

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



Academic Year 2024-2025

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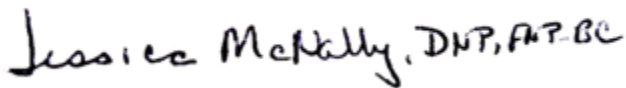
MARIA COLLEGE OF ALBANY

August 2024

Dear Student:

Welcome to Pre-licensure nursing program at Maria College! Nursing is an exciting career. It is a profession that requires its members to commit to lifelong learning that ensures safe and quality care, and service to others. You will be challenged to think differently and more critically than you have in the past. Our role as faculty in the nursing program is to teach you how to think critically, like a nurse.

This Pre-licensure nurse manual was prepared to provide you with valuable information to facilitate your achievement of academic and professional success as a student nurse. The manual contains those policies and procedures that are applicable to the Practical Nurse Certificate (PNC) Program and the Associate in Applied Science (AAS) in nursing degree program at Maria College. General college policies are found in your [Maria College Academic Catalog](#). As a student nurse, you are accountable for all Maria College and Nursing Program policies and procedures. In addition, as a student nurse, you must abide by all specific course requirements as outlined in the course syllabus or clinical policy requirements, established by a clinical site.



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Disclaimer

This Pre-licensure nurse manual is intended to serve as a supplement to the Maria College Academic Catalog. As a nursing student, all nursing students are expected to review, understand, and abide by the policies stated in both the Academic Catalog and the Pre-licensure nurse manual, as well as College policies stated in any other applicable policy documents. The policies and procedures outlined in this Pre-licensure nurse manual are applicable to all students enrolled in the PNC or AAS programs, unless otherwise indicated.

While every effort is made to provide accurate and current information, Maria College reserves the right to modify or change, without notice, statements in the Academic Catalog or Pre-licensure nurse manual concerning rules, policies, fees, curricula, courses, calendar, and other matters. The College's rules, policies, and other matters stated in this edition of the Pre-licensure nurse manual supersede all prior rules, policies, procedures, terms, conditions, guidelines, and services. In the event that a conflict exists between College policies and another document, the College policies shall govern. Moreover, to the extent that this Pre-licensure nurse manual conflicts with the Academic Catalog, the Academic Catalog shall control.

Maria College reserves the right to change the regulations, rules, terms, conditions, policies, or guidelines that may affect nursing students. Such changes take effect whenever Maria College authorities deem necessary.

Introduction to Nursing

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

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

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

There are four nursing programs at Maria College:

1. The Practical Nurse Certificate Program (PNC) is a 15-month weekend program. Upon completion of the program students are prepared to sit for the NCLEX–PN® licensure examination.
2. The Associate in Applied Science (AAS) degree in nursing is a two-year program (full time study) that prepares the student at completion of the program to sit for the NCLEX-RN® licensure examination. Maria also offers a part-time option that takes more than two years to complete and two advanced placement options that take less than 2 years to complete.
3. The Bachelor of Science in nursing completion program is a two-year program (full time study) designed for the licensed RN to obtain a baccalaureate in nursing. This program may also be completed through part-time enrollment.
4. The Bachelor of Science in nursing online completion program is an accelerated asynchronous program of study that is full time over the course of one year.

It is important to remember that completion of a formal program marks the beginning of one's professional learning. Nurses have an obligation and responsibility to take advantage of educational opportunities throughout the course of their career. Nursing is an ever-growing and ever-changing profession that requires its members to commit to life-long learning to assure that the clients receive safe and quality care.

The Mission of Maria College

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

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

The Mission of the Maria College Nursing Department

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

The Philosophy of the Maria College Nursing Faculty

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

Furthermore, the faculty believe that:

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

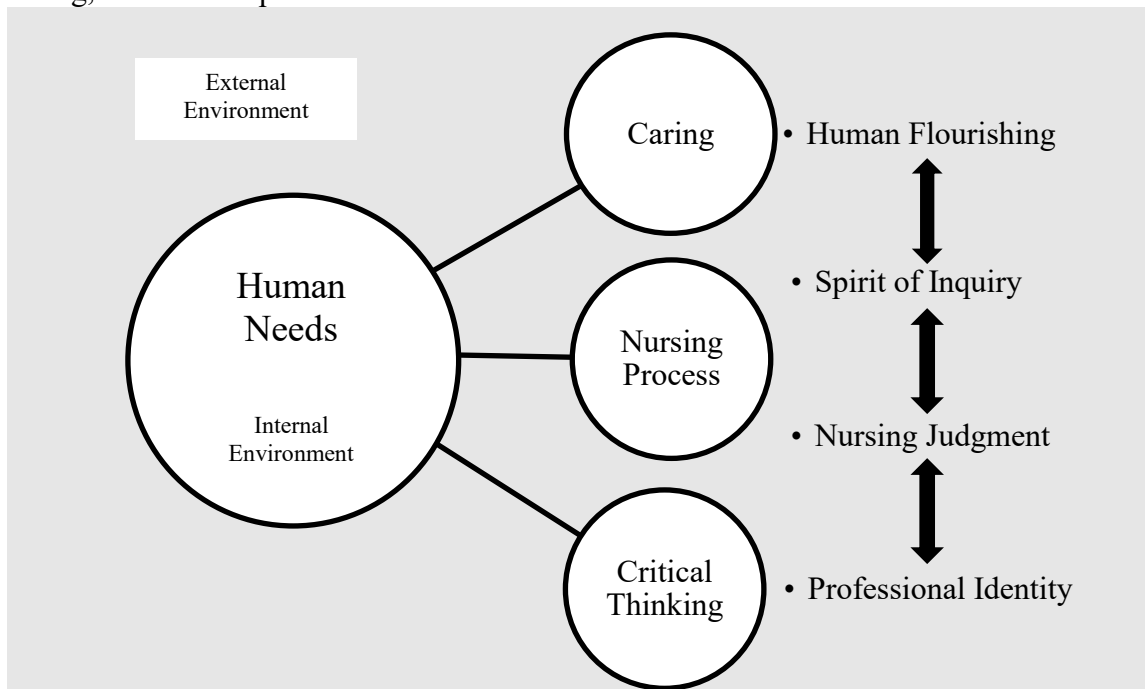
To prepare nursing students for practice, the faculty recognizes the National League for Nursing (NLN) Competencies and graduates are prepared to:

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

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

Conceptual Framework

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



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

Pre-licensure Nursing Program Outcomes

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

1. Educate students for entry-level nursing positions measured by a program completion rates of 50% or greater within 4 semesters.
2. Prepare nursing students for employment as nurses in the community measured by an employment rate of 90% or greater in the Graduate Placement Surveys six months after graduation.
3. Prepare nursing students for the NCLEX-RN® or NCLEX-PN® as measured by first time pass rates of 85% or higher, or a rate equal to or greater than the national mean.

4. Foster the concept of lifelong learning as a nurse, measured by continuing education and professional activity rates of 80% or greater.
5. Provide educational programs measured by student program satisfaction rates of 85% or greater in the End of Program Graduate Surveys.

End of Program Student Learning Outcomes

Practical Nurse Certificate Program

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

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

Associate in Applied Science in Nursing Degree Program

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

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

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

have identified course outcomes and clinical evaluation tools.

Concept of Nursing Education

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

The faculty believe nursing education involves mentoring and role modeling for nursing students. The faculty believe that nursing education facilitates the learning of scientific principles and the ability to transform their knowledge and skill into caring and compassionate service to others. Recognizing that students have unique and varied learning styles; nursing faculty strive to establish a caring environment that maintains the cultural integrity of students and nurtures commitment to the learning process. We believe learning is a lifelong process that takes place in the learner at different rates and results in behavior change. The faculty fosters the student's growth through enhancement of prior life experiences and social/cultural/ethnic diversity. Nursing education is based on scientific principles and clinical experiences for the mastery of skills. Nursing education is a synthesis of clinical and lab experiences and classroom learning.

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

Faculty/Learner Responsibilities

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

- Considers the needs of the learner when formulating course objectives.
- Provides an educational environment that is conducive to effecting behavioral changes in the learner.
- Acknowledges the individuality of the learner.
- Presents appropriate content in an educationally sound manner.
- Utilizes varied teaching techniques that are appropriate to the identified objectives.
- Evaluates the learner based on identified learning objectives.
- Serves as a role model as a member of the profession of nursing.
- Encourages continuing growth and development.
- Assists the learner with setting objectives for professional growth and development.
- Participates in the evaluation of teaching effectiveness.

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

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

Licensing Requirements

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

Pre-Licensure Nurse Accreditation

The AAS in nursing program at Maria College located in Albany, New York is accredited by the: [Accreditation Commission for Education in Nursing](#) (ACEN) 3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326 (404) 975-5000. The most recent accreditation decision made by the ACEN Board of Commissioners for the AAS in nursing program is Continuing Accreditation.

The PNC program is accredited by the New York State Board of Regents, Office of the Professions ([New York State Nursing Programs for Licensed Practical Nurses | Office of the Professions \(nysed.gov\)](#)).

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

Nursing Academic Policies

Course Sequence and Grade Progression Requirements

The Nursing courses and their requisites must follow the sequence identified in the [Academic Catalog](#). Please note that you may not withdraw from a co-requisite course and remain in the nursing course. If you withdraw from a co-requisite course, you must also withdraw from the nursing course. If you are unsuccessful in a co-requisite course, you may not advance in the course sequence.

Assessment Methods

To successfully complete a nursing course, the student must demonstrate competency in the components of the course. A **clinical nursing course** contains four components, **Lecture, Clinical Practice, Nursing Skills, and Dosage Competency**. These courses are PNC101, 102, 103, 104 and NUR 120, 130, 240, and 250.

- **Lecture:** Students must achieve a final grade of C+ (77%) or higher. The academic grade will be based on course objectives and determined by examinations.

- **Clinical Practice:** Satisfactory clinical performance is required to pass the course and to sit for the final examination. Clinical performance will be evaluated utilizing a Clinical Evaluation Tool. For more details, please see Clinical Grading. Any student demonstrating **consistently unsafe behaviors** in the clinical area will be removed from the clinical area, which will result in a failing grade for the course. See additional details in the [Clinical Expectations](#) section of this handbook.
- **Nursing Laboratory:** Students will participate in a competency and demonstrate satisfactory performance and attendance requirements to progress to the next nursing course. Students will receive a course grade for competency. See additional details in the Nursing Student Evaluation section of this handbook.
- **Dosage:** Each semester a student must receive a 100% on a dosage competency test within 3 attempts in the established time frame. See [Dosage Calculation Competency Testing](#) for details.

Recording a Class

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

Nursing Student Evaluation

Academic/Competency Grading

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

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

C	72.5-76.4	
C-	69.5-72.4	
D+	66.5-69.4	
D	62.5-66.4	

F	Below 62.5	<p>Clinical failure and /or failure to demonstrate satisfactory performance in dosage and skills competencies.</p> <p>Unsuccessful in achieving a grade of 100% on the dosage calculation competency by the designated date.</p>
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Nursing Grading Process

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

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

Examinations

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

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

Rounding of Grades

Only the final grade for the course will be rounded. Final grades will be calculated to the nearest tenth. Grades 0.5 and greater will be rounded up to the next highest whole number. Grades 0.4 and lower will be retained at the same whole number value.

ATI Policy

Assessment Technologies Institute (ATI) offers comprehensive assessments designed to increase students' mastery of nursing knowledge and ultimately their success on the nursing licensing

exam. ATI tools can help students prepare more efficiently as well as increase confidence and familiarity with content and testing. These tools include web-based practice assessments, videos, and textbooks on specific content. The schedule of ATI testing is described in [Appendix C](#)

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

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

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

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

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

The grades for the ATI assessments will be assigned based on proficiency levels:

- Proficiency Level 3 –ATI grade 100%
- Proficiency Level 2 –ATI grade 90%
- Proficiency Level 1 - ATI grade 77%
- Below Proficiency Level 1: ATI grade 65%

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

ATI results for the proctored tests will be available when all students have completed the assessment. Students are required to sign an attestation provided by ATI prior to each exam

stating that they will **not** discuss the test content with other students. Violations of the attestation are a form of academic dishonesty and ATI may hold students accountable.

Dosage Calculation Competency Testing

Dosage calculation testing occurs throughout the curriculum in each clinical course, and in the advance placement course NUR 195. The testing schedule is determined by faculty and published in the course syllabus. Students are required to begin testing when their first test is assigned. **Failure to do so will result in a written clinical warning. Students are required to achieve a grade of 100% with no more than three (3) attempts by the date designated in the course syllabus.**

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

Students must complete all assigned modules and remediation, and review any questions they did not answer correctly in safeMedicate before attempting the next exam. For dosage testing, students must use the calculator provided in safeMedicate.

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

- After the first failed attempt the student will self-remediate within the dosage program. **Students must complete all assigned modules and remediation before the second attempt.**
- After the second failed attempt students will receive a written clinical warning. **Students will be required to meet 1:1 with a faculty member before the third and final attempt.**
- After the third failed attempt students will have a clinical failure. Students will receive an F for the course and become ineligible to progress in the program. Students who have not previously failed a clinical course may repeat this course when it is next offered.

Clinical Lab in PNC 101 and NUR 120

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

Clinical Skills Competency Testing

Skills competencies are periodic assessments of identified essential skills and nursing judgment in a neutral environment. Competencies are based on course objectives for clinical nursing courses and test application of theory to practice. The student's performance of selected clinical skills and nursing judgment is evaluated by faculty in the laboratory.

Each student will be provided with the rubric for competency grading at the beginning of the semester. Students will be scored by an instructor based on their skill performance. The

percentage of the course grade received for competency testing will be reflected in the course syllabus. Students who receive a failing grade for their competency testing will be assigned a remediation and associated deadline for remediation completion.

Clinical Responsibilities

Core performance standards

Core performance standards define the cognitive, sensory, affective, and psychomotor performance standards that are required to participate in clinical practice and to successfully meet course and program outcomes. Students must be capable of meeting the eight core performance standards without restrictions for progression in the nursing program. See these performance standards in [Appendix D](#). Students will be asked to read and sign the Maria College Nursing Program Core Performance Standards and the American Nurses' Association (ANA) Code of Ethics* prior to the first clinical practice experience each semester.

Clinical roles and responsibilities

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

- PROVIDER OF CARE
- MANAGER OF CARE
- MEMBER OF THE PROFESSION OF NURSING

PROVIDER OF CARE

Faculty	Student
Identify student learning needs and clinical focus and communicate these to designated staff.	In collaboration with faculty, communicate procedures which are to be accomplished and arrange supervision.
Discuss quality of care, standards and policies and procedures with nurse manager.	Collaborate with the health care team to receive and give appropriate information pertinent to assigned clients.
Identify and communicate weekly clinical focus and clinical objectives to student and designated staff.	Accurately communicate and provide care using the agency documentation system.
Identify student assignments and related responsibilities and ensure that student and designated staff 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.

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

Faculty	Student
<p>Supervise the student in the nursing process to provide client care in a caring manner.</p> <p>Supervise the student in the preparation and administration of medication.</p> <p>Evaluate care completed by students.</p> <p>Assign clients according to student learning needs and clinical objectives.</p> <p>Conduct pre- and post-conferences related to identified clinical focus.</p> <p>Supervise student learning activities.</p> <p>Act as a role model and facilitate student learning utilizing the nursing process.</p>	<p>Achieve weekly clinical objectives.</p> <p>Prepare appropriately for administration of medications.</p> <p>Initiate appropriate teaching-learning for assigned clients.</p> <p>Communicate information with student peers.</p> <p>Participate actively in conferences in a professional manner.</p>

MEMBER OF THE PROFESSION OF NURSING

Faculty	Student
<p>Act as role model for student in professional activities.</p> <p>Act as a student advocate to facilitate the accomplishment of goals for student learning.</p>	<p>Arrive on time and prepared for effective care.</p>

<p>In conjunction with the designated staff and student, ensure that nursing care is accurately and efficiently completed.</p> <p>Act as a client advocate.</p> <p>Demonstrate knowledge of legal and ethical role responsibilities.</p> <p>Maintain confidentiality of client information based on standards of care</p>	<p>Collaborate with the faculty and appropriate members of the health care team to achieve client outcomes.</p> <p>Complete assignments accurately and efficiently.</p> <p>Act as a client advocate.</p> <p>Act in a professional manner.</p> <p>Practice legal and ethical role responsibilities. Maintain confidentiality of client information based on standards of care</p>
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Clinical Expectations

For the clinical experience, students are expected to attend the clinical orientation. Failure to do so will count as a missed clinical. 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 clinical site 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. **Students must abide by faculty instructions and perform all procedures within their scope of practice.** Faculty may ask a student to leave the clinical site if for any reason the faculty deems that the student cannot provide safe care **or is not following faculty instructions.** This incident will count as a missed clinical and will need to be made-up.

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

Clinical Site 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 clinical sites 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 clinical sites health requirements and other mandates. CastleBranch is a health records service that students subscribe to for submission and maintenance of their records. In addition, there may be clinical site specific requirements that the student must complete prior to the clinical experience. Some clinical sites require criminal background checks and an agency identification badge.

- a. Students must submit a completed [Maria College Physical Form](#) annually to CastleBranch. The Physical Form requires:

1. Physical assessment
2. Results of Mantoux-PPD test (s), QuantiFERON test or chest x-ray
3. Description of any physical limitations
4. Date of vaccination or antibody titer levels with accompanying laboratory report.
 - 4.1.Measles
 - 4.2.Rubella
 - 4.3.Mumps
 - 4.4.Varicella
 - 4.5.Tdap (within last 10 years).
 - 4.6.Flu (Annually)**
 - 4.7.Hepatitis B or a signed declination
 - 4.8.Covid-19 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 submit to CastleBranch a copy of a current **Basic Life Support (BLS) card** from either American Heart Association (AHA) or the American Red Cross before attending clinical experience. These agencies offer many different courses, you must select and participate in a **BLS certification course designated for healthcare providers**. Accepted courses are:

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

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

Clinical Sites

A variety of clinical sites 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 Coordinator 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 the student can expect the following actions:

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

Nursing Classroom and Clinical Conduct Policy

Student nurses are expected to conduct themselves in a professional manner at all times. Unprofessional behavior may include, but not limited to, the following and be subject to the issuance of a warning, probation, failure and/or de-registration from the nursing program. These policies are specific to nursing courses (lecture, lab, and clinical) and supplement those policies and procedures in the Maria College Academic Catalog.

Insubordination: willfully ignoring, disobeying, or refusing to follow direction from a classroom, lab, or clinical faculty member, or other college official.

Disruptive behavior: behavior which interferes with the learning of others or the functioning of faculty in the classroom, lab, or clinical setting.

Examples include, but are not limited to: arriving late, not turning off other electronic devices, or actively engaging in non-class activities during class time, speaking out of turn in class or over the instructor, using foul language or making rude or profane comments while on college or clinical premises, shouting or yelling, interrupting of planned learning activities and any other conduct which distracts or intimidates others including talking during lectures, making mocking and unwarranted comments about others, and addressing faculty, and peers with disrespect in person or email.

Impairment: behavior outside of the norm for the student including but not limited to unusual, erratic or impulsive actions, lethargy, or any other observable sign(s) which in the opinion of faculty or other college officials indicate impairment and an inability to engage with academic and/or clinical practice, decision-making and patient safety. A violation for any of the above will be handled within the nursing department and could also violate other Maria College policies and procedures included in the Maria College Academic Catalog. Generally, violations of the Nursing Classroom and Conduct Policy will be handled as follows; however the nursing department and College reserves the right to escalate matters based on multiple, repeated offenses or offenses that create unsafe conditions for students, faculty, staff, or patients:

1st Violation – Instructor will issue a written warning

2nd Violation- Program Director will review the violation and any disciplinary action

3rd Violation – Chair of the Nursing Department will review and determine any disciplinary action

Criminal Background Check

The nursing program does not require a criminal background check for admission; however, 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, they may deny that student participation at the clinical site.

Please note that if a clinical site determines that you may not participate 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 if 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.

Clinical Dress Codes

To promote the professional image of nursing, a dress code is in place for the safety, comfort and aseptic needs of the client and student. Therefore, each student is required to wear the regulation Maria College uniform in the designated clinical area and adhere to the dress code.

The following guidelines must be followed. If the guidelines are not followed, the student will be asked to leave the clinical experience at the expense of a clinical make-up.

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

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

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

Undergarment: Appropriate undergarments are expected. Solid white turtlenecks or white long sleeve shirts may be worn under uniforms. No writing or symbols on shirts are to be visible under the uniform.

Photo ID: Maria College student IDs and facility-required identification badges must

always be worn and visible.

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

Hygiene: **Nails** must be natural, unpolished, and no longer than fingertip length (1/4") to avoid injury to the client or spread of infection. Acrylic nails and tips are not permitted. Make-up should be used with discretion and minimally applied. **Hair** must be clean and neatly arranged. Hair must be clear of the uniform collar and be controlled in such a way that it will not cause contamination. No hair accessories such as decorative handkerchiefs, etc. are allowed. **Body odor** can be offensive because of the close physical relationship with clients. Therefore, no perfume, cologne or aftershave is permitted. Noxious odors such as poor dental hygiene, body odor, and cigarette smoke are not permitted. **Men** shall be clean shaven and/or beards and mustaches neatly kept and trimmed.

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

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

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

If the dress code is not adhered to as described in the above standards or does not promote the professional image of nursing the faculty will ask the student to correct the problem. If the problem cannot be corrected at the time of the incident, the student will be asked to leave the clinical area at the expense of a clinical make-up.

Missed Clinicals

Missed clinicals are clinical absences and must be made-up. Absences will be made up at a time designated by the Clinical Coordinator, usually at the end of each semester. There will be no fee charged for the first clinical absence. For each subsequent missed clinical a \$160 fee will be charged and must be paid to the business office before the student can attend a required clinical make-up. Missed clinicals due to college closures, weather related absences, or clinical site closures must be made-up and no fee will be charged. Missed clinicals jeopardize continuation in the program.

- With a 2nd missed clinical in a course, the student will receive a written warning.

- A 3rd missed clinical in a course will result in the inability to continue the clinical experience and ultimately failure of the course despite academic performance.
- A pattern of missed clinicals in successive nursing courses will result in clinical probation.
- If a student must leave the clinical area for any reason, the student will be required to make up a full clinical day.
- 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.
- Students who have experienced diarrhea, vomiting, fever, symptoms of COVID-19, or exposure to other infectious diseases in the past 24 hours should not attend clinical.

If a student is unable to attend on the assigned clinical day, the student will email or call the Clinical Coordinator at rdiaz@mariacollege.edu or (518) 861-2538 in advance of the clinical. The student should leave a message if the Clinical Coordinator is unavailable. Messages may be left on the voice mail after office hours. **Include the following information in the email or phone message: name, clinical faculty, clinical facility, day/date of clinical and reason why you are unable to attend.** The clinical faculty may request additional notification of the student. The Director will provide you with information about next steps, including information you may be required to submit before you are allowed to return to the clinical experience.

Clinical Grading

Satisfactory Progress

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

PNC101	30% or less		NUR 120	30% or less
PNC102	20% or less		NUR 130	20% or less
PNC103	10% or less		NUR 240	10% or less
PNC104	0%		NUR 250	0%

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

The students’ 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 may consist of:

- An *unsatisfactory* rating in any area of the clinical evaluation tool
- Failure to meet clinical objectives
- Behavior that is evaluated by the faculty as detrimental to the client.

A student whose clinical performance is unsafe will be given **either** a clinical warning **or** placed on clinical probation. Clinical failure results when a student does not satisfactorily meet the terms of the clinical probation. The faculty will notify the director if a student is at risk of failure.

Clinical Warning

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

- written documentation from the faculty, which includes the course and clinical competencies on the clinical evaluation tool that are unsatisfactory
- the time limit of the clinical warning
- terms of the student remedial plan
- name(s) of the instructor(s) and method by which the student will be evaluated during the term of the clinical warning

Once the terms of the clinical warning have been met, a determination will be made if the student is performing at a satisfactory level. Should the student's performance remain at an unsatisfactory level following the completion of the terms of the clinical warning, the student will be placed on clinical probation. Once the student has been placed on clinical warning for any reason, the next occasion of less than satisfactory performance in the clinical setting will advance the student to clinical probation or clinical failure depending on the occurrence.

Clinical Probation

A student may be placed on clinical probation for the following reasons:

- 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 the following:

- written documentation identifying the competencies on the clinical evaluation tool which are unsafe
- terms of the remedial plan
- the time limit of the clinical probation
- name(s) of the instructor(s) and method by which the student will be evaluated during the term of the clinical probation

Once the terms of the clinical probation have been met, a determination will be made if the student is performing at a satisfactory level. Should the student's performance remain at an

unsatisfactory level following the completion of terms of the clinical probation, the student will receive a clinical failure.

Clinical Failure

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

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

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

Student Clinical Policies

Medical Clearance

When a nursing student has a medical condition, including but not limited to, recovery from surgery, injury, pregnancy or a communicable disease that may limit their ability to participate in clinical activities, the student must inform the Clinical Coordinator. Prior to returning to the clinical experience, the student will be required to submit to the Clinical Coordinator a medical clearance from a healthcare provider indicating that the student can safely perform all required student activities in the clinical environment. This clearance must clearly state that there are no restrictions in the student's ability to perform these activities and must be submitted to the Clinical Coordinator for review and approval before the student attends the next clinical learning experience. Students will be required to make up missed clinicals at a time designated by the College faculty, unless other prior arrangements have been made with the Program Director or Director of Clinical Experiences..

School Closure

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

Transportation

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

Cell Phone Policy

Cell phones and smart watches should be turned off and stored with personal belongings while students are in clinical settings, classrooms, laboratories, and testing rooms. A violation of this

policy may result in the student being asked to leave the setting, resulting in an absence, missed clinical or a forfeited grade.

Critical Incident Form

This is completed by the student and faculty when an incident or injury occurs in which a mistake has occurred, or a client /student has been placed at risk or injured in a clinical facility or the labs on campus. If an incident report is completed in a clinical facility, a Maria College incident form will also be completed. The Maria College incident form is placed in the student's file. Critical incidences can lead to the issuance of a warning, probation, failure, or de-registration from nursing.

Clinical Preceptorship Policy

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

Experiential Learning in the Associate degree Nursing Program

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

Expectations:

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

Key Concepts for NUR 260 Experiential Learning

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

- Fulfill your agreement as to your duties, hours, and responsibilities to the best of your ability.
- Be professional -- punctual, polite, and respectful of agencies' policies, rules, and regulations.

- Respect the confidentiality of clients of the agency.
- Give notification in advance if you must miss or be late for an agency appointment.
- You must complete required hours. This will count as clinical time.
- Complete all assigned coursework and required forms including time sheets, evaluations, presentations, projects, etc. as designated by faculty.
- Achieve expected student learning outcomes posted for NUR 260.

All sites will need the approval from both the Instructor and Clinical Coordinator. Students will be responsible for obtaining any necessary medical/personnel requirements prior to beginning. This may include a background check and/or drug screen per facility regulations. Orientation may also be required from sites prior to starting. Certain sites may require a contract prior to students starting their hours. Contracts may take several weeks to obtain and must go through the Director of Clinical Experiences.

Nursing Laboratories

Clinical Lab/Lab Class

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

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

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

General Laboratory Guidelines

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

- Students will engage in and participate in the scenarios as professionals and treat lab as a realistic client care experience.
- Only Maria College students, faculty and staff are permitted in the labs and control room. Children are not allowed in the lab at any time.
- Students are to store personal items in the open lockers provided.

Absences Clinical Lab NUR 120

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

Absences – Lab Class

Laboratory class is a required component of the nursing program and attendance is an expectation for all labs. Students are required to be present and engaged for the entire duration of lab class. **At the start of lab class, the door will be closed, and students who arrive late will not be admitted.** Students who are late or who leave early may be marked absent. Lab absences can result in failure of the course. Students are permitted one lab absence per semester. Students who miss a second lab class will be required to make-up the missed lab hours in Open Lab and will be subject to a \$50 make-up fee. Lab absences must be made up and documentation submitted by the date designated by lab faculty. Warnings will be assigned as follows:

- The first absence in a lab class will result in a verbal warning.
- A second absence in the same semester will result in a written warning and a \$50 fee.
- A third absence in the same semester will result in a failure of lab class and a failure of the clinical course associated with it.

Students are expected to attend their assigned lab day/time.

Video Recording in the Laboratory

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

Open Lab

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

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

Lab Bags

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

Simulation-Based Education

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

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

Student Resources

Individual Assistance

Students are urged to make appointments for clarification of course work, advisement, clinical performance appraisals or individual concerns. The student may contact the faculty by email or phone.

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 may also meet by appointment outside of the posted office hours. Advisors may assist students to find other supports on campus that may be appropriate to the student’s needs.

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 remediation form. 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 frame will prevent attendance at

the next clinical experience and count as a missed clinical and is subject to the missed clinical policy

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

Opportunities for Leadership/Student Representatives

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

Nursing Program Status Change

Progression in the Practical Nurse and Associate Degree Programs

To progress, nursing students are required to:

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

Progression/Readmission Policy in the Clinical Nursing Programs

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

- Clinical nursing courses may only be repeated once. A student who has failed two clinical nursing courses will be de-registered from the program.

- When a nursing course is repeated, the student is required to participate in all course activities including lecture, clinical, lab, dosage calculation and skills competencies.
- A student who has failed two associate degree clinical courses and then successfully completes a practical nursing program may be considered for readmission at the discretion of the Program Director, as a new admission to the associate degree nursing program.
- A student who has failed associate degree clinical courses once or twice may consider transferring to the practical nursing certificate program. Faculty and the leadership of the clinical nursing programs collaborate to determine level of placement in the program. First year AD Nursing students typically will enter the PNC program at either PNC 101 or 102. Second year AD Nursing students typically will enter the PNC program at either PNC 102 or 103. The Program Director of the nursing program will make a final decision regarding placement.
- If a student is unsuccessful in an advance placement course, the student may apply to enter the associate degree program as a generic student. This is based on space availability and is at the discretion of the Program Director.

Associate Degree Program:

At **midterm** students with a cumulative average of 62.4 or below will be academically withdrawn and will be ineligible to re-enroll.

At the **end of the semester:**

- Students who have earned a final average of 76.5 or greater may progress in the AD program.
- Students who have a final average below 62.4 will be academically withdrawn from the program and will be ineligible to re-enroll.

NUR 120 or NUR 130

- Students who earn a grade of 72.5-76.4 will be eligible to repeat NUR 120 or NUR 130 the following year. Students will follow the re-admission process as stated below and must meet the readmission criteria.
- Students who have earned a grade between 62.5-72.4 may be offered an alternative pathway in the Practical Nurse Certificate (PNC) program. Seating in this program is at the discretion of the program directors.

NUR 240 or NUR 250

- Students who earn between a 62.5 and 76.4 and who have not previously failed a clinical nursing course will be eligible to repeat NUR 240 or NUR 250 the following year.

Readmission Criteria for all clinical courses are as follows:

- The student has not been away from the program for more than two years.
- **The student has a minimum G.P.A. of 2.5 for AD program**
- **The student has a minimum G.P.A. of 2.0 for PNC program**

- Space must be available in the course the student is requesting to re-enter. There is an enrollment limit per course to ensure an optimal learning environment.

Readmission Process AD and PNC Programs

Students who request re-entry into the associate degree program or the practical nursing certificate program and who qualify after a failure must complete the following:

- Students who are not enrolled in a course at Maria College during the semester(s) prior to returning must reapply through the Office of Admissions. **Please note that course registration is dependent on the readmission criteria stated above.**
- Submit an email requesting re-entry addressed to the Program Director. The request must be received by September 15th for spring semester and February 15th for summer or fall semester re-entry. Late requests **will not** be considered.
 - **PNC Program:** TEAS (Test of Essential Academic Skills) exam must be completed if not previously completed prior to program admission. The overall score needed on the TEAS exam is 50% or higher. Submit results with request for re-entry.
- If seat availability is limited decisions will be made once a student has satisfactorily completed the re-entry requirements. Priority for seating in this situation will be at the discretion of the Program Director and based on a point system. Ranking will be based on the following:
 - Reason for withdrawal
 - Cumulative GPA
 - Outcome of the re-entry testing
 - Student behavior, including warnings about unprofessional or uncivil behavior.
 - Absences and tardiness
 - Previous attendance and participation

After each student's request has been evaluated, they will be notified of the status of their application in writing by the Program Director. All decisions about re-entry into the program are final.

Specific course requirements for PNC 102, 103, 104, NUR 130, 240, and 250

- Successful completion of the Fundamentals ATI assessment at a level 2 or greater. **This assessment may only be taken once.**
- Attendance in Open Lab to practice and successfully demonstrate designated skills from the last nursing course passed.
 - AD Program: for at least four hours
 - PNC Program: for at least two hours
- Earn a score of 100 on the dosage calculation competency exam from the last nursing course passed.

Appendix A Curriculum Strands

Vertical strands

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

Human Needs

Biological

Oxygenation

Circulation

Fluid/Electrolyte Balance/Hydration

Nutrition

Elimination

Rest and Sleep

Regulation and Sensation

Skin Integrity/Hygiene

Activity

Safety/Protection from Infection

Comfort

Psycho-Social-Spiritual

Developmental Stages

Mental Health

Sexuality

Social, Cultural, Ethnic Identity

Spirituality

Horizontal Strands

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

Human Flourishing

Nursing Process

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

Evaluation

Managing care*

Communication

Collaboration

Teaching-learning*

Professional Identity

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

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

Definitions

Biological

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

Psycho-Social-Spiritual

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

Appendix B
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.

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

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

Appendix C
ATI Grids

	PNC101	PNC102	PNC103	PNC104
<i>Test Administered</i>	Fundamentals	Maternal Newborn Nursing Care of Children	Mental Health	Medical-Surgical Leadership Comprehensive Predictor
<i>Grading Adaptation</i>	10% of final grade	10% of final grade (5% from each assessment)	10% of final grade	5% of final grade Medical-Surgical 5% of final grade Leadership

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

Appendix D
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)
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Adapted from the Southern Regional Education Board. (2008). Americans with Disabilities Act: Implications for Nursing Education. Retrieved July 21, 2011, from www.sreb.org

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