TROCAIRE COLLEGE

NURSING PROGRAM

GUIDE

INFORMATION

AND

POLICIES

2017-2018

Keep this section until graduation

August 2016

Dear Nursing Students,

Welcome to Trocaire College and the nursing program! We are delighted that you have chosen to start the next chapter of your life and professional career with us.

Trocaire College offers three nursing programs:
- ❖ **Registered Nursing (AAS)**
- ❖ **Bachelor of Science Degree with a Major in Nursing**
- ❖ **Practical Nursing (Certificate)**

Nurses are an integral component of the health care team who work with other healthcare members to meet their patients' needs while improving patient outcomes. Our program emphasizes nursing expertise beyond clinical care, such as patient education, health promotion, community health, healthcare across the lifespan, and technology integration. Nurses have opportunities to provide patient care in hospitals, clinics, schools, homeless shelters, and many other agencies, which is why the profession provides so many rich opportunities for the nursing graduate.

Our nursing programs provide students with the opportunity to learn from and be mentored by faculty, and clinical instructors, who are deeply engaged in the nursing profession and are dedicated to helping students achieve academic success.

Students will be taught to use critical reasoning and clinical judgment skills that are required of all nurses. You will base your practice on evidence from research and best practice standards of nursing. Additionally, you will demonstrate unwavering compassion and respect for human life. Some nurses see this as a calling to the profession of nursing. The Catherine McAuley School of Nursing program empowers students to answer that calling and find careers where they make a difference every single day.

The nursing programs at Trocaire College are fully accredited by the Accreditation Commission for Education in Nursing (ACEN).

This *Student Program Policy Manuel* provides specific information you will need as you progress through the nursing program. It is your professional responsibility to thoroughly read this information and to abide by the policies and guidelines set forth by the Catherine McAuley School of Nursing Program, and Trocaire college.

On behalf of Mr. John Anderson, the Associate Dean of the Catherine McAuley School of Nursing, the faculty and staff of the Nursing Department I/we look forward to working with you and wish you much success.

Warm regards,

Dr. Catherine M. Griswold, Ed.D, MSN, RN, CLNC, CNE
Dean of the Catherine McAuley School of Nursing

Adopted Fall 1994
Reviewed and Revised: Spring 2003
Reviewed and Revised: June 2003
Reviewed and Revised: May 2004
Reviewed and Revised: May 2005
Reviewed and Revised: December 2005
Reviewed and Revised: May 2006
Reviewed and Revised: May 2007
Reviewed and Revised: December 2007
Reviewed and Revised: May 2008
Reviewed and Revised: May 2010
Reviewed and Revised: May 2011
Reviewed and Revised: May 2012
Reviewed and Revised: May 2013
Revised and Reviewed: January 2014
Revised and Reviewed: June 2014
Reviewed and Revised: May 2015
Reviewed and Revised December 2015
Reviewed and Revised August 15, 2016

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Trocaire College Nursing Program Information & Policies Guide is an official publication of the Office of the Dean of the Catherine McAuley School of Nursing.

The Guide serves as a supplement to the 2016-2017 Trocaire College Catalog 2016-2017 Student Policy Manual.

The Catherine McAuley School of Nursing Administrative Team

Dean	Dr. Catherine M. Griswold
Associate Dean	Mr. John Anderson
Administrative Assistant	Ms. Melissa Fahey faheym@Trocaire.edu Please contact Ms. Fahey to make appointments for Dr. Griswold or Mr. Anderson
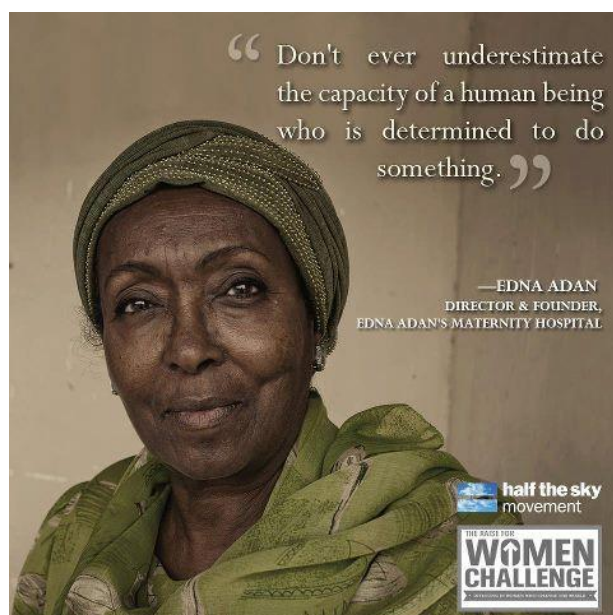
NURSING PROGRAM MISSION STATEMENT

The mission of Trocaire College Nursing Program is to be responsive to current and evolving health care needs by providing quality nursing education that is in keeping with currently accepted social, educational and nursing standards and is consistent with the mission of the college.

NURSING PHILOSOPHY STATEMENT

The Trocaire Nursing Faculty accepts the philosophy of Trocaire College and its mission and functions within its framework.

The Nursing Faculty believes that health is a dynamic and individualized state of biopsychosocial and spiritual well-being affected by environment, access to health care, lifestyle choices, education, and culture. Health is an individually perceived state of well-being that is positively valued, affects all aspects of life, and determines one's quality of life.

The holistic understanding of health gives rise to a view of nursing as a caring profession. The professional nurse recognizes that all human beings are unique individuals who have the ability to adapt to the environment. The professional nurse believes that human beings are entitled to be treated with respect and dignity and that cultural heritage and spiritual beliefs influence health behaviors. Health care is a partnership in which the patients share responsibility for achieving optimal health.

Today's professional nurse assumes multiple roles as provider of care, manager of care, and member within the discipline of nursing in meeting the needs of individuals and families. The professional nurse provides this care for people from all stages of life and all degrees of need along the health-illness continuum. A background in nursing theory and knowledge from other sciences and general education is necessary for the provision of health care.

Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills. Learning occurs in various settings and should be self-directed, flexible, and learner-focused. The faculty view nursing education as dynamic and ongoing resulting in a change in knowledge, attitude, and behavior of students. Faculty believes nursing education requires that students develop a scientific and psychosocial theory base, communication skills, and the ability to apply the nursing process.

The nursing faculty accepts its responsibility to provide an environment for a diverse student population that supports learning through a variety of teaching/learning methods, a curriculum that builds on previous knowledge and experience, and a learning sequence that moves from

simple to complex concepts. We encourage students to assess their own goals and to assume responsibility for learning.

The faculty provides our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. We prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth.

THE ROLE OF THE NURSE IN HEALTH CARE

According the ANA - Nursing is:
> *the protection, promotion, and optimization of health and abilities,*
> *prevention of illness and injury, facilitation of healing, alleviation*
> *of suffering through the diagnosis and treatment of human response,*
> *and advocacy in the care of individuals, families, groups, communities,*
> *and populations (the American Nurses Association, 2016)*

CONCEPTUAL FRAMEWORK

The Trocaire Nursing Curriculum conceptual framework is based on Orem's theory and is an open systems framework, which consists of five horizontal strands, caring, communication, nursing process, unique individual and teaching-learning process) and four vertical strands (professionalism, collaboration, clinical decision making and management) (see model). The conceptual framework depicts the Orem's Theory encircling the nursing curriculum which enables the student to gain the knowledge and skills to develop into the graduate nurse and to assume all responsibilities of a beginning professional nurse.

The five horizontal strands and four vertical strands of the Trocaire College Nursing Curriculum provide the structure within which the student learning experiences and faculty instructional methods are selected. The five horizontal strands are recurring and are strengthened in the nursing courses at each level. The four vertical strands are progressive at each level.

The conceptual framework illustrates that at each level of the Trocaire Nursing Curriculum there is ongoing development of each of the horizontal strands and continuing substantiation of the interrelationship of the four vertical strands. This is accomplished through an expansion of the nursing knowledge and skills of the nursing student.
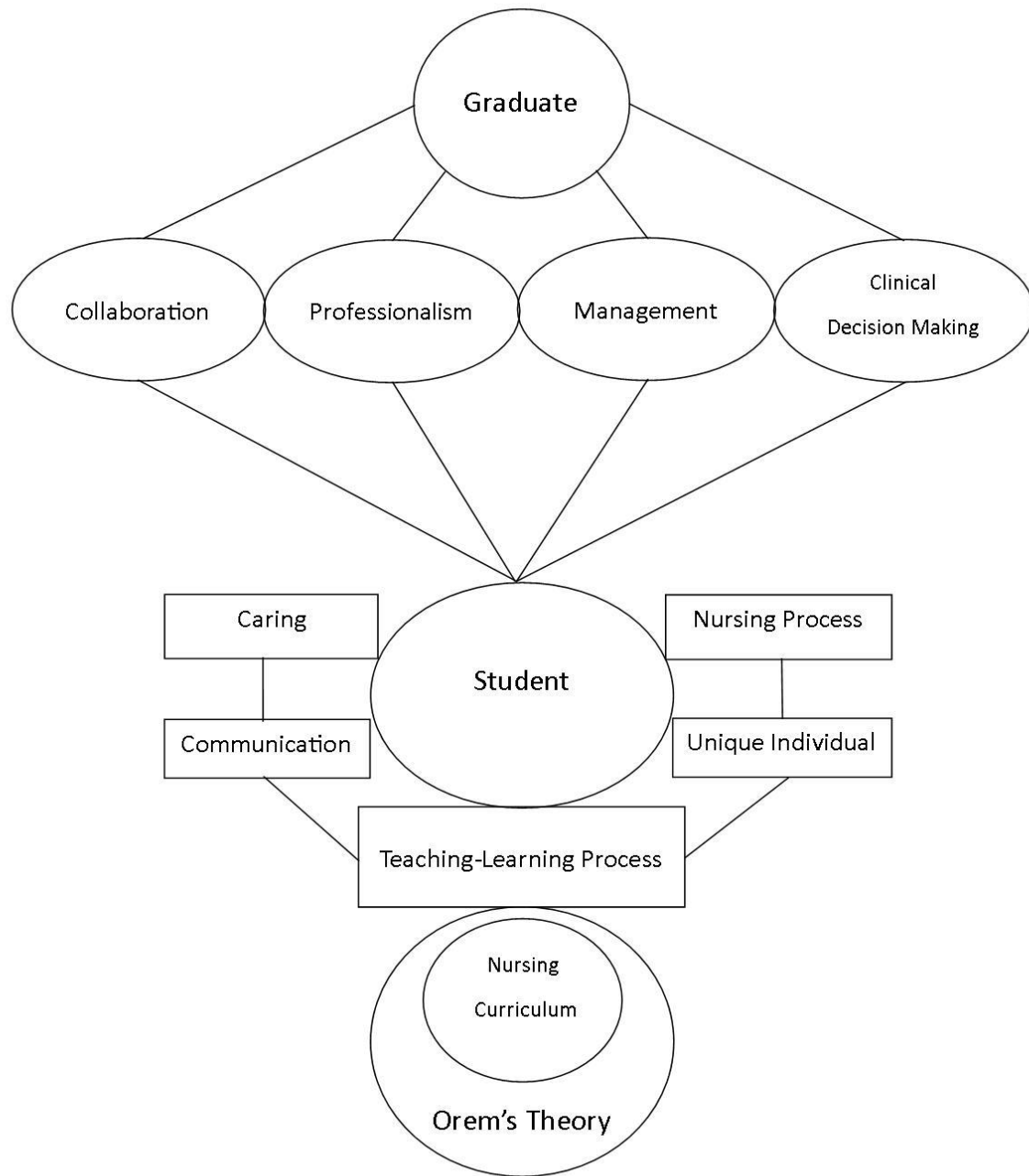
CONCEPTUAL MODEL

Figure 1

Orem's Theory

Orem's theory is introduced to students in NU112. When an adult, parent, or guardian is unable or limited in providing continuous effective self-care, the self-care deficit theory identifies when nursing is needed.

Entry level students are taught basic concepts and skills to provide nursing care for patients with varying self-care deficits. As students' progress in the program, they are taught skills increasing in complexity. Students' responsibilities increase appropriate to their level of education. Throughout the program, students will care for patients along the health/illness continuum in the supportive-educative, partially compensatory, and wholly compensatory stage. Nursing care is directed towards encouraging patient self-care of their optimal level of functioning.

Caring
Caring refers to interpersonal behaviors that reflect genuine concern for the well-being of others. These behaviors include sensitivity, empathy, attentive listening, and respect. Methods to implement these behaviors are presented in the classroom and during clinical experiences at every level through student-patient-nursing educator interaction.

Teaching/Learning Process
The teaching/learning process consists of two interdependent components. The faculty, to motivate student efforts to learn and facilitate student learning, utilize various teaching strategies. Students are provided the opportunity to incorporate teaching methods in various patient care settings.

Learning is the acquisition and utilization of knowledge, skills, and attitudes. Self-directed and interactive learning is expected of students. The need for life-long learning is emphasized throughout the curriculum. Teaching/Learning theory is introduced and implemented in the first semester and continued throughout the program. Teaching/Learning concepts go from the simple to the complex and are applied through such activities as: small group and one-to-one activities, discussion, student clinical assignments, student presentations, multi-media, computer assignments and lecture.

Unique Individual
Human beings have biopsychosocial dimensions. These dimensions include cultural diversity and spirituality which impact the life cycle from the beginning of life through death. The range of these dimensions is presented in the first semester through the teaching/learning process and implemented during student-patient contact. These dimensions are recognized throughout the curriculum as factors that will contribute to the patient's ability to care for self.

Nursing Process
Nursing process is a systematic problem-solving approach utilized by nursing professionals to identify patient needs, plan care, implement care, and monitor the effectiveness of nursing interventions. Nursing process is central to the nursing curriculum and involves critical and creative thinking utilizing assessment, analysis, planning, implementation, and evaluation. Use of the nursing process is incorporated in class, college laboratory, and clinical experiences and is reflected in self-directed studies and written course requirements throughout the curriculum.

Communication
Communication, both verbal and non-verbal, is a dynamic process, which provides for an exchange of information. Students are introduced to communication theory and are provided opportunities to implement communication techniques through various methods. Oral reports, written assignments, role playing, patient interactions, documentation in the medical record, and pre- and post-conference experiences are some of these methods.

Professionalism
Professionalism refers to the behavior of people specially trained in their field who are concerned about their chosen area, strive for excellence in their performance, and demonstrate a sense of professional ethics. Students are introduced to ethical and legal issues and requirements affecting the roles and responsibilities of the professional nurse. As students progress, they are expected to analyze how professionalism relates to their practice of nursing and eventually demonstrate the ability to integrate professionalism into their practice as nurses.
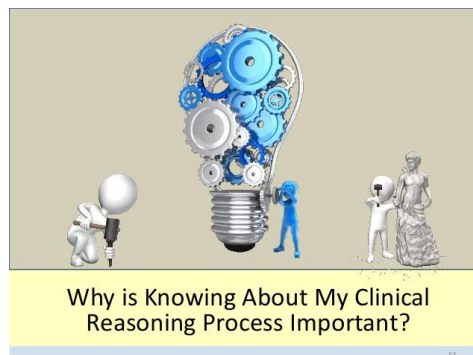
Management
Management is the process of incorporating, directing, organizing, and administering care in any given situation. Students organize and provide nursing care for an individual patient and advance to organizing care for more than one patient and collaborating with other health care professionals. By the completion of the program, students appropriately delegate certain aspects of patient care.

Collaboration
Collaboration is the shared planning, decision making, problem solving, goal setting and assumption of responsibilities by those who work together cooperatively with open communication. Collaboration occurs with patient's significant support persons, peers, and other members of the health care team and community agencies. Collaboration requires consideration of patient needs, priorities, preferences, available resources and services, shared accountability and mutual respect.

Clinical Decision Making
Effective clinical decision making results in finding solutions, individualizing care and assessing delivery of accurate safe care which will move patients, families and communities toward a positive outcome. Evidence based practice and use of critical thinking provides the foundation for appropriate clinical decision making. Use of clinical decision making is reflected in clinical experiences.

http://www.slideshare.net/umrobot/therapeutic-use-of-technology-casebased-clinical-reasoning-with-everyday-technology

The National League for Nursing Framework (http://www.nln.org) identifying the four competencies for graduates of Associate degree nursing programs (2010). These are Human Flourishing, Nursing Judgment, Professional Identity, and Spirit of Inquiry. Additionally, the programs are using the National Patient Safety Standards as well as Quality and Safety Education for Nurses (QSEN) Pre-Licensure KSA'S (Knowledge Skills and Attitudes).

The graduates from the nursing program will:

Human Flourishing

Promote the human dignity, integrity, self –determination and personal growth of patients, oneself, and members of the health care team.

- Recognize the uniqueness of clients when providing nursing care.

- Establish open lines of communication with client, family, and other members of the interprofessional team.

- Motivate other health care team members to ensure quality client care.

- Provide client advocacy through such measures as appropriate use of resources and collaboration with the interprofessional team.

Nursing Judgment

Provide rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

- Utilize critical thinking with the nursing process as a basis for decision-making when providing individualized client care to achieve established client-centered goals.

- Delegate appropriate aspects of care to other health team members and evaluate the outcome of this care.

- Demonstrate effective management of time and resources.

- Utilize teaching/learning principles to teach clients, significant support persons and community groups, the information needed to achieve desired learning outcomes

Professional Identity

Assess how one's personal strength and values affect one's identity as a nurse and one's contributions as member of the health care team.

- Develop a commitment to the value of caring by assuming the responsibility for professional growth.

- Develop behaviors and attitudes that reflect commitment to continuous learning.

- Actively participate/integrate into their professional organizations.

- Function within the scope of their academic preparation as a member of the nursing profession to maintain high standards of nursing care

Spirit of Inquiry

Questions the bases of nursing actions, considering research, evidence, tradition, and patient preferences

- Demonstrate clinical competence and accountability in their practice based on current knowledge of health care in a variety of settings.

- Recognizes the importance of incorporating patients' cultural traditions and personal preference into the plan of care in order to obtain maximum outcomes.

http://www.elmerito.com/teachingmat.html

Student Learning Outcomes Competency are related to the

NLN, QSEN Standards for Associate and Baccalaureate Graduate Competencies

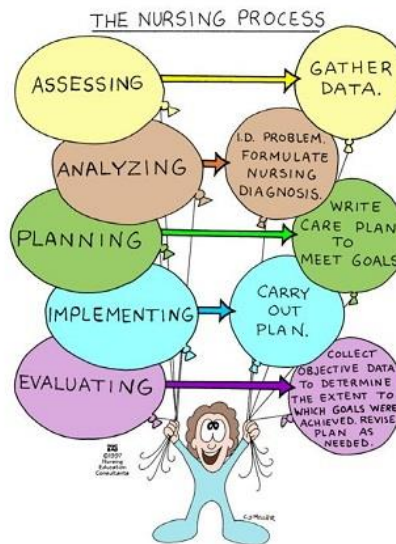| NLN Competency	QSEN	Trocaire Philosophy	Organizing Framework (Orem's Theory)	Associate Degree	Baccalaureate Degree	Program Learning Outcomes
Human Flourishing	**Patient and Family Centered Care:** Recognize the patient or designee as the course of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	The holistic understanding of health gives rise to a view of nursing as a caring profession. Faculty believes that nursing education requires that students develop communication skills. Today's nurse assumes multiple roles as **provider of care**, **manager of care** and member within the *discipline of nursing*. The professional nurse recognizes that all human beings are	**Caring:** Develop a commitment to the value of caring by assuming the responsibility for professional growth. **Communication:** Establish open lines of communication with patient, family and other members of the health care team. **Management:** Delegate effective management of time and resources **Unique Individual:** Recognize the uniqueness of	Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.	Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capabilities.	Advocate for patients and families, within healthcare settings, to support Basic Needs and Human Flourishing: a. Collaborate with other members of the inter-professional team to achieve positive patient outcomes. b. Apply critical thinking skills to support the achievement of basic needs for patients and families. c. Use therapeutic communication across health care settings. d. Demonstrate clinical competence and accountability in their practice based on current knowledge of health care in a variety of settings e. Utilize teaching/learning principles to teach patients, significant support persons, and community groups the information needed to achieve desired learning outcomes. Covered in the course objectives in: NU 112, NU 122, NU 214, NU 222 Clinical Experiences - Evaluation

		unique individuals who have the ability to adapt to the environment.	patients when providing nursing care			Methods: grading rubric for care plans in pre and post conferences
Nursing Judgment	**Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance. Evidenced Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.	Faculty provides our graduates with the educational preparation to apply the nursing process in making critical decisions in their role as health care providers. Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills.	**Nursing Process:** Utilize critical thinking with the nursing process as a basis for decision making when providing individualized patient care **Teaching/Learning:** Education is a life-long process involving the acquisition of knowledge and the development of critical thinking skills	Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote health of patients within a family and community context. Graduate will minimize risk of harm to patients and providers through both system effectiveness and individual performance. Substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the	Make judgments in practice substantiated with evidence that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.	Demonstrate Nursing Judgment by applying the Nursing Process, substantiated with evidence, to provide safe, quality patient centered care in diverse settings. Activities include assessment, nursing diagnosis, care planning, implementation and evaluation: a. Establish an individualized plan of care, using the Nursing Process. b. Set priorities within the frameworks of safe, efficient and effective nursing care. Evaluated in NU 112, NU 122, NU 214, NU 222 in both didactic and clinical objectives.

				health of patients within a family and community context.		
Professional Identity		Prepare graduates to function successfully within the scope of their academic preparation and to make a commitment to the value of caring and to their own professional growth. Health care is a partnership in which the patients share responsibility for achieving optimal health	**Professionalism:** Function within the scope of their academic preparation as a member of the nursing profession to maintain high standards of nursing care. **Collaboration:** Motivate other health care team members to ensure quality patient care	<u>Implement</u> one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse <u>committed to</u> evidence based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.	<u>Express</u> one's identity as a nurse through <u>actions</u> that reflect integrity; a commitment to evidence based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a <u>willingness to provide leadership</u> in improving care.	Develop an evolving Professional Identity at entry level by implementing the nursing role to reflect the core values of the MCC Department of Nursing: a. Demonstrate accountable behaviors within ethical, legal and regulatory frameworks of the profession. b. Complete the NCLEX- RN licensure exam successfully. Evaluated in NU 112, NU 122, NU 214, NU 222 in both didactic and clinical objectives.
Spirit of Inquiry	**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	Utilize decision making and problem solving in the coordination of patient care.	**Clinical Decision Making:** Utilize decision making and problem solving in the coordination of patient care	<u>Examine the evidence</u> that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to	Act as an evolving scholar who contributes to the development of the science of nursing practice by <u>identifying question</u> in need of study, <u>critiquing published research</u>, and <u>using available evidence</u> as a foundation to	Establish a Spirit of Inquiry for professional nursing practice: a. Incorporate knowledge of Evidence Based Practice guidelines into professional nursing practice. b. Develop the skills necessary to use Evidence Based Practice guidelines and other professional standards of care.

	and safety of health care systems. Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.			improve the quality of care for patients, families, and communities,	propose creative, innovative, or evidence based solutions to clinical practice problems.	c. Display attitudes consistent with the values of lifelong learning. By changing the teaching model from a lecture format to students engagement model classes will be structured so: - students come to class and clinical with information discovered to contribute to discussions. - students brainstorm together about concepts presented in class, references read, clinical experiences, and other learning experiences - students question why things (e.g., approaches to patient care, the design of the curriculum - students will engage in Socratic Questions Evaluated in NU 112, NU 122, NU 214, NU 222 in both didactic and clinical objectives.

❖ **Study Skills and Time Management**
One of the most important keys to success in college is the understanding of the time commitment required outside of the classroom. On average for every one credit hour in which you enroll, you will spend approximately two to three hours outside of class studying.

- o 3 credit hours (1 course) = 3 hours in class per week = 6-9 hours study time per week.
- o 12 credit hours (4 courses) = 12 hours in class per week = 24-36 hours study time per week.
- o Rule of Thumb: 2 hours of study per 1 hour of class; if going full time (12 hours) that equals 24 hours of studying per week AND don't forget about your job and family! That could easily add up to more than 40 hours a week!

❖ **Faculty**
In college your teachers are known as called "Professors"; Professors rarely teach to the text; often lecture nonstop and require students to thinking beyond the facts. Please do not call faculty and staff by their last name only. This is unprofessional and in the clinical setting may be deemed as unacceptable behavior.

❖ **Exams**
The National Council Licensure Examination (NCLEX-RN® exam) has one purpose: To determine if it's safe for you to begin practice as an entry-level nurse. It is significantly different from any test that you took in nursing school. While nursing school exams will follow NCLEX style questions. These type of questions are not knowledge based exams but application and analysis using the nursing knowledge. Students will be expected to use critical thinking skills to make nursing judgments.

❖ **Service-Learning**
Service learning improves student learning outcomes and contributes to student personal and social development (see *Critical Thinking Dimensions* below). Faculty report enhanced teaching, service, and research opportunities and academic institutions report increased student retention and improved "town/gown" relationships. Community partners receive additional resources to support their agencies' mission. Unless otherwise noted, the following outcomes are documented in these studies.
https://trocaire.edu/student-life/mission-ministry-service/evidence-based-benefits-service-learning/

❖ **Clinical Rotations**
The nursing program provides clinical learning opportunities for students. This is the time where students can link theory to real life patient care. Students will attend a variety of health care settings, including obstetrics, medical-surgical care, pediatrics, community health, and psychiatric nursing.

Clinical rotations can vary from 6 to 12 hours depending on the course and clinical objectives. Prepare for clinical once you are assigned your patients; review their medical histories, why they were admitted, medications, and any other relevant information. Be prepared to answer questions and care for your patients in a professional manner.

Advisement & Career Services   *Reference Guidelines*

VALUE OF REFERENCES
References are requested by employers when you apply for a job. References may also be requested when you apply for admission to a college or university program.
By establishing a reference file with Advisement & Career Services at Trocaire College, copies of your references are available to you or forwarded to an employer or admissions department when they are requested. You will establish and populate your file during your final semester.

CREATE YOUR REFERENCE FILE *BEFORE* GRADUATION
References need to be established prior to graduation. It is often difficult to secure references from faculty or clinical instructors during summer or several months after graduation. Employers typically request references when a candidate applies for employment or immediately after an interview. *If your references cannot be furnished when requested, you appear unprofessional and it may cost you the job offer.* That is why it is essential that your reference file is complete before applying for a job.

WAIVING A REFERENCE
All references are maintained in compliance with the Family Education Rights and Privacy Act, Public Law 93-380. An individual has the right to see any reference which has been written in regard to him/her, unless that individual waives the right to see the reference. If you sign the waiver statement on the reference form, you give up the right to read the reference. Whether or not you choose to waive a reference is a personal choice. However, you may carry confidential references to a job interview if they are obtained from Advisement & Career Services and enclosed in a sealed envelope.

REFERENCE PROCEDURE
Blank reference forms are available in Advisement & Career Services. It is recommended that you have 3 references; at least two reference forms should be completed by your program or clinical instructors. One reference from your current employer or other professional is recommended. These are *professional* not personal or character references; as such, do not use relatives, friends or individuals who do not know you in a professional or academic capacity.

HOW TO ASK SOMEONE TO BE A REFERENCE
Do not assume that anyone you ask will be a reference for you. Make the time to have a conversation with individuals whom you would like to be references for you. Ask them if they are comfortable being a reference for you. Remind them of your career goals, the opportunities they have had to observe or evaluate your work, clinical performance or academic work. If you have an interview coming up and need a reference by a particular deadline, let the person know this and ask if they can comply with your request in a timely fashion.
When you request a reference from a person outside the college, it is courteous and will assure a more timely response, if you give that person a stamped envelope addressed to: Trocaire College Advisement & Career Services, 360 Choate Avenue, Buffalo, NY 14220. You may also have the person scan and email it to Advisement & Career Services – be sure to contact the office to get the appropriate contact person. Thank the reference writer for writing on your behalf. Check periodically with Advisement & Career Services to see that your reference file contains the letters you were expecting.

HOW LONG IS YOUR REFERENCE FILE AVAILABLE/HOW LONG CAN YOU USE CAREER SERVICES

Your references are kept on file for six years. You may add references to your file or have access to your references whenever they are needed during this time frame. Assistance with your job search, including help with resumes and interviewing, is available to you at any time. **Simply contact Advisement & Career Services at (716)827-2577.** These services are available to you indefinitely and free of charge as graduates of Trocaire College.

Transcripts of academic records are obtained from the Registrar.
Call 827-2485 or 827-2415.

Remember to send a thank you note

PROGRAM OUTCOMES

1. Seventy percent or more of the students admitted into the professional component of the nursing program will complete the program within three years.

2. Eighty-five percent or more of the graduates responding to the Graduate Survey will state the preparation they received at Trocaire College for class, clinical and laboratory met expectations.

3. Eighty-five percent or more of the graduates seeking employment will find employment in a health care setting within six months of graduation.

4. Graduates of the nursing program will have NCLEX-RN rates that meet or exceed the state and national norms.

PROGRAM REQUIREMENTS

College credit is granted based on classroom, clinical, college laboratory, simulation experiences and clinical seminars. Students are responsible for attending **all** classes, clinical experiences, college laboratories, simulation experiences and clinical seminars

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STUDENTS MUST COMPLETE ALL COURSE REQUIREMENTS BY ESTABLISHED DUE DATE. STUDENTS WHO DO NOT COMPLETE <u>EACH</u> COURSE REQUIREMENT WILL <u>LOSE TWO (2)</u> ADDITIONAL <u>POINTS FROM THE FINAL COURSE GRADE</u> FOR <u>EACH</u> REQUIREMENT.

GENERAL INFORMATION

The Trocaire College Student Policy Handbook contains the resources for understanding the academic and administrative policies that are important for academic success. It includes a wide range of information for important federal policies, including rights to privacy, grading policies, and policies and procedures concerning refunds, withdrawals and other administrative issues. Policies and procedures that apply specifically to the RN program are listed on the following pages.

The RN program curriculum moves from simple to complex. Each nursing course builds on the knowledge of the previous level courses. Courses in each level of the curriculum must be completed before advancing to the next level. Any variations must be approved by the Dean of Nursing.

Pertinent College Catalog Sections at www.trocaire.edu
- ❖ General College Information
- ❖ Tuition Information
- ❖ Student Life
- ❖ Academic Policies and Procedures
- ❖ Grades and Quality Points – See College Catalog
- ❖ Health Records and Immunizations
- ❖ Students with Disabilities
- ❖ Course Changes
- ❖ Leave of Absence
- ❖ Withdrawal from College

- ❖ Probation and Dismissal
- ❖ Student Conduct Code
- ❖ Degree/Certificate Requirements
- ❖ Drug and alcohol policy – refer to the Student Handbook

DISABILITIES SERVICES

Trocaire College is committed to ensuring that students with disabilities have equal access to their coursework through reasonable academic accommodations or modifications. Reasonable accommodations are determined on a case-by-case basis. Any student who feels s/he may need an accommodation based on the impact of a disability should contact The Office of Disability Services. Students are expected to identify themselves as a student with a disability and will be asked to provide current documentation from a licensed provider.

To find out more information or discuss eligibility for accommodations, please contact the Coordinator of Disability Services in Room 112 of our Choate Campus or at 827-2412.

THE CATHERINE MCAULEY SCHOOL OF NURSING
ACADEMIC POLICIES

- ❖ All students will be bound by the policies described in the most recent edition of the Nursing Program Information & Policies Manuel, in addition to those described in the College Student Handbook.

- ❖ Nursing are bound by these additional policies that are described in this manual.

- ❖ All students engaged in school-related activities at off-campus locations are bound by the policies, agreements, or other stipulations set forth by the partner site.

- ❖ The school of nursing and the college reserve the right to implement additional policies or to modify any of the policies stated herein if warranted, and will notify students, in writing by way of Trocaire College email and/or the Trocaire College Moodle site.

ATTENDANCE

Please note that faculty is required by the college to record attendance. The reason for this policy has to do with the requirement to report to federal agencies, upon request, student non-attendance in order for the college to meet federal financial aid requirements. Failure to attend classes regularly will affect your grades and possibly your financial aid.

If the college is closed due to adverse weather conditions, the student shall not attend any off-campus clinical placement site. In other words, if the college is closed due to inclement weather, then nursing students should not be driving or otherwise traveling to off-campus sites.

ABSENCE POLICY

❖ **Class**

Please note that faculty is required by the College to record attendance. The reason for this policy has to do with the requirement to report to federal agencies, upon request, student non-attendance in order for the College to meet federal financial aid requirements.

Students are expected to attend all regularly scheduled classes. Excessive absenteeism may result in a failing grade (see course syllabus policy regarding specific course policy's).

❖ **Clinical**

Clinical nursing courses are designed to provide the number of clinical hours necessary to meet the required clinical competencies, which are an essential element of the course objectives; for this reason, participating in all clinical experiences is *mandatory*. Students are required to be on time and to attend all clinical experiences and sessions.

Professional behavior and accountability is expected. **Failure to complete all required clinical experiences will result in failure of the clinical course.**

Students are required to attend all scheduled clinical experiences.
o If absent, the student is required to notify the appropriate instructor and/or facility as directed prior to the start of the scheduled experience. Students must provide documentation from a physician if ill.
o Students who are absent for a scheduled experience must fulfill objectives as specified by the appropriate instructor before the final exam. Students may be asked to withdraw if absent from more than two scheduled experiences: Two clinicals, two college labs or two clinical seminars. A Petition for Reconsideration must be submitted to the Instructor if students miss more than two clinical days with proof of an absence for the third missed clinical day. If the Petition is approved by the Instructor, clinical make up experiences will be scheduled at the student's expense.
o If a student has an approved clinical absence they must make up the clinical day.
  ▪ If a student is absent from a 6 hour clinical they must make up 6 hours of clinical.
  ▪ If a student is absent from a 8 hour clinical they must make up 8 hours of clinical.
  ▪ If a student is absent from a 12 hour clinical they must make up 12 hours of clinical.

❖ **College Laboratory**

Students are to attend all college lab experiences. For any absence, students must notify the lab instructor prior to the missed lab. The student is responsible for contacting the lab instructor to make up the missed lab (and possibly **prior** to next clinical).

❖ **College Laboratory Testing**

Students are required to attend College Lab Testing. Any absence from the assigned laboratory testing without instructor notification and without a documented excuse may result in a clinical failure. Students who are unsuccessful in college lab testing must demonstrate mastery of lab skill(s) within **two weeks** of lab testing. Mastery of skills is a course requirement. Failure to demonstrate mastery will result in loss of **two points** from final course grade.

❖ **Simulation Experience**

> Students are required to attend all simulation experiences. Students must notify the Nursing Simulation Center - 827-2463 of any absence or tardiness. Attendance will be monitored by the simulation faculty.

COMMUNICATION

Professional communication is the expectation of all nursing students. The importance of effective, timely communication is essential. Communication between students, faculty and other members of the college community are an essential component to academic success.

Each student has been given a Trocaire College email address. It is expected that students will check their Trocaire College email account and Moodle every day to look for important announcements and information. Students are responsible for information sent to their college email address and/or posted on their courses' Moodle sites.

METHODS OF INSTRUCTION USED THROUGHOUT THE PROGRAM

Instruction methods are varied throughout the program. Nursing faculty will use a variety of methods in order to deliver content, engage student learning, and teach students to *think like a nurse*. Some of the methods of instruction include:

- ❖ Self-Directed Study
- ❖ Computerized Technology
- ❖ Demonstration
- ❖ Multimedia
- ❖ Written Course Requirements
- ❖ Clinical Laboratory
- ❖ Pre-Conference
- ❖ Experience
- ❖ Post-Conference
- ❖ College Laboratory
- ❖ Lecture
- ❖ Clinical Seminar
- Case Studies
- Simulation
- Interactive technology

New York State Education Department Regulations state

Compliance with Federal Credit Hour Definition
Institutions of higher education must demonstrate how courses offered for credit comply with the federal definition of a credit hour. In general, for every 1 credit hour assigned to a course, students should be provided with the equivalent of 1 credit hour (50 minutes) of instruction and two hours (100 minutes) of out of class assignments, for 15 weeks. Actual assignment of credit hours will depend on the nature of the course (lecture, lab, clinical, seminar, etc.).

Academic

- ❖ **Classroom Course Requirements**
  Course Syllabi contains information regarding expectations for each course which includes but not limited to:
  - o Grade distribution
  - o Assignments
  - o Clinical
  - o Faculty contact information

It is the students' responsibility to use their syllabus as a course guide.

Exam Policy

It is the policy of the college and the nursing program that a nursing faculty member (or responsible designee) is present in the classroom or skills lab at all times during the administration of a test, quiz, examination, skills testing or other form of graded assignment.

During examinations or any form of testing only authorized material may be on the desk or in the skills lab. In other words, desktops should be clear except for the materials needed and authorized for testing. All other materials and belongings must be placed on the floor at the front of the room or in an appropriate holding area designated by the instructor. Please do not remove shoes during the exams.

Any student who violates this exam policy will be referred to the Associate Dean of Nursing or the Dean of Nursing, and will receive a zero on the exam. Failure to follow exam policies and expected classroom behavior will be deemed as a breach of exam integrity and or an act of academic misconduct.

The materials and belongings that are **not permitted** include, but are not limited to, the following:
- ❖ Caps or hats of any kind. *Note: If there is a medical or religious reason that a student must wear something on his/her head, then permission to do so must be secured at the start of the semester and in advance of any test or graded assessment.*
- ❖ Electronic devices of any kind, including cell phones, watches, Google Glass, iPads, etc.
- ❖ Purses of any kind
- ❖ Book bags of any kind
- ❖ Water bottles, food
- ❖ Phones must be turned off (not on mute) and in backpacks. They may not be kept on your person.
- ❖ Students should make every effort to attend class section they are registered for.
- ❖ Student **MUST** take the course tests in the class section they are registered in regardless of attendance to other sections for lecture.
- ❖ Student must take all tests and the final.
- ❖ Missed tests/final without notification and/or valid documentation will result in a zero for the exam.
- ❖ If a student is unable to take an examination at the scheduled time due to a confirmable emergency (illness, death, etc.) the student must notify professor in writing prior to the start of the exam and arrangements will be made for making-up the exam. The student is *expected to provide appropriate written documentation* related to the absence. If a student is ill they must provide a note from a physician, if a student must attend a funeral they must provide a note from the funeral home, etc. Failure to adhere to the above policies will result in a zero grade on examination.

- ❖ **Make up exams** must be scheduled with the professor within one week of the missed exam. Any extenuating circumstances must be approved by the course instructor.
- ❖ **Testing time:** All exams and quizzes must be taken in the lecture section in which the student is registered.
  - o Exams follow NCLEX timing patterns; this is to prepare you for the NCLEX exam. You may have as few as 75 or as **many** as 265 **questions** on the exam and a maximum of six hours to complete the exam (with 2 - 10 minute breaks). If your test is the maximum of 265 questions you are given 1.2 minutes per question to take the exam (this takes into the account that there are 2 – 10 minute breaks).
    - ▪ Example: 60 minutes for 50 questions (this gives you time to read instructions and start the exam).
  - o Pace yourself accordingly, there is no extra time granted for any reason.
  - o If you are late for an exam you will not be provided extra time. It is the students' responsibility to manage their time, and to anticipate traffic and/or weather related issues.
- ❖ *Answer Sheets:* Computer answer sheet (Scantron) must be completed in the allotted time period. Once answer sheets are submitted to the proctor, no additions or deletions can be made. Grade is based on answers submitted on the computer sheet. *It is the students' responsibility* to fill in the scantron correctly, any calculations and/or alternative format answers are completed in accordance with exam instructions.
- ❖ *Exam Reviews:* Students may review exams and exam grades within two weeks after exam grades are finalized unless other arrangements are made with an individual instructor. At the end of the semester, the final exam may be reviewed with course faculty at a designated date and time.
- ❖ Any student determined by faculty to have cheated on an exam will receive a zero grade for the exam, and may fail the course. In addition, the situation will be referred to the Dean for further action.
- ❖ Final course letter grades will be posted after all sections have completed exams.

Policy on Graded Assignments

Each faculty member will specify on his/her syllabus any grading policies including re-grading of tests, quizzes, papers, lab reports, or any other form of graded assignment for that particular course.

All assignments are intended to facilitate students' integration of knowledge. It is mandatory that all theory and clinical assignments be completed in order to pass the course.

An assignment is considered late after the announced due date unless otherwise arranged with the course faculty. Late assignments will receive a deduction of points per day times the number of work days late. Each course syllabus will identify the number of points per day will be deducted per assignment. After 5 work days, the assignment will receive a "0" unless a student has written permission from an instructor to turn in late assignments.

Failure to submit written clinical assignments prior to the next clinical experience will result in the student not being permitted to participate in the clinical experience until the written assignments are up to date. This equates to a clinical failure for the day.

College Grading Policy

Quality Points	Letter Grade	Letter # Range
4.00	**A**	95-100
3.67	**A-**	92-94
3.33	**B+**	89-91
3.00	**B**	85-88
2.67	**B-**	82-84
2.33	**C+**	79-81
2.00	**C**	75-78
1.67	**C-**	72-74
1.33	**D+**	69-71
1.00	**D**	65-68
0.00	**F**	64-0

A student must achieve a 2.00 QUALITY POINTS or better to progress to the next level. Students must achieve a grade of "C" or better in all program required courses

~~ATI Use~~
~~Students are required to use the ATI product code only for the class they are registered for~~.

Dosage and Alternative Questions

The dosage questions assesses competency in calculating dosage and administering medication safely. It is an important requirement that demonstrates that the student is prepared for the responsibility of administering medications to clients in the clinical setting. Dosage review sheets will be available to students and students during orientation to some courses. Students wishing to review the material may seek guidance from nursing faculty during course orientation.

All dosage calculations must be shown on the test to receive credit for the correct answer. Calculators will be provided. **Calculators may not be shared**.

Basic dosage calculation

$$\frac{D \text{ (desired dose)}}{H \text{ (amount on hand)}} \times V \text{ (volume)} = \text{Dose}$$

I.V. drips in mcg/minute

$$\frac{mg}{mL} \times \frac{1,000 \text{ mcg}}{1 \text{ mL}} \times \frac{mL}{1 \text{ hour}} \times \frac{1 \text{ hour}}{60 \text{ minute}} = \text{mcg/minute}$$

(÷ by kg to get mcg/kg/minute)

I.V. drips in units/hour

$$\frac{D \text{ (desired)}}{H \text{ (on hand)}} \times V \text{ (volume)} = \text{units/hour (\# mL} \times \text{units/mL} = \text{dose)}$$

Mnemonic Device
pricking our memory

King Henry Died By Drinking Chocolate Milk
OR
King Henry Drank Lime Green Milk During Counsel Meetings

Mnemonic	King	Henry	Died	Base Unit	Drinking	Chocolate	Milk
Length: Abbreviation:	Kilometer km	Hectometer hm	Decameter dam	Meter m	Decimeter dm	Centimeter cm	Millimeter mm
Weight: Abbreviation:	Kilogram kg	Hectogram hg	Decagram dag	Gram g	Decigram dg	Centigram cg	Milligram mb
Volume: Abbreviation:	Kiloliter kL	Hectoliter hL	Decaliter daL	Liter L	Deciliter dL	Centiliter cL	Milliliter mL
How many are in 1 meter/gram/liter	.001	.01	.1	1	10	100	1000
How many meters/grams/liters are in this unit?	1000	100	10	1	.1	.01	.001
	⇐ BIGGER				SMALLER ⇒		

Class-09 Psychology and Aesthetics
ATEC 2384 Principles of Design

Sophia Miao ATEC

Alternate Item Formats Questions: According to the National Council of State Boards of Nursing (NCSBN)

An alternate item format is an exam item, or question, that uses a format other than standard, four-option, multiple-choice items to assess candidate ability. Alternate item formats may include:

❖ Multiple-response items that require a candidate to select two or more responses

- ❖ Fill-in-the-blank items that require a candidate to type in number(s) in a calculation item
- ❖ Hot spot items that ask a candidate to identify one or more area (s) on a picture or graphic
- ❖ Chart/exhibit format where candidates will be presented with a problem and will need to read the information in the chart/exhibit to answer the problem
- ❖ Ordered Response items that require a candidate to rank order or move options to provide the correct answer
- ❖ Graphic Options that present the candidate with graphics instead of text for the answer options and they will be required to select the appropriate graphic answer

Any item formats, including standard multiple-choice items, may include multimedia, charts, tables or graphic images. It is the students' responsibility to follow the instructions for exams and how answers are calculated, illustrated, etc.

<div align="center">

CLINICAL EXPERIENCES

</div>

Clinical nursing practice is a foundation of nursing education. The nursing program is diligent in obtaining clinical experiences at a variety of facilities, sites, and/or units that will best enable students to meet the course and program objectives. Due to intense competition among local nursing programs for placements, the availability of clinical sites varies by semester. It is probable that, as a student progresses through the nursing program, (s)he will encounter clinical coursework that will take place on a weekend and/or evening time frame and will take place in the Buffalo metropolitan and surrounding area. Students planning their course schedules will be notified at the start of the semester about clinical schedules, and can plan their other responsibilities accordingly. The nursing department *will not* accept requests for clinical sites or times for clinical.

Clinical Evaluation Tool Guidelines

The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes (follows QSEN - Quality and Safety Education for Nurses). http://qsen.org/competencies/pre-licensure-ksas/ obtained throughout the program.

Clinical Documentation

Clinical documentation is expected for every clinical course. It is different for each clinical setting and includes but is not limited to the review and acceptance of partnering hospital's rules and guidelines. This documentation will include items such as patient confidentiality, HIPAA and other patient safety computer modules and student nurse orientations which are specific to each hospital. Even if the student is employed by the hospital where their clinical rotation occurs, (s)he will need to submit the required documents.

Successful completion of a clinical component of nursing courses will require satisfactory achievement in course evaluation methods as described in the course syllabus. This requirement may include but is not limited to:
- ❖ satisfactory completion of all course objectives
- ❖ satisfactory clinical performance (defined below)

Clinical Performance

Students are expected to demonstrate consistent professional behavior and consistent application of nursing theory in the clinical arena. Clinical performance in each course will be assessed using

the clinical evaluation tool, and students must achieve satisfactory ratings and earn a "pass" in all categories in order to demonstrate satisfactory clinical performance. Failure to perform at the satisfactory level on any portion of the clinical evaluation will result in the student earning a clinical failure, and the student will receive a grade of "F" for the entire course regardless of the performance in the theory portion of the course. Students are expected to follow the clinical guidelines that are provided for each course.

Competencies

Students may be required by their clinical placement site to complete site-specific competencies and training (e.g., patient safety, social media policies, hazardous materials training, etc.). Completion of these competencies/training is the student's responsibility. Students are required to submit proof of completion of mandatory competencies/training, per partnering facility requirements, prior to starting their clinical experience. Students who do not submit all of the necessary paperwork by the posted deadline will not be permitted to participate in the clinical course(s), and will be dropped from the roster. Clinical instructors or the nursing department clinical coordinator will let students know of required competencies.

The need for a clinical "repeat" necessitates that the same hospital documentation will need to be completed again. Nursing students are expected to communicate in a timely and professional manner and to submit any documents pertaining to courses, and clinical experiences, in a timely manner as indicated in emails sent by faculty and staff.

Communication in the manner which is considered to be professional, that is timely, courteous and informative may is also expected. It is imperative that Trocaire College e-mail be checked often!

Clinical Preparation

All Nursing students are required to spend time preparing, for each clinical day. There are post clinical requirements as well. For example, care plans and other written work are often required prior to entering the clinical area. Students must budget their time accordingly, and should plan to spend time in addition to course hours in order to be properly prepared for the clinical experience.

Clinical Attendance

Clinical nursing courses are designed to provide the number of clinical hours necessary to meet the required clinical competencies, which are an essential element of the course objectives; for this reason, participating in all clinical experiences is *mandatory*. Students are required to be on time and to attend all clinical experiences and sessions. Professional behavior and accountability is expected.

Failure to complete all required clinical experiences will result in failure of the clinical course.

If a student misses a clinical experience for an unavoidable, incontrovertible, preapproved reason, then he or she may be permitted to make up time missed. Absences must be preapproved by the Clinical Instructor no less than one hour before the clinical assignment is scheduled to begin. If appropriate documentation related to an absence is provided to the Clinical Instructor, then the student may be permitted to pursue clinical make up time, which must be negotiated by the student with the Clinical Instructor and the Clinical Coordinator.

When health issues are involved in clinical absence, both student and client safety will be considered. Specifically,

❖ Students must disclose to the nursing clinical instructor and the clinical coordinator any health related issue that may put either the student or a patient in danger. These issues include, but are not limited to, surgery, injury, and other major health related concerns. For the safety of the student and the fetus, pregnancy should be disclosed as soon as possible. Please see the nursing Functional Skills Requirements found on the Trocaire.edu website.

❖ Students are required to provide evidence from their health care provider that they may fully participate in all classroom, laboratory, and clinical activities without restrictions, and that a student's health concerns will not adversely affect patients. This evidence must be submitted to and approved by the clinical coordinator before returning to the classroom, or clinical activities.

❖ Students may be counseled to withdraw from nursing courses in order to allow time for them to receive treatment and to improve their health condition, and to maintain the safety of patients.

❖ In the event of inclement weather, students should follow the College's decision. In other words, if the college is closed due to inclement weather conditions, then students should not attend clinical.

Clinical evaluations will be maintained by both the clinical instructor and the student documenting the student's performance in meeting the stated objectives and clinical competencies. These records include: Anecdotal Record, Clinical Evaluation Form, and Remediation Form, College Lab Referral Form and Reconsideration. (See Appendices in Course Outline)

❖ The *Anecdotal Record* is an ongoing documentation of student performance with weekly statements by the instructor and student. Anecdotal records will be kept until the student successfully completes requirements of the nursing program. Guidelines for Anecdotal Record will be found in the Appendices of the Course Outline. These records are an important part of the total evaluation process and are referred to as criteria for readmission into the nursing program. These records must be reviewed signed and submitted by the student prior to taking the Nursing final exam.

❖ The *Clinical Evaluation* is a comprehensive record of the student's clinical performance for one semester. A final evaluation appointment must be made prior to the nursing final exam (see course manual).
   o **Unsatisfactory Clinical Performance** - Students will be informed of unsatisfactory performance by the instructor verbally and in written form by means of the Anecdotal Record, the Remediation form, and/or the clinical Evaluation Form (see Appendices in course Syllabus).
   o **Unsatisfactory evaluation** – will be based on the following criteria. The student:
      1. Fails to satisfactorily complete clinical course requirements within the specified time frame.

2. Fails to demonstrate improvement to a satisfactory level in identified areas of clinical performance commensurate with guidance given.

3. Violates any of the following areas:

a. Patient Safety – Violation of National Patient Safety Goals
1. Endangers the safety of the patient.
2. Fails to perform clinical competencies appropriately
3. Indicates lack of required preparation.
4. Requires constant guidance and supervision.

b. Asepsis – violation of Asepsis/Standard Precautions

c. Professional behavior: Student fails to
1. Comply with Code for Professional Behavior for Nursing Students.
2. Make *appropriate* notification of absenteeism or tardiness for clinical day.
3. Submit required written assignments within specified time frame.
4. Comply with the recommendations of the Remediation Form.
5. Make or keep appointment for clinical evaluation conference within the specified time frame.

Students who demonstrate unsatisfactory performance will have the opportunity to improve their performance to a satisfactory level through:
- ❖ Recommendations given by the instructor via Anecdotal Record
- ❖ Referrals to College Laboratory for skill improvement
- ❖ Provisions for similar clinical experiences, when available
- ❖ Collaboration with instructor for guidance in meeting course requirements

Students who do not demonstrate improvement by the date established by the clinical instructor will receive a failing grade (F) in the course. Terminal unsatisfactory clinical performance evaluation results in a failure in the nursing course.

- ❖ *Summative Evaluation* is a comprehensive record of the student's clinical progression throughout the nursing program (see the NU 222 course manual). This document is kept on file in the nursing office. It is released only with the student's signed consent.

- ❖ *Remediation Form* documents the student's unsatisfactory behaviors, which require improvement. It includes a brief statement of the instructor's recommendation(s). Both instructor and student sign the form. The instructor also documents follow-up student responses to recommendations. *Students who receive Clinical Remediation Forms will be considered in danger of clinical failure*.

- ❖ *College Lab Referral Form* is given by the clinical instructor requiring the student to review and practice a skill during an open laboratory session. Students must follow and complete the directives written on the form before the next clinical experience. (see course manual.

Clinical Evaluation Conference

Upon completion of a nursing course with a clinical component, students are required to meet with the instructor, by appointment, within the specified time frame for a clinical evaluation

conference. During the conference, records which document the evaluation of student clinical performance are reviewed by the student and the instructor. When students sign the evaluation, it indicates they have read the records. Students have the option to disagree, in writing, with the instructor's evaluation and to explain their - theory based rationale.

Dress Code

Students are expected to wear the nursing uniform unless an alternate dress code is specified in the course syllabus. Students must maintain a professional appearance at all times in the clinical area. Clinical Instructors or faculty may use individual discretion in dismissing students from the clinical area for inappropriate dress. Dismissal for inappropriate dress will result in missed clinical time, which will adversely affect the student's ability to meet the course objectives and may result in clinical failure. Specific expectations of the dress code (some policies are adopted by Trocaire Colleges' nursing program from the CDC, WHO, and Joint Commission standards) include:

- ❖ Professional grooming includes meticulous personal.
- ❖ Gum chewing during the clinical experience is **not permitted**
- ❖ Modest and indiscernible undergarments must be worn when on any clinical assignment, whether in uniform or street clothes.
- ❖ Display of cleavage or bare midriff is not professional and prohibited in any clinical area.
- ❖ Tattoos, body art, and visible piercings must be covered when in the clinical setting.
- ❖ Artificial nails: Studies consistently demonstrate that artificial nails results in higher rates of Gram-negative organisms which increases the transmission of bacteria to patients. The CDC, WHO and the Joint Commission guidelines nurses (and students) shall not wear artificial nails or nail extenders. Artificial nails are not consistent with infection control guidelines and are not permitted any clinical.
- ❖ Nails should not be longer than ¼" to be consistent with the CDC, the WHO, and Joint Commission.
- ❖ Earrings must be limited to ONE stud-style earring per ear. Please note that multiple ear rings on the ears or face area are *not permitted*.
- ❖ Fragrances are *not* permitted in the clinical area.
    Smokers should be aware that the odor of tobacco smoke may cause allergic reactions. Students shall not smoke while at clinical. Students may not smoke (including E-cigarettes) in clinical, classrooms or labs**.**
- ❖ Students not in compliance with dress code will not be permitted in classroom, lab, clinical and seminar.
- ❖ Hair colors other than those that are naturally occurring will *not be allowed*.
    - o Hair should be styled away from the face and fastened up off the collar in a manner that does not interfere with asepsis.
    - o Head coverings or accessories are limited to black, white or navy and must be tied back and away from the face.
- ❖ Any male student having a mustache and/or beard must keep it neat and trimmed. It must be able to be contained by a surgical mask.
- ❖ Students who are attending Mental Health clinicals are required to wear a white lab coat or jacket. Uniforms are not worn for mental health clinical rotations. Students' clothing must conform to agency/institutional safety requirements. Name tags must be worn. Therefore, students are reminded to give serious thought to the type of clothing they choose to wear.

No bare midriff allowed. Halter type tops, printed t-shirts, leggings etc., excessive jewelry, jeans, and clogs are not considered appropriate apparel.
- ❖ Valuables, including purses, are to be left home or locked in the trunk of your car.
- ❖ If a class immediately precedes and/or follows a nursing clinical experience, students will be permitted to attend in uniform (covered by a lab coat), white socks and shoes.
- ❖ Students who are employed are not to wear job-related uniforms or job related ID badges in the clinical areas.
- ❖ Students visiting any hospital department must wear a laboratory coat and a Trocaire College picture ID
- ❖ The Health Insurance Portability and Accountability Act (HIPAA) requires that all protected health information (PHI) be kept private by all persons who have access to that information. Any violations of HIPAA regulations may result in dismissal from the Nursing Program.
- ❖ Cameras, (including cellular phones with a camera), tape recorders, and other recording devices are not to be used in the clinical area for recording identifiable client data or images. Students must follow facility policy.
- ❖ Under no circumstances whatsoever is the student allowed to remove any patient information from the clinical unit including copies of lab values, patient histories etc.
- ❖ Noise level on the clinical unit is to be kept to a minimum

Additional dress code expectations may be established by the Clinical Instructor, or Dean of Nursing at any point during the clinical experience, and must be adhered to by the students. At times, partner agencies may allow dress other than the school uniform (scrubs, lab coats.) Please consult the course syllabus for direction.

Nursing Student Uniform

Student uniforms identify the Trocaire College nursing students as students; the uniform helps limit confusion with other health care providers. **Uniforms are required for students who have registered for clinical nursing courses**

Uniforms will be purchased thought the Trocaire College Bookstore. No other uniform will be accepted. The cost of the uniform is the responsibility of the student.
The uniform consists of:

- ❖ White, top with Trocaire College embroidered patch on the sleeve
- ❖ Hunter green pants or white skirt (for those students who must wear a skirt for religious reasons). Previous students can continue to wear the old uniform. New students must wear the new uniform.
- ❖ White leather nursing shoes or all-white leather athletic shoes. Shoes must have closed toe and heals. No crocs or clogs are permitted. Shoes must be kept clean.
- ❖ Trocaire College Picture ID is to be attached to **right** side of the uniform near the neckline.
- ❖ Uniforms will have the patch on the sleeve.
- ❖ Bandage scissors, black ink pen, pen light, stethoscope, calculator, and watch (with second hand) must accompany the uniform.

Unsafe Clinical Practice

It is expected that all students participating in clinical settings are physically and mentally competent, at all times, to provide safe patient care. A faculty member, clinical instructor, or agent of the clinical site may remove from the clinical area any student deemed to be clinically

unsafe. This removal will be documented and reported to the Dean of Nursing for follow up. Removal constitutes a clinical absence, which carries consequences (please see clinical attendance policy above).

Transportation

Students are responsible for their own transportation to all classes and clinical experiences, including parking fees and other travel expenses.

Cardiopulmonary Resuscitation (CPR)

It is the responsibility of each student to obtain cardiopulmonary resuscitation (CPR) certification and to maintain the certification by renewing it *before* the expiration date. **Required CPR Program***:*

1. American Heart Association - Basic Life Support for Health Care Providers (2 year certification)
2. American Red Cross - CPR/AED for Professional Rescuers and Health Care Providers (2-year certification). On-line CPR course is <u>not</u> acceptable

Students must have current CPR certification in order to participate in clinical nursing courses. **Students will not be permitted in any clinical area without proof of current CPR certification;** any student not meeting this requirement will be asked to leave the clinical area. This circumstance constitutes an unexcused clinical absence and will result in the inability of that student to meet course objectives. CPR certification must remain current and be valid for the entire academic year.

<div style="background-color:purple;color:white;text-align:center;font-weight:bold">College Laboratory</div>

SAFETY GUIDELINES
Latex Warning

Some of the equipment in the NSL contains Latex. If a student has a known sensitivity/allergy to latex, please inform the skill lab coordinator. Every effort has been made to replace equipment with latex-free substitutions, as available. The veins in the IV arms and pneumothorax bladders contain latex. Users who suffer from latex allergies should take precautions while using or handling the latex parts by wearing non-latex protective gloves

Nursing Skills Lab

The purpose of the nursing skills las is to provide nursing students with the opportunity to practice hands on skills and critical thinking skills in a simulated hospital setting. The nursing skills lab helps students with remediation, skill building, required lab hours, medication administration, and offers students a variety of nursing resources. The nursing skills lab and simulation lab offers simulated hospital settings that include regular hospital beds with VitalSim mannequins, and SimMan (a computerized mannequin in a separate simulation room), and various medical carts and supplies, all to enhance basic, intermediate, and advanced nursing skills.

❖ The nursing lab has specific hours of availability throughout the academic year that are posted on the doors. All students are responsible for checking the nursing lab hours as

they are subject to change. Alternate hours may be available by appointment for clinical referrals.

❖ It is the student's responsibility to sign up, call, or email appointment requests to any of the skills lab staff for specific dates and times that he/she would like to works in the skills lab.

❖ It is expected that students will call or email the NRC faculty if they need to cancel an appointment or be late for an appointment. Failure to do so constitutes a lack of professionalism and the student will be sanctioned.

❖ Students must wear their Trocaire College Nursing uniform in lab.

❖ Professional behavior is expected. Inappropriate behavior will not be tolerated and will be sanctioned.

❖ Students are expected to come to the skills lab ready to work. All required readings or assigned videos must be completed before attending the NRC for practice.

❖ Students will be required to participate in all college laboratory activities and demonstrate satisfactory performance appropriate to each level.

❖ Cell phones must be turned off (no visible "buzz" or lights) while working in the nursing and simulation labs.

❖ Attendance is required at college laboratories at scheduled times.

Unsatisfactory laboratory performance will be based on the following criteria:

a. Safety – Violation of National Patient Safety Goals (QSEN)
   1. Endangers the safety of the simulated patient.
   2. Fails to perform required College laboratory techniques appropriate to level of preparation and meet stated laboratory objectives.
   3. Indicates lack of required preparation.

b. Asepsis – Violation of Asepsis/Standard Precautions

c. Professional Behavior
   1. Fails to comply with Code for Professional Behavior for Nursing Students.
   2. Fails to notify College laboratory instructor regarding tardiness or absenteeism on scheduled laboratory day.
   3. Fails to comply with the recommendations of the Remediation Form.

EFFECTIVE FALL 2016: Students Must Wear Trocaire College Uniform in the Skills/Practice/Testing/Simulation Labs.

College Laboratory/Clinical Skills Testing

Students will be required to demonstrate satisfactory performance of college laboratory skills. Time and date will be specified on class schedule. Criteria for skills testing will be found in Appendices in the Course Syllabus. **STUDENTS MUST WEAR TROCAIRE COLLEGE UNIFORM FOR TESTING.**

All nursing students must successfully pass College Laboratory Testing. The student will be awarded the allotted points if critical elements are demonstrated during initial testing.

Unsatisfactory College Laboratory testing will be based on failure to meet any one of the following criteria:

1. Violation of National Patient Safety goals (QSEN)
2. Omitting or incorrectly performing any critical element

3. Violating Asepsis/Standard Precautions
4. Failing to complete each skill within the allotted time
5. Failing to attend assigned laboratory testing without instructor notification

If unsuccessful, the student will be required to practice and re-demonstrate the skill(s) during open lab sessions. Students must demonstrate satisfactory performance of all critical elements of the skill within **two weeks** of lab testing. **No remediation will be allowed after the due date.**

Students will be tested on the following Assessments:

Cardiac	Respiratory	Neurologic
GI	Neurovascular	

Required skills for college laboratory testing:

NU112
1. Sterile dressing change
2. IM/Subcutaneous/ Oral medication administration

NU122
1. IVPB medication administration or
2. Intravenous administration
   Plus Selected Assessment Skill

NU214
1. Tracheal suctioning
2. Nasogastric tube irrigation
3. Discontinuation of an IV to an intermittent infusion device
4. IVPB medication administration
   Plus Selected Assessment Skill

NU222
1. Foley catheter insertion
2. Blood administration
3. Blood sample from a central line

SIMULATION LABORATORY EXPERIENCE & REQUIREMENTS

Simulation Experience

Students in NU122 and NU214 are required to attend three (3) one hour simulation experiences per semester.

Goal & Purpose of Simulation in Nursing

❖ Simulation creates a state of the art, hands on learning experience for all nursing students. Simulation provides opportunities for student to learn about the care of patients across the continuum clinical situations.
❖ Simulation is the opportunity for students to practice newly learned skills in a safe and realistic environment.
❖ Simulation is designed to promote safe competent nursing care of patients.
❖ Simulation improves learner proficiency and offers them a more progressive and comprehensive skill set (Laerdal Simulation Users Network (2015) and

- ❖ Simulation is designed to improve student confidence and competence (a key indicator in student success), as well as measuring or validating; theoretical knowledge, psychomotor skills, clinical decision making skills, communication, teamwork.
- ❖ Simulation experiences provide students with new knowledge in an environment conducive for focusing on critical thinking, clinical reasoning, and clinical judgment skills.
- ❖ Simulations and case scenarios imitate the clinical setting and are designed to help the student develop problem-solving and decision-making skills. Simulations enhance the transition from the laboratory to the clinical.

Simulation in nursing education does not replace the need for hands-on experience learned in clinical practice but complements other teaching and learning approaches in preparing novice nurses for their role in practice. Such an environment allows students to participate in a variety of complex case scenarios and practice in a life-like, hands-on situation without the threat to patient safety or ethical concerns.

General Information
The Nursing Simulation Lab (NSL) is located in room 312, although other locations may be used such as room 140, 305, 145 (main Nursing Lab). The NSL simulates a hospital and a home-care setting. The lab is fully equipped to practice all nursing clinical skills. A simulation lab schedule will be posted for student sign up outside of room 312

Lab Conduct/Behavior
Professional behavior is expected while in the simulation lab. All users of the lab space must act in a manner that does not disturb the academic activities occurring in the lab. No lab user shall infringe upon the privacy, rights, privileges, health, or safety of other lab users. Conduct within the lab should imitate the conduct expected during the clinical experience.

No eating or drinking in the lab is allowed. Students will be asked to leave the lab if they use the equipment for any purpose other than specified; any student who refuses to participate in the simulation experience or is disruptive. If a student is asked to leave the lab due to the above reasons, this will constitute as a failed component of the course/program.

Confidentiality
All simulation practice sessions involving students and/or recordings are considered confidential. All mannequins should be treated as real patients (including inappropriate viewing). Discussion of scenarios or information is considered a violation of the Nursing Program privacy policy. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students are expected to report any violations to the simulation faculty.

Students may be videotaped for evaluation of skill performance and this is for training purposes only. Recordings are for educational purposes and debriefing opportunities with the appropriate faculty, staff and students. Students are required to keep the simulation activities confidential to protect privacy and discourage inappropriate discussion of the video contents or student's performance in the simulation scenarios. Any viewing or publication outside of the classroom, such as posting on YouTube, is unacceptable and unethical.

Simulation Lab Attendance and Absences
Students in NU 122 and NU 214 will attend three (3) one hour simulation experiences throughout the semester. This will include briefing, performing skills necessary to complete the simulation,

and a debriefing. Students will schedule themselves on a monthly basis for each experience. Students are expected to arrive at the scheduled start time.   Students must notify the Simulation Nursing Lab of any absence or tardiness. Attendance will be monitored by the faculty in the simulation lab.

Students who are absent for a scheduled simulation experience must notify the nursing simulation facilitator to make arrangements for a makeup experience.

Course instructors will be notified if students fail to show for the makeup simulation experience, which will result in the <u>loss of two (2) points from the final course grade.</u>
Dress Code
*S*tudents must wear the Trocaire nursing uniform and bring a stethoscope and a watch with a second hand.

Simulation Scenarios
When a student is in the NSL for simulation scenarios, the **simulation mannequins are to be used with respect and be treated as if they were live patients**. Please do not use newspaper, betadine, and ink pens near the mannequins.

The simulation lab is a learning environment. The students involved in the scenario should have everyone's respect and attention. Situations simulated in the lab are to be used as a learning tool and no discussion of the action(s) of fellow students should take place outside of the lab. A debriefing session will be provided for all simulation experiences.

Components of Simulation
>   **Pre-briefing**
>   ❖ An information session given prior to the start of a simulation activity. Sets the stage for the activity and assists students in achieving scenario objectives.
>   **Debriefing**
>   ❖ Encourages participant to explore emotions, question, reflect and provide feedback to each other. Purpose is to move toward assimilation of theory, practice and research in order to influence future actions.
>   **Reflective Practice**
>   ❖ Considered an essential component of experiential learning, it promotes the discovery of new knowledge with the intent of applying this knowledge to future situations. Has the potential to decrease the gap between theory and practice

<div align="center">(INACSL, 2011)</div>

Students must sign up for simulation scenarios on the schedule posted outside of room 312 and are expected to arrive at the scheduled start time.

Students in NU 222 will be required to complete a Service Learning project in lieu of a simulation experience.

>   <u>**Unsatisfactory Simulation Experience performance**</u> will be based on the following criteria:
>
>   a.   Safety – Violation of National Patient Safety Goals
>   1. Endangers the safety of the simulated patient
>   2. Fails to address and treat mannequin as a "real" patient
>   3. Fails to perform required College laboratory techniques appropriate to level of preparation.

4. Indicates lack of required preparation

    b. Asepsis – Violation of Asepsis/Standard Precautions

    c. Professional Behavior- Student fails to
        1. Comply with Code for Professional Behavior for Nursing Students
        2. Notify Nursing and Simulation Lab facilitator regarding tardiness or absenteeism on scheduled simulation day
        3. Adhere to HIPAA policy of discussion of the action of fellow student outside of lab.
        4. Participate in simulation activities and/ debriefing

SOCIAL MEDIA
Nursing Student Guidelines for the Use of Social Media

Purpose

The purpose of a social media policy is to provide guidelines to students, faculty, and staff who engage in online social networking. Individuals should refrain from sharing information that in any way reflects Trocaire College and the academic environment, including clinical practice, internships, outreach, and other activities related to the nursing program and or college. Such sharing may violate the Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA), and/or the policies stated herein.

As members of the academic and healthcare communities, social media use should reflect honesty, courtesy, and respect for others. Students are expected to display and maintain integrity and professionalism while communicating. Thus, nursing student posts or on-line activities should reflect positively upon the Nursing Program as well as its student body, faculty, and staff. Any statements, pictures or expressions that could cause harm or injury to an individual or to the school will be considered grounds for dismissal from the program.

Please remember that social networking sites are in fact public forums. This means that the information that is posted or shared can be viewed by unintended others, even if it has been deleted. It is a well-known fact that employers check these sites when recruiting and hiring employees; violation of privacy norms can have devastating effects on one's career.

To read more about social media policies and issues in nursing the National Council of States Boards of Nursing document: https://www.ncsbn.org/NCSBN_SocialMedia.pdf

Definition

Following HIPPA, FERPA, and NYS Board of Nursing laws students are personally responsible and potentially liable for the material they publish on user-generated social networking sites. Instances of inappropriate use of social and electronic media will be reported to the relevant educational/clinical partner, and may be require reporting to the NYS Board of Nursing, or other applicable professional oversight committee/organization and may result in their issuance of a censure or sanction. Reasons for censure or sanction by the nursing program, the college and/or the professional body may include the following:
- ❖ unprofessional conduct
- ❖ unethical conduct
- ❖ moral turpitude
- ❖ mismanagement of patient record

- ❖ revealing a privileged communication
- ❖ revealing proprietary information
- ❖ breach of confidentiality
- ❖ defamation
- ❖ invasion of privacy
- ❖ harassment
- ❖ bullying

Expectations

Always Consider Posts Public
- ❖ Before posting on Facebook, Twitter, or other social media, please consider the appropriateness of the post as it may appear on the front page of a newspaper or the headline of the evening news.
- ❖ Avoid posting anything that is defamatory, offensive or harassing.
- ❖ Avoid posting content about peers, administrators, or faculty that is, or could be construed as, derogatory or defamation of character.
- ❖ Never post comment either directly or indirectly which reflect patients, diagnoses, or any content related to patient care or clinical experiences. This is a HIPPA violation.
- ❖ It is never appropriate to photograph and/or post a patient photo, patient record, or any other type of private or confidential information. This is a HIPPA violation.
- ❖ Recognize that "deleted" content may still be accessible.

Always Maintain Professionalism

- ❖ Students may not access any social networking sites during clinical, laboratory, or classroom time unless guided by faculty as a course requirement.
- ❖ You may not communicate with patients in any on-line platform, e.g., Facebook, Twitter.
- ❖ You may not "friend" a patient, patient's family members or significant others.
- ❖ You may not post anything about a patient or a patient encounter.
- ❖ Avoid posting pictures of yourself participating in any unprofessional behaviors or activities, e.g., drinking alcohol, or dressing in a sexually provocative manner. Potential employers and the board of nursing may deem this a violation of moral turpitude regulations.
- ❖ Use the highest privacy settings, but recognize that there is no privacy on-line.
- ❖ Remember that professionals have both a legal and an ethical duty to protect a patient's privacy.

Recording of class is prohibited without prior approval and will result in the student not being allowed back into class. This includes tape recording, video recording, mobile/cell phone recording, etc. Under no circumstance may any item be posted to an on-line service such as YouTube.

Consequences of Violation

Trocaire College nursing program will not tolerate violations of the social networking policy. Disciplinary action may range from a written reprimand to dismissal from the program to expulsion from the college.

It is important to remember that faculty, staff, and students are expected to behave with integrity. Integrity should, therefore, be reflected and upheld in all communications that are shared with the

public or that may become public, whether or not the communication was originally intended for widespread distribution.

References

American Nurses Association. (2011). 6 Tips for Nursing Using Social Media. Silver Spring, MD. Retrieved from: http://nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card-for-Nurses-Using-Social-Media.pdf

Mostaghimi, A., & Crotty, B.H. (2011). Professionalism in the digital age. *Annals of Internal Medicine, 154*(8), 560-562.

National Council of State Boards of Nursing (2011). *White paper: a nurse's guide to the use of social media.* Retrieved from National Council of State Boards of Nursing website: https://www.ncsbn.org/Social_Media.pdf

Skiba, D.J. (2011). The Need for Social Media Policies for Schools of Nursing. Nursing Education Perspectives 32, 126-127.

Course Expectations for Faculty and Students

Student-Faculty Expectations

Faculty is here to assist students in acquiring academic and professional competence. Students must make the decision to learn and demonstrate motivation to succeed. In order to work together successfully, students and faculty need to have mutual expectations.

Students Can Expect Faculty to:

- Clarify course requirements and expectations no later than the first week of class. Most information can be found in the course syllabus.
- Provide contact information and information about their availability at the start of the course.
- Specify the expected time for response to student e-mails or phone calls.
- Specify the anticipated time for feedback on assignments.
- Provide information that will help students be successful in the course.
- Make course materials (e.g., lectures, access to a quiz, etc.) available by the week they are scheduled.
- Notify students of any guests who are invited into an online or web-enhanced course since their presence is not visible as in on campus courses.
- Not share anyone's work with other students without permission; Faculty may share student work with Trocaire College administration, other faculty and/or accrediting bodies

Faculty Expect Students to:

- Become familiar with the syllabus and all course material and seek clarification as needed.
- Manage their time effectively to allow for active participation in the course throughout each week as defined in the syllabus.
- Communicate with the instructor when problems arise or when assistance is needed.
- Written Assignments:
    - All scholarly work (papers and assignment) should utilize scholarly writing style which requires that basic writing standards which includes: writing clear, concise,

and grammatically correct sentences; using proper punctuation; demonstrating critical thought; and typed and using APA format.

- o Please use Owl at Perdu for general writing guidelines, citing (in-text, research, and references), formatting, and paper examples. Owl at Perdu offers APA tutorials; it is in a student's best interest to master APA as it is mandatory in the social sciences and nursing). Owl at Perdu can be found online at: https://owl.english.purdue.edu/owl/resource/560/01/

- ▪ Recognize that collaborative learning is a valued learning experience when handled constructively.
- ▪ Be aware of their own personal values and demonstrate respect for others, regardless of differing values and opinions.
- ▪ Maintain confidentiality and acknowledge patients' privacy rights (HIPAA) in any communications about patient, co-workers, and/or employers.
- ▪ Practice good "Netiquette" throughout online courses or web-enhanced courses.
- ▪ Dress in a manner that will reflect high standards of personal self-image so that each student may share in promoting a positive learning environment within the college community
- ▪ Check their webmail (trocaire.edu) and Moodle daily.
- ▪ Activate and maintain Trocaire internet access account and delete old email regularly.

Student-Faculty Appointments

Students may make appointments to see faculty members during scheduled office hours or at other pre-arranged times. Office hours are posted on individual office doors. Instructors may be contacted by leaving a message on instructors' voice mail or by email.

CHANNELS OF COMMUNICATION - NURSING PROGRAM

Students have the opportunity to communicate their concerns about course or other issues in the nursing program. Professional nurses are expected to follow the Chain of Command in resolving issues and conflict. Nursing school is safe environment to learn and master this skill.

Trocaire College Grade Appeal Policy

The Grade Appeal Policy applies to questions of an instructor's evaluation of student performance. The expectation is that the majority of appeals can be resolved through a flexible process of direct communication between student and instructor. A formal series of procedures has been established to ensure fairness to all parties in cases that cannot be resolved informally.

Please note that most problems can be resolved with a meeting with instructors. However if students feel they have issues the student should follow the appropriate chain of command as follows:

Step I: First speaking directly with the professor/clinical instructor. If a student has a concern or a problem with a professor, the student is expected to approach the involved professor and arrange an appointment to discuss the issue.

- ➢ Matters relating to the clinical area should be discussed with that particular clinical instructor.
- ➢ If the student feels there is unsatisfactory resolution students should…..

Step II: Make an appointment and speak with their academic advisor.

> ➢ Each nursing student is assigned an advisor. The advisor is a nursing faculty member who assists an individual student in matters related to academic progress.
> ➢ If the student feels there is unsatisfactory resolution they should…..

Step III: Make an appointment to speak with the Associate Dean of Nursing: Mr. Anderson. If the student feels there is unsatisfactory resolution they should…..

Step IV: Make an appointment and speak with the Dean of the Nursing: Dr. Griswold. Again any student who feels there is unsatisfactory resolution may make an appointment to meet with Assistant Vice President for Academic Affairs Dr. Theresa Knott

Step V: Make an appointment and speak with the Vice President for Academic Affairs Dr. Richard Linn

Preparing for meetings: Please present your information in a clear, concise format of the problem, and steps take to resolve the issue including: dates, time, and evidence from theory etc.

Appeals Process

Any student whose continuance in a program is rescinded because of failure to meet the course or clinical criteria may petition the College for reconsideration. The student will be granted a meeting with the Associate Dean and or the Dean of Nursing program to discuss the student's specific circumstances in relation to program objectives and clinical affiliate policies. Clinical instructors will be consulted by the Dean of Nursing to discuss how, and if, the course and clinical objectives can be met.

CODE OF PROFESSIONAL BEHAVIOR FOR NURSING STUDENTS

1. **Substance Abuse** - A student who is found abusing any substance will be subject to review for possible dismissal from the Nursing program per regulations as stated in the Student Handbook.

2. **Professional Attitudes and Behavior**

   The expectation of the Nursing Department is that students will conduct themselves in a professional manner at all times while representing the Trocaire College Catherine McAuley School of Nursing. Students are expected to be:
   - ❖ Honest and Ethical (express integrity)
   - ❖ Accountable - answerable for their own actions
   - ❖ Responsible - liable and conscientious
   - ❖ Dependable - trustworthy and reliable
   - ❖ Courteous - polite and respectful behavior and language
   - ❖ Punctual - arrives for class, laboratory, clinical and conferences at the specified time.

Students will be disciplined for unprofessional conduct, at the discretion of the Nursing Department, if at any time they behave in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, faculty, staff, clients and/or a member of the health care team. This disciplinary action may also be

implemented by the clinical agency for students that do not follow clinical agency policies during each clinical experience.

Unprofessional conduct includes but is not limited to:
- ❖ Verbal or nonverbal language, voice inflections, actions, or insubordination which compromise working relations with peers, faculty, staff clients, families/significant others or health care team members.
- ❖ Actions that may compromise contractual agreements between Trocaire and affiliate agencies
- ❖ Violation of legal or ethical standards
- ❖ Disruptive behavior of any kind that interferes with the clinical learning experience
- ❖ Using or being under the influence of any drug be it OTC, prescription and/or illegal, including alcohol that may alter judgment and/or interfere with safe performance or create a demeanor deficient in competence
- ❖ Breach of confidentiality in any form
  (adapted from Borough of Manhattan Community College Nursing program)

3. **Professional Ethics -** The student will respect the policies of confidentiality related to patient information.

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TUTORING

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Students will be referred to the nurse resource tutor by full time level faculty. The referral will be based on the following criteria:
- Students repeating the level course
- Students identified at risk
  - o Grades below 75 on unit tests
  - o Students with a documented disability

Any student not meeting the above criteria can receive assistance from the peer/instructor tutors in the Palisano Center for Academic Success.

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FERPA & HIPPA POLICIES

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The Family Educational Rights and Privacy Act (FERPA)
Just as there are laws governing patient privacy (HIPAA), similar laws exist to protect student privacy. Student records are confidential and protected under the Family Educational Right and Privacy Act (FERPA). As a general rule, faculty and preceptors should approach student privacy much in the same manner that clinicians approach patient privacy. Conversations about student progress and achievement are appropriate among the educational team but should otherwise be treated as confidential. Student papers and faculty documentation and evaluation of student progress (i.e., grades) are treated as confidential. School of Nursing resources can be contacted for any questions about student privacy issues.

HIPAA Policy
All nursing students will need to view the HIPAA Tutorial. There is a link on the Trocaire Library's webpage. When the HIPAA program is completed, students should print the certificate and submit the certificate to the appropriate instructor. The Certificate will be kept in the student clinical folder.

Hospital Incidents/Injuries Policy

Students must report incidents to the instructors or appropriate hospital personnel immediately. When an incident occurs at a clinical site, e.g. student injury or patient-related mishap, after initial actions are complete, appropriate Hospital and College forms must be completed. A student who sustains personal injury must report to Student Health Office for completion of necessary paperwork.

STUDENTS WITH DISABILITIES

Trocaire College is committed to ensuring all students have an opportunity to pursue a college education.   Trocaire College will make reasonable accommodations in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. No academically qualified student with a disability shall be denied access to or participation in the services, programs and activities of the College.

Functional Abilities/Technical Standards for PN, RN and BS/N Programs in the Catherine McAuley School of Nursing

In order to practice nursing, the student's health must enable him/her to fulfill the requirements and outcomes of the nursing programs in the Catherine McAuley School of Nursing. **The National Council of State Boards of Nursing** recommends **sixteen categories** of functional abilities for nurses whom the Catherine McAuley School of Nursing follows for admission and progression in nursing programs. In addition, all students must comply with the clinical agency's performance policies, standards and requirements. Students unable to meet functional abilities/technical standards, with or without reasonable accommodation, will not be able to complete the program and will be counseled to pursue alternate careers.

The Catherine McAuley School of Nursing follows the College's non-discrimination policy as outlined in the College Catalog. Students are encouraged to become familiar with this policy. Inquiries concerning this policy should be directed to: CivilRightsCompliance@trocaire.edu.
A student with a disability is required to have the disability verified by the Student Counselor/Coordinator of Disability Services located in Room 131 of the Choate Street campus. Disability Services and the student will meet to identify which accommodations are reasonable. Students with documented disabilities may benefit from accommodations such as extended time on tests or note takers for example. (See college website for complete list of technical standards)

Students are advised that the College and clinical agencies associated with the Health Science Programs will rely upon the health information supplied by and for the student. Any student who withholds or knowingly submits incorrect health information shall be subject to disciplinary action (Student Handbook).

The College must provide student health information to clinical agencies as required by New York State Department of Health regulations and legal contracts with affiliating agencies.

Evaluation of nursing courses - At the end of every semester, students will be asked to evaluate the nursing course they have completed. Evaluation provides an opportunity to offer constructive suggestions in an objective manner.

Student evaluations are reviewed by the Nursing faculty and Administration. Changes in the curriculum have resulted from student course evaluations.

Evaluation of instruction - During the course of the semester, students will also be asked to evaluate both classroom and clinical instructors. Students are asked to evaluate instructors in an objective manner, and they are encouraged to offer constructive suggestions. Students' evaluations are used by faculty members for self-growth and improvement in their individual teaching responsibilities.

In addition to students, faculty members are evaluated by administrators and they also submit a self-evaluation.   The total process of evaluation is to ultimately improve the total nursing program.

NURSING POLICIES FOR CONTINUANCE AND PROGRESSION

Progression Policy in the AAS Nursing Program

Once admitted into the program, the following criteria must be met to satisfy progression requirements (enrolled/matriculated) before students are allowed to progress from one level to the next. These criteria are outlined below.

Good academic standing	❖ Students must demonstrate continued progress with their academic standing and make satisfactory progress toward the degree. ❖ A student is in good academic standing if he/she is matriculated at this institution and is considered by the faculty to be making satisfactory progress toward a degree or certificate.	Failure to maintain good academic standing in the nursing program: ❖ **Note**: Refer to the College's policies on Academic Dismissal (See *College Catalog*), which stipulate the conditions students must satisfy in order to continue as a matriculated student at the college. A student who is academically dismissed from the college may not remain in the Nursing program. ❖ **Note**: Students on an approved Leave of Absence will be considered to still be enrolled in the program unless the Leave of Absence has lapsed. ***Placement in the program, following a leave of absence, is based upon space availability.*** ❖ Have not been suspended or dismissed from the college

		for any other reason, including but not limited to infractions of academic integrity policies or violations of the Student Code of Conduct (See *Student Handbook*).
GPA requirements	While not a condition of continuing enrollment per se, to satisfy graduation requirements for the A.A.S. degree a student must have a *Cumulative Grade Point Average of 2.0* after completing all required coursework in the program.	
Course Failure	A student who does not pass one of the *required nursing courses in the A.A.S. program* (including A&P II w/Lab, Microbiology w/Lab) but who remains enrolled in the program will need to repeat that course before they are allowed to continue taking additional nursing courses. Any failure of a course that is a prerequisite to another course, including Liberal Arts courses, will need to be repeated in order to progress. For example: Psy101 (General Psychology) is a prerequisite to NU122. If a failure occurs in Psy101, this course will need to be repeated before progression to NU122.	Depending upon class availability and clinical slots, the student *may not be able to repeat the course in the semester immediately following the course failure*. Students in this situation should meet with advisement to discuss the upcoming schedule and course availability. In some instances the student will need to apply for a *Leave of Absence* particularly if they do not plan to take courses in the intervening semester.
Academic Dismissal From the A.A.S. Nursing Program	Students enrolled in the A.A.S. Nursing program will be academically dismissed from the program (but not necessarily from the college) for any of the following reasons: • **<u>Two or more course failures</u>**, with course failure defined as receiving a grade of C-, D+. D, F, FX, or WF, in any of the following required courses: o Any nursing course required in the A.A.S. program (courses	

	beginning with the 'NU' designation)	
	○ Any of the science courses required in the A.A.S. program, including BIO 131 (Anatomy and Physiology II), BIO 131 L (A&P II lab), BIO 223 (Microbiology), and BIO 223 L (Microbiology lab). Examples: • failing the same NU course twice • failing two individual NU courses • failing a NU course and a science (A&P or Micro) • failing two science courses (A&P II & Microbiology) • withdrawal from an NU or science course twice will be considered 2 attempts at the course Note: an attempt is any student enrolled in a course and withdraws for any reason.	
Failure to successfully complete a required course in the A.A.S. program	Successful completion of a required course in the Nursing A.A.S. program is defined as receiving a grade of 'C' or higher (i.e., A, A-, B+, B, B-, C+, or C) in that course.	

Course Repeat Policy	The college's policy on Course Repeats (See *Repeat Course Policy, College Catalog*) indicates that students may repeat a course only once unless they have signed authorization from the Program Director of the program in which they are enrolled. Under normal conditions, students **will not** be given permission to repeat a nursing or science course required in the Nursing A.A.S. program more than once. Further, students who repeat a science course more than once while enrolled in another program (for example, repeating BIO 130 (A&P I) more than once while enrolled in the General Studies program) will not be eligible to enroll or remain in the Nursing A.A.S. program.	• Note: A student may withdraw from a course in the weeks following the Add & Drop period and prior to the 10th week of the semester (See *Course Withdrawal Policy, College Catalog*). A withdrawal by itself carries no academic penalty (that is, a grade of 'W' does not affect the student's Grade Point Average). *However, a withdrawal **does** count as an attempt at the course and will be considered as part of the Repeat Course Policy*. For example, a student who has withdrawn from a specific course during their first attempt at the course will normally be provided only one additional attempt to successfully complete that course.

Note: Students who fail a course but who believe that the failing grade is incorrect may file an academic grievance. Forms and information about this process can be obtained from the Academic Affairs office. Normally, students should first attempt to rectify the issue by directly contacting the faculty member teaching the course and only then can make an appointment with the Associate Dean of Nursing. If the issue cannot be resolved, however, then the student is directed to begin the grievance process.

III. Readmission to the A.A.S. Nursing Program

Students who have been academically dismissed from the A.A.S. Nursing Program may apply for readmission under the following conditions:

❖ A student enrolled in the nursing program who experienced a major or catastrophic personal event which can be shown to have had direct impact on their academic success and for which they had no control may apply for readmission. In reviewing the application for re-admission, significant consideration will be given to the following:

   o At the time of the major or catastrophic personal event, did the student contact their course instructor(s) and advisor in a timely fashion to inform them **in writing** of the issue? Did the student provide documentation or other credible evidence that a major or catastrophic event having impact on their academic performance has transpired?
   o If guidance was provided by the instructor(s) or advisor, did the student follow that guidance?
   o Has the personal issue been fully rectified such that it will no longer impact the student's ability to be successful in the nursing program?

Note: Students who experience a major or catastrophic personal event but who do not inform their instructor(s) or advisor in writing in a timely fashion and/or who attempt to continue in the course or program (e.g., who take quizzes, exams, etc.) will **NOT** be eligible for readmission under this provision. It is the student's responsibility to inform the faculty / program in a timely fashion when a significant issue arises that might impact their academic success.

OR

❖ A span of five years has passed since the student was academically dismissed from the nursing program at Trocaire.

All applications for re-admission must be submitted in writing to the A.A.S. Nursing Program Director using the form provided and will be considered on a first-come, first-serve basis. Depending upon course availability and clinical slots, students granted re-admission may not be able to enroll in courses in the semester immediately following the re-admission decision.

OR

Students who are unsuccessful in the AAS nursing program may apply to the PN program. Students must meet the PN admission requirements.

Once accepted into the PN program the following placement criteria will be used:
- Unsuccessful in 3rd semester nursing (NU 214) can apply for PN 106 and 107. If accepted, would complete the PN certificate program in one semester.
- Unsuccessful in 2nd semester nursing (NU 122) can apply for PN 105. If accepted, would complete the PN certificate program in two semesters.
- Unsuccessful in 1st semester nursing (NU 112) would need to apply for the entire two semester PN certificate program beginning with PN 104.

Note:

The college has a policy to provide former students an opportunity to return to Trocaire College for a **different** academic program without the burden of past academic difficulties (See *Academic Amnesty* policy, *College Catalog*).

Per the policy, students who are granted academic amnesty *must change their academic program* and must take a hiatus from the college for two full academic semesters (not counting summers). Therefore, students experiencing academic difficulty while enrolled in the A.A.S. Nursing program will not normally be able to use academic amnesty as a mechanism to return to the nursing program. Such students could use amnesty, however, as a mechanism to enter a different academic program.

Students will be notified by mail of the Nursing Readmission Committee's decision.

Education Law
Article 139, Nursing
Effective June 18, 2010

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§6900. Introduction.
This article applies to the profession of nursing. The general provisions for all professions contained in article one hundred thirty of this title apply to this article.

§6901. Definitions.
As used in section sixty-nine hundred two:

1. "Diagnosing" in the context of nursing practice means that identification of and discrimination between physical and psychosocial signs and symptoms essential to effective execution and management of the nursing regimen. Such diagnostic privilege is distinct from a medical diagnosis.
2. "Treating" means selection and performance of those therapeutic measures essential to the effective execution and management of the nursing regimen, and execution of any prescribed medical regimen.
3. "Human Responses" means those signs, symptoms and processes which denote the individual's interaction with an actual or potential health problem.

§6902. Definition of practice of nursing.
1. The practice of the profession of nursing as a registered professional nurse is defined as diagnosing and treating human responses to actual or potential health problems through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing medical regimens prescribed by a licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations. A nursing regimen shall be consistent with and shall not vary any existing medical regimen.
2. The practice of nursing as a licensed practical nurse is defined as performing tasks and responsibilities within the framework of case finding, health teaching, health counseling, and provision of supportive and restorative care under the direction of a registered professional nurse or licensed physician, dentist or other licensed health care provider legally authorized under this title and in accordance with the commissioner's regulations.
3. The practice of registered professional nursing by a nurse practitioner, certified under section six thousand nine hundred ten of this article, may include the diagnosis of illness and physical conditions and the performance of therapeutic and corrective measures within a specialty area of practice, in collaboration with a licensed physician qualified to collaborate in the specialty involved, provided such services are performed in accordance with a written practice agreement and written practice protocols. The written practice agreement shall include explicit provisions for the resolution of any disagreement between the collaborating physician and the nurse practitioner

regarding a matter of diagnosis or treatment that is within the scope of practice of both. To the extent the practice agreement does not so provide, and then the collaborating physician's diagnosis or treatment shall prevail.

Prescriptions for drugs, devices and immunizing agents may be issued by a nurse practitioner, under this subdivision and section six thousand nine hundred ten of this article, in accordance with the practice agreement and practice protocols. The nurse practitioner shall obtain a certificate from the department upon successfully completing a program including an appropriate pharmacology component, or its equivalent, as established by the commissioner's regulations, prior to prescribing under this subdivision. The certificate issued under section six thousand nine hundred ten of this article shall state whether the nurse practitioner has successfully completed such a program or equivalent and is authorized to prescribe under this subdivision.

Each practice agreement shall provide for patient records review by the collaborating physician in a timely fashion but in no event less often than every three months. The names of the nurse practitioner and the collaborating physician shall be clearly posted in the practice setting of the nurse practitioner.

The practice protocol shall reflect current accepted medical and nursing practice. The protocols shall be filed with the department within ninety days of the commencement of the practice and may be updated periodically. The commissioner shall make regulations establishing the procedure for the review of protocols and the disposition of any issues arising from such review.
No physician shall enter into practice agreements with more than four nurse practitioners who are not located on the same physical premises as the collaborating physician.

Nothing in this subdivision shall be deemed to limit or diminish the practice of the profession of nursing as a registered professional nurse under this article or any other law, rule, regulation or certification, nor to deny any registered professional nurse the right to do any act or engage in any practice authorized by this article or any other law, rule, regulation or certification.

The provisions of this subdivision shall not apply to any activity authorized, pursuant to statute, rule or regulation, to be performed by a registered professional nurse in a hospital as defined in article twenty-eight of the public health law.

§6903. Practice of nursing and use of title "registered professional nurse" or "licensed practical nurse".
Only a person licensed or otherwise authorized under this article shall practice nursing and only a person licensed under section sixty-nine hundred four shall use the title "registered professional nurse" and only a person licensed under section sixty-nine hundred five of this article shall use the title "licensed practical nurse". No person shall use the title "nurse" or any other title or abbreviation that would represent to the public that the person is authorized to practice nursing unless the person is licensed or otherwise authorized under this article.

§6904. State board for nursing.
A state board for nursing shall be appointed by the board of regents on recommendation of the commissioner for the purpose of assisting the board of regents and the department on matters of professional licensing and professional conduct in accordance with section sixty-five hundred eight of this title. The board shall be composed of not less than fifteen members, eleven of whom shall be registered professional nurses and four of whom shall be licensed practical nurses all licensed and practicing in this state for at least five years. An executive secretary to the board

shall be appointed by the board of regents on recommendation of the commissioner and shall be a registered professional nurse registered in this state.

§6905. Requirements for a license as a registered professional nurse.
To qualify for a license as a registered professional nurse, an applicant shall fulfill the following requirements:

Application: file an application with the department;
Education: have received an education, and a diploma or degree in professional nursing, in accordance with the commissioner's regulations;
Experience: meet no requirement as to experience;
Examination: pass an examination satisfactory to the board and in accordance with the commissioner's regulations;
Age: be at least eighteen years of age;
Citizenship: meet no requirement as to United States citizenship;
Character: be of good moral character as determined by the department; and
Fees: pay a fee of one hundred fifteen dollars to the department for admission to a department conducted examination and for an initial license, a fee of forty-five dollars for each reexamination, a fee of seventy dollars for an initial license for persons not requiring admission to a department conducted examination, and a fee of fifty dollars for each triennial registration period.

§6907. Limited permits.
A permit to practice as a registered professional nurse or a permit to practice as a licensed practical nurse may be issued by the department upon the filing of an application for a license as a registered professional nurse or as a licensed practical nurse and submission of such other information as the department may require to
graduates of schools of nursing registered by the department,
graduates of schools of nursing approved in another state, province, or country or
applicants for a license in practical nursing whose preparation is determined by the department to be the equivalent of that required in this state.

Such limited permit shall expire one year from the date of issuance or upon notice to the applicant by the department that the application for license has been denied, or ten days after notification to the applicant of failure on the professional licensing examination, whichever shall first occur. Notwithstanding the foregoing provisions of this subdivision, if the applicant is waiting the result of a licensing examination at the time such limited permit expires, such permit shall continue to be valid until ten days after notification to the applicant of the results of such examination.

A limited permit shall entitle the holder to practice nursing only under the supervision of a nurse currently registered in this state and with the endorsement of the employing agency.
Fees: The fee for each limited permit shall be thirty-five dollars.

Graduates of schools of nursing registered by the department may be employed to practice nursing under supervision of a professional nurse currently registered in this state and with the endorsement of the employing agency for ninety days immediately following graduation from a program in nursing and pending receipt of a limited permit for which an application has been filed as provided in this section.

NCLEX-RN Test Plan

To ensure public protection, each state requires candidates for licensure pass an examination that measures the competencies needed to perform safely and effectively as a newly licensed entry-level registered nurse.

Students can access the NCLEX-RN test plan 2013 by going to the following website;
https://www.ncsbn.org/2013_NCLEX_RN_Test_Plan.pdf

References

American Nurses Association. (2011). *6 tips for nursing using social media*. Silver Spring, MD. Retrieved from: http://nursingworld.org/FunctionalMenuCategories/AboutANA/Social-Media/Social-Networking-Principles-Toolkit/Tip-Card-for-Nurses-Using-Social-Media.pdf

Mostaghimi, A., & Crotty, B. H. (2011). Professionalism in the digital age. *Annals of Internal Medicine*, 154(8), 560-562.

National Council of State Boards of Nursing. (2011). White paper: A nurse's guide to the use of social media. Retrieved from https://www.ncsbn.org/Social_Media.pdf

Skiba, D. J. (2011). The need for social media policies for schools of nursing. *Nursing Education Perspectives*, 32, 126-127.

TROCAIRE COLLEGE

REGISTERED NURSING PROGRAM

Attestation

I, _____, have received a copy of the

Trocaire College Nursing Program Information and Policies Manual and

the Course Manual.

I understand that I am responsible to *review and adhere* to the contents of

these manuals. I also attest that I will not discuss the contents of any unit

or final exam until all sections have been administered.

Student Signature _____   Date _____

The Nursing Policy Manual has been posted on Moodle. It is the students
responsibility to read and adhere to the policies set forth in the manual.

Designed May 2011
Revised August 8, 2016