Maria College
Associate Degree Nursing Program
Student Handbook

Academic Year 2017-2018

TABLE OF CONTENTS

Revised 7/2017

MARIA COLLEGE OF ALBANY
Associate Degree Nursing Program

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

Signature: _____

Date: _____

MARIA COLLEGE OF ALBANY
Associate Degree Program in Nursing
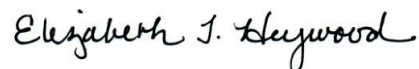
August, 2017

Dear Student:

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

This handbook was prepared to provide you with valuable information to facilitate your achievement of academic and professional excellence as a student nurse. The handbook contains those policies and procedures that are applicable to the Associate Degree Program in Nursing at Maria College. General College policies are found in your *Maria College Student Handbook* and the online *Maria College Catalog.* As a student, you are accountable for both the Maria College and Nursing Program policies and procedures.

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

Elizabeth J. Heywood

Elizabeth J. Heywood, RN, PhD.
Chairperson, Nursing Department

Student Handbook Disclaimer

Notwithstanding anything contained in this *Maria College Associate Degree Program Student Handbook, 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 *Student Handbook* may be outdated. It is the responsibility of each student to ascertain current information that pertains to the individual's program, particularly with regard to satisfaction of degree requirements, by consultation with the student's advisor, the Program Director, the office of the Academic Dean and other appropriate offices such as the Registrar or Financial Aid. In preparing this Handbook, efforts are made to provide pertinent and accurate information; however, Maria College assumes no responsibility for Handbook errors or omissions.

Introduction to Nursing

As a nursing student, 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 -15 months
2. Associate Degree Nurse (RN): 2 years
3. Baccalaureate Degree Nurse (RN, BS): 4 years
4. Master of Science of Nursing (MS, MS): 2 years
5. Doctorate in Nursing (PhD or DNS): 2 or more years after MSN
6. Doctorate of Nursing Practice (DNP): 2 or more years after MSN

Each of the above programs is a separate course of study. However, some schools have a ladder-type program that allows students to receive some credit for education at another level, should they wish to pursue a higher degree.

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.
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.

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.

Maria College Program of Nursing - Mission of Maria College

Maria College of Albany is a private college that offers Baccalaureate and Associate Degrees, and Certificate programs. The mission of Maria College is to instill in our graduates a respect for the dignity of each person and the ability to transform learned skills into caring service. The ideal of "service to others" is rooted in the Judeo-Christian tradition and the ideals of the Sisters of Mercy who founded and sponsor the College. The intent of the College is to deliver these programs with high academic standards, convenient scheduling formats for students of any age who will benefit from small classes and a warm, encouraging environment.

The Mission of the Maria College Nursing Department

The Mission of the Nursing Department is to promote lifelong learning through education reflective of the Judeo-Christian tradition and the ideals of the Sisters of Mercy. Individuals from diverse backgrounds are educated though rigorous academic programs offered in a supportive environment that fosters the transformation of learned skills into a caring nursing practice.

The Philosophy of the Maria College Associate Degree Program in Nursing

The philosophy of the Associate Degree Program in Nursing supports and complements the mission of Maria College. The works of Florence Nightingale and Jean Watson shape the philosophy of the Nursing Program. Based on their work, the faculty have identified that human needs, the environment, the nursing process, caring, critical thinking, and the roles of the nurse are the foundation for the conceptual framework of the nursing program curriculum. The metaparadigm of nursing provides a foundation for the nursing faculty's beliefs concerning nursing, the environment, human being and health as well as their beliefs about education.

The faculty believe that nursing is the professionalization of the human capacity for caring. Caring behaviors respect client choices related to cultural values, beliefs, and lifestyle. Nursing is an art and a science, constantly dynamic and evolving, which utilizes the nursing process as a systematic approach to nursing care. Nurses are responsible for ethical practice in relation to their clients, the public, their colleagues, and themselves. In addition, the practice of nursing ensures advocacy for those clients who are unable to advocate for themselves. Furthermore nurses have a professional responsibility to continually seek to improve their clinical judgment and practice through reflection, evidence-based practice, and lifelong learning.

The faculty believe that the environment includes all conditions, internal and external, that surround and affect the individual. The environment can be manipulated to place a client in the best possible condition for health promotion, healing and/or a dignified death.

The faculty believe that human beings are individuals, families, groups, and communities who coexist in diverse, multicultural societies. Human beings are holistic individuals; they possess integrity, dignity, free will, and the ability to learn. Nursing is a caring profession with the goal of meeting human needs that have an impact on health and illness.

The faculty believe that health is the extent to which people are able to realize their aspirations, satisfy needs, and change or cope with the environment. Health is a positive concept that emphasizes both personal resources and physical capacities. Health is not limited to the absence of disease; a person can experience good health in the presence of illness. Promoting health involves enabling people to increase control over and to improve their health.

The faculty believe that it is their mission to educate people from diverse backgrounds. They strive to create an environment that is supportive and fosters mutual respect, genuine relationships, encourages personal and professional growth and instills in students the desire for lifelong learning. Nursing, as an art and a science, uses the humanities and sciences to provide a foundation for nursing education.

The faculty recognize the NLN Competencies of the Associate Degree Nurse, Quality and Safety in Nursing Education (QSEN) competencies and the roles of provider of care, manager of care, and member of the discipline of nursing as the definition for associate degree nursing. As a provider of care, the student nurse utilizes a systematic process to provide safe, competent, quality care to assist human beings in meeting health care needs in a variety of settings while coordinating care across the life span using a collaborative multidisciplinary approach. The practice of the student nurse is characterized by critical thinking, the nursing process, and a commitment to the value of caring. As a manager of care, the student nurse optimizes resources to achieve desired outcomes for the promotion of health in client populations. Finally, the student nurse as a member of the profession of nursing is accountable for the ethical, legal and professional practices of nursing. As a member of the profession, the student is committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse clients and families.

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

Goals of the Associate Degree Program in Nursing

The goals of the Associate Degree program in nursing are to:

1. Support the mission and goals of Maria College.
2. Educate students for entry level positions in current technologically complex health care settings (as measured by a graduation rate of 70%).
3. Provide a nursing curriculum that meets the needs of the local community agencies and provides caring service to the community (as measured by an employment rate of 90% and reaching the expected level of achievement in the Maria College Graduate Employer Survey).
4. Prepare the nurse to be eligible to take the NCLEX – RN Examination (as measured by a first try pass rate on the NCLEX-RN of 85% or equal to, or greater than, the national mean -whichever is higher).
5. Foster the concept of lifelong learning for both personal and professional growth (as measured by continuing education/professional activity rate of 80%).
6. Provide an educational program that prepares graduates to accomplish their career goals (as measured by student program satisfaction rate of 85%).

Conceptual Framework

The conceptual framework is derived from the philosophy of the Maria College Nursing Programs. The major foci are human needs, environment, the nursing process, critical thinking, caring, and the roles of the nurse.
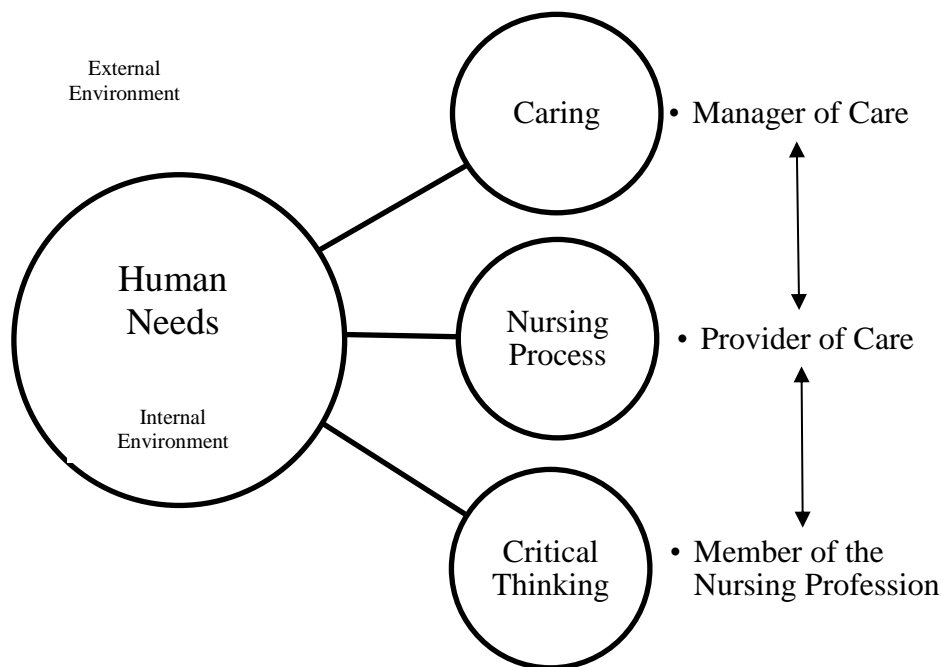
The nursing faculty envision the nurse as a caring professional who affects the client's ability to meet human needs as they are impacted by the external and internal environment. The nurse utilizes the nursing process to critically think while functioning as a care provider,

Graduate Student Learning Outcomes

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

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

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

Concept of Nursing Education

The faculty believe that the study of the humanities, social sciences, and biological sciences provide the student with an appreciation 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 transfer learned skills into caring service. Recognizing that students have unique and varied learning styles, nursing faculty strive to establish a caring environment that maintains the cultural integrity of students and nurtures commitment to the learning process. We

believe this learning is a 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. For instance, if more complex behaviors such as synthesis are achieved, simple behaviors such as recognition must to some extent also be present. The logical, sequential, and consistent nature of the classification system suggests methods for curriculum development and gives faculty guidance for providing appropriate learning activities and evaluation methods.

Faculty/Learner Responsibilities

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

1. 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. Assumes responsibility for synthesizing knowledge presented.

4. Evaluates learning based on identified learning objectives.

5. Develops behaviors/skills appropriate to nursing practice.

6. Takes responsibility for professional growth and development.

7. Participates in evaluation of teaching-learning process.

Licensing Requirements

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

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

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

You must file an application for licensure and any other forms as indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form.

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

The fee for licensure and first registration is currently $143 and the fee for a limited permit is $35. Fees are subject to change. The fee is due when your application is received. You will be billed for the difference if fees have been increased.

- Do not send cash.
- Make your personal check or money order payable to the New York State Education Department. Your cancelled check is your receipt.
- Mail your application and fee to:
  NYS Education Department
  Office of the Professions
  PO Box 22063
  Albany, NY 12201
- You may also apply for licensure on line at
  https://eservices.nysed.gov/professions/before/exp/022
- 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 Maria College Associate Degree Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN; formerly NLNAC/ National League for Accrediting Commission, Inc.). The contact information for the ACEN is as follows: ACEN 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326

Academic Policies

Course Sequence and Grade Progression Requirements

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

Program Completion Time for Nursing Students

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

Assessment Methods

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

Competency

- **Classroom:** 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. Students are expected to demonstrate a safe level of practice in all areas to be competent. An unsafe clinical rating results in a course grade of F. 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 must demonstrate satisfactory performance on all skill evaluations and laboratory skill requirements in order to progress to the next nursing course. An unsatisfactory Nursing Laboratory rating results in a course grade of F. See additional details in the **Nursing Student Evaluations** section of this handbook.

- **Dosage**: Each semester a student must receive a 100% on a dosage competency test within the established time frame. Failure to do so will result in an F in the course.

Social Networking Policy

Social Media is a way for people to use technology for social interaction through the use of words, images, audio and video. Examples of Social Media sites include, but are not limited to, websites such as Facebook, LinkedIn, Twitter and YouTube. **Any statement made electronically which can cause actual or potential harm or injury to another individual or to the school will be grounds for dismissal.** Maria College Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or posting:

- 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 students
- Does not impair working relationships among students and staff of the Nursing Department
- Does not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
- Does not reflect behavior that would reasonably be considered reckless or irresponsible as members of the Maria College Nursing Department
- Does not contain false information that harms the reputation of another person, group or organization (defamation).
- Does not cause harm or injury to another or to the Maria College Nursing program.

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

Maria College expects that students will act as responsible, courteous, and law-abiding citizens. All students are expected to contribute to a positive learning environment. Nursing students are expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, and others assisting students in their learning. Further, as members of an intellectual community, students are expected to maintain standards of personal and academic honesty in all course work and examinations.

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

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

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

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

Recording a Class

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. There is no audio/video recording by students in the laboratory, test review classes, or collaborative testing**.**

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 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 Associate Degree in Nursing Program Director, other members of the nursing faculty, or the nursing secretary to find out your grade.
2. Unit examination grades will be posted on Blackboard, scantrons will be returned to students at the next class. Students, who are unable to pick up their scantron at that time may get their scantron only from a nursing faculty member after the examination return has taken place.
3. Final course grades will be posted on My Maria. Final examination scantrons will be returned to students at the beginning of the following semester.

Nursing Student Evaluation

Academic/Competency Grading

LETTER GRADE	NUMERICAL GRADE	CLINICAL PERFORMANCE
A	92.6-100	Demonstrates expected level of competency on clinical performance summary with a "safe" rating in all areas and demonstrates satisfactory performance in skills laboratory. Achieve a grade of 100% on the dosage calculations test by designated date
A-	89.6- 92.5	
B+	86.6-89.5	
B	82.6 -86.5	
B-	79.6- 82.5	
C+	76.6-79.5	
I		Has not completed course requirements

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

C	72.6-76.5	
C-	69.6-72.5	
D+	66.6-69.5	
D	62.6-66.5	
D-	59.6-62.5	
F	Below 59.5	Clinical failure and /or failure to demonstrate satisfactory performance in skills laboratory before the beginning of the next nursing course Unsuccessful in achieving a grade of 100% on the dosage calculation test by the designated date.

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, laboratory skills, and dosage calculation testing 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 NUR 120, 130, 240 and 250 is a composite of the numeric theory testing grade, successful skills competency testing , a safe clinical evaluation, and passing the dosage calculation with a grade of 100%. A second failure of skills competency will result in course failure regardless of academic performance. In this case, the student will receive an "F" for the course and will not be able to progress.

Examinations

Clinical nursing courses; NUR 120, NUR130, NUR240 and NUR250 have four unit examinations (each worth 15% of the final course grade), an ATI content mastery assessment worth 10% and a cumulative final examination worth 30% of the final course grade. If a unit examination is missed by a student, the percentage value of that exam grade will be added to the final exam grade. 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. Day and evening students take the unit exams together from 3:30 p.m. – 5:00 p.m. on prescheduled dates, which are identified in the course syllabus. The date and time of the final exam is scheduled by the registrar.

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

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.

Process for Disputing an Exam Grade or Question

The process for disputing an exam grade or question is to submit the following in writing (email is acceptable) to all faculty who are responsible for the exam within five business days of the receipt of the exam scantrons:

- The specific number of the question or questions to be disputed
- A written claim must have evidence-based support why the answer you chose is the **best** answer over the other possible choices.

The disputed grade will be responded to by the faculty in writing within five business days of the complaint. Any further concerns, after the faculty's response, should be taken to the

Associate Degree in Nursing Program Director or the Nursing Department Chairperson following the same procedure.

Collaborative Grades

At the conclusion of each unit examination for the clinical courses, students are encouraged to join a group for a collaborative testing experience. During this collaboration, students will retake the unit exam in a small group. This gives students an opportunity to increase their knowledge and retention of unit exam content through peer interaction. The collaborative testing experience is not offered for the final examination. Two points will be added to each student's unit exam grade providing that their collaborative group score is 77% or greater.

Rounding of Grades

Only the final grade for the course will be rounded. Final grades will be calculated to the tenth if there is a partial grade. Grades 0.6 and greater will be rounded up to the next highest whole number. Grades 0.5 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 text books on specific content. These materials are distributed to the students by the faculty each semester as described in the attached grid (see Appendix D). 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:

- Respond to a remediation request made by the Retention Specialist

- Participate in and complete a focused self-remediation plan **in order to advance to the next semester**

- Meet with the Retention Specialist weekly to review progress until remediation is completed

- 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.

Each semester, 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 proctored ATI assessment grades will count for 10% of your final grade in NUR 120, 130, 240, 250 & 260. 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's calendar. A sign-up sheet will be available to students prior to the assessment. 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 Testing

Dosage calculation testing occurs throughout the curriculum. For each clinical course, NUR 120, 130, 240, and 250, the student will have a separate dosage calculation test.
- **For NUR 120 a grade of 100% must be achieved prior to attending the offsite clinical experience in order to pass the course.**
- **For NUR 130, 240 and 250 a grade of 100% must be achieved by the end of the third week of the semester.**

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 by the end of the third week of the semester will not be permitted to attend clinical until they pass. A clinical absence due to dosage calculation competency failure will be subject to the clinical make-up policy including clinical make-up fees.** In addition, students will receive the following notifications;

Students who have not passed the dosage calculation competency by the end of the:
- **first week of the semester, the student will receive a written clinical warning.**
- **second week of the semester, the student will receive a second written warning.**
- **third week of the semester, the student will be placed on clinical probation and will not be allowed to return to clinical until the competency is passed.**

The time between attempts should be used for remediation. Students can and should review the questions that they got wrong with a faculty member before attempting the next exam. Students must begin their attempts at taking the dosage exam the first week of classes. **Failure to do so may result in a hold placed on posted unit exam grades.**

Students are not permitted to share calculators during testing. Students may not use cell phones, PDA technology, or programmable calculators (also called graphing calculators, which allow storage and retrieval of data), in testing situations. Unit examinations in clinical nursing courses may also have dosage calculation problems.

Basic Skills Measurement in NUR 120 (Clinical lab)

Basic skills required for the clinical setting are taught in NUR 120 in clinical lab. Students must successfully pass basic skills measurement (BSM) competency before starting at a

clinical facility. If the student is not successful in passing BSM they will receive remediation. If the student is not successful in passing BSM after remediation they will receive an "F" for the NUR 120 course. Students who do not appear for their scheduled competency testing time, elect not to complete the competency, or who do not arrive on time, will receive an automatic competency failure. If a student misses clinical lab it is considered a clinical absence.

Clinical Competency Testing in NUR 130, 240 & 250

Competencies are periodic assessments of identified essential behaviors and skills in a neutral environment. The skills are based on course objectives for NUR 130, 240 and 250 and test application of theory to practice. The student's performance of selected clinical skills and behaviors is evaluated by faculty in the laboratory. All competency tests are video and audio recorded and viewed by Maria College faculty only. Specific days for the competency testing will be scheduled. Students who do not appear for their scheduled competency testing time, elect not to complete the competency, or who do not arrive on time, will receive an automatic competency failure.

Each student will have two (2) attempts to successfully complete the competency testing. Students will receive a grade of successful (S), or Unsuccessful (US) in the learning management system, Blackboard, within one week of their competency testing day. If a student is unsuccessful (U) on the first attempt they will be assigned a specified number of hours of remediation. If the student does not complete the remediation they will not be eligible for a second attempt and will receive a failure for the clinical course. If a student is unsuccessful on the second attempt, they will receive a failure for the clinical course.

Clinical Responsibilities

Core performance standards

Core performance standards define the cognitive, sensory, affective, and psychomotor performance standards that must be met to successfully perform competencies for the nursing program and 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.

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 have an understanding of 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 co-assigned RN.	In collaboration with faculty, communicate procedures which are to be accomplished and arrange supervision.
Discuss quality of care, standards and policies and procedures with nurse manager.	Collaborate with the health care team to receive and give appropriate information pertinent to assigned clients.
Identify and communicate weekly clinical focus and clinical objectives to student and co-assigned RN.	Accurately communicate and provide care using agency documentation system.
Identify student assignments and related responsibilities and ensure that student and co-assigned RN are aware of student's role in nursing care assignment.	Communicate pertinent data to faculty and co-assigned RN.

Address environmental issues when providing care to clients. |
Communicate with co-assigned RN regarding student's responsibilities for completing client assignment.	Accept responsibility for own actions.
Supervise and evaluate student documentation.	Utilize college laboratory to achieve clinical competencies.
Maintain and demonstrate competency in skills according to recognized standards of nursing care and agency policy.	Prepare for all aspects of client care.
Demonstrate knowledge and competency in assessing and planning for total client needs.	Complete procedures and care according to accepted nursing standards and agency policy in a caring and safe manner.
Communicate to co-assigned RN what procedures will be done by student.	Communicate client response upon completion of procedures to faculty and co-assigned RN.
Supervise student in the performance of treatments, procedures and nursing interventions.	Utilize the nursing process to provide client care safely and accurately.
Communicate clinical objectives to nursing staff.	Maintain a safe environment.

MANAGER OF CARE

Faculty	Student
Supervise the student in the nursing process to provide client care in a caring manner.	Achieve weekly clinical objectives.
Supervise the student in the preparation and administration of medication.	Prepare appropriately for administration of medications.
Evaluate care completed by students.	Initiate appropriate teaching-learning for assigned clients.
Assign clients according to student learning needs and clinical objectives.	Communicate information with student peers.
Conduct pre- and post conferences related to identified clinical focus.	Participate actively in conferences in a professional manner.
Supervise student learning activities.	
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 co-assigned RN 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.
	Act in a professional manner.
Demonstrate knowledge of legal and ethical role responsibilities.	Practice legal and ethical role responsibilities.
Maintain confidentiality of client information based on standards of care	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 "Unsafe" 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. 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 the nursing secretary. The form is located on the Maria College web site in the nursing department.
   a. The Physical Form requires:
   - Physical assessment
   - Results of Mantoux-PPD test (s) or chest x-ray.
   - Description of any physical limitations
   - Date of vaccination or antibody titer levels with accompanying laboratory report.
       - Measles
       - Rubella
       - Mumps
       - Varicella (or documented history of disease)
       - Tetanus (within last 10 years).
       - Flu **(Annually)**
       - Hepatitis B or a signed declination

Pneumovax or a signed declination

    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 provide 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 course, you must select and participate in a **BLS certification course designated for healthcare providers.**
Accepted courses are:

    1) American Red Cross: **Basic Life Support (BLS) training for healthcare providers** which provides two years of certification.
    2) American Heart Association: CPR with **Basic life support (BLS) for healthcare providers** which provides two years of certification.

- A copy of both sides of the card is required with signature.
- If a signed card from the correct 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.

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 Clinical Placement Director 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 asepsis needs of the client and student. Therefore, each student is required to wear the regulation Maria College uniform in the designated clinical area and adhere to the dress code. The following guidelines must be followed. If the guidelines are not followed, the student will be asked to leave the clinical experience at the expense of a clinical 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 navy blue 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 shoe laces 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 be worn and visible at all times.

Jewelry: Limited to one (1) plain band ring/wedding ring, one (1) pair plain small earrings in the ears lobes, 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 will not be tolerated. Men shall be clean shaven and/or beards and mustaches neatly kept and trimmed.

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

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

SALT Class: Students must wear their uniform top to SALT classes with their name badges. They must also bring their lab bag, watch with second hand and stethoscope to each SALT 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
3. A critical incident form will be completed and filed.

Absences – Clinical

Clinical absences, including weather related absences, must be made up. Absences will be made up at a time designated by the Clinical Placement Director, 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 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, or fever or exposure to infectious disease 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 Clinical Placement Director at (518) 861-2544 napolij@mariacollege.edu in advance of the clinical. The student should leave a message if the Clinical Placement Director 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.

Absences Clinical Lab NUR 120

Clinical lab time in NUR 120 begins on campus for the first six weeks. Once students successfully complete basic skills measurement competency they continue clinical lab in a healthcare facility. 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 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 for six hours in open lab. 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 – SALT NUR 130, 240, 250

       Self-assigned laboratory time (SALT) is a required component of the nursing program. SALT absences can result in a failure. Attendance for all SALT Classes is expected. There is no make-up for a missed SALT class. Students should report to open lab to practice SALT class material as independent study. Open lab supervising faculty is available to answer questions and provide guidance. SALT Class is counted as clinical time and attendance is required. The following rules apply:

First-year students (NUR 130):
1. An absence in a SALT class will result in a clinical warning.
2. A 2nd SALT absence in the same semester will result in clinical probation.
3. A 3rd absence in the same semester will result in a failure of SALT class and a failure of the clinical course associated with it.

Second-year students (NUR 240, 250):
1. An absence in a SALT class will result in a clinical warning/probation.
2. A 2nd SALT absence in the same semester will result in a failure of SALT class and a failure of the clinical course associated with it.
3. A 3rd absence in the same semester

In addition:
- Students who leave a SALT Class and do not returning before dismissal will be considered absent.
- Arriving 10 minutes after the SALT start time is considered an absence**.**
- Students are expected to wear their uniform top and name badge to SALT class and bring the following supplies:
  - Stethoscope
  - Watch with a second hand
  - Lab bag with supplies

Students are expected to attend their assigned SALT. If the SALT is cancelled because of unexpected school closure or altered for testing a make-up SALT class will be assigned. At that time, a make-up schedule will be developed by faculty to coordinate with day and evening student schedules. Students will be expected to attend during their assigned time.

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.

Clinical Grading

Satisfactory Progress

In order to complete the clinical component of a nursing course successfully, the student must achieve a rating of "Safe" in the course's clinical component. The student's clinical progress is measured by the course outcomes and clinical competencies as outlined on the clinical evaluation tool. This tool is specific for each clinical nursing course. A rating of "Safe" is achieved when the student consistently meets all clinical expectations.

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 a rating of "Unsafe" for any of the following behaviors:
- Identified as "Unsafe" in any area of the delineated clinical components

- Fails 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 or does not successfully achieve a grading of "Safe" in all areas. The faculty will notify the Director if a student is at risk of receiving of an "Unsafe" rating.

Clinical Warning

A student is given a clinical warning by the Director and faculty for unsafe performance in the clinical setting. The student is provided with

1. written documentation from the faculty, which includes the course and clinical competencies on the clinical evaluation tool that are unsafe
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, the Director and faculty will determine when the student is performing at a safe level. Should the student's performance remain at an "Unsafe" level following the completion of terms of the Clinical Warning, the student will be placed on Clinical Probation. Once the student has been placed on clinical warning for any reason, the next occasion of less than safe performance in the clinical setting will advance the student to clinical probation or clinical failure depending on the occurrence.

Clinical Probation

A student is placed on clinical probation by the Director and faculty 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, the Director and faculty will determine if the student is performing at a safe level. Should the student's performance remain at an unsafe level following the completion of terms of the clinical probation, the student will receive a clinical failure.

<u>Clinical Failure</u>

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

- A pattern of unsatisfactory attainment of the clinical objectives
- Grievous incident: A grievous incident is defined as any action or inaction on the part of the student which threatens another person's physical and/or emotional well-being. This includes 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 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 Clinical Placement Director a medical clearance from a health care provider indicating that the student can safely perform all of the 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 clinical placement director for review and approval before the student attends the next clinical learning experience.

Students are required to report their exposure to, signs and symptoms of, and/or diagnosis of communicable diseases to the Clinical Placement Director regardless of the circumstances. Reportable communicable diseases include, but are not limited to: measles, mumps, rubella, chicken pox, meningococcal disease, hepatitis, influenza, tuberculosis, C-difficile and methicillin-resistant staphylococcus aureus (MRSA). In such cases, the student will be required to seek medical attention and obtain and provide the college a medical release before being allowed to further participate in their classroom and clinical activities.

School Closure

If classes are cancelled due to unplanned school closure, classes, clinical, testing and SALT will be cancelled. Make-up times for SALT and clinical will be rescheduled by the faculty. If a student does not attend one of these make-ups for clinical and/or SALT, it will count as a clinical absence. Faculty will communicate with the students how the class content will be covered and if testing will or will not be rescheduled.

Transportation

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

Cell Phone Policy

Cell phones should be turned off while students are in clinical setting, classroom, lab and for collaborative testing. A violation of this policy and may result in the student being asked to leave the clinical site, resulting in a clinical absence.

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 NUR 250 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. The experience will be assigned by the NUR 250 faculty and Clinical Placement Director. 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.

Students who are not eligible will participate in a clinical experience with a focus on leadership skills, management for groups of clients and a critical care experience.

Service Learning in the Nursing Program

Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection. It is a form of experiential education that supports the NUR 260 curriculum and allows students to work on real problems seen within the community. Students will utilize both hard and soft skills acquired over the course of their academic career to identify and address a potential problem within the community/organization. By the end of the experience students will have advanced 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 and what their connections are within the community. Service learning will count toward clinical hours.

Service Learning 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 Service Learning

As a service learner, you are given the opportunity for a unique and valuable experience. To undertake in this assignment as a representative of Maria College's School of Nursing, 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 a minimum of 48 hours. This will count as clinical time.
- Complete all assigned coursework and service learning 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 Clinical Placement Director. Students will be responsible to obtain any necessary medical/personnel requirements prior to starting service learning. 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 Clinical Placement Director. Students will be responsible for obtaining their own service learning site. Faculty will be available to assist with recommendations. Students that are interested in Team Leading will need to speak with the

Clinical Director about placement. Criteria for Team Leading and sign up will be available at the beginning of the spring semester.

Student Resources

College Nursing Laboratories

The nursing laboratories are in Marian Hall. 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. At certain times the college laboratory will not be available for use; these exceptions will be posted in the lab and on Blackboard. It is the students' responsibility to check posted hours. **Students may not record themselves or others in the lab.**

Please Note: Our labs and some Manikins 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 will not be replaced. It is the responsibility of the student to maintain the integrity of their lab bag. Additional lab bag contents can be purchased in the campus book store. The contents of the lab bag, are for educational purposes only.

Simulation-Based Education

Simulation-based education has become a part of healthcare educational programs across the United States, and other countries as well. Simulation provides a clinical learning environment using high-fidelity manikins and equipment. Students are introduced to a "scenario" that mimics a real client health problem. Students respond using the level of clinical judgment that is appropriate for their place in the curriculum. 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.

The benefits of simulation include, but are not limited to, allowing the student to apply theories learned in the classroom to skills practiced in the lab. This engages students in critical thinking and allows them to practice clinical reasoning skills in a safe environment. Simulation enhances the experience of caring for clients in a real healthcare setting.

Every effort is made to maintain the lab in optimum working order. Students are expected to be familiar with the guidelines of the college nursing labs.

Guidelines for Simulation Laboratory Environment

Learners are expected to come to lab prepared and ready to participate. This can be accomplished by reviewing the lab objectives and completing the assignments prior to the scheduled lab. Students are to wear their clinical attire (as outlined in the Student Nurse Handbook).

Because of the high fidelity 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 (except in faculty led conferences, learners should not share details and activities with learners who have not yet participated in their own simulation experience). By signing the student handbook agreement, you are agreeing to confidentiality of the simulation experience which includes the weekly SALT classes and/or competency testing. Noncompliance with HIPAA is a violation of academic integrity and students will be subject to disciplinary action.
- Food or drink is not permitted in the nursing laboratory areas
- Ink pens will stain the manikins, please do not use ink pens directly on the manikins.
- Prior to inserting ANYTHING into the manikins, check with the lab faculty
- Manikins are considered "real" patients and are to be treated with respect, do not use excessive force.
- Students should report any non-functioning equipment to the faculty immediately.
- Do not manipulate, remove, or bend any tubes from the manikins unless instructed to do so by lab staff.
- 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 simulation experience, during class and/or open lab. The faculty will redirect the student once, if the student needs further re-direction, the student will be excused from the lab

and the attendance policy will be enacted.

- Students will engage in and participate in the scenarios as a professional and treat simulation 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.

Video Recording in the Laboratory

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

Quality and Safety Education for Nurses, (QSEN)

Below is a table that summarizes the Institute of Medicines (IOM's) core competencies. They are integrated into each SALT class.

Competency	Definition with Examples
Patient-Centered Care	Recognize the patient or design as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs. Examples: Involve family and friends in care. Elicit patient values and preferences. Provide care with respect for diversity of the human experience.
Teamwork and Collaboration	Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision making to achieve quality patient care. Examples: Recognize the contributions of other health team members and patient's family members. Discuss effective strategies for communicating and resolving conflict. Participate in designing methods to support effective teamwork.
Evidence-Based Practice	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care. Examples: Demonstrate knowledge of basic scientific methods. Appreciate strengths and weaknesses of scientific bases for practice. Appreciate the importance of regularly reading relevant journals.
Quality Improvement	Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Examples: Use tools such as flow charts and diagrams to make process of care explicit. Appreciate how unwanted variation in outcomes affects care. Identify gaps between local and best practices.
Safety	Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Examples: Examine human factors

	and basic safety design principles and commonly used unsafe practices. Value own role in preventing errors.
Informatics	Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making. Examples: Navigate an electronic health record. Protect confidentiality of protected health information in electronic health records.

Reference

Nehring, W. (2010). History of simulation. In W. Nehring, & F. Lashley, *High-fidelity Patient Simulation* (pp. 3-21). Sudbury, Ma: Jones and Bartlett.

Individual Assistance

Nursing Faculty offices are located on the second floor of Marian Hall. Students are urged to make appointments for clarification of course work, advisement, clinical performance appraisals or individual concerns. For general nursing program questions, the student may call 438-3111 extension 2551. For specific issues the student may contact the full- time faculty by email or phone. Contact information for faculty is given in Appendix G.

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, Peer Tutoring, or focus groups.

Focus Group

The nursing department will offer periodic group sessions known as "focus" groups. During the focus group, students work with the faculty to review the course content, and may work through case studies, utilize handouts, and have discussions. It is the expectation that students will come to the focus group with the course reading completed and be ready to apply the information in a group setting.

Students who are not eligible for focus groups, are strongly encouraged to take advantage of the services offered by the full time nursing faculty and/or their advisor. The focus group expectation is that students will attend class, SALT classes and any offered exam review. *You*

must continue to attend lectures, discussions, and reviews. If a student comes to the focus group unprepared, he or she will no longer be invited to attend.

Opportunities for Leadership/Student Representatives

Students who are interested in a leadership opportunity may are encouraged to volunteer to serve as student representative for their class at Nursing Student-Faculty meetings. These meetings are held after the unit exams for each of the four major nursing courses (with the exception of the final exam). 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 at least a one year period (or longer if the student is still interested and available in the following year). It involves attendance at the 4 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. Four representatives will be elected for each course (two representatives for days and two for evenings). Faculty will seek volunteers for this role at the beginning of the Fall semester.

Grievance Procedure

Extenuating circumstances to any of the above stated policies should be addressed according to the grievance procedure outlined in the *Maria College Student Handbook*.

Nursing Student Records

The Nursing Program maintains student records. If a student would like to request a copy or release of records he or she must first sign a release form, which is available in the Administrative Assistant's office, and identify specifically which records are needed. Once the release is signed, copies will be sent to the designated agency or the student may pick them up in the Staff Assistant's office during business hours (8:30 a.m. - 4:25 p.m.). Requests for records will take up to 72 business hours to fulfill.

Program Status Change

Transferring Between Day & Evening Option or Vice Versa

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

Progression in the Associate Degree Program in Nursing

A student will **not** be eligible to progress in the nursing program if any of the following conditions occur:

1. failure to maintain a C+ in a nursing course. **Students who fail a second clinical course will be ineligible to repeat the course and will be dismissed from the nursing program.**
2. failure to maintain a C in all science courses and English composition courses required for the nursing program
3. failure to successfully complete all pre and co-requisite courses required for the nursing program.
4. failure to pass skills competency in the laboratory after 2 attempts will result in failure of the clinical course for that semester.
5. failure to complete any remediation as assigned
6. failure to achieve a grade of 100% on the dosage calculation test within the designated time
7. three (3) absences in clinical, clinical lab, or SALT in one clinical nursing course will result in failure of the clinical course for that semester.
8. unsatisfactory completion of assignments
9. clinical failure
10. failure to adhere to nursing program and Maria College policies
11. a grievous incident by the student that results in dismissal from the program
12. failure to comply with the *ANA Code of Ethics* resulting in dismissal from the program

Readmission to the Associate Degree Program in Nursing

Students who request readmission to the Associate Degree program in nursing for reasons other than failure of a clinical course (i.e. Withdrawal Passing (WP), medical leave) must submit a letter requesting readmission to the Program Director. This letter should include information as to what the candidate has accomplished during the time he/she left the program and the possible return (i.e., courses taken, work experience). Readmission is contingent upon the following requirements:

- **The student has a G.P.A. of 2.5 or greater**
- The student has been out of the program for more than 6 months
- The student has met required TEAS Scores
- There is space availability in the desired course

Students who are readmitted after two years will return to NUR 120.

Repeating a Nursing Course

Nursing courses may only be repeated once. When a nursing course is repeated, the

student is required to participate in all course activities; class, clinical, and SALT. Students requesting to repeat a course must submit a letter requesting readmission to the Program Director. This letter should be a reflection of why the candidate was not successful and a plan for future success. If the student has been out of the program for less than 2 years, has successfully completed NUR 120 **and has a G.P.A. of 2.5 or greater**, readmission is contingent upon the student meeting the following requirements:

- Successful completion of the designated ATI assessment(s) from all previously passed courses at a level 2 or greater. **This assessment may only be taken once.**
- Successful demonstration of designated skills from the last course passed
- A passing grade on the designated dosage exam from the last course passed
- There is space availability in the desired course

Refer to appendix F for course specific testing requirements. Once a request is received students will be sent information regarding testing dates and specific requirements. The dosage calculation and ATI assessments are only offered during the regular college year so it is imperative that requests for readmission be submitted as early as possible,

- Requests for a Fall readmission should be submitted by February 15
- Requests for a Spring readmission should be submitted by September 15

For students who have previously not been successful in NUR 120, readmission is contingent upon the following requirements:

- **The student has a G.P.A. of 2.5 or greater**
- There is space availability in the desired course

A student who has failed two clinical nursing courses will not be readmitted to the Associate Degree Nursing (ADN) Program. If a student who has failed two Associate Degree clinical courses and then successfully completes a practical nursing program, the student will be considered as a new admission to the Associate Degree Nursing Program.

If a student who is a practical nurse has been unsuccessful in the PN-to RN Transition Course, NUR 198/199, the student will have the opportunity to enter the ADN program by taking the Advanced Placement Course, NUR 195, with permission from the Chairperson, Director and PN-RN transition course faculty.

If a student who is a practical nurse has been unsuccessful in NUR 195, the student may enter the ADN program as a generic ADN student (N110/120) based on space availability.

A failure in the PN to RN Transition course, NUR 198/199, or the Advanced Placement Course, NUR 195, does not count as a failure in the clinical courses of the ADN program.

Revised: 7/2017

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 (NYS Nursing Education Articulation Model, 2/04).

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

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

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

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

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

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

Programs, 2000).

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

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

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

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

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

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

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

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

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

Human needs: 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 (Educational Competencies for Graduates of Associate Degree Nursing Programs, 2000).

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B

Associate Degree Nursing Program Curriculum Strands

Vertical strands

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

Human Needs

Biological

Oxygenation

Circulation

Fluid/Electrolyte Balance/Hydration

Nutrition

Elimination

Rest and Sleep

Regulation and Sensation

Skin Integrity/Hygiene

Activity

Safety/Protection from Infection

Comfort

Psycho-Social-Spiritual

Developmental Stages

Mental Health

Sexuality

Social, Cultural, Ethnic Identity

Spirituality

Horizontal Strands

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

Nursing Process

    Assessment

    Diagnosis

    Planning

    Implementation

    Evaluation

Roles of the Nurse

    Provider of Care

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

Caring
Critical Thinking
Environment

Definitions

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

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

Appendix C

American Nurses' Association (ANA) Code of Ethics*
(*1950, revised 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.

Appendix D

ATI grid

Course	NUR 110	NUR120	NUR130	NUR240	NUR250	NUR260
Books Distributed		*Fundamentals Nutrition*	*Maternal/Newborn Med/Surg Pharmacy Care of Children*	*Mental Health*		*Leadership Community*
Test Administered		**Fundamentals**	**Maternal/ Newborn**	**Mental Health**	**Medical Surgical Comprehensive Predictor**	**Leadership**
Grading Adaptation		10% of final grade	10% of final grade	10% of final grade	Medical-Surgical: 10% of final grade Comprehensive Predictor: Refer to course syllabus	10% of final grade

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

7/2016

Appendix F

Associate Nursing Readmission Requirements to Repeat a Course
A GPA of 2.5 or higher and space availability is required to repeat all clinical nursing courses. Additional course specific requirements are as follows:
NUR 130

- Fundamentals ATI Assessment ($33.00 fee) *
- NUR 120 Dosage Exam
- NUR 120 Basic Skills Measurement

NUR 240

- Fundamentals ATI Assessment ($33.00 fee) *
- Maternal-Child ATI Assessment ($33.00 fee) *
- NUR 130 Dosage Exam
- NUR 130 Skills Competency

NUR 250

- Fundamentals ATI Assessment ($33.00 fee) *
- Maternal-Child ATI Assessment ($33.00 fee) *
- Psychiatric Nursing Assessment ($33.00 fee) *
- NUR 240 Dosage Exam
- NUR 240 Skills Competency

*ATI Assessment fee is subject to change

Appendix G

The Associate Degree Nursing Program Contact Information

	PHONE Ext.	OFFICE # Marian Hall	E-MAIL @mariacollege.edu
Elizabeth J. Heywood **Program Chairperson**	2570	213	eheywood
Victoria Callagan **Program Director**	2541	223	callaganv
Kathleen Curtin **Administrative Assistant**	2552	220	kcurtin
Marianne Miller **Administrative Assistant**	2551	221	mmiller
Jessica Napoli-McNally **Clinical Placement Director**	2544	230	napolij
Danielle Gareis **Nursing Lab Coordinator**	2566	224	dgareis
Shellie Petrie **Retention Coordinator**	2539	227	shelliep
FACULTY			
Rebecca Barnhart	2566	224	barnhartr
Russell Blair	2553	235	rblair
Molly Lombardi	2565	222	mlombardi
Chandra Mahna-Andrews	2538	229	cmahna-andrews
Sarah O'Leary	2545	230	spettinelli
Elizabeth Schwarz	2562	233	eschwarz
Jody Singley	2567	226	singleyj