and lower will be rounded down to the next lowest whole number.

ATI Policy

Assessment Technology Institute (ATI) offers a comprehensive assessment designed to increase the students’ pass rates on the nursing licensing exam. ATI tools can help students prepare more efficiently as well as increase confidence and familiarity with content and testing. These tools include DVDs, web-based practice tests and books on specific content. These materials are distributed to the students by the faculty each semester as described by the attached grid. (See Appendix D).

Nurse-educator content experts from around the US participate in setting a national standard for the ATI score on each of the content mastery examination that relate to different levels of proficiency. These proficiencies are:

- Proficiency Level 3: indicates the student is likely to exceed NCLEX performance standards in this content area
- Proficiency Level 2: indicates the student is fairly certain to meet NCLEX performance standards in this content area
- Proficiency Level 1: indicates the student is likely to just meet NCLEX performance standards in this content area . Students are encouraged to develop and complete a rigorous plan of focused review in to achieve a firmer grasp of this content
- Below Proficiency Level 1: indicates a need for thorough review of the content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

The student is responsible to develop a plan to complete a focused review and should meet with their advisor to discuss the plan. In developing this plan the student should reflect and consider possible reasons for the low score and methods to improve study habits, test taking strategies, time management and retention of knowledge.

Each semester students are provided with codes for practice exams before the proctored exam is given. The practice exams may be taken multiple times and the student is encouraged to repeat the practice exams until a grade of 90% is obtained.

The proctored ATI exams grade will count for 10% for your final grade for each course based on the attached grid (Appendix D). The grades for the ATI will be based on proficiency levels

- Proficiency Level 3 –ATI grade 100%
- Proficiency Level 2 –ATI grade 90%
- Proficiency Level 1 - ATI grade 75%
- Below Proficiency Level 1: ATI grade 60%

Students will sign up to take the proctored exam at scheduled times. The dates of the exams will be listed in the course syllabus. All proctored exams are taken on line in the Administrative Building. The taking of the ATI exam is a part of the course requirements. Proctored exams may only be taken once and must be taken at the scheduled time. ATI tests grades are not curved. If you have been approved for additional test taking time please let the Nursing Chairperson know if you want it for the ATI test. The Chair needs to be notified 24 hours before the test for extended time to be given for the ATI test.

ATI results for the proctored exam will be available when all of the students have completed the exam. Students will **not** discuss the exam with other students until the exam results have been posted

Dosage calculation testing

There is dosage calculation testing throughout the curriculum in the classroom and clinical settings. During the clinical courses: NUR 120, 130, 240, and 250 the student will have a separate dosage calculation test. A grade of 100% must be achieved by a designated date in order to pass the course. Successful completion of the dosage calculation competency is required prior to the dispensing of medications in the clinical area. Medication administration affects multiple portions of the nurse's professional responsibility. Therefore, if the student is unable to administer assigned medications in the clinical area for two consecutive weeks the student will be placed on written warning. If the student is unable to administer assigned medications the next two consecutive weeks the student will receive a 2nd clinical warning and receive an F for that

clinical course.

Students are not permitted to share calculators during testing. Students may not use cell phone, PDA technology and programmable calculators (also called graphing calculators, which allow storage and retrieval of data), in testing situations.

Examinations in clinical nursing courses may have dosage calculation problems.

Basic Skills Measurement

In NUR 120, a basic skill measurement is required prior to beginning the clinical experience. The student must pass this measurement before starting at the clinical facility. If this measurement is not passed, the student will not attend clinical at the clinical facility and this will be a clinical absence that will need to be made up.

Clinical competency assessment

Clinical competencies are periodic assessments of identified essential behaviors and skills in a neutral environment. The skills are based on the course objectives for NUR 130, 240, and 250 and test application of theory to practice. The student's performance of selected clinical skills and behaviors is evaluated by the faculty in the laboratory/classroom setting. Specific days for the clinical competency assessment will be scheduled. If the student is asked to bring someone to act as a client, that individual must be 18 years of age or older. (Refer to competency guidelines in your syllabus). Students who do not appear for their scheduled competency assessment time will receive an automatic failure. Students who elect not to complete the competency assessment process will receive an automatic failure. Students who arrive late will not be provided additional time.

Each student will have two (2) attempts to successfully complete the competency assessment. It is highly recommended that the student, who is unsuccessful on the 1st attempt, complete remediation prior to a second attempt. The student who is unsuccessful on the 2nd

attempt of the clinical competency assessment will be dismissed from the program and will receive a grade of F for course. If the student is unsuccessful with the 2nd competency, the 1st competency determination is accepted by the student.

Clinical Responsibilities

Core performance standards

Core performance standards define the cognitive, sensory, affective, and psychomotor performance standards that must be met to successfully perform the nursing program's competencies and meet course outcomes. Students must be capable of meeting the eight core performance standards with reasonable or no accommodations for progression in the nursing program. See these performance standards in Appendix E.

Clinical roles and responsibilities

The clinical roles and responsibilities have been established as minimum expectations for the faculty and student. These minimal expectations have been developed to help the faculty and students involved with the client's care to have an understanding of what is expected of them. Expectations are further defined based on course objectives in each course evaluation tool. In addition, various facilities have developed roles and responsibilities for the student, faculty, manager and co-assigned RN. From understanding, comes effective communication and interaction that benefits the client. Role responsibilities are categorized as:

1. PROVIDER OF CARE
2. MANAGER OF CARE
3. MEMBER OF THE PROFESSION OF NURSING

PROVIDER OF CARE

Faculty	Student
Identify student learning needs, clinical focus and communicate to co-assigned RN.	In collaboration with faculty, communicate procedures which are to be accomplished and arrange supervision.
Discuss quality of care, standards and policies and procedures with nurse manager.	Collaborate with the health care team to receive and give appropriate information pertinent to assigned clients.

<p>Identify and communicate weekly clinical focus and clinical objectives to student and co-assigned RN.</p> <p>Identify student assignments and related responsibilities and ensure that student and co-assigned RN are aware of student's role in nursing care assignment.</p> <p>Communicate to co-assigned RN regarding student's responsibilities for completing client assignment.</p> <p>Supervise and evaluate student documentation.</p> <p>Maintain and demonstrate competency in skills according to recognized standards of nursing care and agency policy.</p> <p>Demonstrate knowledge and competency in assessing and planning for total client needs.</p> <p>Communicate to co-assigned RN what procedures will be done by student.</p> <p>Supervise student in the performance of treatments, procedures and nursing interventions.</p> <p>Communicate clinical objectives to nursing staff.</p>	<p>Accurately communicate and provide care using agency documentation system.</p> <p>Communicate pertinent data to faculty and co-assigned RN.</p> <p>Address environmental issues when providing care to clients.</p> <p>Accept responsibility for own actions.</p> <p>Utilize college laboratory to achieve clinical competencies.</p> <p>Prepare for all aspects of client care.</p> <p>Complete procedures and care according to accepted nursing standards and agency policy in a caring manner.</p> <p>Communicate client response upon completion of procedures to faculty and co-assigned RN.</p> <p>Utilize the nursing process to provide client care safely and accurately.</p> <p>Maintain a safe environment.</p>
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MANAGER OF CARE

Faculty	Student
Supervise the student in the nursing process to provide client care in a caring manner.	Achieve weekly clinical objectives.
Supervise the student in the preparation and administration of medication.	Prepare appropriately for administration of medications.
Evaluate care completed by students.	Initiate appropriate teaching-learning for assigned clients.

<p>Assign clients according to student learning needs and clinical objectives.</p> <p>Conduct pre- and post conferences related to identified clinical focus.</p> <p>Supervise student learning activities.</p> <p>Act as a role model and facilitate student learning utilizing the nursing process.</p>	<p>Communicate information with student peers.</p> <p>Participate actively in conferences in a professional manner.</p>
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MEMBER OF THE PROFESSION OF NURSING

Faculty	Student
<p>Act as role model for student in professional activities.</p> <p>Act as a student advocate to facilitate the accomplishment of goals for student learning.</p> <p>In conjunction with the co-assigned RN and student, ensure that nursing care is accurately and efficiently completed.</p> <p>Act as a client advocate.</p> <p>Demonstrate knowledge of legal and ethical role responsibilities.</p> <p>Maintain confidentiality of client information based on standards of care</p>	<p>Arrive on time and prepared for effective care.</p> <p>Collaborate with the faculty and co-assigned RN to achieve client outcomes.</p> <p>Complete assignments accurately and efficiently.</p> <p>Act as a client advocate.</p> <p>Act in a professional manner.</p> <p>Practice legal and ethical role responsibilities.</p> <p>Maintain confidentiality of client information based on standards of care</p>

Clinical expectations

For the clinical experience, students are expected to attend the clinical orientation. Failure to do so will count as a clinical absence and the student will need to be complete the orientation before the student can go to the clinical setting. Students are expected to be at the clinical site 15 minutes prior to the shift starting. During the clinical experience the student will remain in the agency for breaks and meals. The faculty will supervise all procedures performed by the student until the student is evaluated as competent and independent in that specific procedure. Faculty may ask a student to leave the clinical site if for any reason the faculty deems that the student cannot provide safe care. This incident will count as a clinical absence and will need to made-up. Phones on clinical may not be used for personal calls. The student needs to complete all assigned clinical paperwork and give to faculty in a timely manner.

Clinical agency requirements

The nursing program is committed to providing meaningful experiential learning opportunities for all students enrolled in the program. The nursing program has entered into agreements with agencies to assist in providing student learning opportunities. As a part of these agreements, the nursing program is required to maintain student records that assure that each student meets the agency's health and other mandates. In addition there may be agency specific requirements that the student must complete prior to the clinical experience. Some agencies require criminal background checks and an agency identification badge.

1. Students **must annually** submit the appropriate physical form to the nursing program secretary prior to the clinical experience.
 - a. The Physical Form requires
 - Physical assessment
 - Results of Mantoux-PPD test or chest xray.
 - Description of any physical limitations
 - Date of vaccination or antibody titer levels with accompanying laboratory report.

Measles
Rubella
Rubeola
Varicella (Documented history of disease)
Tetanus (within last 10 years).

- Initiation and submit documentation of the Hepatitis B series of injections or a signed Declination Statement waiver.

b. The student must submit a completed physical form which includes an annual physical and results from Mantoux-PPD test.

c. Submission of a completed Physical Form with accompanying laboratory reports by the required due date results in clearance for experiential learning opportunities in the specific clinical sites. If completed information is not provided prior to the required dates, the student will be **prohibited** from attending clinical experiences and will be required to attend a clinical make-up. (A fee will be charged for each clinical make-up).

2. Certification in Cardio-pulmonary Resuscitation (CPR)

The student **must** provide a copy of a current CPR card from either American Heart Association (AHA) or the American Red Cross before attending clinical experience. Web-based certifications are not accepted for CPR certification.

a. A copy of both sides of the CPR card is required.

b. The student may select one of the following courses in which to become certified:

- 1) Professional Rescuer course offered through the American Red Cross which provides one year of certification.
- 2) Health Care Provider course offered through the American Heart Association which provides two years of certification.

c. If completed information is not provided prior to the required dates, the student will be **prohibited** from attending clinical experiences and will be required to attend a clinical make-up. (A fee will be charged for each clinical make-up).

Clinical agencies

A variety of clinical agencies are utilized to meet the clinical learning needs of the students. Clinical placement is randomly made and special assignments will not be granted. During a clinical experience, students will be assigned a client or clients to whom they will be providing nursing care. While providing direct client care, there will be faculty in the area for guidance and supervision. A specific student to faculty ratio is maintained to ensure availability

of individual assistance. For this reason, the student will be assigned to a clinical section each semester. To broaden the clinical experiences, the student will **not** participate in a clinical experience on a unit in which they are employed. It is the student's responsibility to notify the Chairperson or the Core Facilitator of this conflict so this change can be made.

While in the clinical area, students are expected to be alert, oriented and have the physical and mental capacity to provide safe client care. If in the clinical faculty's judgment the student is unable to provide safe client care:

1. The student will be asked to leave the clinical area.
2. The clinical time will be made up per policy.
3. An incident report will be completed and filed.

Criminal background check

The nursing program does not require a criminal background check for admittance, but the program's educational requirements include placement at one or more hospitals or other off-campus clinical sites. These sites may require a student to undergo a criminal background check before the student can be placed for clinical experience. If, based upon the results of a criminal background check, the site determines that a student's participation at the clinical site would not be in the best interest of the site, the site may deny that student admission to the clinical site at any time.

Please note that if a clinical site determines that you may not take part in the clinical experience based on the results of a criminal background check, the student must be flexible in working with the faculty for an appropriate clinical placement. If you are unable to complete your clinical course requirements you will not be able to continue in the Nursing program. It is important for you to consider this before you enroll in the Nursing program. Maria College has no obligation to refund your tuition or fees or to otherwise accommodate you in the event you

are ineligible to complete your course requirements based on the results of a criminal background check, or if you are denied a license to practice nursing.

Clinical dress codes

To promote the professional image of nursing, a dress code is in place for the safety, comfort and asepsis needs of the client and student. Therefore, each student is required to wear the regulation Maria College uniform in the designated clinical area and adhere to the dress code. The following guidelines must be followed. If the guidelines are not followed, the student will be asked to leave the clinical experience at the expense of a clinical makeup.

Uniform: Clean and neat Maria College regulation uniform with a Maria College patch affixed to the upper external sleeve. White socks and white shoes. White pants are worn as a part of the uniform. Female students choosing to wear white uniform skirt wear plain white stockings, no ankle socks over stockings. No form fitting uniforms.

White Shoes: No canvas sneakers. Shoes are to be polished, with clean white shoe laces and appropriate walking heel. No platform soles, sandals, clogs, open toes or heels and casual shoes may be worn.

Scrub Jacket: No sweaters are allowed in clinical. White scrub jackets can be worn. The scrub jackets must have a Maria College patch affixed to the upper external sleeve.

Undergarment: Appropriate undergarments are expected (white or flesh-colored). Completely white turtlenecks or white long sleeve shirts may be worn under uniforms. No writing or symbols on shirts are to be visible under the uniform.

Photo ID: Maria College student IDs and facility required identification badges must be worn and visible at all times.

Jewelry: Limited to one (1) plain band ring/wedding ring, one (1) pair plain small earrings in the ears lobes, watch with minute hand. No other jewelry is allowed. No visible body piercing except what is described above.

Hygiene: **Nails** must be natural, unpolished and no longer than fingertip length to avoid scratching or injury to the client. Acrylic nails and tips are not permitted. Make-

up should be used with discretion and minimally applied.

Hair must be clean and neatly arranged with no extremes of style or color. Hair must clear of the uniform collar and be controlled in such a way that it will not cause contamination. No hair accessories such as decorative handkerchiefs, hair clips, etc. are allowed.

Body odor can be offence because of the close physical relationship with clients. Therefore no perfume, cologne or aftershave is permitted. Noxious odors such as poor dental hygiene, body odor and cigarette smoke will not be tolerated.

Men shall be clean shaven and/or beards and mustaches neatly kept and trimmed.

Tattoos: If visible, tattoos or body art is required to be concealed in the clinical area.

Eyeglasses: Glasses should have clear lenses - no tinted lens. Any student needing corrective lens will be given one week to meet their reading needs.

SALT Class: Students must wear their uniform top to SALT classes with their name badges and bring their lab equipment as assigned.

If the dress code is not adhered to as described in the above standards or does not promote the professional image of nursing.:

1. The faculty will ask the student to correct the problem;
2. If the problem cannot be corrected at the time of the incident the student will be sent off the clinical area and time off the unit will be made up per policy;
3. A critical incident form will be completed and filed.

Absences – Clinical

Clinical absences, including weather related absences, must be made up. Absences will be made up at a time designated by the faculty, usually at the end of each semester. A fee will be

charged for each clinical make-up and must be paid to the business office before the student can attend the clinical make-up. Only at the discretion of the nursing chairperson may the student make up a clinical during regular clinical time. Clinical absences will jeopardize continuation in the program.

1. A 2nd clinical absence in a course, the student will receive a written warning.
2. A 3rd clinical absence in a course will result in dismissal from the program.
3. A pattern of clinical absences in successive nursing courses will result in probation.
4. If a student must leave the clinical area for any reason, the student will be required to makeup a full clinical day.
5. Any student arriving 15 minutes or more late to the clinical area will be asked to leave the clinical area and will be required to make-up a full clinical day.
6. Students who have experienced diarrhea, vomiting or fever in the past 24 hours or exposure to infectious disease should not attend clinical.

If a student is unable to attend on the assigned clinical day, the student will call 489-7436, ext. 271 and leave a message on Voice Mail. Messages may be left on this voice mail after office hours. Include the following information in the message: name, clinical faculty, clinical facility, day/date of clinical and reason why you are unable to attend. The clinical faculty may request additional notification of the student.

Absences – SALT

Self assigned laboratory time (SALT) is a required component of the nursing program. SALT absences will jeopardize continuation in the program. Attendance for all SALT Classes for the full 50 minutes is expected. SALT Class is counted as clinical time and the following rules apply.

1. One SALT absence per course is allowed without penalty.

2. A 2nd SALT absence in a course will result in a written warning.
3. A 3rd SALT absence in a course will result in dismissal from the nursing program.
4. A pattern of SALT absences in successive nursing courses' SALT classes will result in probation.
5. Leaving a SALT Class for any reason will be considered an absence.
6. Arriving 10 minutes after the SALT start time is considered an absence.

Students are expected to attend their assigned SALT. The only time there will make-ups for SALT is if the SALT is cancelled because of unexpected school closure or altered for testing. At that time a make-up schedule will be developed and coordinated by the faculty with students expected to attend assigned times

Remedial work

When a student demonstrates inability to meet expected behaviors, the faculty will issue a remedial assignment form indicating areas of deficiency. The focus is so the student can have one-on-one time with faculty who can help the student master needed skills. The student is required to correct these deficiencies by the date indicated on the sheet. The remedial lab form is to be signed by the laboratory faculty and returned by the student to the clinical faculty who issued the original sheet. The laboratory faculty will have a copy of the form placed in the student file. The clinical instructor will attach the remedial lab form to the student's clinical evaluation. Failure to complete remedial work in designated time will prevent attendance at next clinical experience and count as a clinical absence.

Clinical Grading

Satisfactory Progress

In order to complete the clinical component of a nursing course successfully, the student must achieve a rating of "Safe" in the course's clinical component. The student's clinical progress is measured by the course and clinical objectives on the clinical evaluation tool. This tool is specific for each clinical nursing course.

A rating of “Safe” is achieved when the student:

- Consistently meets clinical expectations
- Has fewer than 25% of clinical objectives within any group rated as “unsafe”.

Periodically, a clinical progress review is held with each student to identify strengths and areas for growth. The student’s clinical performance is documented on the course specific clinical evaluation tool at the end of the clinical rotation. The student is provided with the opportunity to write any desired comments on the clinical evaluation tool and asked to sign the document. Signature indicates that the student has participated in the meeting and has seen the clinical evaluation tool. The signature does not imply agreement. The completed clinical evaluation is usually based on the last few weeks of the clinical experience.

Unsatisfactory Progress

Unsatisfactory progress consists of a rating of “Unsafe” for any of the following behaviors:

- Has 25% or greater rating of clinical objectives within any group “Unsafe”
- Fails to meet clinical objectives
- Behavior which is evaluated by the faculty as detrimental to the client.

A student whose clinical performance is unsafe will be given **either** a clinical warning **or** placed on Clinical Probation based on the following criteria. Clinical failure results when a student does not satisfactorily meet the terms of the clinical probation. The faculty should notify the Chairperson if a student is at risk of receiving of an “Unsafe” rating.

Clinical Warning

A student is given a clinical warning by the Chairperson for less than safe performance in the clinical setting. The student is provided with

1. written documentation from the faculty which includes the course and clinical objectives on the clinical evaluation tool which are unsafe;
2. the time limit of the clinical warning;
3. terms of the student remedial plan; and
4. name(s) of the instructor(s) and method by which the student will be evaluated during the term of the clinical warning.

Once the terms of the clinical warning have been met, the Chairperson will determine when the student is performing at a safe level. Should the student's performance remain at an "Unsafe" level following the completion of terms of the Clinical Warning, the student will be placed on Clinical Probation. Once the student has been placed on clinical warning for any reason, the next occasion of less than safe performance in the clinical setting will advance the student to clinical probation or clinical failure depending on the occurrence.

Clinical Probation

A student is placed on clinical probation by the Chairperson for:

- Failure to remediate performance according to the terms of the Clinical Warning.
- Ongoing inconsistencies in meeting clinical and course objectives.
- Behavior which is evaluated by the faculty as detrimental to the client.

A student placed on clinical probation is provided with

1. written documentation identifying the objectives on the clinical evaluation tool which are unsafe,
2. terms of the remedial plan,
3. the time limit of the clinical probation, and

4. name(s) of the instructor(s) and method by which the student will be evaluated during the term of the clinical probation.

Once the terms of the clinical probation have been met, the Core Facilitator and/or Chairperson will determine the student is performing at a safe level. No two (2) consecutive semesters of probation will be allowed. Should the student's performance remain at an unsafe level following the completion of terms of the clinical probation, the student will receive a clinical failure.

Clinical Failure

A student receives a clinical failure when evaluated as demonstrating either of the following:

- A pattern of unsatisfactory attainment of the clinical objectives
- Grievous incident: A grievous incident is defined as any action or inaction on the part of the student which threatens another person's physical and/or emotional well being. This includes incidences where faculty has intervened to prevent the error from occurring.

Performance records such as the clinical warning and the clinical probation will be maintained in the student's file. When a student receives a clinical failure, the student will fail the course, regardless of the current classroom grade and be dismissed from the nursing program.

Student Clinical Policies

Illness, surgery, injury, communicable diseases, etc.

When a student has a condition in which there is an actual or possible limitation in the student's ability to function, the student will be denied the learning experience. This is determined by the Nursing Chairperson. Prior to returning to the learning experience, the student will be required to submit to the Program Chairperson a medical clearance from a health care provider indicating that the student can function in the learning environment. This clearance must be submitted prior to attending the learning experience.

Students are required to report his or her exposure to, signs and symptoms of, and/or diagnosis of communicable diseases to the Nursing Program Chairperson and the Dean of Student Services, regardless of the circumstances, and are expected to take all precautions to prevent further spread of the suspected or real disease. Reportable communicable diseases include, but are not limited to, measles, mumps, rubella, chicken pox, meningococcal disease, hepatitis, influenza, and tuberculosis. The student may be required to seek medical attention and obtain a medical release before being allowed to continue in their classroom and clinical sites.

Pregnancy

Students who are or become pregnant during the program must obtain written clearance to continue in the clinical agency. As soon as the pregnancy has been confirmed, a written clearance that the student can continue in the program without restrictions must be submitted to the Program Chairperson. Failure to notify the Program Chairperson may be grounds for dismissal from the program.

School closure

If classes are cancelled due to unplanned school closure, classes, clinical, testing and SALT will be cancelled. Make-up times for SALT and clinical will be rescheduled by the

faculty. If a student does not attend one of these make-ups for clinical and/or SALT, it will count as a clinical absence. Faculty will communicate with the students how the class content will be covered and if testing will or will not be rescheduled.

Transportation

Transportation to and from scheduled clinical agency is the responsibility of the student.

Cell Phone Policy

Cell phones should be turned off while students are in clinical setting, class room, lab and completing collaborative testing. The student must adhere to the clinical facilities' cell phone policy. Students may use cell phones during break in the appropriate areas.

Critical Incident Form

This is completed by the student and appropriate faculty when an incident occurs in which a mistake has occurred, or a client /student has been placed at risk. If an incident report is completed in a clinical facility a Maria College incident will also be completed. The Maria College incident is placed in the student's file.

Clinical preceptor policy

During NUR 260 the student will complete a 48 or 144 hour preceptorship. Preceptors are assigned by the NUR 260 faculty. The preceptor is an experienced Registered Nurse who functions in a role which enhances the student's learning experiences and not a substitute or replacement for nursing faculty. The preceptor will provide experiences that will enable the student to function as a beginning-level practitioner. The nursing faculty maintains the ultimate responsibility and accountability for the student's achievement of the course goals and evaluation of the student. The preceptor is a qualified professional with specific clinical expertise and knowledge of teaching/learning process. The preceptor- student relationship is usually 1:1 but may be 1:2 based on the identified objectives.

Student Resources

College nursing laboratories

The nursing laboratories are available in Marian Hall. Laboratory faculty are available for individual and group instruction at specified times in the college lab. Laboratory hours are posted in the lab and on Blackboard. At certain times the college laboratory will not be available for use; these exceptions will be posted in the lab and on Blackboard. It is the students' responsibility to check posted hours.

Every effort is made to maintain the lab in optimum working order. Within the lab the student will find resources to help enrich and expand knowledge and clinical expertise. Equipment is for use in the college lab only. Students are expected to report to faculty any broken laboratory equipment and be familiar with rules of the college lab.

In addition to the nursing laboratories, there is an Audio-Visual room with videotapes, CDs and computers that is available to nursing students to address learning needs and class assignments.

Individual assistance

Nursing Faculty offices are located on the second floor of Marian Hall. Faculty appointment schedules are located near the faculty mailboxes. Students are urged to make appointments for clarification of course work, advisement, clinical performance appraisals or individual concerns. For general nursing program questions, the student may call 489-7436 extension 251. For specific issues the student may contact the full time faculty by email or phone.

Supplemental learning time

Faculty supported supplemental learning time is provided to student study groups. Students must request this service from the Nursing Chairperson. These requests are met based

on faculty availability. These groups should organize themselves and contact the Chairperson with a list of possible dates and times. The Chairperson will attempt to find a faculty member with availability at those times and make the initial contact. The faculty will determine the supplemental learning method to be used based on their educational expertise. Supplemental learning time will occur 4 times during the semester, the week before unit exams and an additional week of supplemental learning the week before the final exam.

Focus group

The nursing department will offer periodic small group tutoring sessions known as “focus” groups. The groups generally meet weekly and are formed utilizing a variety of criteria, among them your TEAS score, unit exam scores and final course grade. If you qualify for attendance in a focus group you will be emailed by the faculty person that has been assigned to lead the focus group. During the focus group we will review the course content, work through case studies, utilize handouts, and have discussion sessions. It is the expectation that you will come to the focus group with the course reading completed and be ready to apply the information in a group setting.

However, before you are in need of a focus group, you are strongly encouraged to take advantage of the services offered by the full time nursing faculty and/or your advisor. Every member of the nursing faculty has office hours that are available to students. We are also willing to meet with you by appointment if our office hours are inconvenient.

The focus group expectation is that you will attend class, case study applications, SALT classes and any offered exam review. *You must continue to attend lectures, discussions, and reviews. If you come to the focus group unprepared, you will no longer be invited to attend the*

Grievance procedure

Extenuating circumstances to the above stated policies should be addressed with the

Program Chairperson. A grievance may involve any area of student life. See grievance procedure in Maria College Student Information Handbook.

Nursing student records

The Nursing Program maintains student records. If you need a copy, the student needs to first sign a release form which is available in the secretary's office. Once the release is signed, copies will be sent to the designated agency or the student may pick them up in the secretary's office during business hours (8:30AM-4:25PM). Requests for records will take up to 72 business hours to fulfill, requests will not be immediately fulfilled.

Program status change

Transferring from day to evening option or vice versa

Students who wish to transfer from day to evening option, or vice versa, must submit a written request to the Program Chairperson by April for the fall semester and November for the spring semester. Permission to transfer is based on space availability.

Dismissal from the Nursing Program

A student may be dismissed from the program if any of the following conditions occur:

1. failure to maintain a C in all nursing courses with a clinical component;
2. failure to maintain a C in all courses required for the nursing program;
3. unsuccessful in skills competency assessment after two (2) attempts;
4. failure to achieve a grade of 100% on the dosage calculation test within the designated time;
5. three (3) absences in clinical or SALT in one clinical nursing course;
6. unsatisfactory completion of assignments;
7. clinical failure;
8. failure to adhere to nursing program and Maria College policies;
9. grievous incident by the student.
10. failure to comply with the ANA Code of Ethics.

Readmission to the nursing program

A letter requesting readmission must be sent to the Program Chairperson. This letter should include information as to what the candidate has accomplished during the time he/she left the program and the possible return (i.e., courses taken, work experience). The request will then be acted upon at the next scheduled nursing faculty meeting. If the student has been out of the program for more than six months and was successful in NUR 120, readmission is

contingent upon successful completion of the skills competency, dosage calculation, and written examination for the last nursing course that the student passed. Inasmuch as the skills competency, dosage calculation, and written examination are only offered during the regular college year it is imperative that requests for readmission be submitted as early as possible, e.g., requests for a Fall readmission should be submitted by January 15. Requests for a Spring readmission should be submitted by September 15. Any student who has failed two clinical nursing courses will not be readmitted to the Nursing Program unless the Nursing Chairperson determines otherwise.

If a student has been unsuccessful in N198/199, the student will have the opportunity to enter the ADN program in N130 with permission from the chairperson and PN-RN transition course faculty.

If the student has been unsuccessful in the N110/120 challenge program, the student may enter the ADN program as a generic ADN student (N110/120) based on space availability.

Those who wish to be readmitted to nursing program after three (3) years must start with NUR 120. Admission is based on space availability.

Repeating a nursing course

Nursing courses may only be repeated once, however, repeating a nursing course is not automatic and requires the Nursing chairperson's approval. A "withdrawal" from a nursing is counted as have taken the course. When a nursing course is repeated, the student is required to attend all aspects of the course- class, clinical and SALT.

Upon admission from the Maria College PNC program or N198/199 (PN-RN transition course) the remaining clinical nursing courses may only be repeated once. A failure of N198/199 does not count as a failure in the clinical courses of the ADN program. A failure of

the challenge N110/120 program does not count as a failure in the clinical courses of the ADN program.

Revised: 8/2004, 5/2005, 5/2006, 5/2007, 5/2008, 5/2009, 7/2010, 7/2011

Appendix A **GLOSSARY**

Accountability: Individual responsibility encompasses actions and judgments, regarding patient care, professional and individual conduct.

Advocacy: A relationship with the individual that facilitates, supports, and represents the needs of the individual.

Assessment: The collection, analysis and synthesis of relevant data for the purpose of appraising the client's health status. It involves the orderly collection of information from multiple sources, establishes a foundation for provision of nursing care, identifies available resources to meet client needs and provides a baseline for future comparisons of individualize client care. (NYS Nursing Education Articulation Model, 2/04).

Caring: A pattern of behaviors, beliefs, and consciousness that demonstrates presence, empathy, spirituality, recognition, the dignity of each person and promotion of worth for others and self from life -death.

Caring Behaviors: Conduct that is nurturing, protective, compassionate and client centered that creates an environment of hope and trust. Client choices related to cultural values, beliefs and lifestyle are respected. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Caring Interventions: Those nursing behaviors and actions that assist clients in meeting their needs based on knowledge and understanding of the natural/behavior sciences, nursing theory/research and past nursing experiences. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Client: An individual who has health care needs based on the impact of the external and internal environment.

Clinically Competent: Performance in a manner within the legal scope of defined practice, utilizing nursing principles that satisfy the demands of the situations.

Clinical Decision Making: An analytical process that requires the application of theoretical knowledge, thinking skills and intuition in determine appropriate alternatives for effective client outcomes. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Collaboration: Shared planning, decision-making, problem solving, goal setting and assumption of responsibility/accountability by those who work together cooperatively with open professional communication across healthcare settings. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Communication: An interactive process with an exchange of information that occurs verbally, nonverbally, and/or in writing or through information technology. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Critical Thinking: The deliberative process of collecting, interpreting, analyzing, drawing conclusions about, presenting and evaluating information that is both factually and belief based. Components of critical thinking include clinical judgments based on ethical, diagnostic and therapeutic dimensions.

Cultural Awareness: The conscious, informed recognition of and respect for individual differences and similarities between cultural groups.

Delegation: Transferring to competent individual the authority to perform a selected nursing task in a selected situation. The nurse retains the accountability for the delegation. (NCSBN position paper, 1995). It involves the five rights: right task, right circumstance, right person, right direction/communication and right supervision/evaluation

Environment: All the conditions, internal and external, surrounding and affecting the human condition.

Illness: Is a state of disequilibrium resulting in an imbalance between internal and external environments.

Individual: A holistic, thinking, feeling, organized being, possessing integrity, free will and potential for learning. Individuals are at the same time similar and unique. The individual is in constant interaction with their environment, adapting to a variety of stimuli.

Health: A homeostatic process which integrates bio-psycho-social-spiritual needs and is influenced by the internal and external environment.

Human needs: Man's internal and external environmental factors which impact on the health and illness. These needs are categorized as biological, psychological, social, and spiritual.

Management: The process of planning, organizing and directing activity in collaboration with the team to reach positive outcomes. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Manager of Care: A nurse who optimizes resources to achieve desired outcomes for the promotion of health in client populations. (NYS Nursing Education Articulation Model, 2/04).

Managing Care: The efficient, effective use of human, financial and technological resources to meet client needs in a cost effective manner and support the organizational outcomes. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Member Within the Profession of Nursing: A nurse who is accountable for the ethical, legal and professional dimensions of the practice of nursing. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Nursing: Is a systematic, caring profession grounded in concepts from the liberal arts and biologic, psychologic and social sciences. Nursing is an art and science, constantly dynamic and evolving.

Nursing Process: Process used for decision-making within the professional framework of nursing. It is defined as those actions which nurses implement as they deliver nursing care to their client(s). These actions include assessment, diagnosis, outcomes, planning, implementation, and evaluation.

Profession: An occupation or vocation requiring education in the liberal arts, sciences, and advanced study in a specialized field.

Professional Behavior: Demonstrates adherence to standards of professional practice, accountability for actions and behaviors, and the practice of nursing within legal, ethical and regulatory framework while caring and valuing the profession. (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Provider of Care: A nurse who utilizes a systemic process, assists clients in meeting health care needs in a wide variety of settings and coordinates the care of clients across the life span using a multidisciplinary approach. Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000). This is demonstrated through clinical competency.

Teaching-Learning: Processes used to promote and maintain health and reduce risk and are implemented in collaboration with the client, significant support person and other members of the healthcare team. Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Therapeutic Communication: An interactive verbal and nonverbal process that assists the client to cope with change, develop more satisfying interpersonal relationships and integrate new knowledge and skills. Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

Wellness: A dynamic state in which an individual achieves or maintains an optimal balance between internal and external environment.

Appendix B
Nursing Program Curriculum Strands

Vertical strands

Human needs form the vertical strands of the nursing curriculum. Organized as the biological needs and the psycho-social-spiritual needs, these concepts provide the organization and framework for content taught in progression throughout the curriculum.

Human Needs

Biological

Oxygenation
Circulation
Fluid/Electrolyte Balance/Hydration
Nutrition
Elimination
Rest and Sleep
Regulation and Sensation
Skin Integrity/Hygiene
Activity
Safety/Protection from Infection
Comfort

Psycho-Social-Spiritual

Developmental Stages
Mental Health
Sexuality
Social, Cultural, Ethnic Identity
Spirituality

Horizontal Strands

The horizontal strands are process oriented, focus on the use of the content, and are in place throughout the curriculum. The application of content is achieved through the horizontal strands of the curriculum.

Nursing Process

Assessment
Diagnosis
Planning
Implementation
Evaluation

Roles of the Nurse

Provider of Care
 Clinical competency
Manager of Care
 Managing care
 Communication
 Collaboration
 Teaching-learning
Member of the Profession of Nursing
 Professional Behavior

Caring

Critical Thinking

Environment

Definitions

Biological

1. Oxygenation - The exchange of gases between an organism and its environment.
2. Circulation - Production, distribution, and destruction of blood and blood components through the body system.
3. Fluid/Electrolyte Balance/Hydration - Equilibrium/distribution of body water and its solutes.
4. Nutrition - The sum of the processes involved in taking in nutrients, assimilating and utilizing them.
5. Elimination - Excretion of body wastes.
6. Rest and Sleep - Periods of diminished activity, both mental and physical.
7. Regulation and Sensation - Neuro-endocrine influences which govern body processes.
8. Skin Integrity/Hygiene - Continuity of the integument.
9. Activity - Any movement of the body or its parts.
10. Safety/Protection from Infection - Protection from all environmental hazards.
11. Comfort – A condition of well-being. Removal of sources of pain or distress.

Psycho-Social-Spiritual

1. Developmental Stages - Chronological stages with well-defined tasks.
2. Mental Health - A relative state of mind in which a person is able to cope with and adjust to the recurrent stressors of everyday living.
3. Sexuality - The sum of the physical, functional, and psychological attributes that are expressed by one's gender identity and sexual behavior.
4. Social, Cultural, Ethnic Identity - Those characteristics which identify a person to self and others.
5. Spirituality - An intrinsic frame of reference providing strength, hope and meaning to life.

Appendix C

American Nurses' Association (ANA) Code of Ethics*

(*1950, revised 1960, 1976, 1985 and 2001)

The Code of Ethics of the American Nurses Association is used as the standard for ethical practice and is used to assure that patients will be protected in accordance with the New York State's Nurse Practice Act.

The Code of Ethics is based on a body of moral and ethical principles. These principles have been translated into statements of standards which will guide the nursing students' integrity and their conduct while engaged in learning within the nursing program and later as a nurse in practice.

Conduct violating these statements may constitute reason for departmental warning or for departmental withdrawal from the nursing program.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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Appendix D

ATI grid

Appendix E

