SUNY Ulster

NURSING PROGRAM

STUDENT HANDBOOK

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Fall 2019

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Purpose of Nursing Student Handbook

The ***Nursing Student Handbook*** has been compiled by the faculty and staff to provide you with information pertinent to the SUNY Ulster Associate Degree Nursing Program. It is to be used in addition to the official SUNY Ulster College Catalog for obtaining information about policies/procedures and course requirements. All policies contained in this document have been approved by the SUNY Ulster Nursing Program, **effective the beginning of the fall semester, 2019**. This document supersedes and replaces any prior Nursing Student Handbook. Policies within this handbook are subject to revision at any time. Students currently enrolled in nursing (NUR) courses will be notified verbally, via email and/or by written notification of any policy changes and will be held to the standard of the new policy.

Students are expected to read this handbook, abide by its policies and be directed by its many features to be successful in the nursing major. Students must sign the statement provided, acknowledge that they have read and understand its content. This statement must be submitted for placement in the student's permanent record.

The nursing program faculty and staff have developed this document to fulfill several purposes—the most important of which is our commitment to student success. We believe that a clear and straightforward definition of specific regulations governing our nursing students will help them be successful and move through the process in a consistent and uniform manner. The nursing faculty and staff wishes you a successful academic experience.

These policies and regulations consistently reflect the principles, codes and laws relevant to all nurses and our nursing students. Entrance into the profession of nursing demands professional behavior and leaves no room for unsafe, unethical, or disruptive behavior in the classroom, skills laboratory or clinical setting. Concurrently, all students are expected to comply with all civil laws and regulations. [Please refer to **Appendix A, Appendix B,** and the SUNY Ulster College Catalog]

Accreditation

The SUNY Ulster Associate Degree Nursing Program has accreditation by the New York State Education Department Office of Professions and by The Accreditation Commission for Education in Nursing (ACEN).

Section 1—Introduction and Welcome

Welcome to SUNY Ulster and the nursing program. This handbook has been prepared to provide you with important information; along with the SUNY Ulster College Catalog, it should answer many of your questions about the nursing program.

The information, policies and regulations specific to the nursing program appear in this handbook as a supplement to the general college-wide policies for all students.

Each student will have electronic access to a copy of the *Nursing Student Handbook*. As noted above, all students are expected to indicate by their signature that they understand and will abide by its contents.

Section 2—Philosophy and Program Overview

Every nursing program develops philosophical statements, which address the nursing faculty's belief regarding nursing education, nursing practice, and expectations of the program's graduates. These philosophies vary widely among nursing programs and reflect each college's mission and the nursing faculty's perspective. Each nursing program's philosophy provides structure to all the material students must learn and the manner in which it is taught.

MISSION

Nursing Education:

The SUNY Ulster Nursing Program is dedicated to providing excellence in nursing education consistent with the mission of SUNY Ulster. Our mission is to prepare students for entry into the nursing profession who will have the knowledge, skills, and attitudes necessary to provide safe, compassionate, quality care in an ever-evolving health care system.

OUR PHILOSOPHY

We believe nursing is both an art and a science that:
- integrates theoretical knowledge, critical thinking/clinical judgment, and skill competence
- is compassionate, caring, and holistic with the patient at the center
- is based on a foundation of integrity as well as ethical, legal, and moral accountability

We believe in a nursing education in which:
- the learning experience is a collaboration between the program faculty and their students
- education is a partnership involving shared accountability between faculty and students
- student success is accomplished by accountability as well as nurturing, trusting, and caring relationships
- there is a commitment to providing a variety of resources and active learning experiences to support individual learning preferences
- students are encouraged to be lifelong learners
- there are open lines of communication which are professional and respectful

Nursing Practice:

We believe that nursing is a humanistic science dedicated to assisting individuals and families to cope with living, wellness, illness, and death. Nursing practice is implemented by using the nursing process to organize care. Nursing care can promote or maintain wellness, or assist in resolving alterations in needs, which occur as a result of health problems.

Associate Degree (AD) Nurse Practice:

We believe that the graduate of the associate degree program possesses a basic core of knowledge, skills, and attitudes, which is necessary to provide nursing care to individuals and families in a variety of settings. The associate degree graduate is flexible in response to changing health care delivery systems and societal trends.

END OF PROGRAM STUDENT LEARNING OUTCOMES

Each course reflects and is founded on the following program outcomes building on prior knowledge with each succeeding course.

Upon program completion, the student will be able to:

1. Perform safe, caring, patient-centered, evidence based nursing care to diverse populations throughout the lifespan.
2. Apply critical thinking, clinical reasoning, and judgment strategies when providing patient-centered care.
3. Demonstrate teamwork and collaboration with members of the inter-professional team.
4. Interpret informatics principles, techniques, and systems when providing nursing care.
5. Analyze the role of leadership/management in a variety of healthcare settings for the purpose of providing safe, compassionate quality care in an ever evolving healthcare system.
6. Practice within professional, ethical, and legal principles consistent with the role of the professional nurse.

PROGRAM OUTCOMES

1. Annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.
2. 65% of the students will graduate within the time frame allotted for the program (150% of the 4 semester length (2 years) = 6 semesters (3 years).
3. 90% of graduates seeking employment will be employed in a registered nurse (RN) position within one year of graduation.
4. Program evaluation demonstrates that students have achieved each end-of-program student learning outcome.

THE PROGRAM OF LEARNING

The SUNY Ulster Nursing Program is based on a dynamic process of integrating concepts, models, and theories to create a learning environment that ensures the nursing graduate is prepared to provide safe and effective care. [See **Appendix A and Appendix F]**

Section 3—Program Requirements and Progression

Program Requirements

To enroll in NUR152, the first nursing course, you must meet the following criteria and expectations:

- **Matriculated students--** If you have been taking courses at SUNY Ulster prior to registering for NUR 152, you must have a 2.75 cumulative average in classes required for nursing. You are required to have a C (2.0) or better grade in the anatomy and physiology (BIO 107 & 108). Biology courses may only be repeated once and must be within five years of the date of acceptance.

- **Transfer Students:** Students transferring courses from other colleges or applying prior SUNY Ulster course work to a degree in nursing need to be aware that anatomy and physiology (BIO107 & BIO108) courses must be within five years of starting the SUNY Ulster Nursing Program. Students must have a C or better to be awarded transfer credit. In general, no more than 30 semester hours of credit are acceptable from other colleges and will be evaluated on an individualized basis by The Enrollment and Success Center. Nursing courses from other institutions will not be accepted as transfer credits.

- **Mathematics**-- Students are expected to enter the nursing program with a strong knowledge of basic math (high school level algebra). All nursing courses have a separate math competency component, which must be met each semester to continue or progress satisfactorily in the courses. (See **APPENDIX C**) You must have taken MAT 095 with a grade of C or better OR placement test into MAT 110 or higher. Students must complete MAT110 or higher to graduate.

- **Communication skills**-- You should be able to read with a high level of comprehension and demonstrate the ability to speak English clearly and write accurately. You must have taken or be able to enroll in English 101.

- **Family members enrolled in NUR courses together**—Family members may be registered for the same lecture or laboratory section, but will not be placed in the same clinical rotation.

- **Clinical availability**-- Clinical laboratories are offered only in day sections. When possible students will not be placed on a clinical unit where they are employed.

- **Physical examination**-- All students are required to meet agency requirements prior to admission to clinical sites. All students are required to have an annual physical examination and Mantoux testing for tuberculosis; titers for measles, mumps, rubella, and varicella regardless of age or previous immunization history; verification of varicella immunity; proof of hepatitis B vaccination or a signed statement of declination of the hepatitis B vaccine. Students must submit all physical and testing information to Castle Branch. Once you meet the requirements, you will receive written medical clearance to attend clinical. Students will not be allowed to enter the clinical area until medical clearance has been obtained.

  Any student who has a change in their health status (examples- pregnancy; illness, injury) after the submission of their physical to the health office must inform their course instructor and the nursing chairperson. The student must submit full medical clearance with no limitations in order to attend clinical. Health information is electronically submitted through Castle Branch. Instructions are given to students on how to submit information during orientation.

- **Certified Background Checks and Drug Screening**

  Students admitted into the SUNY Ulster Nursing Program must complete, at their own expense, a criminal background check and drug screening prior to beginning a clinical course. Students who do not complete the background check and drug screening are ineligible for placement in a clinical setting and therefore, unable to achieve the objectives of nursing course work. This will result in the student's inability to enter the nursing program.

  All students must use CastleBranch.com for the background check and drug screening prior to entering nursing clinical courses, regardless of the student having had any prior background checks or drug screenings from other companies or facilities. Please refer to https://portal.castlebranch.com/SM59   for more information regarding the process. The cost for the background check and drug screening must be paid directly to the company by the student.

  Instances in which a person does not have a satisfactory background check and/or drug screening will be reviewed by an appointed SUNY Ulster review board. Charges and/or convictions involving, but not limited to, the following crimes may serve to disqualify a person from participating in required clinical learning experiences:
  - Any felony
  - Crimes involving drugs, including but not limited to, unlawful possession or distribution
  - Crimes of physical violence, including but not limited to, include any type of abuse (i.e.: child, spousal or of the elderly),abduction, manslaughter, murder, robbery, sex crimes
  - Possession of a restricted fire arm or any related weapons offenses, assault and battery
  - Misdemeanors related to abuse, neglect or exploitation
  - Positive results of an illegal substance tested for on the urine drug screening will make the student permanently ineligible to attend the SUNY Ulster Nursing Program.

The student may be given an opportunity to explain to the review board the circumstances surrounding the charge and/or conviction. If a student is arrested and/or charged in any drug related offense, he or she will not be allowed in the clinical setting and must withdraw from nursing courses. It is the responsibility of the student to notify the nursing chairperson of any charges or convictions while they are a student in the SUNY Ulster Nursing Program.

Students who have previously been convicted of a felony are advised that their prior criminal history may impede their ability to complete the requirements of certain academic programs and/or meet licensure requirements for certain professions. Students who have concerns about such matters are advised to contact the vice-president of academic affair's office.

It is the student's responsibility to know whether he or she is eligible for licensure. If the student has been convicted of a crime, it is their responsibility to find out if anything in their history will prohibit them from being licensed and to be employed in the health care industry. SUNY Ulster Nursing faculty and staff are not able to provide legal advice. Any questions should be directed to legal counsel at the New York State Board for RN Professional Licensure (www.op.nysed.gov/prof/nurse/nursing.htm).

Fees and Other Expenses:

Beyond the tuition and fees for all college students, as a nursing student, you will also be responsible for liability insurance (included in the tuition bill), college laboratory fee, a physical examination (including laboratory tests), immunizations, uniform requirements, background check, drug screening, and testing fees. You must purchase (directly from the college bookstore) a skill equipment pack, which contains supplies needed to practice nursing skills. Information regarding the cost of the kit and other expected fees will be provided to the student during registration and/or course orientation.

Basic Life Support (BLS) Certification:

Nursing students are required to be certified in BLS for the Healthcare Provider (CPR and AED) prior to entering the first nursing course through the American Heart Association. You are responsible for submitting a copy of your current BLS card to Castle Branch. It is your responsibility to maintain a current BLS card, which requires recertification every two years. Failure to do so will result in your removal from the clinical setting. This documentation must remain current throughout the nursing program.

Clinical Facility Requirements:

Clinical facilities have a responsibility to ensure that caregivers are fit for duty and provide the highest quality health care possible. Students must submit a physical examination and background checks/drug screening as described previously. Students must adhere to all of the clinical facility policies and procedures, accreditation requirements, National Patient Safety Goals, and NYS Health Department and Health Insurance Portability and Accountability Act (HIPAA) regulations. Students

who are dismissed from a clinical facility due to rule violations(s) will not be allowed to continue in clinical and therefore, will be unable to continue in the nursing program.

Clinical facilities require influenza vaccines for caregivers in their institution. If a student declines the vaccination, the student will be required to wear a mask during influenza season whenever they are in patient care areas. If a declining student is observed not wearing a mask in patient care areas, a verbal warning will be issued once to ensure compliance. A second incident will result in a written warning, informing the student that a third offense will result in failure of the nursing course.

PROGRESSION POLICY

Sequence of Courses and Progression Grade Requirements:

The nursing courses and their requisites must follow the sequence identified here and in the SUNY Ulster Catalog. You may not withdraw from a co-requisite course and remain in the nursing course. If you withdraw from a co-requisite course, you must also withdraw from the nursing course.

In addition to the general college requirements listed in the SUNY Ulster Catalog, nursing students must earn a grade of C (75% or higher) in each nursing course to progress in the nursing program. (See Grading Policy)

Early Registration and Registering for the Next Nursing Course:

Students who are continuing in the nursing program should meet with their nursing program advisor during the scheduled registration period in order to discuss placement in the next nursing course and to review pre-and co-requisite requirements. There are many requests for readmission to a nursing course, and those individuals will be given a seat once the pre-registration time period for continuing students has closed. Readmission is never guaranteed (see Readmission to Nursing Courses).

Program Completion Time for Nursing Students:

The nursing program must be completed in no more than four consecutive years from enrollment in the first nursing course (Exception: military duty).

STRATEGIES FOR SUCCESS

Time Management:

All students should plan their schedules to allow adequate time to study, to practice in the nursing skills laboratory, and to complete required materials. Generally, a realistic guide is to plan for at least two hours of study time for each hour of class. If a student is also taking other courses, these classes will require study time as well.

READMISSION TO NURSING COURSES

Readmission is neither guaranteed nor automatic.

Students will be considered for readmission based on the following criteria:

- Readmission will be denied to any student who has exhibited physically or verbally aggressive behavior towards students or faculty and/or has had any violations of the SUNY Ulster Student Code of Conduct standard.

- Request for readmission must be emailed to the Nursing Program Readmission Committee by the March 1st for the fall semester, and December 1st for the spring. All requests need to be sent to nursing_admissions@sunyulster, attention: Readmission Committee.

- The request for readmission will be reviewed for consideration by the Nursing Program Readmission Committee.

- An interview may be scheduled with the readmission committee to determine the student's eligibility and readiness to re-enter the program.

- Students requesting readmission to a designated semester are encouraged to complete all pre- and co- requisites prior to re-entering the program.

- The student must be in satisfactory academic standing and have a cumulative GPA of 2.75 or higher in the required nursing program courses.

- Students who have taken a medical leave of absence must provide evidence that the original situation requiring the withdrawal or medical leave has been resolved when seeking readmission.

- The Nursing sequence must be completed within four years. Exception: military duty.

- Students who have a break in enrollment must submit a readmission application to The Enrollment and Success Center. This is for readmission to the college and does not ensure re-entry into nursing courses.

- All of the above requirements must be met.

READMISSION TO NURSING COURSES, cont.

To facilitate success, returning students will be required to demonstrate minimum competency as stated below. Results of this testing will be factored into a rubric (see below) and will count toward eligibility for readmission. A student must score a minimum of 5 points on the rubric to be considered for readmission.

- The student will have one attempt to take a dosage test from the prior semester.
- The student will have one attempt to take a final exam from the prior semester.
- Based on available seats, a comprehensive skill evaluation from the prior semester may be required to determine acceptance back into the nursing program.
- Students not successful in NUR 152 must follow the procedure for admission as a first-time applicant.
- Exception to this policy: students who leave due to military service

Returning Student Rubric

Status Returning	Successful Prior Semester** = 5 points	Unsuccessful Prior Semester =0 points
Dosage Test Results	100% = 5 points	Less than 100% = 0 points
Final Exam Results	75% or greater = 5 points	Less than 75% = 0 points
Skill Evaluation	Successful = 5 points	Unsuccessful = 0 points
Total Possible Points	20	

** Successful Prior Semester= student must have passed all required pre- and/or co-requisite courses

REPEAT POLICY

If a student is passing and withdraws from a nursing (NUR) course, he or she may repeat the course, following readmission criteria.

If the student fails or withdraws while failing a nursing course, he or she may repeat the course, following readmission criteria. However, after a second failure of a nursing course (exception: NUR153*), the student will not be allowed to return to the SUNY Ulster Nursing Program. *If unsuccessful after a third attempt at NUR153 the student will not be able to move forward in the program.

Student Withdrawal from Nursing Course

Nursing faculty follow the college policy for withdrawal.   Students are to discuss withdrawal policies with their nursing faculty advisor and follow deadlines for withdrawals as presented in the SUNY Ulster Catalog. If a student is failing their nursing class at the time of withdrawal, this will be documented as such and count as an unsuccessful attempt.

GRADUATION

Graduation Requirements:

Please refer to the college catalog for graduation requirements.

It is the student's responsibility to complete their application for graduation. Students must meet with their academic adviser for signature of their application.

Upon successful completion of all graduation requirements, students in the SUNY Ulster Nursing Program will receive an Associate in Science (AS) Degree.

Students should apply for graduation regardless of your plans to attend commencement. These are two very different things. Applying for graduation signals the registrar to evaluate your coursework and process your transcript for awarding your degree and for eligibility for licensure. Otherwise, the registrar may never know you have completed your program.

Eligibility for NCLEX-RN and Requirements:

Upon graduation from SUNY Ulster with an AS in Nursing, the student is eligible to take the required National Council Licensure Examination for Registered Nurses (NCLEX-RN). In order to take the NCLEX-RN, SUNY Ulster must certify that the student has successfully completed the nursing program and been awarded the Associate in Science Degree. The student must apply to take the examination.

Any nursing student who has been convicted of a felony or misdemeanor may take the licensing exam after successful completion of the nursing program; however, the license may be withheld pending results of an investigation by the State Board of Nursing, Office of Professional Licensing. Students are encouraged to go to http://www.op

.nysed.gov/nurse.htm for more information and are encouraged to discuss any such concerns with the nursing chairperson before beginning nursing courses. When completing the application for the licensure exam, all graduates must state whether they ever had any felony or misdemeanor convictions.

Information about the NCLEX-RN is available at the National Council of State Boards of Nursing, Inc. website.

Continuing Education/Articulation Agreements:

Nursing is a dynamic and rapidly changing profession and demands a commitment to lifelong learning. Associate Degree Nursing graduates have a variety of career opportunities in a wide variety of healthcare settings. Obtaining an Associate in Science Degree from SUNY Ulster is only the beginning. To keep pace in a rapidly changing healthcare field, professional development and continued education are an ongoing requirement. Advanced education enhances nursing care and promotes personal and professional development.

Legislation is pending for all students accepted into a nursing program after December 2017. It is anticipated that these students will be required to obtain a bachelor's degree in nursing within 10 years time from their graduation of the associate degree program.

SUNY Ulster collaborates with other institutions of higher learning through articulation agreements to help students achieve their goals. Information on our partners is as follows:

Chamberlain College of Nursing 3005 Highland Parkway, Downers Grove, IL 60515 Phone: (877)751-5783 Email: info@chamberlain.edu	**Maria College** 700 New Scotland Ave., Albany, NY 12208 Phone: (518)438-3111 Website: www.mariacollege.edu	**Mount Saint Mary College** 330 Powell Ave., Newburgh, NY 12550 Phone: (845)561-0800 Website: www.msmc.edu
Russell Sage College 65 First Street, Troy, NY 12180 Phone: (518)244-2000	**SUNY Delhi** 454 Delhi Drive, Delhi, NY 13753 Phone: (607)746-4000 or	**SUNY Empire State College** 2 Union Ave., Saratoga Springs, NY 12866 Phone: (518)587-2100

Website: www.sage.edu	(800)-96-DELHI Website: www.delhi.edu/bsn	Website: www.esc.edu
Excelsior College 7 Columbia Circle Albany, NY 12203 Phone: (888) 647-2388 Website: www.excelsior.edu		

Section 4—Curriculum/Course of Study

SUNY ULSTER ASSOCIATE DEGREE NURSING CURRICULUM

Course Number	Course Title	Credits
	First Semester	
FYE 101*	First Year Experience	1
BIO 107	Human Anatomy & Physiology I	4
NUR 152	Nursing One	7
NUR 153	Nursing Dosage Calculations	1
PSY 101	General Psychology	3
ENG 101	College English I	3
	Semester Credits	**18/19**
	Second Semester	
BIO 108	Human Anatomy & Physiology II	4
PSY 210	Life Span Development	3
NUR 154	Nursing Two	8
ENG 102	College English II	3
LIB 111	Information Literacy	1
	Semester Credits	**19**

	Third Semester	
GEN ED REQ*	General Education Requirement	3
MAT 110 or higher	Quantitative Reasoning	3
NUR 252	Nursing Three	8
	Semester Credits	**14**
	Fourth Semester	
NUR 254	Nursing Four	9
GEN ED REQ*	General Education Requirement	3
	Semester Credits	**12**
	Total Credits	**63/64**

*By Advisement (Must choose from two different categories: American History, Western Civilization, Other World Civilizations, The Arts, or Foreign Language)

NURSING COURSE DESCRIPTIONS

NUR 152 - Nursing One (7 credits)
The learner examines and defines the role of the nurse in a contemporary healthcare system. Learners are introduced to the knowledge, skills and attitudes associated with the Quality & Safety Education for Nurses (QSEN) competencies. Concepts of psychological, psychosocial, safe effective care environment and health promotion/maintenance are examined. The nursing process provides a framework utilizing an interdisciplinary, collaborative care approach influencing the care of individuals involving families and communities.
Lecture: 4 hours
Laboratory: 3 hours
Clinical: 4 hours
This course is offered in the fall only.
Prerequisites or co-requisites: ENG 101, BIO 107, PSY 101, NUR 153, FYE 101

NUR 153- Nursing Dosage Calculations (1 Credit)
This course prepares the student for dosage calculations used in the administration of medications. Beginning level students acquire knowledge and develop proficiency in computing medication dosages. Strong student calculation competency is but one of the ingredients required for the achievement of positive patient outcomes. Among the QSEN skills competencies are demonstrating effective use of technology and standardized practices that support safety and quality; demonstrating effective use of strategies to reduce risk of harm to self or others; and using appropriate strategies to reduce reliance on memory (QSEN, 2019, "Safety" section). The QSEN attitudes have to do with qualities such as valuing the contributions of standardization/reliability to safety; appreciating the cognitive and physical limits of human performance; and recognizing one's own role in preventing errors (QSEN, 2019, "Safety" section).

This course is offered in the fall only.
Prerequisite: MAT 095 with a grade of C or better OR placement test into MAT110 or higher
Co-requisite: NUR 152

NUR 154 - Nursing Two (8 credits)
The learner builds upon previous concepts of Nursing One with emphasis on applying the knowledge of pathophysiology towards the management of care of individuals. The concepts of physiological, psychosocial integrity, a safe effective care environment, health promotion/maintenance are examined. A continued exploration of the nursing process is utilized to assist the learner to think critically and apply theory to practice. An interdisciplinary, collaboration of care approach, focuses on restoring optimal functionality of individuals involving families and communities.
Lecture: 5 hours
Laboratory: 3 hours
Clinical: 5 hours
This course is offered in the spring only.
Prerequisites: NUR 152, NUR153, BIO 107, ENG 101, PSY 101, FYE 101
Co-requisites: BIO 108, PSY 210, ENG 102, LIB 111

NUR 252- Nursing Three, (8 credits)
The learner continues examining concepts of nursing care with a greater emphasis on health promotion/maintenance, physiological, and psychosocial alterations of individuals across the life continuum. The plan of care expands application and integration of knowledge, skills, and attitudes required to ensure safe and effective patient care in an evolving healthcare environment.
Lecture: 5 hours
Laboratory: 2 hours
Clinical: 7 hours
This course is offered in the fall only.
Prerequisites: NUR 154, ENG 102, PSY 210
Co-requisites: MAT 110 or higher, General Education Requirement (by advisement)

NUR 254- Nursing Four (9 credits)
The learner develops and evaluates patient centered holistic approach to nursing care utilizing previous theory and knowledge with emphasis on quality outcomes and seamless transitions of care. The plan of care is operationalized focusing on analysis, evaluation, and modification of individual needs involving families and communities. Concepts of leadership and development are explored using an interdisciplinary approach.
Lecture: 6 hours
Laboratory: 2 hours
Clinical: 7 hours
This course is offered only in the spring.
Prerequisites: NUR 252
Co-requisite: General Education Requirement (by advisement)

Section 5—Standards and Expectations

STANDARDS FOR THE NURSING PROGRAM AT SUNY ULSTER

Nursing at the associate degree level includes several essential cognitive, physical, and psychosocial functions. Among the most important are providing direct care for individuals and applying verified knowledge in the skillful performance of nursing functions.

In order to successfully complete program outcomes, students must possess sufficient:

A. **Visual Acuity** for the accurate preparation and administration of medications and for the critical observations in patient assessment and nursing care. Visual acuity is defined as:

   - Near clarity of vision at 20 inches or less (corrected), and
   - Far clarity of vision at 20 feet or more (corrected).

B. **Auditory Perception** to receive verbal communication from patients and members of the health care team, to hear sounds depicting changes in patient status, and to assess the physiologic condition of patients through the use of assessment equipment and monitoring devices   (i.e., cardiac monitors, stethoscopes, intravenous (IV) infusion pumps, Doptones, call bells, safety alarms). The student must have auditory ability sufficient to assess and monitor patients' health needs without the assistance of an interpreter.

C. Ability to **smell** odors that indicate changes in the physiological status of the patient or unsafe

environmental conditions.

D. **Fine and gross motor coordination** to respond promptly to and to implement the skills required in meeting patient health needs in all health care settings in routine and emergency care. This includes having:

- Fine motor coordination, such as in assessing a patient's pulse, preparing and giving an injection, administering IV therapy, maintaining asepsis, inserting a urinary catheter, or performing other nursing skills.

- Gross motor coordination, with the ability to move freely while observing, assessing and performing all aspects of patient care (e.g., hygiene, feeding).

- Ability to lift and support at least 50 pounds in order to reposition, transfer, and ambulate patients safely.

E. **Physical health** to maintain wellness at a level that promotes functioning at maximum capacity and that avoids placing patients and other health care workers at risk for illness and injury.

F. Ability to **communicate** with patients and members of the health team (in English), including:

- the ability to clearly and effectively speak to patients and members of the health team.

- the ability to read and comprehend written materials, read and interpret patient care documents, and read and follow health care institution policies and procedures.

- the ability to construct documentation that is legible, accurate, concise, appropriate and grammatically correct.

G. **Intellectual function, cognitive ability, and emotional capacity** to plan and provide care for individuals, implementing skills and new technology.

H. **Psychological stability** to perform at the required levels in the clinical portions of the nursing program. When students exhibit conduct and behavior which the nursing faculty determine to be inconsistent with providing effective and safe nursing care, the faculty reserve the right to remove students from the immediate setting. Follow-up actions will be consistent with nursing program and/or college policies and procedures.

I. **Ethics** that exclude substance abuse, and/or the use, possession, distribution of illicit drugs.

SELF-DISCLOSURE: If a student should present with any physical or cognitive limitation(s), or develop such, during the course of the program, it is the responsibility of the

student to identify and report any limitations to the chairperson of nursing and accommodations will be considered on a case-by-case basis.

METHODS OF ASSESSMENT

To successfully complete a nursing course, the student must demonstrate competency in all three sections of the course and pass the dosage calculation tests each semester.

Classroom: Students must achieve a final grade of C (75%) and a minimum 75% average of test grades. The academic grade will be based on course outcomes and determined by examinations, written assignments, and satisfactory completion of all classroom requirements.

Clinical: Satisfactory clinical performance is required to pass the course and to sit for the final exam. Clinical performance will be evaluated utilizing the Clinical Evaluation Tool. Students are expected to demonstrate a satisfactory level of competence. Any student demonstrating consistently unsafe behaviors in the clinical area may be removed from the course and assigned a failing grade. Clinical assignments are due as specified by the clinical instructor. Late or incomplete clinical assignments may lead to a clinical failure. An unsatisfactory clinical rating results in a course grade of F.

Nursing Skills Laboratory: Students must demonstrate satisfactory performance on all skill laboratory requirements. [See Skill Evaluation Policy- **Appendix D**]. An unsatisfactory nursing skills laboratory rating results in a course grade of F.

Dosage Calculation Test: Preparation for the safe administration of medications includes proficiency in dosage calculations. All students must pass a dosage calculation test each semester in nursing. Students must attain 100% accuracy on the dosage calculation test. [See **Appendix C**]

All written assignments must be submitted on the date and time specified by the instructor. Proper grammar and spelling is expected, as well as a neat, legible presentation of all assignments in

American Psychological Association (APA) format. The academic grade will be based on course objectives and determined by exams, quizzes, written assignments, and satisfactory completion of all course requirements as outlined in each course syllabus.

GRADING POLICIES FOR NURSING COURSES

A student must have a passing (75% minimum) test grade average to pass the course. This average includes all exams and the final exam, but does not include quizzes or other graded projects. If the student does not earn 75% on exams, the test grade average will be their final grade for the course. Quiz grades and other graded projects are only calculated into the final grade if the exam scores are 75% or higher.

The final course grade is subject to upward rounding at the 0.5 point. For example, grades between 74.50 and 74.99 round up to 75; a grade of 74.49 and below does not round and is not a passing grade.

Grading Equivalents:

Letter Grade /Point Range	
A	= 94 - 100
A-	= 90 – 93
B+	= 87 – 89
B	= 83 – 86
B-	= 80 – 82
C+	= 77– 79
C	= 75 – 76
D	= 60- 74
F	= below 60

Exam Review: Students have up to two weeks after an exam to make an appointment and meet with the instructor to review the exam. After two weeks, the exams may not be reviewed. Final exams are not subject to review.

EXPECTATIONS:

Student Responsibility for Academic Honesty

Academic honesty is defined as the expectation that students do their own work and not commit acts of cheating and/or plagiarism. Ignorance of the standards of academic honesty is not an acceptable excuse for breaking these ethical standards. Academic dishonesty is taken very seriously by the college and will result in immediate disciplinary consequences. [See SUNY Ulster Catalog] Academic dishonesty includes, but is not limited to, the following actions:

1. **Cheating on examinations or quizzes**. Examples include (a) referring to materials that the instructor has not allowed to be used during the test, such as textbooks, notes or websites; (b) using devices the instructor has not allowed to be used during the test, such as cell phones or calculators; and (c) copying from another student's paper or asking another student for an answer. During exams and quizzes, all personal items (including hats) must be left at the front of the class—only water, writing implements, and provided calculators will be allowed on desks. If a student leaves the testing site, their examination is considered completed.
2. **Plagiarism**. Plagiarism is defined as the use of words or ideas that are obtained from other sources without giving credit to those sources. Not only do quotations have to be referenced, but also any use of the ideas of others, even if expressed in the student's own words, must be referenced. The college has a service to check for plagiarism. Any student paper can be submitted for this plagiarism check.
3. **Submission of work that is not entirely the student's own work**. Having another person write a paper or parts of a paper is one example of this offense; allowing another student to copy test answers is another example.
4. **Theft or sale** of examinations, falsification of academic records, and similar offenses.
5. **Submitting the same work to more than one class**.

Testing (Examinations and Quizzes)

To assure fair and equitable testing for all nursing students, the following policy is in place:

Electronic devices (including, but not limited to, "smart" watches, blue-tooth devices, and cell phones) are not allowed in any testing session for use by students. One exception of this is the use of assistive devices that have been approved by Student Services to assist students who have disabilities and in accordance with the Americans With Disabilities Act, Sections 12102 and 12103.
In instances where an assistive device has been approved by Student Services, the student must contact the Testing Center in advance to schedule an examination and inform the course faculty prior to the testing session.

Professional Behavior

As stated in the introduction, students in the nursing program are expected to demonstrate professional and ethical behavior in their nursing practice and on campus. Expected behaviors include: honesty, confidentiality of all patient information, accountability for one's actions and attentiveness. These concepts and others will be explored throughout the nursing program. [A copy of the American Nurses' Association Code of Ethics and the National Student Nurses' Association, Inc., Code of Academic and Clinical Conduct are provided in **Appendix A** & **Appendix B.**]

Patient Privacy and HIPAA: To protect patient privacy, photographs of any sort (e.g. using cameras, cell phones, etc.) are not allowed to be taken in clinical patient-care settings under any circumstances.

Social Networking Policy

1. SUNY Ulster Nursing students are free to express themselves as private citizens on social media sites to the degree that their speech or postings:
   - Do not violate the American Nurses' Association Code of Ethics [refer to **Appendix A**]
   - Do not violate confidentiality implicit in their roles as nursing students
   - Do not impair working relationships among students and staff of the nursing program
   - Do not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
   - Do not reflect behavior that would reasonably be considered reckless or irresponsible as members of the SUNY Ulster Nursing Program
   - Do not contain false information that harms the reputation of another person, group or organization (defamation)
   - Do not cause harm or injury to another or to the SUNY Ulster Nursing Program
   - Do not negatively affect the public perception of the SUNY Ulster Nursing Program

2. SUNY Ulster nursing students shall not post, transmit or otherwise disseminate any information to which they have access as a result of their attendance without written permission from the nursing chairperson and the instructor of the course.

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

4. Failure to comply with this social media networking policy may be grounds for disciplinary action, including but not limited to permanent dismissal from the SUNY Ulster Nursing Program.

NURSING SIMULATION CENTER POLICY

Simulation introduces students to an environment that encourages higher levels of competence in clinical and critical thinking skills and replicates actual patient care procedures. The goal in simulation is to build confidence and competence. The patient simulators provide simulation–based challenges and test students' clinical and decision-making skills during realistic patient care scenarios.

Students are expected to abide by all laboratory policies (as outlined in this handbook), including but not limited to proper clinical attire while in simulation laboratories. Pictures or recording by students are not permitted in the simulation laboratory without permission of the instructor. Health Insurance

Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) rules apply. Students may be video-recorded during simulations for debriefing purposes. Students will be notified and be asked to sign a release form.

Since the laboratory is simulating a hospital environment, manikins should be treated as "patients" at all times. Students must also properly maintain the manikins. To that end, students must:

- Apply FERPA and HIPAA rules
- Always wash hands before and after working with the manikins
- Not use markers, ink pens, pencils, or any staining material near the manikins
- Not place personal items on the beds
- Stay off the beds except when conducting certain procedures
- Not eat or drink in the simulation areas
- Use a reasonable voice level
- Treat manikins with the same respect as would be given a real patient
- Follow standard precautions
- Not disconnect or move the patient simulators

All incidents or accidents must be immediately followed up with first aid and standard precautions and notify the instructor immediately of the incident.

[Adapted from Central Texas College, Department of Nursing (1/2011)]

Dress Code- Clinical Setting

ID Badge	A SUNY Ulster student picture ID must be worn on the uniform.
Insignia	A SUNY Ulster emblem must be worn on the right side of the uniform top. The insignia patch is sold in the SUNY Ulster bookstore. If a student wishes, their name may be embroidered in white on the left front pocket, maximum 1" height
Uniform	A Caribbean blue scrub top and uniform pants with plain white socks. Uniforms must be clean and unwrinkled. A plain white shirt under the scrub top if needed to conceal the chest.
Shoes	Clean, white leather shoes, with low, rubber heels must be worn. They should be in good condition, polished and clean at all times. Clean, white leather sneakers without writing or added color are acceptable. No open backs, open toes or clogs.
Jewelry	NO dangling jewelry is permitted; only 1 pair of earrings may be worn. Earring size should be no larger than: ● Rings must be a plain, smooth band. Visible body piercing jewelry must be removed or covered per facility policy.
Hair	Hair should be clean and neat and with minimal ornamentation. Hair

	should not fall into the eyes. Hair that is long enough should be gathered in the back. Beards and mustaches must be neatly trimmed.
Nails	Nails must be fingertip length and clean. No artificial nails/wraps, gels or tips are permitted in clinical. Nail polish should be neat and manicured with no chipping.
Tattoos	Per facility policy.
Fragrances/Makeup	No fragrances are appropriate. Conservative makeup only.
Hygiene	Daily hygiene and grooming are expected. The odor of smoke about one's person is not acceptable.
Other helpful items	Bandage scissors, penlight, stethoscope, small pocket-sized notebook, red and black pens
Miscellaneous	Chewing gum of any type is not allowed in the clinical setting. No smoking, vaping and/or chewing tobacco is permitted(see next page).

For infection control purposes, uniforms worn in the clinical area may not be worn on campus or elsewhere. Uniforms worn to clinical should only be worn while traveling between home and the hospital. If not properly attired, the student may be sent off the clinical experience. It is recommended not to bring anything valuable to clinical as students do not have secured lockers.

Dress Code-Nursing Skills Laboratory: A clean Caribbean blue lab coat/warm-up jacket or scrub top must be worn for campus laboratory classes, evaluations, and simulations.

Student Identification in the Nursing Skills Laboratory: Only students with current SUNY Ulster nursing student identification cards are allowed to practice in the nursing skills laboratory. Students must be able to produce this identification for security personnel at all times.

Use of Nursing Skills Laboratory After Hours and on Weekends: Hardenbergh 132 (the smaller practice laboratory) is the only area available for practice after hours or on weekends. Hardenbergh 134 (Nurses' Station and classroom areas) will remain locked unless nursing program personnel are present. Contact security using the yellow campus call boxes to unlock HAR 132 as needed.

Tobacco Free Policy: SUNY Ulster is a smoke free campus (see SUNY Ulster Catalog). The nursing program adds to this policy by banning the use of chewing tobacco in any nursing course (including lecture, laboratory, or clinical experiences).

Punctuality and Attendance Policy

Out of respect for the group and to foster professionalism, you are expected to arrive for lecture, skills laboratory, and clinical on time. If you arrive late, admittance will be at the discretion of the instructor. Students are expected to attend all lectures, skills laboratories, and clinical learning experiences. As stated in the SUNY Ulster Catalog, a student may be removed from class by an instructor at any time when in the judgment of the instructor the student's absences or lateness have

been excessive.

The student is required to notify the instructor in advance if he/she finds it necessary to be absent, late or depart early from a learning experience – lecture, clinical or skills laboratory. In the event of an unforeseen emergency where lateness, early departure or absences are unavoidable, the student is responsible for contacting the instructor as soon as possible.
Students are responsible for any assignments or announcements missed due to lateness, early departure or absence.

In the clinical setting, if a student cannot be adequately evaluated by the clinical instructor, the result may be an unsatisfactory rating and a final course grade of F. Absences will be evaluated by the instructor on an individual basis and may involve make-up work.

Late arrivals, early departures or absences may result in a warning conference with the instructor. [See Appendix E]. More than two late arrivals, early departures or absences may result in a decrease in your final grade and may result in course failure.

Throughout the Nursing Program, students may be offered opportunities to participate in community programs and activities. To participate in these activities, students must be meeting classroom and clinical objectives and attendance requirements. Each student's instructor must approve of the student's participation prior to the proposed activity.

Absences and Lateness on Examination or Quiz Days

If a student is absent on the day of a scheduled examination or quiz, the student must contact the instructor within 24 hours of the examination or quiz to reschedule. The make- up examination or quiz may be in a different testing format than the original. The student will receive a grade of zero if they do not contact the instructor and fail to arrange to take the examination.

If student is late on the day of a scheduled examination or quiz, admittance will be at the discretion of the instructor. The student will only be allowed any time remaining for the examination or quiz.

For absences on skill demonstration and skill evaluation days see **Appendix F.**

Class Courtesy

Cell Phone Use: Cell phones *must* be turned off or to vibrate in all on campus and clinical classes.

Children: To promote an optimal learning environment, children are not permitted in the classroom setting. For the safety of the child, children are also not allowed in the nursing skills laboratory or clinical setting at any time. [See also the **SUNY Ulster Catalog**]

Clinical Safety Expectations

Incidents in the Clinical Setting: An incident is defined as any happening, which is not consistent

with the routine operation of the hospital or the routine care of a particular patient. It may be an accident or a situation, which might result in an accident. Actions taken should include: The student and instructor assess the patient's condition and take any necessary nursing measures to give the patient maximum physical and emotional support. The nursing student reports the incident immediately to the nursing instructor.   The nursing student and instructor notify the nurse in charge, who will notify the physician, the supervisor of the unit, and nursing administrator of the agency as needed. The student and instructor should be with the patient when the physician arrives if practical and/or possible to answer questions about the incident and explain what happened. The agency policy is to be followed concerning the completion of an Incident Report. The student witnessing or involved in the incident is to write the report, with the instructor's assistance. The report is to be clear, correct, complete, and as concise as possible utilizing quotes from involved persons as much as possible. Particular attention must be paid to the sequential order of facts and events.

The chairperson of the nursing program is to be notified and met with as soon as it is convenient for the student and/or instructor to do so. The student involved in the incident is not to talk to anyone about the incident except his or her instructor, the physician, a representative of nursing administration of the agency, or the nursing chairperson.

Section 6—Student Rights, Protection, and Support

Student Rights

SUNY Ulster adheres to the policy that no person on the basis of race, color, creed, national origin, age, sex, sexual orientation or handicap is excluded from, or is subject to discrimination in any program or activity. SUNY Ulster is an equal opportunity, affirmative action employer and does not discriminate against any person because of race, color, religion, sex, age, marital status, national origin, handicap or sexual orientation, except as such may constitute bona fide occupational or assignment qualifications. Graduates seeking employment in states other than New York must determine requirements in said state.

Accommodations and services for students with disabilities:

Services for students with disabilities are coordinated through the Student Support Services TRIO Program, located in the VAN 101.

SUNY Ulster's faculty and staff are understanding and responsive to the needs of students with disabilities. The college's commitment to serving its students is stated in its Americans with Disabilities Act (ADA) Policy, which appears in the **SUNY Ulster Catalog**, a publication that is available online to all students.

Students needing testing accommodations are required to request these services at, or before, the beginning of the academic semester so that the necessary arrangements can be made (see College catalog). Requests should be made to testingcenter@sunyulster.edu.

Student Services:

If a student is uncertain where to go for particular assistance at SUNY Ulster, The Enrollment and Success Center is the place to start. The center may be reached by phone at 845: 687-5041 or 800: 724-0833, extension 5039.

In the event a student has a complaint or concern regarding an academic matter, they are encouraged to discuss the matter with the instructor(s), then their academic advisor and/or nursing chairperson if needed. Every effort will be made to resolve the issue at this level.

Students may also communicate their complaints, concerns or academic appeals through the procedures outlined in the SUNY Ulster Catalog. If the formal appeals process has been initiated by the student, in addition to the procedure outlined in the college catalog, the nursing program has the following criteria in place:

1. The student may attend lecture and laboratory classes during the appeals process.
2. The student may practice skills in the Nursing Skills Laboratory.
3. The student may not participate in clinical rotations.
4. The student will not participate in skill demonstrations or evaluations.
5. The student may take scheduled examinations.

In the event that the appeals process finds in favor of the student, arrangements will be made to make up any missed course requirements.

Unresolved Nursing student issues may also be conveyed to:

> The Accreditation Commission for Education in Nursing (ACEN)
> 3343 Peachtree Road NE, Suite 850
> Atlanta, GA 30326
> (404-975-5000)   www.acenursing.org

Student Protection

Infection Control:

You are expected to incorporate appropriate safety precautions while caring for all patients, some of whom may have infectious diseases. You will be taught standard precautions and how to protect yourself and your patients from transmissible diseases and bloodborne pathogens. Bloodborne pathogen information, instruction about standard precautions, and Occupational Safety and Health Administration Standards are incorporated into NUR 152 during the first few weeks of the semester, and are reinforced through all semesters.

Latex Allergy Policy

Students who are known to have allergy to latex should self-report this information to the college health services and to applicable nursing program faculty and staff. Latex-free products will be

provided.

Nursing Skills Laboratory Procedures:

1. All nursing students should have their own personal skill equipment packs. Since practice syringes are not in contact with blood or body fluids, they may be recapped using the one-handed technique.

2. If a student punctures skin with the practice equipment, the laboratory instructor should be notified. The equipment is to be disposed of in the sharps container. The skin should be cleansed. The student should then contact the college health services office for evaluation.

Nursing Skills Laboratory Injury:

In the event a student is injured while in nursing skills laboratory, proper emergency measures should be taken. Available resources include the college health services (ext. 5246), security personnel (ext. 5221), or local EMS services, depending on the extent of the injury. An incident report should be filed with college health services.

Snow Days/Inclement Conditions:

Dangerous conditions may cause cancellation of classes or clinical for the day, or for part of the day. If highways are hazardous where you live, stay home, even if the college is in session, and notify your instructor. Updated information is available on the college website: www.sunyulster.edu and the college portal at my.sunyulster.edu. Students should set their RAVE account to receive notifications of weather cancellations and emergencies via email, test message or phone call. Students can add personal email addresses, cell phone, and other phone numbers to receive notifications. This may be done by logging into your SUNY Ulster account under the Home Page then go to Manage Your SUNY Ulster Alerts tab.

When it is a clinical day:
If the college classes are canceled due to weather related conditions, your clinical is canceled. If the college delays opening, clinical will start at the delayed opening time. Your clinical instructor may also notify you if there is a late start time or cancelation. If the college is cancelled for a non-weather related event clinical and off campus events will meet as scheduled unless notified otherwise.

Student Support

Student Support Services:

Students have a wide range of personal, academic, and career counseling services available to them. Some of these services include personal and professional counseling, crisis intervention, job counseling and placement services, chemical abuse counseling, financial aid, and health services. For a complete list of all available services, please consult the SUNY Ulster Catalog.

Students Activities and Nursing Club:

There are many student activities on and off campus, and all students are encouraged to participate. Students may check with the Student Government Office for details of upcoming events. The nursing students also have a club, which plans several activities each year. Students will be informed of the Nursing Club during the first few weeks of the fall semester.

Tutoring

The Learning Center, located in Vanderlyn Hall, is available to assist students with study skills, test taking strategies, and arrangement of tutoring services. The Gary and Janaki Patrik Math Center (ALG122) assists students with math, and "The Writing Center" helps students with writing assignments (consult the College website or SUNY Ulster Catalog for more details).

Nursing program peer tutors are also available to work with students. They are second year nursing students who are able to help first year students with nursing skills. Peer tutor schedules are posted on the bulletin boards near the nursing program offices.

Standardized Testing:

All students will be required to participate in standardized testing. The purpose is to enhance the students' educational experiences and improve test-taking skills. The fee will be included each semester in student billing.

Faculty Office Hours:

All full-time faculty have office hours each week during the academic year. Hours are posted on their office doors and may be found at www.my.sunyulster.edu website. Appointments with faculty can also be made via email.

Advisors:

Each student is assigned a nursing faculty member as an advisor. Students must contact their advisor to plan their schedule and to add, drop, or withdraw from a course. The advisor is also available for academic counseling and will assist students with academic problems, provide guidance and support, and refer the student to other support services. It is imperative that the student meet with their own advisor whenever possible to assure continuity and individualized attention to their advisement needs.

Scholarships:

There are many scholarships available for nursing students and all are encouraged to apply. Consult with the Ulster Community College Foundation for information (Clinton 204) or through the college web site.

Internet access to SUNY Ulster

Students may access the SUNY Ulster website home page at www.sunyulster.edu. This website provides information on college activities, weather cancellations, links to departments, and class information. Having internet access allows the enrolled student entrance to the SUNY Ulster Portal where they may personalize their information and resources available at SUNY Ulster. The portal may be accessed at http://my.sunyulster.edu/. The nursing program faculty utilize the Blackboard platform through SUNY Ulster as an enhancement to their courses.   Blackboard provides the enrolled student access to their specific courses where instructors enhance learning, communicate, and provide resources. Blackboard may be accessed through the Portal or the SUNY Ulster website. Please refer to **My.SUNYUlster.edu** in the SUNY Ulster Catalog for more information.

<u>Appendices</u>

APPENDIX A

Adapted from the American Nurses' Association
Provisions of the Code of Ethics for Nurses
(Revised 2015)

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

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

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

ANA Provisions:

Provision 1-- The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2-- The nurse's primary commitment is to the patient, whether an individual, family, group, community or population.

Provision 3-- The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4—The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5-- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6-- The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7—The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8-- The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9-- The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

APPENDIX B

National Student Nurses' Association, Inc.
Code of Academic and Clinical Conduct

PREAMBLE

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in us while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become Registered Nurses.

CODE OF ACADEMIC AND CLINICAL CONDUCT

As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the NSNA Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.
4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Are truthful, timely and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation, and seek supervision and assistance when necessary.

13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017 in Dallas, TX

APPENDIX C

SUNY Ulster
Nursing Program

Dosage Calculation Testing

1. Students must achieve 100% on the Dosage Calculation test by the end of the designated time frame:

    First semester- end of week 14
    Second semester- end of week 7
    Third semester - end of week 7
    Fourth semester - end of week 7

2. The first dosage test will be given during scheduled Nursing Skills Laboratory class time.

3. All tests will be ten questions with 60 minutes allowed for completion.

4. Subsequent opportunities to repeat testing will be offered at scheduled times.

5. Students must allow 1 week between tests for review.

6. Students may not administer medications in the clinical until they have met the dosage test requirement.

7. Students that do not achieve a 100 % during the designated time frame will result in a failure of the Nursing Skills Laboratory component of the class, and will result in a failing grade (F) for the course.

Developed: 04/09, revised 05/19

APPENDIX D

**Skills Demonstration
And
Skills Evaluation
Policy**

To foster safe, competent nursing care, demonstration and evaluation of skills performance will occur in the Nursing Skills Laboratory.

Skills Demonstration

Skills Demonstration may occur throughout the four semesters of NUR courses in the Nursing Skills Laboratory. A demonstration assesses minimum competency with individual skills. Insitu teaching may occur during the demonstration individually or in small groups.

- The first skills demonstration will be scheduled during the students Nursing Skills Laboratory.

- A demonstration must be completed successfully prior to the next scheduled skills demonstration or evaluation.

- If the student is unable to attend a skills demonstration day due to illness or emergency, they must notify the Nursing Skills Laboratory instructors as soon as possible.

- It is the student's responsibility to make arrangements with the Nursing Skills Laboratory instructor for a missed or repeat skill(s) demonstration allowing time for successful completion prior to the next scheduled skills demonstration or evaluation.

- The inability to demonstrate competency in a skill prior to the next scheduled skills demonstration or evaluation will result in a failure of the Nursing Skills Laboratory component of the class, and will result in a failing grade (F) for the course.

Skills Evaluation

Skills Evaluation may occur throughout the four semesters of nursing courses in the Nursing Skills Laboratory. Evaluations are comprehensive involving multiple skills, critical thinking, time management, and priority-setting. Evaluations are one on one with a student and the evaluator where the evaluators are objective observers and may not answer teaching questions during the evaluation. Students must demonstrate and not verbalize their skills competency.

- Evaluations may occur during or outside of Nursing Skills Laboratory time as outlined by the instructors. It is the student's responsibility to ensure that appointments made outside of laboratory class time do not conflict with any other class time, clinical time, or scheduled learning activity.

- Students will be provided three attempts to successfully pass a skills evaluation.

- If the student is unable to attend their scheduled skills evaluation due to illness or emergency, they must notify the Nursing Skills Laboratory instructor (s) **prior** to the evaluation. **A "No Call/ No Show" will be counted as an UNSUCCESSFUL ATTEMPT.**

● If a student is unsatisfactory in performing any element(s) on the first or second skills evaluation, the student will need to be reevaluated on part or all of the skill. The time allotted will be a portion of the first attempt.

● In the event of multiple performance errors on the first or second evaluation (two or more errors in each skill, in critical thinking, in priority-setting, etc.), the student will be required to repeat an entire evaluation scenario. The time allotted will be the same as for the first attempt.

- In the event the student does not complete the evaluation scenario within the specified time frame on the first or second evaluation, the student will be required to repeat an entire evaluation scenario. The time allotted will be the same as for the first attempt.

- All third attempts will be observed by two evaluators.

● Students are encouraged to make an appointment for remedial assistance from the faculty and staff as needed for all third attempts.

- An unsuccessful third attempt will result in a failure of the Nursing Skills Laboratory component of the class, and will result in a failing grade (F) for the course.

APPENDIX E
<u>Counseling-Guidance Record</u>

Initiated by:

Student: _____
Instructor: ____
Other: _____

<u>Name of Student:</u> _____

<u>Purpose of Conference:</u>

<u>Recommendations:</u>

<u>Student's Response:</u>

Signature of Student _____

Signature of Faculty _____

Date of Conference _____

QSEN OVERVIEW

The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.

Quality and Safety Education for Nurses (QSEN) **Pre-licensure Knowledge, Skills, Attitudes**		
Patient-centered Care		
Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.		
Knowledge	**Skills**	**Attitudes**
Integrate understanding of multiple dimensions of patient centered care: o patient/family/community preferences, values o coordination and integration of care o information, communication, and education o physical comfort and emotional support o involvement of family and friends o transition and continuity Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values	Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care Communicate patient values, preferences and expressed needs to other members of health care team Provide patient-centered care with sensitivity and respect for the diversity of human experience	Value seeing health care situations "through patients' eyes" Respect and encourage individual expression of patient values, preferences and expressed needs Value the patient's expertise with own health and symptoms Seek learning opportunities with patients who represent all aspects of human diversity Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds Willingly support patient-centered care for individuals and groups whose values differ from own

Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.	Assess presence and extent of pain and suffering Assess levels of physical and emotional comfort Elicit expectations of patient & family for relief of pain, discomfort, or suffering Initiate effective treatments to relieve pain and suffering in light of patient values, preferences and expressed needs	Recognize personally held values and beliefs about the management of pain or suffering Appreciate the role of the nurse in relief of all types and sources of pain or suffering Recognize that patient expectations influence outcomes in management of pain or suffering
Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families Examine common barriers to active involvement of patients in their own health care processes Describe strategies to empower patients or families in all aspects of the health care process	Remove barriers to presence of families and other designated surrogates based on patient preferences Assess level of patient's decisional conflict and provide access to resources Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management	Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care Respect patient preferences for degree of active engagement in care process Respect patient's right to access to personal health records
Explore ethical and legal implications of patient-centered care Describe the limits and boundaries of therapeutic patient-centered care	Recognize the boundaries of therapeutic relationships Facilitate informed patient consent for care	Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care Appreciate shared decision-making with empowered patients and families, even when conflicts occur
Discuss principles of effective communication Describe basic principles of consensus building and conflict resolution Examine nursing roles in assuring coordination, integration, and continuity of care	Assess own level of communication skill in encounters with patients and families Participate in building consensus or resolving conflict in the context of patient care Communicate care provided and needed at each transition in care	Value continuous improvement of own communication and conflict resolution skills

Teamwork and Collaboration

Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Knowledge	Skills	Attitudes
Describe own strengths, limitations, and values in functioning as a member of a team	Demonstrate awareness of own strengths and limitations as a team member Initiate plan for self-development as a team member Act with integrity, consistency and respect for differing views	Acknowledge own potential to contribute to effective team functioning Appreciate importance of intra- and inter-professional collaboration
Describe scopes of practice and roles of health care team members Describe strategies for identifying and managing overlaps in team member roles and accountabilities Recognize contributions of other individuals and groups in helping patient/family achieve health goals	Function competently within own scope of practice as a member of the health care team Assume role of team member or leader based on the situation Initiate requests for help when appropriate to situation Clarify roles and accountabilities under conditions of potential overlap in team member functioning Integrate the contributions of others who play a role in helping patient/family achieve health goals	Value the perspectives and expertise of all health team members Respect the centrality of the patient/family as core members of any health care team Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities
Analyze differences in communication style preferences among patients and families, nurses and other members of the health team Describe impact of own communication style on others Discuss effective strategies for communicating and resolving conflict	Communicate with team members, adapting own style of communicating to needs of the team and situation Demonstrate commitment to team goals Solicit input from other team members to improve individual, as well as team, performance Initiate actions to resolve conflict	Value teamwork and the relationships upon which it is based Value different styles of communication used by patients, families and health care providers Contribute to resolution of conflict and disagreement

Describe examples of the impact of team functioning on safety and quality of care Explain how authority gradients influence teamwork and patient safety	Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care Assert own position/perspective in discussions about patient care Choose communication styles that diminish the risks associated with authority gradients among team members	Appreciate the risks associated with handoffs among providers and across transitions in care
Identify system barriers and facilitators of effective team functioning Examine strategies for improving systems to support team functioning	Participate in designing systems that support effective teamwork	Value the influence of system solutions in achieving effective team functioning

Evidence-based Practice (EBP)		
Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.		
Knowledge	**Skills**	**Attitudes**
Demonstrate knowledge of basic scientific methods and processes Describe EBP to include the components of research evidence, clinical expertise and patient/family values.	Participate effectively in appropriate data collection and other research activities Adhere to Institutional Review Board (IRB) guidelines Base individualized care plan on patient values, clinical expertise and evidence	Appreciate strengths and weaknesses of scientific bases for practice Value the need for ethical conduct of research and quality improvement
Differentiate clinical opinion from research and evidence summaries Describe reliable sources for locating evidence reports and clinical practice guidelines	Read original research and evidence reports related to area of practice Locate evidence reports related to clinical practice topics and guidelines	Appreciate the importance of regularly reading relevant professional journals
Explain the role of evidence in determining best clinical practice Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care	Participate in structuring the work environment to facilitate integration of new evidence into standards of practice Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events	Value the need for continuous improvement in clinical practice based on new knowledge
Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences	Consult with clinical experts before deciding to deviate from evidence-based protocols	Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices

Quality Improvement (QI)		
Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.		
Knowledge	**Skills**	**Attitudes**
Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice	Seek information about outcomes of care for populations served in care setting Seek information about quality improvement projects in the care setting	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals
Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families Give examples of the tension between professional autonomy and system functioning	Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit Participate in a root cause analysis of a sentinel event	Value own and others' contributions to outcomes of care in local care settings
Explain the importance of variation and measurement in assessing quality of care	Use quality measures to understand performance Use tools (such as control charts and run charts) that are helpful for understanding variation Identify gaps between local and best practice	Appreciate how unwanted variation affects care Value measurement and its role in good patient care
Describe approaches for changing processes of care	Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act) Practice aligning the aims, measures and changes involved in improving care Use measures to evaluate the effect of change	Value local change (in individual practice or team practice on a unit) and its role in creating joy in work Appreciate the value of what individuals and teams can to do to improve care

Safety		
Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.		
Knowledge	**Skills**	**Attitudes**
Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations) Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms) Discuss effective strategies to reduce reliance on memory	Demonstrate effective use of technology and standardized practices that support safety and quality Demonstrate effective use of strategies to reduce risk of harm to self or others Use appropriate strategies to reduce reliance on memory (such as. forcing functions, checklists)	Value the contributions of standardization/reliability to safety Appreciate the cognitive and physical limits of human performance
Delineate general categories of errors and hazards in care Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)	Communicate observations or concerns related to hazards and errors to patients, families and the health care team Use organizational error reporting systems for near miss and error reporting	Value own role in preventing errors
Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)	Participate appropriately in analyzing errors and designing system improvements Engage in root cause analysis rather than blaming when errors or near misses occur	Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team
Discuss potential and actual impact of national patient safety resources, initiatives and regulations	Use national patient safety resources for own professional development and to focus attention on safety in care settings	Value relationship between national safety campaigns and implementation in local practices and practice settings

Informatics		
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.		
Knowledge	**Skills**	**Attitudes**
Explain why information and technology skills are essential for safe patient care	Seek education about how information is managed in care settings before providing care Apply technology and information management tools to support safe processes of care	Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills
Identify essential information that must be available in a common database to support patient care Contrast benefits and limitations of different communication technologies and their impact on safety and quality	Navigate the electronic health record Document and plan patient care in an electronic health record Employ communication technologies to coordinate care for patients	Value technologies that support clinical decision-making, error prevention, and care coordination Protect confidentiality of protected health information in electronic health records
Describe examples of how technology and information management are related to the quality and safety of patient care Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care	Respond appropriately to clinical decision-making supports and alerts Use information management tools to monitor outcomes of care processes Use high quality electronic sources of healthcare information	Value nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care