

**Maria College
Pre-Licensure Student Nurse Manual**



Academic Year 2022-2023

Table of Contents

| | |
|--|-----------|
| Table of Contents | 2 |
| Introduction to Nursing..... | 6 |
| The Mission of Maria College | 6 |
| The Mission of the Maria College Nursing Department | 7 |
| The Philosophy of the Maria College Nursing Faculty | 7 |
| Pre-licensure Nursing Program Outcomes..... | 8 |
| Conceptual Framework..... | 8 |
| End of Program Student Learning Outcomes | 9 |
| Practical Nurse Certificate Program | 9 |
| Associate of Science Degree Program | 9 |
| Concept of Nursing Education..... | 10 |
| Faculty/Learner Responsibilities..... | 10 |
| Licensing Requirements | 11 |
| Accreditation | 11 |
| Academic Policies..... | 12 |
| Course Sequence and Grade Progression Requirements | 12 |
| Assessment Methods..... | 12 |
| Social Networking Policy | 12 |
| Academic Integrity – Student Responsibilities..... | 13 |
| Recording a Class | 13 |
| Email..... | 13 |
| Blackboard | 14 |
| Nursing Student Evaluation..... | 14 |
| Academic/Competency Grading..... | 14 |
| Grading Process | 15 |
| Examinations..... | 15 |
| Rounding of Grades | 15 |
| ATI Policy..... | 15 |
| Dosage Calculation Competency Testing | 17 |
| Basic Skills in PNC 101 and NUR 120 (Clinical lab) | 17 |
| Clinical Skills Competency Testing..... | 17 |
| Clinical Responsibilities..... | 18 |

| | |
|--|-----------|
| Core performance standards | 18 |
| Clinical roles and responsibilities | 18 |
| Clinical Expectations | 20 |
| Clinical Agency Requirements | 21 |
| Clinical Agencies | 22 |
| Criminal Background Check..... | 22 |
| Clinical Dress Codes..... | 23 |
| Absences – Clinical..... | 24 |
| Clinical Grading..... | 25 |
| Student Clinical Policies..... | 26 |
| Medical Clearance | 26 |
| School Closure | 27 |
| Transportation | 27 |
| Cell Phone Policy..... | 27 |
| Critical Incident Form..... | 27 |
| Clinical Preceptorship Policy..... | 28 |
| Experiential Learning in the Associate Degree Nursing Program..... | 28 |
| Nursing Laboratories..... | 29 |
| Clinical Lab/Lab Class..... | 29 |
| General Laboratory Guidelines..... | 29 |
| Absences Clinical Lab NUR 120..... | 30 |
| Absences – Lab | 30 |
| Video Recording in the Laboratory | 30 |
| Open Lab..... | 30 |
| Lab Bags | 31 |
| Simulation-Based Education..... | 31 |
| Student Resources | 31 |
| Individual Assistance | 31 |
| Advisor Support | 31 |
| Remedial Work | 31 |
| Opportunities for Leadership/Student Representatives | 32 |
| Grievance Procedure..... | 32 |
| Program Status Change | 32 |
| Progression in the Practical Nurse and Associate Degree Programs | 32 |

| | |
|--|-----------|
| Readmission to Nursing Programs..... | 33 |
| Appendix A - GLOSSARY..... | 35 |
| Appendix B - Curriculum Strands | 38 |
| Appendix C - American Nurses' Association (ANA) Code of Ethics* | 40 |
| Appendix D - ATI Grids..... | 41 |
| Appendix E - Maria College Nursing Program Core Performance Standards | 42 |
| Appendix F - Readmission Requirements to Repeat a Course..... | 44 |
| Appendix G - The Nursing Program Contact Information | 45 |

Revised 8/2022

MARIA COLLEGE OF ALBANY
Associate Degree Program in Nursing

August 2022

Dear Student:

Welcome to nursing at Maria College! Nursing is an exciting career. It is a profession that requires its members to commit to lifelong learning that ensures safe and quality care, and service to others. You will be challenged 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 think critically, like a nurse.

This manual was prepared to provide you with valuable information to facilitate your achievement of academic and professional success as a student nurse. The manual contains those policies and procedures that are applicable to the Practical Nurse Certificate Program and the Associate in Applied Science in Nursing Degree Program in Nursing at Maria College. General college policies are found in your [Maria College Student Handbook](#) and the online [Maria College Academic Catalog](#). As a student, you are accountable for both the Maria College and Nursing Program policies and procedures.

Please keep this manual 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 manual is subject to change. Changes will be communicated by email or through a Blackboard announcement as they occur.



Victoria A. Callagan EdD RN
Associate Dean of Nursing
Program Director AAS Nursing



MS, RN, CCTN

Anne LaMora, MS, RN, CCTN
Assistant Dean, PNC Program

Disclaimer

Notwithstanding anything contained in this *Maria College Associate Degree Program Student Nurse Manual*, Maria College 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 *manual* 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 Director, Department Dean (s), the office of the Academic Dean, and other appropriate offices such as the Registrar or Financial Aid. In preparing this manual, efforts are made to provide pertinent and accurate information; however, Maria College assumes no responsibility for manual errors or omissions.

Introduction to Nursing

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

1. Licensed Practical or Vocational Nurse (LPN, LVN): 9 -18 months
2. Associate Degree Nurse (RN): 2 years
3. Baccalaureate Degree Nurse (RN, BS): 4 years
4. Master of Science of Nursing (MS, MSN): 2 years after BS
5. Doctorate in Nursing (PhD or DNS): 2 or more years after MSN
6. Doctor of Nursing Practice (DNP): 2 or more years after MSN

Each of the above programs is a separate course of study.

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 upon completion of the program
2. Associate in Applied Science in Nursing – with full time study this is a two-year program (full time study) that prepares the student to take the NCLEX-RN® licensure examination at completion of the program. Maria offers a part-time option that takes more than two years to complete and advanced placement options that take less than 2 years to complete.
3. Bachelor of Science in Nursing degree completion program - with full time study this is a two-year program designed for the licensed RN to obtain a baccalaureate in nursing. This program may also be completed through part-time enrollment.
4. Bachelor of Science in Nursing degree online completion program – this asynchronous program of study is full time over the course of one year.

It is important to remember that completion of a formal program that allows for licensure does not end one's education but marks the beginning of 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.

The Mission of Maria College

Maria is a Catholic college sponsored by the Sisters of Mercy and animated by the Mercy charism. It provides career-relevant, opportunity education in the context of the Catholic Intellectual Tradition to all who can benefit from it. Maria is committed to outstanding and holistic student support services, financial sustainability and the purposive use of evidence to

drive institutional renewal and student success. Maria seeks to foster graduates who recognize and respect the dignity of every human person and who will transform their knowledge and skill into caring and compassionate service to others.

The Mission of the Maria College Nursing Department

The mission of the Maria College Nursing Department is to promote lifelong learning through rigorous nursing education programs offered in a supportive environment reflective of Mercy charism. Faculty and staff seek to foster graduates that respect the dignity of every human person so that throughout their careers they practice the art and science of nursing through caring and compassionate service to others.

The Philosophy of the Maria College Nursing Faculty

The works of Florence Nightingale and Jean Watson shape the philosophy of the Department of Nursing. Based on their work, the faculty have identified human needs, environment, nursing process, caring, critical thinking, and the National League for Nurses (NLN) core competencies of the nurse as the foundations for the conceptual framework underpinning the nursing curricula.

The faculty believe that:

- nursing is the professionalization of human capacity for caring.
- caring behaviors are person-centered and respect the dignity, values, and beliefs of every person.
- nursing is an art and a science, constantly dynamic and evolving, and the nursing process is the systematic approach to nursing care.
- nurses are responsible for ethical practice in relation to their clients, the public, their colleagues, and themselves.
- the practice of nursing ensures advocacy for clients who are unable to advocate for themselves.
- nurses have a professional responsibility to continually improve their clinical judgment and practice through reflection, evidence-based practice, and lifelong learning.
- the environment includes all conditions, internal and external, that surround and affect the individual and can be manipulated to place a client in the best possible condition for health promotion, healing, or a dignified death.
- health is the extent to which people can realize their aspirations, satisfy needs, and change or cope with the environment.
- nursing, as an art and a science, uses the humanities and sciences to provide a foundation for nursing education.

To prepare nursing students for practice, the faculty recognizes the National League for Nursing (NLN) Competencies and graduates are prepared to:

- promote and enhance **human flourishing** for patients, families, communities, and self
- demonstrate sound **nursing judgment** in practice
- acquire and maintain a **spirit of inquiry** as they move into the world of nursing practice
- internalize values and continually develop their **professional identity**

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

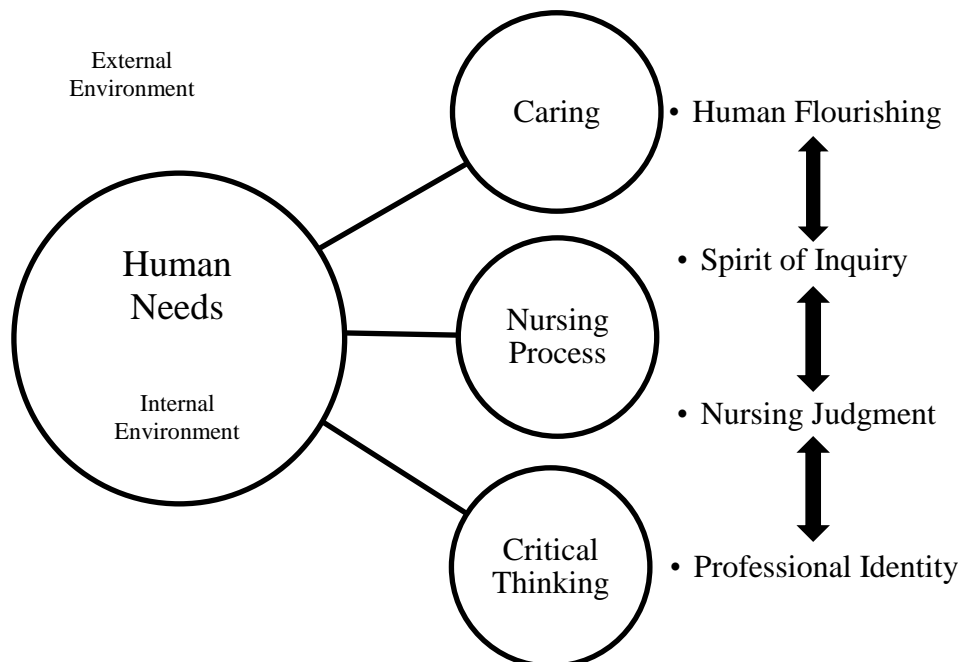
Pre-licensure Nursing Program Outcomes

The outcomes of the Pre-licensure Nursing programs are to:

1. Educate students for entry-level nursing positions measured by a program completion rates of 50% or greater within 4 semesters.
2. Prepare nursing students for employment as nurses in the community measured by an employment rate of 90% or greater in the Graduate Placement Surveys six months after graduation.
3. Prepare nursing students for the NCLEX-RN® or NCLEX-PN® as measured by first time pass rates of 85% or higher, or a rate equal to or greater than the national mean.
4. Foster the concept of lifelong learning as a nurse, measured by continuing education and professional activity rates of 80% or greater.
5. Provide educational programs measured by student program satisfaction rates of 85% or greater in the End of Program Graduate Surveys.

Conceptual Framework

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



The nursing faculty envision the nurse as a caring professional who affects the client's ability to meet human needs as they are impacted by the external and internal environment. The nurse utilizes the nursing process to critically think while enacting the competencies of a nurse.

End of Program Student Learning Outcomes

Practical Nurse Certificate Program

After completion of the PNC Program at Maria College, the graduate will be able to:

1. **Collaborate** effectively within multidisciplinary teams, fostering open communication, mutual respect, and shared decision making while advocating for comprehensive client centered care.
2. Incorporate **critical thinking** (CT) and clinical decision making when advocating care for clients, families, significant support persons or groups in a variety of **environments**.
3. Demonstrate **professional** behavior in an accountable, responsible manner within the legal scope of LPN practice, as a member of the profession of nursing.
4. Demonstrates knowledge of data gathering and nursing care concepts of the human system, with consideration of how the **environment** along with cultural and ethnic diversity affect client care in various environments to promote, maintain, and manage health.
5. Demonstrate clinical competency by applying principles to meet the basic physical and psychological needs of clients through the lifespan with primary foci on activities of daily living (ADL), **caring** interventions, technical skills, and safety needs of clients.
6. Teaches basic health promotion/maintenance and self-care to an individual using a designed teaching tool to promote **teaching-learning**.

Associate of Science Degree Program

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

1. Integrate **caring** and sound **nursing judgment** to promote the health of clients, families and communities in various **environments**.
2. Incorporate the **nursing process** when planning safe, quality care for clients, families and communities to promote, maintain, and manage health and modify the environment.
3. **Communicate** in a **collaborative** manner with clients, families and communities, members of the health care team, and with community resources.
4. Incorporate **critical thinking** to examine the evidence that underlies clinical nursing practice and improves the quality of care for clients, families and communities.
5. Personify **professional identity** in an accountable, ethical, and responsible manner as a member of the profession of nursing.
6. Advocate for clients, families and communities to make educated decisions about health care choices by providing evidence-based health information through **teaching-learning**.

Students will realize their end of program student learning outcomes through a sequenced set of nursing courses with progressive objectives, course learning outcomes, and clinical skills. The components of these student learning outcomes are available in each of the course syllabi, which

have identified course outcomes and clinical evaluation tools. Bolded items 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 of and respect for the human experience and dignity of the individual which is central to nursing. Knowledge, skills and attitudes 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 believe that nursing education facilitates the learning of scientific principles and the ability to transform their knowledge and skill into caring and compassionate service to others. 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 learning is a lifelong 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. These behaviors are progressive in nature. The behaviors are categorized from simple to complex and from concrete to abstract. 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. Considers the needs of the learner when formulating course objectives.
2. Provides an educational environment that is conducive to effecting behavioral changes in the learner.
3. Acknowledges the individuality of the learner.
4. Presents appropriate content in an educationally sound manner.
5. Utilizes varied teaching techniques that are appropriate to the identified objectives.
6. Evaluates the learner based on identified learning objectives.
7. Serves as a role model as a member of the profession of nursing.
8. Encourages continuing growth and development.
9. Assists the learner with setting objectives for professional growth and development.

10. Participates in the evaluation of teaching effectiveness.

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

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

Licensing Requirements

The practice of nursing within New York State requires licensure. For complete information, including fees, please go to <http://www.op.nysed.gov/prof/nurse/nursing.htm>.

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 preferred method to apply for licensure is online at: <https://eservices.nysed.gov/professions/before/exp/022> You will need a credit card to complete your application.
- You may also mail an application and fee to:
NYS Education Department
Office of the Professions
PO Box 22063
Albany, NY 12201
- 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.
- You may refer to the following web sites for more information:
<http://www.op.nysed.gov/prof/nurse/nursing.htm>
<http://www.op.nysed.gov/prof/nurse/article139.htm>

Accreditation

The Associate degree in applied science in nursing program at Maria College located in Albany, New York is accredited by the: [Accreditation Commission for Education in Nursing](#) (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate degree in applied science in nursing program is Continuing Accreditation.

The Practical Nurse Certificate program is accredited by the New York State Board of Regents, Office of the Professions (<http://www.op.nysed.gov>).

The most recent accreditation decision made by the New York State Board of Regents, Office of the Professions is continuing registration.

Academic Policies

Course Sequence and Grade Progression Requirements

The Nursing courses and their requisites must follow the sequence identified in the [Academic 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. If you are unsuccessful in a co-requisite course, you may not advance in the course sequence. Your ability to continue in the program will be at the discretion of the program director.

Assessment Methods

To successfully complete a nursing course, the student must demonstrate competency in the components of the course. A **clinical nursing course** contains all four components — **Lecture, Clinical, Nursing Skills and Dosage Competency**. These courses are PNC102, 103, 104 and NUR120, 130, 240, 250.

- **Lecture:** Students must achieve a final grade of C+ (77%) or higher. 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 a Clinical Evaluation Tool. For more details, please see **Clinical Grading**. Any student demonstrating **consistently unsafe behaviors** in the clinical area will be removed from the clinical area, which will result in a failing grade for the course. See additional details in the **Clinical Expectations** section of this handbook.
- **Nursing Skills Laboratory:** Students will participate in a skills competency and demonstrate satisfactory performance on all laboratory skill and attendance requirements in order to progress to the next nursing course. Students will receive a course grade for competency equivalent to a unit exam. See additional details in the **Nursing Student Evaluation** section of this handbook.
- **Dosage:** Each semester a student must receive a 100% on a dosage competency test within 3 attempts in the established time frame. Failure to do so will result in an F in the course. See **Dosage Calculation Competency Testing** for details.

Social Networking Policy

Maria College students are expected to adhere to the guidelines set forth for social media use in the Student Handbook and Code of Conduct, as well as the College's communications policy and computer use policy.

- [Maria College Student Handbook](#)
- [Communications Policy](#)
- [Computer Use Policy](#)

In addition, Maria College Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or posting:

- Does not violate the *American Nurses' Association (ANA) Code of Ethics* (refer to Appendix C)
- Does not violate confidentiality implicit in their roles as nursing student.

The following social media guidelines are important for Maria College nursing students to consider.

1. Maria College Nursing students shall not post, transmit or otherwise disseminate any information to which they have access because of their attendance in the program without written permission from the Nursing Department Dean and the instructor of the course. This includes but is not limited to audio or videotaping of lectures and lab.
2. 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.
3. 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

Please refer to the [Maria College Student Handbook](#) for specific information. Within the nursing program as a part of academic integrity, students are also expected to adhere to the *ANA Code of Ethics* (See Appendix C) in the classroom, lab, and clinical settings. A nursing student who violates the academic integrity policy of the college and/or *ANA Code of Ethics* will be referred to the Office of the Dean of Students and may be dismissed from the Maria College nursing program.

Recording a Class

Audio/video recording of a class by students is at the discretion of the faculty teaching the class. In order to audio/video record the class, the student must request the permission of the faculty teaching the class. They are for the sole purpose of the student's personal use and may not be posted or distributed publicly. There is no audio/video recording by students in the laboratory, clinical pre and post conferences, or during test review classes.

Email

All students are assigned Maria College email addresses to facilitate communication with the faculty and students. All communication between faculty and students will occur via Maria College email. Course updates and faculty correspondence are communicated to students via Maria College email; therefore, students are expected to check their Maria College email at least

daily.

Blackboard

Since course related material is posted on Blackboard, students are expected to be proficient in the use of Blackboard. Faculty will post announcements and updates for students on Blackboard. All students should regularly check Blackboard for announcements and updates.

In addition, course exam grades are posted on Blackboard. Students receive exam grades under the following conditions:

1. Faculty are prohibited from giving out grades to students, please do not call or e-mail your advisor, the program director, other members of the nursing faculty, or the nursing administrative assistant to find out your grade.
2. Unit examination grades will be posted on Blackboard
3. Final course grades will be posted on MyMaria/PowerCampus.

Nursing Student Evaluation

Academic/Competency Grading

| LETTER GRADE | NUMERICAL GRADE | CLINICAL PERFORMANCE |
|--------------|-----------------|--|
| A | 92.5-100 | Demonstrates expected level of competency on the clinical evaluation tool and demonstrates satisfactory performance in skills laboratory. Achieve a grade of 100% on the dosage calculations competency by designated date. |
| A- | 89.5-92.4 | |
| B+ | 86.5-89.4 | |
| B | 82.5 -86.4 | |
| B- | 79.5- 82.4 | |
| C+ | 76.5-79.4 | |
| I | | Has not completed course requirements |

Students must maintain a C+ average in each nursing course to continue in the Nursing Program

| | | |
|----|------------|---|
| C | 72.5-76.4 | Clinical failure and /or failure to demonstrate satisfactory performance in dosage and skills competencies. Unsuccessful in achieving a grade of 100% on the dosage calculation competency by the designated date. |
| C- | 69.5-72.4 | |
| D+ | 66.5-69.4 | |
| D | 62.5-66.4 | |
| F | Below 62.5 | |

Grading Process

Progression in the program is dependent upon successful completion of all nursing courses with a C+ or better, completion of science courses and English composition courses with a C or better, and a passing grade in all other required pre- and co-requisite courses. Clinical practice and dosage calculation competencies are pass/fail and are not incorporated into the final numerical course grade; however, all must be passed in order to successfully complete the course.

The final grade for a clinical nursing course is a composite of the numeric theory testing grade, a satisfactory clinical evaluation, and passing the dosage calculation competency with a grade of 100%.

Examinations

For clinical nursing courses, assessment of content mastery and grading is based on unit examinations, an ATI content mastery assessment (with the exception of NUR 120), and a cumulative final examination. If a unit examination is missed by a student, the percentage value of that exam grade will be added to the percentage value of the final exam grade. Please refer to individual course syllabi for percentage values. Examination grades cannot be dropped from the final grade after an examination has been taken. The final exam must be taken to pass the course. Students are expected to take the exams at the regularly scheduled exam times.

PNC 101, NUR 110, and NUR 260 may also have examinations (refer to the course syllabi for more specific information).

Unit examinations may also have dosage calculation problems. Students may utilize Maria College approved calculators in testing situations. Students are not permitted to share calculators during testing. Students may not use or have on their person cell phones, smart watches, programmable calculators, or any other technology that allow storage and retrieval of data, in testing situations. All devices must be turned off and stored with personal belongings in the designated space in the room during the exam. If a personal electronic device is not stored with personal belongings and/or is found with the student, they will forfeit the ability to complete the exam. In addition, food and drink are not allowed in the testing room except for a clear plastic water bottle with the label peeled off.

Rounding of Grades

Only the final grade for the course will be rounded. Final grades will be calculated to the nearest 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 retained at the same whole number value.

ATI Policy

Assessment Technologies Institute (ATI) offers comprehensive assessment designed to increase students' mastery of nursing knowledge and ultimately their success 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 web-based practice

assessments, videos, and textbooks on specific content. ATI textbooks will be distributed to students at the beginning of the program. ATI testing occurs each semester as described in the grids in **Appendix D – ATI Grids**.

Nurse-educator content experts from around the U.S. participate in setting a national standard for the ATI scores of each of the content mastery assessments. They are expressed in different levels of proficiency. These proficiencies are:

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

All students achieving **Proficiency Level 1 or below a level 1** on ATI content-specific course mastery assessments will:

- Participate in and complete a focused self-remediation plan **in order to advance to the next semester**
- Meet the minimum time requirements determined by faculty, for participation in the focused review **in order to advance to the next semester**

Even though students achieving Proficiency Level 2 or above on the proctored course-specific assessment are not required to participate in the focused review tutorial program they are encouraged to create a focused review independently.

A variety of learning resources may be used in the remediation process, including the case study approach, selected components of the ATI Content Mastery Series review modules, non-proctored online practice assessments, and course materials.

Students are provided with practice assessments before the proctored ATI assessment is given. The practice assessments may be taken multiple times and the student is encouraged to conduct a focused review and repeat the practice assessments until a grade of 90% is obtained. Faculty may choose to require this process. Refer to individual course syllabi for more information.

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%

Completion of the ATI exam is a part of the course requirements. Proctored assessments may only be taken once and must be taken at the scheduled time. All proctored assessments are taken electronically on campus. The date of each ATI assessment will be identified in each

course syllabus. Students will sign-up prior to the assessment for specific testing sessions. If you have been approved for extended test taking time and would like extended time for an ATI assessment, please let the Program Director know 24 hours in advance of the test.

ATI results for the proctored tests will be available when all students have completed the assessment. Students are required to sign an attestation prior to each exam stating that they will **not** discuss the test content with other students. Students will be held accountable to this attestation. Violation of the attestation is a form of academic dishonesty and the same penalties will apply.

Dosage Calculation Competency Testing

Dosage calculation testing occurs throughout the curriculum in each clinical course, and in the advance placement course NUR 195. The testing schedule is determined by faculty and published in the course calendar/syllabus. Students are required to begin testing when their first test is assigned. **Failure to do so may result in a written clinical warning.**

- **Students are required to achieve a grade of 100% with no more than three (3) attempts by the date designated in the course syllabus.**

Medication administration affects multiple aspects of the nurse's professional responsibility, and a successful dosage calculation competency is a requirement of medication administration during the clinical experience.

Students who have not passed the dosage calculation competency will not be permitted to administer medications in clinical practice until they pass. The time between attempts should be used for remediation. Students can and should review the questions that they did not answer correctly in safeMedicate before attempting the next exam. For dosage testing, students must use the calculator provided in safeMedicate

Students who have failed dosage calculation competency attempts can expect the following:

- **After the first failed attempt the student will self-remediate within the dosage program.**
- **After the second failed attempt students will receive a written clinical warning.**
- **After the third failed attempt students will be placed on clinical probation and may receive an F for the course and become ineligible to progress in the program.**

Clinical Lab in PNC 101 and NUR 120

Basic skills required for the clinical setting are taught in clinical lab. Students must successfully demonstrate basic skills before beginning practice at a clinical facility. If a student misses clinical lab it is considered a clinical absence.

Clinical Skills Competency Testing

Competencies are periodic assessments of identified essential skills and nursing judgment in a neutral environment. Competencies are based on course objectives for clinical nursing

courses and test application of theory to practice. The student's performance of selected clinical skills and nursing judgment is evaluated by faculty in the laboratory. Competency tests may be video, and audio recorded and viewed by Maria College faculty only. Specific days for the competency testing will be scheduled.

Each student will be provided with the rubric for competency grading at the beginning of the semester. Students will be scored by an instructor based on their skill performance. The percentage of the course grade received for competency testing will be reflected in the course syllabus.

Clinical Responsibilities

Core performance standards

Core performance standards define the cognitive, sensory, affective, and psychomotor performance standards that are required to successfully meet course and program 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**. Students will be asked to read and sign the Maria College Nursing Program Core Performance Standards and the American Nurses' Association (ANA) Code of Ethics* prior to each clinical practice experience.

Clinical roles and responsibilities

The clinical roles and responsibilities have been established as minimum expectations for the faculty and student. These minimum expectations have been developed to help the faculty and students involved with a client's care to understand what is expected. Expectations are further defined based on course outcomes and in each clinical 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 and clinical focus and communicate these to designated staff. | 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. |
| Identify and communicate weekly clinical focus and clinical objectives to student and designated staff. | |

| | |
|--|---|
| <p>Identify student assignments and related responsibilities and ensure that student and designated staff are aware of student's role in nursing care assignment.</p> <p>Communicate with designated staff 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 designated staff 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 and safe 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> |
|--|---|

MANAGER OF CARE

| Faculty | Student |
|--|--|
| <p>Supervise the student in the nursing process to provide client care in a caring manner.</p> <p>Supervise the student in the preparation and administration of medication.</p> <p>Evaluate care completed by students.</p> <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>Achieve weekly clinical objectives.</p> <p>Prepare appropriately for administration of medications.</p> <p>Initiate appropriate teaching-learning for assigned clients.</p> <p>Communicate information with student peers.</p> <p>Participate actively in conferences in a professional manner.</p> |

| | |
|--|--|
| Act as a role model and facilitate student learning utilizing the nursing process. | |
|--|--|

MEMBER OF THE PROFESSION OF NURSING

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

Clinical Expectations

For the clinical experience, students are expected to attend the clinical orientation. Failure to do so will count as a clinical absence. The student will need to 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 be made-up.

The student is responsible to complete all assigned clinical documentation and submit to their clinical instructor within the assigned time frame. Failure to do so will result in an “Unsatisfactory” for weekly clinical grading and may result in a clinical warning and/or probation.

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 ensure that each student meets that agency's health requirements and other mandates. CastleBranch is a health records service that students subscribe to for submission and maintenance of their records. 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 submit a completed Maria College Physical Form annually to CastleBranch. The physical form is located on the Maria College web site under Nursing Department.
 - a. The Physical Form requires:
 - . Physical assessment
 - . Results of Mantoux-PPD test (s), QuantiFERON test or chest x-ray
 - . Description of any physical limitations
 - . Date of vaccination or antibody titer levels with accompanying laboratory report.
 - . Measles
 - . Rubella
 - . Mumps
 - . Varicella
 - . Tdap (within last 10 years).
 - . Flu (**Annually**)
 - . Hepatitis B or a signed declination
 - . Pneumovax or a signed declination
 - . COVID-19 Vaccine completion
 - b. 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, will be required to attend a clinical make-up and will be subject to a clinical make-up fee.
2. Certification in Basic Life Support (BLS)

The student must submit to CastleBranch a copy of a current **Basic Life Support (BLS) card** from either American Heart Association (AHA) or the American Red Cross before attending clinical experience. These agencies offer many different courses, you must select and participate in a **BLS certification course designated for healthcare providers**. Accepted courses are:

 - American Red Cross: **Basic Life Support (BLS) training for healthcare providers** which provides two years of certification.

- American Heart Association: CPR with **Basic life support (BLS) for healthcare providers** which provides two years of certification.

If documentation from the correct source is not submitted prior to the required dates, the student will be **prohibited** from attending clinical experiences, will be required to attend a clinical make-up, and will be subject to a clinical make-up fee.

Clinical Agencies

A variety of clinical agencies are utilized to meet the clinical learning needs of 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 Director of Clinical Experiences 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, immunization status, previous employment or for any other reason, 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 that you are ineligible to complete your course requirements based on the results of a criminal background check, if you are denied a license to practice nursing, or if you are unable to meet the facility's health requirements.

Clinical Dress Codes

To promote the professional image of nursing, a dress code is in place for the safety, comfort and aseptic 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 make-up.

Uniform: Clean and neat Maria College regulation uniform purchased at K&M Uniforms. Students must purchase the uniform top and pants designated by the college. The Maria College patch must be affixed to the upper external sleeve. There will be a choice between two different styles of scrub pants, no substitutions will be accepted. White socks and white shoes. No form fitting uniforms.

White Shoes: No canvas sneakers. Shoes are to be polished, have clean white shoelaces and have appropriate walking heel. No sandals, open toes, open heels or 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. Solid 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 always be worn and visible.

Jewelry: Limited to one (1) plain band ring/wedding ring, one (1) pair plain small earrings in the ears lobes and watch with a second 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 (1/4”) to avoid injury to the client or spread of infection. 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 natural color. Hair must be 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, etc. are allowed. **Body odor** can be offensive 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 are not permitted.

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

Tattoos: May be visible if the images or words align with the college mission and do not convey violence, discrimination, profanity or sexually explicit content. Tattoos containing such messages must be covered with bandages, clothing or cosmetics.

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

Lab Class: Students must wear their full uniform (shirt and **pants**) to lab classes including their name badges. They must also bring their lab bag, a watch with second hand, and a stethoscope to each lab class.

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

Absences – Clinical

Clinical absences, including weather related absences, must be made up. Absences will be made up at a time designated by the Director of Clinical Experiences, 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. Clinical absences jeopardize continuation in the program.

1. With 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 the inability to continue the clinical experience and ultimately failure of the course despite academic performance.
3. A pattern of clinical absences in successive nursing courses will result in clinical probation.
4. If a student must leave the clinical area for any reason, the student will be required to make up 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, fever, symptoms of COVID-19, or exposure to other infectious diseases in the past 24 hours should not attend clinical.

If a student is unable to attend on the assigned clinical day, the student will call or email the Director of Clinical Experiences at (518) 861-2544 jnapoli-mcnally@mariacollege.edu in advance of the clinical. The student should leave a message if the Director of Clinical Experiences is unavailable. Messages may be left on the voice mail after office hours. **Include the following information in the email or phone 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. The Director will provide you with information about next steps, including information you may be required to submit before you are allowed to return to the clinical experience (e.g., clearance from a health care provider,

negative SARS-CoV-2 test results).

Clinical Grading

Satisfactory Progress

In order to complete the clinical component of a nursing course successfully, the student must earn a rating of “Satisfactory” or a limited percentage of *developing* ratings in the course’s clinical evaluation tool for each criterion. The acceptable percentage of *developing* ratings is leveled across the program as follows:

| | | | | |
|---------|-------------|--|---------|-------------|
| PNC 102 | 30% or less | | NUR 120 | 30% or less |
| PNC103 | 15% or less | | NUR 130 | 20% or less |
| PNC104 | 0% | | NUR 240 | 10% or less |
| | | | NUR 250 | 0% |

The student’s clinical progress is measured by the course outcomes and clinical competencies as outlined on the clinical evaluation tool. This tool is specific for each clinical nursing course. A rating of *satisfactory* is achieved when the student consistently meets all clinical expectations. A rating of *developing* is earned when the student is making progress toward a *satisfactory* rating.

The student’s progress will be assessed weekly to identify strengths and areas for growth. The clinical instructor will share this assessment with the student and identify and outline areas for improvement if necessary. The student’s clinical performance is documented on the course-specific clinical evaluation tool. The final clinical evaluation is usually based on the last few weeks of the clinical experience. The student will be asked to provide comments on the final clinical evaluation tool and will be asked to sign the document. The student’s signature indicates that the student has reviewed the clinical evaluation tool with the instructor. The signature does not imply agreement.

Unsatisfactory Progress

Unsatisfactory progress consists of any the following behaviors:

- An *unsatisfactory* rating in any area of the clinical evaluation tool
- Failure to meet clinical objectives
- Behavior that 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. Clinical failure results when a student does not satisfactorily meet the terms of the clinical probation. The faculty will notify the director if a student is at risk of receiving of failure.

Clinical Warning

A student is given a clinical warning for unsatisfactory performance in the clinical setting. The student will be provided with:

1. written documentation from the faculty, which includes the course and clinical competencies on the clinical evaluation tool that are unsatisfactory

2. the time limit of the clinical warning
3. terms of the student remedial plan
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, a determination will be made if the student is performing at a satisfactory level. Should the student's performance remain at an unsatisfactory 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 satisfactory 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 for:

- Failure to remediate performance according to the terms of the Clinical Warning.
- Ongoing inconsistencies in meeting course outcomes and clinical competencies.
- 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 competencies on the clinical evaluation tool which are unsafe
2. terms of the remedial plan
3. the time limit of the clinical probation
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, a determination will be made if the student is performing at a satisfactory level. Should the student's performance remain at an unsatisfactory 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 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 incidents where faculty have 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 may be dismissed from the nursing program.

Student Clinical Policies

Medical Clearance

When a student has a condition that may limit their ability to participate in school activities, the student will be required to obtain and provide medical clearance to participate in clinical.

Examples of conditions may include but are not limited to **the need to recover from surgery, pregnancy, injury and communicable diseases**. If the medical provider determines that the student is restricted from activities that are a part of the clinical experience, and the clinical absence must be made up at a time designated by the College's faculty, and usually are done at the end of the semester. A fee will be charged for each clinical make-up and must be paid to the college business office before the student can attend the clinical make-up. Prior to returning to the learning experience, the student will be required to submit to the Program Director or Director of Clinical Experiences a medical clearance from a health care provider indicating that the student can safely perform all required student activities in the clinical environment. This clearance must clearly state that there are no restrictions in the student's ability to perform these activities and must be submitted to the Program Director or the Director of Clinical Experiences for review and approval before the student attends the next clinical learning experience.

Students are required to adhere to the Communicable Disease Policy stated in the [Maria College Student Handbook](#). Additional reportable communicable diseases include, but are not limited to meningococcal disease, C-difficile, methicillin-resistant staphylococcus aureus (MRSA), and COVID-19. Nursing students are additionally required to report illnesses to the Director of Clinical Experiences.

School Closure

The School Closure policy is found in the [Maria College Student Handbook](#). If classes are cancelled clinical, testing and lab will be cancelled. Make-up times for lab and clinical will be rescheduled by the faculty. If a student does not attend one of these make-ups for clinical and/or lab, it will count as an absence and the student will be subject to a make-up and the make-up fee. Faculty will communicate with the students how class content will be covered. Testing will be rescheduled.

Transportation

Transportation to and from scheduled clinical agency sites is the responsibility of the student. Faculty cannot transport or arrange transportation for students.

Cell Phone Policy

Cell phones and smart watches should be turned off and stored with personal belongings while students are in clinical settings, classrooms, laboratories, and testing rooms. A violation of this policy may result in the student being asked to leave the setting, resulting in an absence or a forfeited grade.

Critical Incident Form

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

Clinical Preceptorship Policy

During PNC 104 or NUR 260 the student may be eligible to participate in a preceptorship with a registered professional nurse in a healthcare setting. Eligibility is based on academic and clinical performance, professionalism, and availability. Students must submit an application for a preceptorship experience by the established deadline. The experience will be assigned by the faculty and Director of Clinical Experiences. The preceptor functions in a role which enhances the student's learning experiences and is not a substitute or replacement for nursing faculty. The nursing faculty maintains the ultimate responsibility and accountability for the student's achievement of the course goals and evaluation of the student.

Experiential Learning in the Associate Degree Nursing Program

Experiential learning supports the NUR 260 curriculum and allows students to prepare for transition to nursing practice. Students will utilize both hard and soft skills acquired over the course of the nursing program and will advance their leadership and management skills, legal and ethical responsibility to the profession, critical thinking, social skills, teamwork and professional image. Students will be able to identify the needs of specific client populations. Experiential learning will count toward clinical hours.

Expectations:

- The student is entitled to a meaningful practical learning experience that builds on prior experience and coursework.
- The host agency is entitled to a responsible adult learner with a serious commitment to the agency's goals and to delivering a service or product of value to the agency.
- The academic department is entitled to reasonable evidence that both sides of these commitments have been fulfilled before it gives the student a passing grade.

Key Concepts for NUR 260 Experiential Learning

As a student, you will be given the opportunity for a unique and valuable experience. To undertake in this assignment as a representative of Maria College you must agree to the following:

- Fulfill your agreement as to your duties, hours, and responsibilities to the best of your ability.
- Be professional -- punctual, polite, and respectful of agencies' policies, rules, and regulations.
- Respect the confidentiality of clients of the agency.
- Give notification in advance if you must miss or be late for an agency appointment.
- You must complete required hours. This will count as clinical time.
- Complete all assigned coursework and required forms including time sheets, evaluations, presentations, projects, etc. as designated by faculty.
- Achieve expected student learning outcomes posted for NUR 260.

All sites will need the approval from both the Instructor and Director of Clinical Experiences. Students will be responsible for obtaining any necessary medical/personnel requirements prior to beginning. This may include a background check and/or drug screen per facility regulations. Orientation may also be required from sites prior to starting. Certain sites

may require a contract prior to students starting their hours. Contracts may take several weeks to obtain and must go through the Director of Clinical Experiences.

Nursing Laboratories

Clinical Lab/Lab Class

Learners are expected to come to lab classes prepared and ready to participate. Learners are expected to review the lab objectives and completing the assignments prior to the scheduled lab. Students are expected to wear a clean uniform and name badge to lab class and bring the following supplies:

- Stethoscope
- Watch with a second hand
- Lab bag with supplies

Because of the equipment in the lab, and the volume of students that will be utilizing the lab, it is necessary to adhere to the following general guidelines while in the lab. It is essential to maintain realism; therefore, the manikins will be treated like “a real person”.

General Laboratory Guidelines

- Universal precautions will be implemented at all times.
- HIPAA rules apply, learners should not share details and activities with learners who have not yet participated in their own lab experience.
- Food or drink is not permitted in the nursing laboratory areas.
- Please do not use ink pens directly on the manikins, they will stain the manikins.
- Manikins are considered “real” clients and are to be treated with respect.
- Students should report any non-functioning equipment to the lab faculty immediately.
- Do not manipulate, remove, or bend any tubes from the manikins unless instructed to do so by lab staff. Prior to inserting anything into the manikins, check with the lab faculty.
- Each student is responsible for cleaning up after their lab, which includes picking up any scraps of papers, returning all non-disposable supplies, discarding garbage in their appropriate receptacles and properly disposing of needles.
- No equipment or supplies should leave the lab unless it is appropriately checked out by the lab coordinator.
- To maximize the learning experience, conversation and discussion will be limited to the lab experience, during class.
- Students will engage in and participate in the scenarios as a professional and treat lab as a realistic client care experience.
- Only Maria College students, faculty and staff are permitted in the labs and control room. Children are not allowed in lab at any time.
- Students are to store personal items in the open lockers provided.

Absences Clinical Lab PNC 101

Clinical lab time in PNC 101 is on campus for the entirety of the semester. Attendance at clinical lab is equivalent to attendance in clinical; therefore, more than two absences will result

in failure of clinical lab and failure of PNC 101. Students who have an absence in clinical lab while on campus will be required to make up the content within that same week in open lab.

Absences Clinical Lab NUR 120

Clinical lab time in NUR 120 begins on campus for the first two weeks. Once students successfully demonstrate basic skills, they continue clinical practice in a healthcare facility. Attendance at clinical lab is equivalent to attendance in clinical; therefore, more than two absences in either clinical lab or clinical practice will result in failure of NUR 120. Students who have an absence in clinical lab while on campus will be required to make up the content within that same week at the faculty's discretion and are subject to the lab make-up fee. Students who have an absence in the healthcare facility will be required to attend a clinical make-up at the end of the semester and will be charged a fee.

Absences – Lab

Laboratory class is a required component of the nursing program and attendance is an expectation for all labs. Students are required to be present and engaged for the entire duration of lab class. **At the start of lab class, the door will be closed, and tardy students will not be admitted.** Students who are tardy or who leave early may be marked absent. Students who miss lab class are responsible to make up the content in open lab as independent study. Lab absences will result in the following:

PNC 102, 103, 104 & NUR 120, 130, 240, 250:

1. An absence in a lab class will result in a verbal warning.
2. A 2nd absence in the same semester will result in a written warning.
3. A 3rd absence in the same semester may result in a failure of lab class and a failure of the clinical course associated with it.

Students are expected to attend their assigned lab class. If the class is cancelled because of unexpected school closure or altered for testing a make-up class will be assigned. At that time, a make-up schedule may be developed by faculty.

Video Recording in the Laboratory

Sessions in the lab may be video and audio recorded by faculty. Video recordings are used for debriefing purposes with members within that lab group. The sessions are reviewed only with members of Maria college faculty for review and teaching purposes.

Open Lab

Laboratory faculty are available in the open lab during scheduled hours. Open laboratory hours are posted in the lab and on Blackboard. These are times when students can come in and practice skills with lab faculty available for assistance.

Please Note: Our labs and some manikin parts contain latex. Latex-free gloves are provided.

Lab Bags

Students will receive a lab bag upon initial entrance in the nursing program. Maria College is not responsible for damage to equipment or loss of the bag and/or its contents. Student's lab bags cannot be replaced. It is the responsibility of the student to maintain the integrity of their lab bag. The contents of the lab bag are for educational purposes only.

Simulation-Based Education

Simulation provides a clinical learning environment using high-fidelity manikins and equipment. Students are introduced to a "scenario" that portrays a real client health problem. Students should respond using their best clinical judgment. After the scenario is over, students and faculty will debrief, reflecting on their experiences during the scenario and will evaluate their knowledge, skills and abilities. The debriefing is always guided by a faculty member in a controlled environment immediately after the experience.

Simulation enhances the experience of caring for clients in a real healthcare setting. Simulation provides the student with an opportunity to apply nursing knowledge to clinical practice in a controlled environment. This engages students in critical thinking and allows them to practice clinical reasoning skills.

Student Resources

Individual Assistance

Students are urged to make appointments for clarification of course work, advisement, clinical performance appraisals or individual concerns. The student may contact the faculty by email or phone. Contact information for faculty is given in Appendix G [The Nursing Program Contact Information](#).

Advisor Support

Each student will be assigned a nursing faculty advisor. Students are encouraged to meet with their advisors routinely for support. Every member of the nursing faculty has office hours available to students and is also willing to meet by appointment if the office hours are inconvenient. Advisors may also assist students to find other supports on campus that may be appropriate to the student's needs such as counseling services, the Student Support Center, and/or Peer Tutoring.

Remedial Work

When a student demonstrates an inability to meet expected behaviors in clinical lab or in the clinical setting, the faculty will issue a remedial assignment form indicating areas of deficiency. The focus of remediation is for the student to 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. Students should view remediation assignments not as a negative experience, but as an opportunity to become a better nurse. 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 during the designated time period will prevent attendance at the next clinical experience and count as a clinical absence.

Remedial work may be assigned at any point during the nursing program. At the end of each semester the faculty will review student clinical evaluation forms and determine if a student needs to complete remediation over the vacation period. If a student is assigned remediation during vacation time, it is expected the remedial work will be completed in the time frame established by the faculty.

Opportunities for Leadership/Student Representatives

Students who are interested in a leadership opportunity are encouraged to volunteer to serve as student representative for their class at Nursing Student-Faculty meetings. Each semester student representatives and faculty will determine meeting dates and times. Nursing Student-Faculty meetings provide students with the opportunity to share issues of concern and provide suggestions for resolution. The commitment of a student representative is a one-year period. It involves attendance at all meetings, participation in minute-taking, a willingness to be available to your nursing student peers (in person or by email), and a collaborative spirit for seeking resolution. Elections will occur at the beginning of the school year. A maximum of four representatives will be elected for each course. Faculty will seek volunteers for this role at the beginning of the fall semester.

Grievance Procedure

The grievance procedure is outlined in the [Maria College Student Handbook](#).

Program Status Change

Progression in the Practical Nurse and Associate Degree Programs

To progress, nursing students are required to:

- Earn a minimum of a C+ in nursing courses. Students may only repeat one nursing course.
- Earn a minimum of a C in required science and English composition courses.
- Earn a minimum passing grade in all other pre- and co-requisite courses.
- Participate in skills competency in the laboratory.
- Complete any remediation as assigned.
- Earn 100% on the dosage calculation competency each semester by the date designated in the course syllabus.
- Have no more than two (2) clinical or lab absences each semester.
- Successfully achieve clinical outcomes each semester. A grievous incident may result in a clinical failure or dismissal from the program.
- Adhere to nursing department and college policies.
- Demonstrate the Core Performance Standards of nursing program.
- Comply with the ANA Code of Ethics. Failure to do so may result in dismissal from the program.

Readmission to Nursing Programs

Readmission is at the discretion of the Program Director and is contingent upon the following requirements.

Readmission for NUR 120 or NUR 130

After Exam 2, students with a cumulative average of 50-76.4 will be required to join a weekly focus group in order to have an opportunity to develop their knowledge and skills to earn a passing grade in the course and remain in the program. Full attendance and participation in these remediation sessions will be required. Students with a cumulative average of 50 or below at midterm will be academically withdrawn.

At the end of the semester:

1. Students who have attended all remediation sessions and earned a final average of 76.5 may progress in the AD program.
2. Students who have final averages below 60 will be academically withdrawn from the program and will be ineligible to re-enroll.
3. Students who have not achieved the required 76.5 average to pass the course may be offered an alternative pathway to the AAS in nursing program through the PNC program. Seating in this program is at the discretion of the program directors.

** Please note, academic performance is not all that is considered for progression in the program. Any student who has received a verbal or written warning about uncivil or unprofessional behavior towards others including, but not limited to, faculty or staff at the College, clients, or clinical partners, and it is determined they have not amended their behavior, will be withdrawn from the program.

Readmission for all other clinical courses are as follows:

- The student has been out of the program for less than two years
- **The student has a G.P.A. of 2.5 (AAS)/2.0 (PNC) or greater**
- Students who have excessive absences or tardiness, or who have had verbal or written warnings about their uncivil or unprofessional behavior will not be considered for re-entry.
- Successful completion of the designated ATI assessment at a level 2 or greater. **This assessment may only be taken once.**
- Successful demonstration of designated skills from the last nursing course passed
- A score of 100 on the dosage calculation competency exam from the last nursing course passed
- Space must be available in the course the student is requesting to re-enter. There is an enrollment limit per course to ensure an optimal learning environment.

Refer to Appendix F for course specific testing requirements.

Students must submit a letter requesting re-entry to the program addressed to the Program Director. A personal “Plan for Success” form will be provided and must also be completed and submitted. These two documents must be received by September 15th for Spring and February 15th for Fall re-entry. Late requests **will not** be considered.

Once a candidate for re-entry has satisfactorily completed the re-entry requirements, re-entry priority will be at the discretion of the program director and based on a point system. Ranking will be based as follows: (1) space availability and reason for withdrawal, (2) cumulative GPA, (3) outcome of the re-entry testing (4) student behavior, including warnings about unprofessional or uncivil behavior 5) absences and tardiness 6) attendance and participation in focus groups/remediation. Extenuating circumstances may also be considered at the discretion of the program director.

If more than one candidate for re-entry has the same number of points calculated from the point system, each candidate’s “Clinical Evaluation Tool” will be reviewed and decision for re-entry will be based on the candidate’s clinical performance.

The Program Director and Assistant Director will meet in a closed session to consider each candidate’s request for re-entry. Students will be notified in writing by the program director about their application for re-entry. All decisions are final.

Nursing courses may only be repeated once. A student who has failed two nursing courses will not be readmitted to the program. When a nursing course is repeated, the student is required to participate in all course activities including lecture, clinical, lab, dosage calculation and skills competencies.

A student who has failed two Associate degree clinical courses and then successfully completes a practical nursing program may be considered **at the discretion of the Program Director**, as a new admission to the Associate Degree Nursing Program.

If a student is unsuccessful in an advance placement course, the student may apply to enter the Associate degree program as a generic student. This is based on space availability **and is at the discretion of the Program Director**.

Appendix A - GLOSSARY

Accountability: Individual responsibility- encompasses actions and judgments regarding patient care, as well as 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 individualized client care.

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.

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.

Client: An individual who has health care needs impacted by the external and internal environment.

Clinical Nursing Course: Nursing course in which contains all the following four components —Lecture, Clinical, Nursing Skills and Dosage Competency. These include PNC102, 103, 104 and NUR120, 130, 240, 250.

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 determining appropriate alternatives for effective client outcomes.

Collaboration: Shared planning, decision-making, problem solving, goal setting and the assumption of responsibility/accountability by those who work together cooperatively with open professional communication across healthcare settings to achieve quality patient care.

Communication: An interactive process with an exchange of information that occurs verbally, nonverbally, and/or in writing or through information technology.

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 a competent individual the authority to perform a selected nursing task in a selected situation. The nurse retains the accountability for the delegation. 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: 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 Flourishing: A lifelong journey which encompasses uniqueness, diversity, freedom, happiness, and the holistic well-being of individuals within a larger family, community or population (NLN, 2010).

Human needs: Internal and external environmental factors that 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.

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.

Nursing: 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 Judgment: Encompasses three processes; critical thinking, clinical judgment, and integration of best evidence into practice (NLN, 2010).

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.

Professional Identity: Involves the internalization of core values and perspectives recognized as integral to the art and science of nursing. Professional identity is evident in the lived experience of the nurse, in his or her ways of being, knowing and doing (NLN, 2010).

Reflection: an analytical process in which individuals explore their experience in order to clarify meaning that leads to new understandings.

Safety: minimize risk of harm to patients and providers through both system effectiveness and individual performance

Spirit of Inquiry: A persistent sense of curiosity that informs both learning and practice (NLN, 2010).

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.

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.

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

Appendix B 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.

Human Flourishing

Nursing Process

Assessment/Data Gathering, Analysis (Diagnosis), Planning, Implementation,

Evaluation

Managing care*

Communication

Collaboration

Teaching-learning*

Professional Identity

Professional Behavior
Nursing Judgment
Clinical competency
Critical Thinking
Spirit of Inquiry
Caring
Environment

*PNC students will participate in the nursing process/teaching-learning collaboratively with the RN with respect to their scope of practice.

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 2015)

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, probation or dismissal from the nursing program.

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.
3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes actions consistent with the obligation to promote health and to provide optimal care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2015 By American Nurses Association. Reprinted with Permission. All rights reserved

Appendix D
ATI Grids

| | PNC101 | PNC102 | PNC103 | PNC104 |
|-------------------------------|---------------------|------------------------------|----------------------|--|
| <i>Test Administered</i> | Fundamentals | Maternal/ Newborn | Mental Health | Medical-Surgical Leadership Comprehensive Predictor |
| <i>Grading Adaptation</i> | 10% of final grade | 10% of final grade | 10% of final grade | 5% of final grade Medical-Surgical 5% of final grade Leadership |

| AD Course | NUR 110 | NUR120 | NUR130 | NUR240 | NUR250 | NUR260 |
|---------------------------|---------|--------|---------------------|----------------------|--|-----------------------|
| <i>Test Administered</i> | | | Fundamentals | Mental Health | Medical-Surgical Comprehensive Predictor | Leadership |
| <i>Grading Adaptation</i> | | | 10% of final grade | 10% of final grade | Medical-Surgical: 10% of final grade Comprehensive Predictor: - Refer to course syllabus | 10% of final grade |

Appendix E
Maria College Nursing Program Core Performance Standards

| Requirements | Standards | Examples |
|----------------------------|--|---|
| Critical thinking | Critical thinking ability for effective clinical reasoning and clinical judgment | Apply scientific principles while planning and performing client care. Evaluate the effectiveness of nursing interventions. Modify the environment to enhance health/wellness promotion. |
| Professional Relationships | Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families, and groups | Demonstrate legal/ethical professional behaviors. Participates and collaborates with all members of the health care team, clients, & support systems to further health promotion/ address illness. |
| Communication | Communication adeptness sufficient for verbal and written professional interactions | Documents plan of care and evaluation of interventions Provides verbal reports of client data to members of the health care team Comprehends verbal, nonverbal and written communication Initiates, evaluates and documents client teaching plan |
| Mobility | Physical abilities sufficient for movement to provide safe and effective nursing care | Move around patient rooms, work areas and treatment areas. Provide life saving measures (i.e. CPR) |
| Motor skills | Gross and fine motor abilities sufficient for providing safe, effective nursing care | Manipulate and safely use equipment (i.e. keyboards, dials, switches, syringes, needles) Therapeutic positioning of clients (moving, lifting, transfers) |

| | | |
|---------------|--|--|
| | | Properly demonstrate clinical procedures (i.e. sterile technique, use of protective devices) |
| Hearing | Auditory ability sufficient for monitoring and assessing health needs and maintain a safe environment | Hears monitors, emergency warning sounds, auscultatory sounds and cries for help. |
| Visual | Visual ability sufficient for observation and assessment necessary in-patient care and maintain a safe environment | Observe client's condition and response to treatment Read fine print (i.e. syringe calibration) |
| Tactile Sense | Tactile ability sufficient for physical assessment and therapeutic interventions | Performs palpations, functions of physical examination and those activities related to therapeutic interventions (i.e. inserting and maintaining client catheters and tubes) |

Adapted from the Southern Regional Education Board. (2008). Americans with Disabilities Act: Implications for Nursing Education. Retrieved July 21, 2011, from http://www.sreb.org/page/1390/the_americans_with_disabilities_act.html

8/2021

Appendix F
Readmission Requirements to Repeat a Course

PNC 102

- Fundamentals ATI Assessment*
- PNC 101 Dosage Exam
- PNC 101 Basic Skills Measurement

PNC 103

- Fundamentals ATI Assessment*
- Maternal-Child ATI Assessment*
- PNC 102 Dosage Exam
- PNC 102 Skills Competency

PNC 104

- Fundamentals ATI Assessment*
- Maternal-Child ATI Assessment*
- Mental Health ATI Assessment*
- PNC 103 Dosage Exam
- PNC 103 Skills Competency

NUR 240

- Fundamentals ATI Assessment*
- NUR 130 Dosage Calculation Competency
- NUR 130 Skills Competency

NUR 250

- Fundamentals ATI Assessment*
- NUR 240 Dosage Calculation Competency
- NUR 240 Skills Competency

*ATI Assessments are subject to a fee defined by ATI and is payable by credit card only at the time of testing.

Appendix G
The Nursing Program Contact Information

| | Office Phone Number | McAuley Office Number | E-MAIL |
|---|----------------------------|------------------------------|--|
| Dr. Colleen Carmody Dean of Nursing | (518) 861-2516 | 301 | ccarmody@mariacollege.edu |
| Dr. Victoria Callagan Associate Dean of Nursing Program Director AAS | (518) 861-2541 | 316 | vcallagan@mariacollege.edu |
| Professor Stacy Kilts Assistant Director AAS | (518) 861-2597 | 317 | skilts@mariacollege.edu |
| Professor Anne LaMora Assistant Dean PNC | (518) 861-2537 | 308 | alamora@mariacollege.edu |
| Professor Jennifer Garhartt, Program Director PNC | (518) 861-2545 | 307 | jgarhartt@mariacollege.edu |
| Dr. Jessica Napoli-McNally Associate Dean of Nursing Director of Clinical Experiences | (518) 861-2544 | 324 | jnapoli-mcnally@mariacollege.edu |
| Professor Kellie Gauthier Simulation Lab Coordinator | (518) 514-7043 | 321 | kgauthier@mariacollege.edu |
| Mrs. Kathleen Curtin Academic Support Specialist | (518) 861-2552 | 318 | kcurtin@mariacollege.edu |
| Ms. Rose Napoli Administrative Assistant | (518) 861-2551 | 315 | napolir049@mariacollege.edu |
| Nursing Faculty | | | |
| Professor Olivia Bransky | ---- | 322 | obransky@mariacollege.edu |
| Professor Renee Diaz | (518) 861-2538 | 304 | rdiaz@mariacollege.edu |
| Professor Lisa Forshey | ---- | | lforshey@mariacollege.edu |
| Professor Meagan Goff | | | mgoff@mariacollege.edu |
| Professor Deborah Pezzolla | (518) 514-7040 | 309 | pezzollad086@mariacollege.edu |
| Professor Tracy Salisbury | (518) 514-7045 | 306 | tsalsibury@mariacollege.edu |
| Professor Pam Sammons | (518) 861-2503 | 311 | psammons@mariacollege.edu |
| Professor Jessica Shultz-Larson | (518) 514-7041 | 323 | jshultzlarson@mariacollege.edu |
| Professor Rosemary Strumpf | ---- | 322 | rstrumpf@mariacollege.edu |
| Professor Tashiana Williams PNC Lab | ---- | 320 | twilliams@mariacollege.edu |