



SUNY SULLIVAN  
NURSING

---

Nursing Program  
Student Handbook  
2016-2017

## TABLE OF CONTENTS

- I. INTRODUCTION, page 4
- II. MISSION, PHILOSOPHY, CONCEPTUAL FRAMEWORK AND EXPECTED OUTCOMES OF SUNY SULLIVAN ASSOCIATE DEGREE IN NURSING PROGRAM
  - ADN Program Mission, page 4
  - ADN Program Philosophy, page 4
  - Conceptual Framework, page 5
  - Definition of Terms, pages 6 - 7
  - Core Values of the Nursing Program, page 7
  - Graduate Outcomes, page 8
  - ADN Program Performance Outcomes, page 8
- III. NURSING FACULTY AND ADMINISTRATIVE ROLES AND RESPONSIBILITIES
  - Teaching and Learning, page 9
  - SUNY Sullivan Nursing Faculty and Staff, pages 9 - 11
- IV. CURRICULUM AND COURSE PROGRESSION
  - Registration of Curriculum, page 12
  - Nursing Course Descriptions for AAS Degree Program, pages 13 - 14
  - Liberal Arts Core for AAS Degree Program, page 15
  - Sequencing of Courses in the Nursing Program, page 15
- V. SUNY SULLIVAN NURSING PROGRAM POLICIES AND PROCEDURES
  - Professional Conduct, page 15
  - Required Health Documentation, page 15
  - Other Requirements related to Clinical Practice at the Healthcare Facilities, page 17
  - Skills and Abilities, page 18
  - Travel Requirement, page 19
  - Uniform, Book and Supply Requirements, page 19
  - Attendance Policy, page 19
  - Academic Integrity, page 19
  - Plagiarism, page 20
  - Use of Electronic Devices, page 20
  - Social Media Policy, page 21
  - HIPAA and FERPA Guidelines, page 21
  - Behavioral Action Plan, page 21
  - Reasonable Accommodation, page 22
  - Grievance Procedure for Students Appealing Grades, page 22
- VI. STRATEGIES FOR SUCCESS AND OPPORTUNITIES FOR INVOLVEMENT
  - Tools for Success, page 23
  - Participation in Governance, page 23
  - SUNY Sullivan Nursing Club, page 23

VII.	CLASSROOM POLICIES AND PROCEDURES
	<ul style="list-style-type: none"> <li>• Classroom Grading Policy, page 24</li> <li>• Kaplan Nursing, page 24</li> <li>• Dosage Calculations Competency, page 24</li> <li>• Attendance and Tardiness Policy, page 25</li> <li>• Retention and Progression, page 25</li> <li>• Withdrawal Policy, page 25</li> <li>• Incomplete Grade, page 26</li> <li>• Recording Lectures, page 26</li> <li>• Policies Regarding High Risk Students Identification, page 26</li> </ul>
VIII.	NURSING (MULTI) SKILLS LABORATORY POLICIES AND PROCEDURES
	<ul style="list-style-type: none"> <li>• Purpose, page 27</li> <li>• Skills Laboratory Policies, page 27</li> <li>• Guidelines for Usage of the Skills Laboratory, page 28</li> <li>• Evaluation of Skill Performance, pages 28 - 29</li> </ul>
IX.	CLINICAL POLICIES AND PROCEDURES
	<ul style="list-style-type: none"> <li>• Absence and Tardiness, page 30</li> <li>• Professional Behavior in the Clinical Setting, page 31</li> <li>• Appearance/Uniform, page 31 - 32</li> <li>• Transportation, page 32</li> <li>• Clinical Grading and Evaluation, page 32</li> <li>• Clinical Failure, page 33</li> </ul>
X.	READMISSION TO THE NURSING PROGRAM
	<ul style="list-style-type: none"> <li>• Students Seeking Readmission to the Nursing Program, page 33</li> </ul>
XI.	COMPLETION OF GRADUATION REQUIREMENTS/LICENSING
	<ul style="list-style-type: none"> <li>• Requirements for Licensure in the State of New York, page 34</li> <li>• Examination Requirements, page 34</li> <li>• Opportunities for Advanced Degree Study, page 35</li> </ul>
XII.	REFERENCES, page 36
XIII.	APPENDICES
	Appendix A: Nursing Program Track Sheet, page 37 - 38
	Appendix B: Report of Student Absence/Tardiness, page 39
	Appendix C: Risk for Clinical Failure/Clinical Calculations Competency Evaluation, page 40
	Appendix D: Progress Report, page 41
	Appendix E: Risk for Clinical Failure/Skill Check Evaluation, page 42
	Appendix F: Risk for Clinical Failure/Skill Competency Evaluation, page 43
	Appendix G: Referral to College Laboratory, page 44
	Appendix H: Student Conference Record, page 45
	Appendix I: Incident Report Form, page 46
	Appendix J: Nursing Program Safety Policies and Procedures, pages 47 – 49
	Appendix K: Affidavit of Receipt of Nursing Student Handbook, page 50

## I. INTRODUCTION

Welcome to the Nursing Program at SUNY Sullivan. This handbook is to be used in addition to the official SUNY Sullivan Catalog for obtaining information about policies/procedures and course requirements. Students will be notified in writing of any policy changes and will be held to the standard of the new policy.

The Nursing Program at Sullivan Community College is accredited and is registered with the New York State Education Department, Bureau of Professional Licensing

The State Education Department  
Professional Education Program Review  
Education Building  
89 Washington Avenue, 2<sup>nd</sup> Floor, West Wing  
Albany NY 12234  
Tel. 518-488-2967

## II. MISSION, PHILOSOPHY, CONCEPTUAL FRAMEWORK AND EXPECTED OUTCOMES OF SUNY SULLIVAN ASSOCIATE DEGREE IN NURSING PROGRAM

### **ADN Program Mission**

The Associate Degree Nursing (ADN) Program at SUNY Sullivan serves the community, supports excellence in learning and teaching, inspires and empowers students and teachers to embrace continual improvement and sustainable actions toward positive economic and social change for a healthier community in Sullivan County. The program provides a comprehensive curriculum and the use of technology within a varied educational delivery system. It promotes critical thinking, communication and academic honesty while preparing students to be successful in their further educational endeavors in an environment of life-long learning and health promotion within a diverse and interconnected world.

The ADN program also offers LPNs in the community the opportunity to complete an RN program.

### **ADN Program Philosophy**

The program philosophy is exemplified in its Conceptual Framework which is depicted on the next page. What follows is a definition of the terms.

This framework presents nursing as the intersection of three (concepts): Person, Health, and Environment.

It is through these concepts and their intersection that the art and science of nursing is contextualized and the curriculum is developed. Learning and assessment activities direct the student toward the graduate outcomes, represented by the themes in the outer circle of the conceptual framework.

Within that framework the registered nurse is accountable for abiding by all applicable federal and state statutes related to nursing practice.

Conceptual Framework



## Definition of Terms

- **Nursing:** The ADN program has adopted the International Council of Nursing (ICN, 2002) definition of nursing:

“Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles.”
- **Person:** This definition includes all human participants in the healthcare system; i.e., individual, family, group, or community. The person is a unique holistic being with physical, emotional, intellectual, social, spiritual, and environmental needs. These needs, which are common to all human beings regardless of culture, race, or gender, exist throughout a person’s lifespan, and are influenced by levels of health and interaction with the environment.
- **Health:** Health is a dynamic state on a continuum ranging from optimal health or wellness to health problems to death. Optimum health is a state of balance of the physical, emotional, social, spiritual, environmental, and intellectual components of the person. Health reflects the person’s ability to meet basic needs as well as adapt to internal and external environmental changes to maintain equilibrium. When the person is unable to cope or adapt, needs are unmet and deviations in equilibrium result in health problems or death. Health varies with developmental stages and at times there is a great risk for disequilibrium in the person’s health. Therefore, knowledge of growth and development is used in planning care.
- **Environment:** The term environment encompasses factors, internal and external, that interacts with the person to affect health. The components of the environment are psychological, socio-cultural, cognitive and spiritual.
- **Critical Thinking:** Critical thinking in nursing is an essential component of professional accountability and quality nursing care. Critical thinkers in nursing exhibit these habits of the mind: confidence, contextual perspectives, creativity, flexibility, inquisitiveness, intellectual integrity, intuition, open-mindedness, perseverance and reflection. Critical thinkers in nursing practice possess the cognitive skills of analyzing, applying standards, discriminating, information seeking, logical reasoning, predicting and transforming knowledge.
- **Communication:** Communication is essential to collaborative practice and positive patient outcomes. Communication occurs through nonverbal, verbal, and /or written means. It “...is a dynamic, reciprocal process of sending and receiving messages. As such communication forms the basis of sharing meaning, expressing needs, and building effective working relationship among individuals, families, and the healthcare team” (Treas & Wilkinson, pages 463 - 464).
- **Caring:** Caring is a process that involves empathetic, compassionate interactions and behaviors that provide meaning to nursing actions. It includes those assistive, supportive, or facilitative acts that demonstrate concern toward another individual or group with evident or anticipated needs. The goal is to ameliorate or improve a human condition or life way.
- **Diversity:** Diversity can be defined as the variety of patterns of living that one chooses. These patterns are based on ethnicity, race, religion, age, gender, sexual orientation, geographical influence, economic status, and physical and mental abilities. Competence in caring for diverse populations requires the ongoing seeking of knowledge and skills in order to create positive health outcomes.

- **Quality Improvement:** The quality improvement process involves the use of data to monitor the outcomes of care practice. Design and testing of changes is implemented in order to continuously improve the quality and safety of health care systems.
- **Leadership:** According to the American Association of Colleges of Nursing (AACN, October 2013), the clinical nurse leader (CNL) “is not one of administration or management. The CNL assumes accountability for patient-care outcomes through the assimilation and application of evidence-based information to design, implement, and evaluate patient-care processes and models of care delivery. The CNL is a provider and manager of care at the point of care to individuals and cohorts of patients anywhere healthcare is delivered.” The role of leadership encompasses the delegation to and supervision of individuals who assist the registered professional nurse in implementing the plan of care.
- **Information Management:** Information management is used in the healthcare setting to gather and evaluate data, and make effective decisions regarding patient care. This includes data related to inter-professional communication; research and research methodologies; and the design, development and implementation of information technologies (AMIA, n.d.). Methods to develop information management skills include: review of the patient health record, review and application of nursing and allied health research, development of plans of nursing care, documentation of care provided, and use of simulation in practice of clinical judgment and psychomotor skills.
- **Professionalism:** Professionalism includes striving for an elevated status of an occupation. Traits of professionalism include: achievement of a well-defined body of specific knowledge, dedication to a service orientation, recognition as an autonomous, credible source, commitment to a code of ethics, development of standards, and participation in ongoing research. Professionalism is demonstrated in nursing as a scholarly discipline, with academic qualifications, licensure, and standards of care. Nursing strives for professionalism through evidence-based practice, research, and publication.

### **Core Values of the Nursing Program**

From this conceptual framework springs four core values that form the basis for the educational environment at SUNY Sullivan. Faculty, staff, and students incorporate these values throughout the learning process.

- **Truth:** Individuals within the nursing program will remain faithful to fact and reality in all aspects of education and clinical practice.
- **Human Dignity:** Individuals within the nursing program will promote endeavors to respect the inherent worth and uniqueness of individuals and populations; respecting all clients and colleagues within the sphere of interpersonal interaction.
- **Altruism:** Individuals within the nursing program will demonstrate caring behaviors and interactions related to concern for the welfare and well-being of clients, families, colleagues and other health care professionals.
- **Integrity:** Individuals within the nursing program will act in accordance with the Code of Ethics for Nursing and accepted standards of practice. The professional practice of the faculty members and students will reflect honesty and accountability in the provision of care based on accepted ethical-legal framework.

## **Graduate Outcomes**

The Graduate Outcomes are based on established professional standards, guidelines and competencies as well as the conceptual framework of the SUNY Sullivan Nursing Program.

Upon graduation from the program, students will:

- **Critical Thinking:** Utilize critical thinking skills and nursing judgement in the application of the nursing process to provide safe, quality care.
- **Communication:** Communicate effectively, utilizing verbal and non-verbal expression, written documentation, and electronic technology.
- **Caring:** Incorporate empathetic, compassionate, caring interactions and behaviors, to promote human flourishing.
- **Diversity:** Provide nursing care that encompasses sensitivity to culturally diverse clients across the lifespan.
- **Quality Improvement:** Utilize data to ensure quality improvement and support of evidence based practice.
- **Leadership:** Demonstrate basic delegation and leadership management skills.
- **Information Management:** Discuss and utilize information systems in the healthcare environment.
- **Professionalism:** Demonstrate professional and ethical behaviors in accordance with the American Nurses Association's Standards of Care and Standards of Professional Performance.

## **ADN Program Performance Outcomes**

The Nursing faculty conducts a systematic plan of evaluation of the Nursing program. This is a continuing activity involving input from faculty and staff from nursing, science, English, psychology, our community affiliates, and the nursing students. Assessment methods are varied. Failure to meet the performance outcomes results in critical discussion and review and adjustments to the curriculum and delivery of instruction are implemented. Levels of achievement for the Nursing Program are as follows:

### **Performance on State Licensure Exam**

- The ADN program will achieve NCLEX-RN (licensing exam) pass rates at the national average or above.

### **Program Completion**

- The ADN program will have at least 75% of current students graduate from the program within three years from admission to the program major.

### **Program Satisfaction**

- Alumni Survey – 78% of students will express program satisfaction
- Current Students- 78% of students will express program satisfaction (administered to students in their 1<sup>st</sup> and 3<sup>rd</sup> semester of the program)
- Graduating Students 78% of students will express program satisfaction (administered to students in the last week of the final semester of the associate degree nursing program).
- Employer-78% of employers will agree that SUNY Sullivan graduates are prepared to successfully function in the workplace.

### III. NURSING FACULTY AND ADMINISTRATIVE ROLES AND RESPONSIBILITIES

#### **Teaching and Learning**

The ADN faculty at SUNY Sullivan believes in instructor-guided and student self-directed learning. They consider the primary roles of faculty to be those of teacher, facilitator, evaluator, advisor, and resource person. Faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the program outcomes needed for entry into novice nursing practice. The nursing faculty strives to organize education experiences in a logical sequence that promotes continuity and to adopt strategies to support multisensory learning, cooperative learning, and constructive evaluative methodologies.

Faculty value a caring environment for students which promotes flexible, accessible educational experiences for a diverse student body. Adult learning principles are used in all interactions with students providing self-directed, purposeful learning respectful of the knowledge and experience students bring to the educational environment. The goal is to empower learners with mentoring and guidance, allowing both autonomy and responsibility in learning experiences.

The instructional process is a triad of lecture, nursing laboratory and clinical practicum. Lecture is the primary approach to theory instruction. The laboratory setting allows students to practice their psychomotor and dosage calculation skills prior to performing of these skills in the clinical setting. After supervised practice, students may subsequently perform the skills in the clinical setting with faculty guidance.

#### **SUNY Sullivan's Nursing Program Faculty and Staff**

- Chairperson of Health, Safety and Wellness

The Chairperson is responsible for the overall administration of the Division of Health, Safety and Wellness. In doing so, he/she is administratively responsible for resource acquisition and allocation, and student enrollment management. The Chairperson also participates in planning/scheduling of learning experiences and hiring/evaluating faculty.

- Director of Nursing

The Director is responsible for overseeing all aspects of the Associate Degree Nursing Program, advising students, serving on committees and teaching nursing courses. The Director represents the Nursing program within the college community and the community at large.

- Full- Time Faculty Members

Full time faculty members have offices on campus and maintain office hours. Full-time faculty develop curriculum, program policy and program evaluation. They routinely are the faculty of record for the course and its facets of instruction. They provide student instruction, evaluation and work closely with the Director of Nursing. Full-time faculty members have student advising responsibilities, program committee responsibilities, and college wide committee responsibilities. They can be contacted via email, phone, or in person by appointment.

- Part-time Faculty Members

Part-time faculty members can teach in lecture, lab, and/or clinical. They also participate in the evaluation of student skill competencies. They work with the full-time faculty to assist students with academic success. Part-time faculty members attend monthly Nursing faculty meetings and have access to the part time faculty office. They have a college email account.

- Clinical Faculty Members

Clinical faculty members can be full-time or part-time faculty. They are responsible for clinical instruction, clinical evaluation, and the evaluation of written assignments, presentations and skill competency. They work in tandem with the Faculty of Record for the course to promote consistency in clinical instruction and evaluation.

- Instructional Assistant

The Instructional Assistant is hired by the Search Committee under the direction of the Chairperson of Health, Safety and Wellness and/or the Director of Nursing to assist with the Nursing Skills Laboratory daily operations. The IA staffs the lab during open lab hours and reinforces instruction given by lab or clinical faculty. Students who need more than reinforcement of a clinical skill must seek instructional support from an instructor that teaches in the nursing lab or a full time faculty member.

- Academic Advisor

All students are assigned an advisor within the Program. The advisor supports student progress throughout the two-year program. Students schedule appointments with the advisor to review academic progress. Students are required to meet with their advisor a minimum of once each semester.

**Dianne M. Czahor, Ed.M., C.E.K.G.T.**  
Ph.D.-S – Trident University International  
Ed.M – SUNY Buffalo  
BA – Empire State College  
AAS – SUNY Sullivan  
AA – SUNY Orange

*Chairperson of Health, Safety and Wellness*

**Harriet Koral, MSN, RNC**  
MS – SUNY New Paltz  
B.A. – Psychology – Oberlin College  
AAS – Ulster County Community College

*Director of Nursing  
1<sup>st</sup> Year Lead Instructor*

**Jennifer Hogan, MS, RN**

*2<sup>nd</sup> Year Lead Instructor*

MS – Walden University  
BFA – School of Visual Arts  
AAS – SUNY Orange

**Dorothy Valesse, MSN Ed., RN, CEN**  
MS – Western Governors University  
BS - Western Governors University  
Diploma – Englewood Hospital School of Nursing

*Lead Instructor of the Skills Laboratory*

**Charlotte Sheehan, MPH, RN**  
MPH – New York Medical College  
BS – Dominican College  
Diploma – Misericordia School of Nursing

*Adjunct Faculty*

**Dale Touw, MSN, BSN, R.N.**  
MSN – Excelsior College of Albany  
BSN – University of New York at Oneonta  
AAS – Rockland Community College

*Adjunct Faculty*

**Nancy Fraley, BS, RN**  
BS – SUNY College of Technology  
AAS – SUNY Orange

*Instructional Assistant*

**Tina Ross**  
AS – Spencerian Business College

*Division Secretary*

IV. CURRICULUM AND COURSE OF PROGRESSION

**Registration of Curriculum**

The Sullivan County Community College Nursing Program is registered with the New York State Education Department (NYSED) by the State University of New York (SUNY) and appears in the Inventory of Registered Programs. Enrollment in other than a registered curriculum may jeopardize a student’s eligibility for certain student aid awards.

Code: SUNY SULLIVAN Code  
 CIP: Classification of Instructional Programs (CIP) codes used by the Federal Government  
 HEGIS: NYS Higher Education General Information Survey (HEGIS) codes used by the NYSED  
 NYSED: NY State Education Department Registration Number

<b>Program Name</b>	<b>Award</b>	<b>Code</b>	<b>HEGIS</b>	<b>CIP</b>	<b>NYSED</b>
Nursing	AAS	NU	5208.10	51.1601	85021
AAS	NU	5208.10	51.3801	85021	

The emphasis of the curriculum is on direct patient care in the preparation of students for the three interrelated roles which are defined for the graduates of the Associate Degree program as provider of care, manager of care, and member within the discipline of nursing. Through the study of the Humanities, Natural and Social Sciences, and Nursing, students will gain an understanding of the value of individuals and their contributions to society. Learning experiences are planned in accordance with the philosophy of SUNY Sullivan. ADN courses are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts. Each course in the SUNY Sullivan and ADN sequence has learning objectives designed to assist the student in meeting the requirements of each course. Students must complete a total of 64 - 65 credit hours to meet the requirements of the SUNY Sullivan ADN program.

## **Nursing Course Descriptions for AAS Degree Program**

### **NUR 1001 Fundamentals of Nursing, 8 credits**

This course provides the student with content basic to nursing practice. The nursing process is presented as the foundation for nursing practice. The first part of the course emphasizes the assessment phase of the nursing process using Maslow's Hierarchy of Needs. The later part of the course focuses on the remaining steps of the nursing process and established protocols directed primarily toward the aged in the chronic care setting. Concepts of growth and development as it relates to the nursing process are presented with emphasis on the older adult. The role of the Associate Degree Nurse, as a provider of care and as a member within the discipline of nursing, is also introduced. Basic nursing skills are taught in the campus laboratory. Clinical laboratory experience is provided in long-term health care agencies. Pre-requisites: SCI 1124 Principles of Biology, SCI 1204 Chemistry for the Health Sciences, Math 1005 Intermediate Algebra Co-requisites PSY 1500 General Psychology, SCI 2124 Human Anatomy & Physiology I and NUR 1015 Clinical Calculations.

### **NUR 1010 Commonalities in Nursing Care, 8 credits**

This course provides the student with content needed to focus on the childbearing process and wellness of the family throughout the life cycle. Care of the well and hospitalized child and family are introduced. Adverse outcomes of pregnancy and birth are presented. Students apply the nursing process in the care of peri-surgical patients; those with endocrine disorders, including diabetes mellitus; reproductive health; fluid and electrolyte; acid/base; and oncologic disorders. The role of the associate degree nurse as a provider of care is discussed as patient-centered and is reflected through a collaborative approach involving the patient, the family, and members of the health care team. The concepts of the teaching/learning process are presented to provide the student with the tools to promote adaptation throughout the life cycle. Basic nursing skills are taught in the campus laboratory. Clinical laboratory experience is provided in acute and non-acute health care settings with pediatric and adults clients. Students must have earned a grade of 75% or better in NUR 1001 and a "C" or better in all pre-requisites. Pre-requisites: NUR 1001 Fundamentals of Nursing, PSY 1500 General Psychology, and SCI 2124 Human Anatomy & Physiology I. Co-requisites: PSY 2510 Developmental Psychology, and SCI 2126 Human Anatomy & Physiology II

**NUR 1015 Clinical Calculations**, This course prepares students to safely perform the preparation and administration of medications in complex and diverse clinical situations using dimensional analysis. Students learn abbreviations and terms used for drug preparation and administration of oral, parenteral and intravenous medications including those that are titrated to maintain blood pressure, heart rate and other specific parameters. Co-requisite: NUR 1001: Fundamentals of Nursing.

### **NUR 2020 Health Problems throughout the Life Cycle I, 8 credits**

This course provides the student with content needed to assess the individual for health illness alterations throughout the life cycle. The concept of nurse as teacher is further developed. The nursing process provides the framework for practice and the ability to promote client's adaptation within a therapeutic environment. The role of the associate degree nurse, as a provider of care and member within the discipline of nursing, is further developed. Health alterations in the psychological, respiratory, cardiovascular, neurologic, and musculoskeletal health are explored in depth. Advanced nursing skills are taught in the campus laboratory. Clinical laboratory experience is provided in the mental health and acute-care settings. Students must have earned a grade of 75% or better in NUR 1010 and a "C" or better in all pre-requisites. Pre-requisites: NUR 1010 Commonalities of Nursing, PSY 2510 Developmental Psychology, and SCI 2126 Human Anatomy & Physiology II. Co-requisites: SOC 1600 Introduction to Sociology and SCI 2113 Microbiology

### **NUR 2030 Health Problems throughout the Life Cycle II, 8 credits**

This course provides the student with content to assess the individual for health illness alterations across the life cycle. The nursing process provides the framework for identifying stressors and promotion of adaptation in the therapeutic environment. The three interrelated roles of as provider of care, manager of care and member within the discipline of nursing are further developed to prepare the Associate Degree Nurse for employment in the emerging health care environment. Emphasis is placed on the role of manager of care and facilitator of adaptation utilizing the nursing process to establish priorities of nursing care for the client who is experiencing health alterations in gastrointestinal/hepato-biliary, renal, immune, hematological, sensory, skin, hair, and nail function. The role of the nurse in emergency care and disaster preparedness is also explored. Advanced nursing skills are reinforced in the campus laboratory. Clinical laboratory experience is provided in the community, long-term and acute-care settings. Students must have earned a grade of 75% or better in NUR 2020 and a "C" or better in all pre-requisites. A grade of "75%" or better in NUR 2030 is required to graduate with an AAS degree in Nursing and for certification to take the National Council Licensure Examination (NCLEX) for Registered Professional Nurse (RN). Pre-requisites: NUR 2020 Health Problems in the Life Cycle II, SOC 1600 Introduction to Sociology, SCI 2113 Microbiology. Co-requisites: NUR 2100 Nursing Issues and Trends, NUR 2050 Pharmacology and the Human Body.

### **NUR 2100 Nursing Issues and Trends, 2 credits**

The role of the technical nurse in beginning staff positions is discussed along with the historical, cultural and socioeconomic forces which influence nursing practice. Employment opportunities, transition from student to graduate nurse, and legal, ethical and contemporary health care issues are explored. Prerequisite: NUR 2020 Health Problems I Seminar, Co-requisite: NUR 2030 Health Problems throughout the life Cycle II.

### **NUR 2050 Pharmacology and the Human Body, 3 credits**

Students study medications to maintain health and/or treat disorders in all stages of human development. Origins of medications and commonly used medications are examined as well as how they are changed, produce effects in the body and their compounds excreted. Students examine toxic side effects and adverse reactions to commonly used medications. Students also learn to calculate medication dosages that are titrated to maintain blood pressure, heart rate, and other specific parameters.

**\*NUR 1001, NUR 1010, NUR 2020, and NUR 2030 have classroom, clinical and laboratory components and students must receive satisfactory grades or evaluations in all three to pass the course.**

### **Liberal Arts Core for AAS Degree Program**

The faculty members of SUNY Sullivan County Community College would like our students to be able to write, speak, think critically, and compute so they have the skills necessary to be productive members of the workforce, participating members of the community and competent advocates for their profession. The emphasis of the curriculum is on direct patient care in the preparation of students for the three interrelated roles which are defined for the graduates of the Associate Degree in Nursing program as provider of care, manager of care, and member within the discipline of nursing. We believe that a broadly based liberal arts core with studies in humanities and biological and social sciences will provide students with an understanding of the value of individuals and their contribution to society. For the Applied Associate of Science (AAS) degree in Nursing, required courses include the following in the Curriculum:

<b>General Credits (27)</b>	<b>Credits</b>
ENG 1001 Composition I	3
HUM/ENG Elective by advisement	3
PSY 1500 General Psychology	3
PSY 2510 Developmental Psychology	3
SOC 1600 Introduction to Sociology	3
SCI 1122 Microbiology	4
SCI 1123 Microbiology Lab	
SCI 2124 Human Anatomy & Physiology I	4
SCI 2125 Human Anatomy & Physiology I Lab	
SCI 2126 Human Anatomy & Physiology II	
SCI 2127 Human Anatomy & Physiology II Lab	<u>4</u>
	<b>Total: 27 Credits</b>

### **Sequencing of Courses in the Nursing Program**

The Nursing courses are sequential and progress from simple to more complex situations, allowing learning to proceed in an orderly systematic fashion. Specialized Content has been integrated throughout each Nursing course. Learning is facilitated through the use of textbooks, online learning resources, web-based learning tools, and an on-campus multi-sensory laboratory. Students benefit from the intense hands-on practice with up-to-date equipment and supplies. The clinical experience is an essential part of each Nursing course which further enables the student to apply theoretical knowledge and technical skills in providing individualized care to one or more clients.

\*See Appendix A for Two Year Sequence of Courses

## V. SUNY SULLIVAN NURSING PROGRAM POLICIES AND PROCEDURES

### **Professional Conduct**

According to the American Nurses Association (ANA) Code of Ethics, the nurse “has a responsibility to implement and maintain standards of professional nursing practice.” (Treas & Wilkinson, page 126) Furthermore, “nurses are responsible for promoting and protecting health, safety, and rights of patients (page 865).” Nursing students are expected to demonstrate professional and ethical behavior throughout the entire educational program, on campus, as well as in the clinical setting. The following behaviors exemplify professional conduct:

- Communicate in a professional, positive, tactful manner with clients, health care professionals and other persons.
- Project a well-groomed, neat, professional appearance.
- Maintain confidentiality of client information
- Perform accurately and quickly in clinical situations often under stressful and changing conditions while maintaining efficiency and organization.
- Exercise independent judgment and logical thinking in the performance of duties.

### **Required Health Documentation**

- Students accepted in the Nursing Program must submit a complete physical examination report (provided by the department) and proof of immunization (and/or titers) as required by the Public Health Law as part of their contractual obligations with health care facilities.
- Completed physical examination forms must be submitted to the nursing office prior to the fall semester each year. Students must submit physical forms by August 1<sup>st</sup>. Lab reports must be included with the physical form.
- The following Immunizations and Laboratory Tests are required (\*read below for exceptions)

#### **Immunizations**

- Measles, Mumps, Rubella (Waived if birth date prior to 1957)
- Polio (Waived if birth date prior to 1957)
- Varicella (Waived if birth date prior to 1957)
- Diphtheria / Tetanus (within 10 years)
- Hepatitis B Vaccine\*
- Influenza Vaccine \*

#### **Laboratory Tests Required**

- PPD (Tuberculin Test)
- Serological titers to Measles, Mumps, Rubella, and Varicella

\*Many health care organizations require students practicing in their agencies to receive the Hepatitis B vaccination or sign a declination statement as a condition of practicing in the facility. The Hepatitis B Vaccination is a safe and effective method of preventing Hepatitis B infection (Department of Health).

\*Currently all of the health care facilities we utilize are requiring that students received the influenza vaccination or else they are required to wear a mask at all times while in the facility

- After submitting the completed health form, a student’s health status changes, it is the responsibility of the student to notify the Nursing Program of the change. The student may be required to have a note from the healthcare provider to continue to attend lecture, lab and clinical with no restrictions. If the program is not notified of any change, the student may be unable to progress and could receive a grade of “F”.

## **Other Requirements related to Clinical Practice at the Healthcare Facilities**

- Students are also required to submit current Healthcare Provider CPR, Background Check and Drug Screening, and obtain Malpractice Insurance.
  - All Nursing students must have a current CPR Certification for Healthcare Providers prior to enrollment in any NUR nursing course. Adult, child and infant required. Certification must be maintained throughout the course of study.
  - Students, including Licensed Practical Nurses, are required to carry individual student malpractice insurance for their own protection in a compliance with contractual agreements with affiliating agencies. A copy of the malpractice insurance must be on file in the Nursing program office prior to beginning of nursing courses and the insurance must be maintained throughout the course of study.
  - All students accepted to the SUNY Sullivan Nursing Program must complete a criminal background check and drug screening in order to meet clinical agency standards. Students will be given the information necessary to complete these requirements. Results will be sent only to the student and the Director of Nursing. This information is kept strictly confidential. In order to remain in the nursing program, the standards for the clinical agency placement must be met to maintain enrollment in the SUNY Sullivan Nursing Program. An additional background check may be required for students attending clinical rotations in the Mental Health setting.
- Nursing students are to abide by the same laws as health facility employees which state, “No person is employed unless he/she is free from a health impairment which is a potential risk to the clients or which might interfere with the employee’s performance of his/her duties, including habituation or addiction to depressants, stimulants, narcotics, alcohol, or other substances that may alter behavior.” In addition, applicants accepted to the Nursing Program, need to be able to maintain emotion stability, accept responsibility and be accountable for one’s own actions.
- The hospitals of the Greater Hudson Valley Health System (GHVHS) include Orange Regional Medical Center (ORMC) and Catskill Regional Medical Center (CRMC) require that credentialing information be entered electronically through a database supported by SYMPLR. Students will pay the cost of this service and bear the responsibility for uploaded the required documentation.

\* See the College Catalog for Notice of Privacy Policy @ [http://sunysullivan.edu/files/privacy-policy\\_001.pdf](http://sunysullivan.edu/files/privacy-policy_001.pdf) “Health information is strictly confidential and should never be disclosed, nor confirmed to anyone who is not specifically authorized under law or College policy to receive the information.”

## **Skills and Abilities**

The following skills and abilities are listed so that students may be able to understand the rigors encountered for successful completion of the Nursing Program. Students, who are unsure if they can perform these skills and abilities, or know they need help in meeting them, should contact the Department of Learning and Student Development to discuss the use of accommodations and/or auxiliary aids. Free of charge

Students of the Nursing program are expected to present evidence of the following functions for safe nursing practice in the Nursing program.

### **Psychomotor Ability:**

- Move freely to perform safe client care utilizing dexterity, gross and fine motor skills. Examples include but are not limited to the ability to stand, walk, pull, lift a minimum weight of 30 lbs., bend, push, carry, hold grasp without assistance.
- Move efficiently enough to meet the need of several clients in a timely manner.
- Function in a manner that does not place clients and/or persons in jeopardy.

### **Perceptual Ability**

- Possess clarity of vision correctable to 20 inches or less for near vision and 20 feet or more for far vision.
- Hear verbal communication as well as sounds that indicate changes in a person's condition. Examples include but are not limited to breathing sounds, heart sounds, heartbeat, blood pressure and mechanical alarms.
- Possess sufficient sense of touch to determine a person's condition. Examples include but are not limited to feeling changes in skin temperature and pulse.

### **Cognitive Ability:**

- Successfully complete the requisite courses of the Nursing Program.
- Learn, assess, measure, analyze, evaluate and anticipate/recognize/solve problems.

### **Communication Skills:**

- All students enrolled in the program are expected to demonstrate skill in reading, speaking, and writing so they may clearly, correctly, and effectively communicate as a member of a healthcare team.
- Speak to clients and the health care team utilizing understandable English.
- Read, write and understand English.
- Use English language to write legibly, thoroughly, concisely, and approximately.
- Follow written and verbal direction.
- Examples include but are not limited to responding to a physician's order in a timely manner, reading and recording information in a legal record, directing assistive personnel to meet clients' needs.
- Possess a basic level of familiarity with the use of computers for word processing, electronic communications, and the Internet.

### **Computation Skills:**

- Preparation and administration of medications requires an ability to accurately and quickly compute dosage calculations. Weakness in application of the four basic mathematical operations (addition, subtraction, multiplication, and division) especially as applied to fractions and decimals should be remedied prior to starting the program.

### **Psychological Stability:**

- The ability to remain calm and professionally focused when faced with pressure or a stressful situation.

## **Travel Requirement**

Nursing courses require that students travel to a variety of clinical facilities. Responsibility for travel to and from the clinical facilities must be assumed by the student. Clinical experiences may be offered days or evenings depending on clinical facility/faculty availability.

## **Uniform, Book and Supply Requirements**

Students are responsible for purchasing textbooks, uniforms and other related materials required for class, lab and clinical.

### **Required supplies for the Nursing Program include (costs are approximate):**

- Uniforms have been selected by the program and are available at SUNY Sullivan Bookstore (\$15.00 for Snap-on Scrub Tunic, \$11.00 for pull over Scrub Tunic, Scrub pants are \$25.00).
- Students are required to place a patch with the Nursing Program on the left upper sleeve of their uniform. These are also available at the SUNY Sullivan Bookstore (\$7.00).
- Nursing text books (\$300.00 for the first semester).
- SIMChart (6 months \$80.95, 1 year \$139.00)
- Registration with SYMPLAR for clinical clearance (\$69.00)
- Watch with second hand (\$35.00).
- Bandage scissors (\$10.00).
- Penlight (\$6.00).
- Name pin (\$7.99)
- Eye goggles (\$7.00)
- Stethoscope (\$30.00)
- Professional white nursing shoes (\$50.00)
- An electronic tablet device (\$600.00)

## **Attendance Policy**

The faculty at SUNY Sullivan is committed to facilitating success and learning of the students they prepare for a career as a registered professional nurse. In a professional program, attendance is expected at all classes, labs, and clinical. Full participation in all learning activities is necessary for developing the knowledge base and necessary skills to function on a professional level. As in all professional circumstances, unprofessional behavior such as absence and tardiness will have an effect on the final evaluation of your academic and clinical performance. Absence and tardiness policies are outlined in detail in the following classroom, laboratory, and clinical portions of this handbook and in the Course Outlines. (see Appendix B)

## **Academic Integrity**

Nursing students are expected to demonstrate professional and ethical behavior throughout the entire educational program as well as in the clinical setting. Students must conduct themselves in a professional manner as to reflect favorably upon themselves and the program they represent. Students are expected to assume responsibility for their actions and will be held accountable for them. If at any time a student behaves in a manner which is inappropriate, unprofessional, disrespectful, argumentative, or endangers the health or safety of fellow students, instructors, clients and/or the health care team, they will be disciplined for unprofessional conduct:

Expected behaviors include but are not limited to:

- Honesty
- Confidentiality
- Accountability
- Professional, moral and ethical behavior

Examples of Behavior Misconduct include but are not limited to:

- Academic dishonesty or cheating in any form
- Breach of honesty
- Copying work of another
- Allowing another student to copy from one's own work.
- Reporting you have performed care when you have not
- Knowingly misrepresent client information.
- Student substance use/abuse
- Sexual harassment/misconduct
- Clinical misconduct
- Fraudulent documentation
- Breaches in client confidentiality
- Misrepresenting client status

### **Plagiarism**

Plagiarism is the use of another's words or ideas without giving proper credit. Plagiarism or other acts of academic dishonesty will not be tolerated. Violations of the code of student conduct must be reported to the Chair of the Division, and disciplinary action will be taken. If the act is discovered after the semester has ended, action may still be taken with a grade change. Unless the instructor authorizes otherwise, all assignments must be original work created for this specific class.

Students who commit acts of academic dishonesty will be penalized in the following capacity: First infraction will result in a score of 0 for the assignment; a second infraction will result in a grade of "F" for the course.

### **Use of Electronic Devices**

- Students are permitted to use laptops, tablets, and smart phones for note-taking and class assignments only.
- Cell phones are not permitted in patient-care areas, must be turned off or on vibrate during lectures and labs, and must be put away during all quizzes and exams.
- Texting during class is strictly prohibited.
- Leaving class/lab to use a cell phone is not allowed. Exceptions may be granted through prior arrangement with instructor before class.
  - Students violating these rules will be instructed to leave the class, lab or clinical and will be given an absence for the day.

## **Social Media Policy**

SUNY Sullivan recognizes that social media sites like Face Book, Twitter, You Tube and others have become important communication tools for students. The Nursing Program supports the use of social media in personal/non-school contexts. In order to maintain professionalism, correspondence between students and faculty/staff are to be conducted with SULLIMail or Blackboard, college-sanctioned communication channels. Any official correspondence or activity conducted outside these channels are not endorsed by the SUNY Sullivan.

If you identify yourself as a SUNY Sullivan nursing student online, it should be clear that any views you express are not necessarily those of the institution. In the event that opposing views arise on a social media feed, exercise professional judgement. The Nursing Program does not tolerate content from students that is defamatory, harassing, libelous or inhospitable to a reasonable academic environment. Social media may be used to investigate student behavior.

## **HIPAA and FERPA Guidelines**

As a student, you may encounter confidential information within the college or within the patient care environment during clinical rotations. Consistent with the Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA) guidelines students must refrain from using patients' name and/or (any identifier including initials, hospitals name, etc.) and personal health information in any way;

- Disclosing confidential information about the college, its employees, its students, or patients cared for in the health care agencies.
- Stating personal opinions as being endorsed by SUNY Sullivan.

## **Behavioral Action Plan**

Students who are identified as violating any of the foregoing requirements incur severe academic penalty, which may include failure of the course or dismissal from program. Failure of students to consistently demonstrate professional behaviors will result in the following actions:

- First occurrence – a verbal conference with appropriate faculty member that outlines the behavior demonstrated, why it is an inappropriate behavior, and the consequences of further unprofessional behaviors being exhibited. A written report will be completed with a copy for the student, faculty member, and original to the nursing department chair.
- Second occurrence – a verbal conference with the appropriate faculty member that outlines the behavior demonstrated, why it is an inappropriate behavior, and the consequences of further unprofessional behaviors being exhibited. A written behavioral action plan will be completed with a copy for the student, faculty member, and original to nursing department chair. Included will be a written warning from the nursing department chairperson stating that another occurrence of unprofessional behavior being demonstrated will result in dismissal from the program.
- Third – occurrence dismissal from the program, as all courses have a student learning outcome of professionalism.

### **Reasonable Accommodation**

Reasonable accommodation is a modification or adjustment that enables an otherwise qualified individual with a disability to have the opportunity to attain the same level of performance or to enjoy equal benefits and privileges that are available to a similarly situated individual without a disability. A reasonable accommodation is defined on a case by case basis and must take into consideration the specific abilities and functional limitations of the individual and specific functional requirements of the Nursing Program. Reasonable accommodations are directed toward providing an equal education and/or employment opportunity for the disabled individual while providing for the safety of the individual, the client, personnel and the educational/clinical agency.

### **Grievance Procedure for Students Appealing Grades**

All students in the Nursing Program are encouraged to discuss concerns regarding grades with their instructor. If unresolved, students can make an appointment with the Director of Nursing and/or Division Chairperson. If the grade is still upheld, students may appeal to the Committee on the Standing of Students and Academic Appeal.

The Committee on the Standing of Students and Academic appeal (hereafter referred to as the Committee) handles appeals regarding a course grade, appeals of dismissals for academic reasons, and withdrawal of federal financial aid due to unsatisfactory progress. Appeal procedures and forms can be found at: <http://sunysullivan.edu/academic-appeal/>

In the case of appeals of student dismissals or withdrawal of federal financial aid due to unsatisfactory progress, the decision of the Committee is final. The Committee will transmit its decision to the Vice President for Academic and Student Affairs, the Dean of Student Development Services, the Office of Registration Services, and the student. If the student's appeal is successful, he/she should contact an academic advisor to select courses for the upcoming semester and register.

In the case of a final grade received prior to the end of the semester as a result of violating a class attendance policy, the Committee will consult with the faculty member concerned to determine if the student may be allowed to continue with the coursework until such time as the grievance can be heard. (Exception: Students withdrawn from a Nursing course due to violation of the attendance policy will not be permitted to continue with their Nursing coursework as specified under this clause.)

## VI. STRATEGIES FOR SUCCESS AND OPPORTUNITIES FOR INVOLVEMENT

The program is designed to be completed in two years. However, many students elect to take general education courses first, extending the length of education to three or more years.

It is expected that students will be pro-active in their own learning process. Students are encouraged to meet with their instructor and/or their Nursing Advisor, for clarification of the responsibilities, commitments and strategies needed for successful completion of an ADN degree. Following are some of the key considerations:

### **Tools for Success**

- **Home commitments:** It is demanding to meet the needs of a family while carrying a full college schedule. Make sure your family understands the commitment you are making towards success in the program.
- **Work commitments:** Work requirements may interfere with a student's success. Heavy work schedules may make academic success difficult. Many students find it necessary to reduce their hours at work while in the program.
- **Studying:** College courses are time-demanding commitments. Generally, one should plan for at least two hours of study time for each hour of class. Nursing and science course may also have a lab component.
- **Counseling/Advising:** Counselors/Advisors are available to assist student who have identified special academic or personal needs. Make an appointment with your Nursing Advisor or contact the Center for Student Learning and Development Services for additional information. The Center is open Monday thru Friday from 8:30 am to 5 pm. For further information you can contact the center at 845.434.5750 ext. 4242 or ext. 4462.
  - **Communication skills:** Therefore, it is urged that weakness in communication skills be remedied before admission to the program. The staff in Center for Student Learning and Development Services is also available for tutoring services in communication skills.
  - **Computation skills:** The staff is the Center for Student Learning and Development Services is also available to for tutoring services in computations skills.
  - **Nursing Tutor:** A graduate of our Nursing program is available for tutoring. His hours are posted outside the Nursing office.

### **Participation in Governance**

Student representatives are elected by their classmates each semester to attend Nursing faculty meetings. The students are to represent their classmates at faculty meeting and assist the faculty with overall program development and evaluation. Areas of concern in relation to teaching learning activities and clinical issues are addressed. In addition, a nursing student is elected and serves on the SUNY Sullivan Student Government Association for the academic year.

### **SUNY Sullivan Nursing Club**

Nursing Club is open to all pre-nursing and nursing students. Officers will be elected by the Nursing Club members. The club serves as an introduction to membership and involvement in professional organizations. Nursing Club facilitates fund raising for educational experiences, community outreach and sponsoring students to participate in charitable organizations. Nation Student Nurses Association membership is encouraged.

## VI. CLASSROOM POLICIES AND PROCEDURES

\*NUR 1001, NUR 1010, NUR 2020, and NUR 2030 have classroom, clinical and laboratory components and students must receive satisfactory grades or evaluations in all three to pass the course.

### Classroom Grading Policy

The cognitive component of the course will be tested through exams, quizzes, written assignments, and class presentations. The quiz and grade policies are as follows:

- In the event a student is unable to take an exam on the assigned day, or in case of absence, the make-up exam:
  - Will be scheduled at the discretion of the instructor
  - Will be graded no higher than 75% (despite a higher grade achieved on the exam)
- Quizzes will be administered. There will be no makeup of a quiz. A student absent for a quiz will receive a zero.
- Students must be knowledgeable in all areas in which they are tested. Therefore, no quizzes or exam grades will be dropped from the calculation of final grades.

The letter grade and number equivalent for the Nursing Program courses are the same as the college and are as follows:

A	4	93-100	B-	2.67	80-82	D+	1.33	67-69
A-	3.67	90-92	C+	2.33	77-79	D	1	63-66
B+	3.33	87-89	C	2	73-76	D-	0.67	60-62
B	3	83-86	C-	1.67	70-72	F	0	0-59

**\*Course grades will be rounded up for the final grade at the end of each semester.**

### Kaplan Nursing

Kaplan Nursing is a web-based program for students to use in preparation for the NCLEX-RN licensing exam. Students will receive an orientation to Kaplan in first semester are encouraged to use the variety of resources available. Kaplan Integrated Testing is mandatory in all semesters. See the Course Outlines for grading policies.

### Dosage Calculations Competency

- Competency in dosage calculations must be maintained throughout all semesters. Successful completion of dosage calculation competencies is required in each semester of the nursing curriculum.
- Students must achieve 90% mastery on the dosage calculation tests. Failure to achieve 90% mastery in three attempts will constitute dosage calculations competency failure and the student will not be allowed to progress in the course and programs.
- Calculators will be provided. Students may not use smart phones or personal calculators for the test.
- If the student fails the dosage calculation test a second time, they will be permitted to test one additional time. Before the third attempt the student must meet with the Director of the Nursing Department to sign a form acknowledging that this will be their final attempt and that failure to satisfactorily complete the dosage calculation competency on the third attempt will result in a failure and a final "F" for the course. (see Appendix C)

### **Attendance and Tardiness Policy**

As in all professional circumstances, unprofessional behavior such as absence and tardiness will have an effect on the final evaluation of your academic and clinical performance. The following policies detail the consequences of absence and tardiness:

- Students may not be permitted into class once class has started. Tardiness disrupts the learning of other students and students arriving late may not be permitted into the classroom until the break. Three times a student is late will result in a point off the student's final grade.
- Although there are times one may need to be absent, there are consequences. For every three hours a student is absent (from either lecture, lab or clinical), their final grade will be lowered by one point. After 3 hours of absences additional time will be pro-rated. For example, for each 0.5 hours of absence 0.5 points will be deducted from the final grade.
- For excessive hours (18) the student will be withdrawn.
- In the case of unavoidable absence or tardiness, the student must call the instructor, and are then required to sign the "Report of Student Absence/Tardiness" (Appendix D) with a written statement and/or documentation (such as a note from a physician) explaining the reason for the absence or tardiness. A copy will be kept in the student's file.
- When a change in grade will result due to absences/lateness, the student's record will be referred to the nursing department's attendance committee for review.
- Students may be absent from class due to religious observance without penalty. Students should inform their instructor when they anticipate an absence for: religious observance, so that arrangements can be made for make-up assignments, study or work requirements.

### **Retention and Progression**

- A cumulative grade point average of 2.0 or better must be achieved for successful completion of the Nursing program and certification to apply to take the State Board for Nursing Examination for Licensure.
- A final numeric grade of 75% must be achieved to progress in the Nursing program and meet graduation requirements. In the event that a student earns a numerical grade equaling less than 75% (73 or 74), a letter grade of "C" will appear on the student's transcript, but they will not be permitted to progress in the Program or graduate.
- A final grade of "C" must be achieved in all co-requisite courses in order to continue in the Nursing program and meet graduation requirements.
- Students may have no more than one repeat in any co-requisite course.
- Students may have no more than one repeat in any of the Nursing (NUR) courses.

### **Withdrawal Policy**

- Students must be officially withdrawn from a course before the end of the tenth (10<sup>th</sup>) week.
- Students may withdraw from a full semester (15 weeks) course at any time before the end of the tenth (10<sup>th</sup>) week.
- An instructor may withdraw a student from a full semester (15 weeks) course for violation of attendance policies as stated in the course outline at any time before the end of the tenth week.
- In a course that runs for more or less than 15 weeks, the course may be dropped on or before the equivalent of ten (10) weeks of class meetings.
- No "W" grade may be issued after the last day of the tenth (10) week or its equivalent except for extenuating circumstances, and then, only with the approval of the Division Chair.

### **Incomplete Grade**

A grade of 'Incomplete' may be given to a student who, due to extenuating circumstances, cannot complete a course in which he or she is enrolled. An incomplete form must be initiated by the student prior to the end of the semester using the designated college form available from faculty advisers. The student may need to document the particular circumstances to the instructor's satisfaction. The Division Chair must approve the request before an Incomplete may be posted.

The student must complete all outstanding course requirements on a schedule and date set by the instructor, but no later than the end of week ten (10) of the following semester. If the student does not complete the outstanding requirements by the deadline, and the instructor does not submit a chance of grade, the grade of 'F' will be assigned and registered on the student's transcript.

### **Recording Lectures**

Taping of any lecture or lab requires the permission of the instructor(s). Students must obtain permission from individual instructors prior to taping.

### **Policies Regarding High Risk Students Identification**

- **Five-Week Progress Report**

Five-week progress reports identify high-risk students in the cognitive component of the course. The reports are based on at least one quiz and one unit exam. Students whose cumulative grade for the course at that time is less than 75% are encouraged to meet with their instructor to discuss strategies for improvement. (see Appendix D)

- **Skills Laboratory and Clinical**

Students who are not progressing satisfactorily in the clinical and/or college laboratory component will be required to sign a learning contract regarding remediation plans. Students will be notified in writing of the need for remediation. A learning contract is established between faculty and student. It is the student's responsibility to collaborate with faculty regarding progress toward successful completion of the course. (see Appendix D and H)

- **Mid-Semester Grade**

A student who receives an unsatisfactory lecture grade (less than 75%) or an unsatisfactory college laboratory/clinical evaluation at mid-semester will receive a written notice advising additional remediation. It is the clear responsibility of each student to continually monitor their own academic, laboratory and clinical progress. In addition it is the student's responsibility to maintain competence in order to provide safe care to clients. (see Appendix D)

## VIII. NURSING (MULTI) SKILLS LABORATORY POLICIES AND PROCEDURES

### **Purpose**

The purpose of the college laboratory is to give the student an opportunity to learn and practice basic psychomotor nursing skills in a structured setting. Psychomotor skills and clinical decision making are taught and evaluated in the college laboratory and then applied and evaluated in the clinical setting. Testing of psychomotor skill competency will be done in the college laboratory through a variety of formats. A variety of teaching methods will be utilized in the college laboratory: i.e. audio visual devices, videos, computer assisted instruction, and demonstration using nursing laboratory equipment. Simulated clinical situations will also be implemented to help prepare students for the practice of safe nursing care in the hospital and community setting.

### **Skills Laboratory Policies**

- Grading for the laboratory classes are Pass/Fail. A grade of “P” is necessary to progress in the Nursing Courses.
- Any pre-lab assignments must be completed before class and will be shown to the instructor and reviewed in class. The assignments are for the student’s review, and will not be graded but must be done to the best of the student’s ability. Questions related to the assignment will be addressed at the beginning of each lab.
- The student is required to keep their lab guide and procedure checklists or skill check packet in a binder and bring them to lab each week.
- Students are required to arrive on time. Once lab begins entry may not be permitted. If late, the student will be given an absence for that lab.
- Nursing skills are taught in lab: therefore, attendance in lab is important. Students may only be absent from one lab. A subsequent absence will result in a failure in the laboratory which is required for continuation in the program.
- Students who miss a lab are required to schedule a lab make-up with laboratory personnel within one week of the missed lab. Failure to do so may prevent the student from continuing in the program.
- Upon approval and pre-arrangement with the lab instructor, students may attend another lab scheduled for that week, if there is a foreseen absence. There is no penalty imposed for missing the regularly scheduled lab time.
- Due to liability restrictions and the possibility of creating a distracting environment for learning for other students, children are not permitted in Skills Laboratory.
- It is strongly suggested that students spend two hours per week in the lab practicing current and all previously learned skills.

## **Guidelines for Usage of the Skills Laboratory**

- Students are not permitted in lab without a faculty member.
- Children and non-Health, Safety and Wellness students are not permitted in the college lab.
- Students are required to sign in and out when visiting the lab for laboratory practice.
- Personal belongings are to be neatly placed out of the way for the consideration of other students. Students are responsible for their own belongings.
- Eating or drinking is not permitted in the lab.
- Use care with all lab equipment.
- Keeping the lab clean is essential to maximize learning therefore, please return used supplies and equipment back to their proper place when finished with them.
- Use of any pens near a mannequin in the laboratory is strictly, prohibited due to the inability to remove any ball point pen ink from the mannequin.
- Lab hours will be posted on the lab door and explained in your lab classes. Lab hours are continually evaluated. If any changes are necessary, they will be posted. Students are responsible for checking for changes in the lab hours.

## **Evaluation of Skill Performance**

A wide variety of skills are taught in the skills laboratory. Students are responsible for practicing all skills and to perform them with competence in the clinical setting under the guidance of their instructor. Selected skills will be evaluated.

Policies regarding the evaluation of skill performance are as follows:

- **SKILL CHECKS**

A *Skill Check* is defined as performance of learned skill(s) in the presence of an Instructional Assistant or Faculty without assistance from classmate. Skills learned in the multi-sensory lab must be skill checked prior to being evaluated by nursing faculty (Skill Competency)

- Skill checks are to be completed within two weeks of the skill being taught (unless otherwise specified by the lab personnel).
- Peer checks are to be performed and signed for all skills where a skill check is required.
- Peer checks cannot be completed the same day the skill is taught.
- The peer check and skill check cannot be completed on the same day.
- If a student does not successfully complete a skill check, they must complete another peer check prior to being reevaluated.
- Students are allowed three attempts to successfully complete a skill check.
- A student who does not pass a laboratory skill check within the deadline date, is considered unprepared for clinical and will receive a “clinical failure for the day” for the clinical day that follows. If the student receives two clinical failures during a semester, the student is in jeopardy of clinical failure. Before the third attempt the student must meet with the Director of Nursing to sign a form acknowledging that this will be their final attempt and that failure to satisfactorily complete the skill check will result in a failure in clinical and a final “F” for the course. (see Appendix E)

- **SKILL COMPETENCY EVALUATIONS**

A *Skill Competency Evaluation* is defined as demonstration and performance of the client assessment, the psychomotor skill(s) and documentation in A.I.E. format. Skill Competency Evaluations are performed in the presence of Nursing Faculty.

- Skill Competencies are administered every semester. Students will be expected to perform selected skill(s) previously learned in lab.
- Students are required to wear their clinical uniforms to the evaluation.
- Students must also bring a pen, a stethoscope, and watch with second hand (Calculators and Drug Guides will be provided)
- Students must complete the required skill(s) within the allotted time.
- Failure to competently perform the required number of skill/skills will result in referral to the campus multi-sensory laboratory for remediation prior to performing the competency for a second time.
- It is the student's responsibility to practice/remediate learned skills. An appointment can be made with laboratory personnel when student identifies the need for additional remediation. The student will make an appointment on the designated day to repeat the competency.
- It is at the faculty's discretion as to what skill(s) need to be repeated.
- If the student fails the skill competency test, he/she will be permitted to test one additional time. Before the second attempt the student must meet with the Director of Nursing to sign a form acknowledging that this will be their final attempt and that failure to satisfactorily complete the skills competency on the second attempt will result in a failure and a final "F" for the course. (Appendix F)

\*Sign-Up sheets for skill checks and skill competencies will be posted on the bulletin board outside the Skills Laboratory. When signing up for an evaluation of skill performance (skill check or skill competency), read any notes on the sign-up sheet. If you need to change your appointment, do not cross out your name on the schedule, but see a laboratory person to do so. If you are unable to make your assigned appointment time, please call X 4354 to let lab personnel know. A no call, no show will result in a failure of the skill performance.

## IX. CLINICAL POLICIES AND PROCEDURES

The faculty at SUNY Sullivan is committed to facilitating the student's success and learning, as the student prepares for a career as a registered professional nurse. Students in a professional program are expected to attend all clinical classes. Full participation in all learning activities is necessary for developing the knowledge base and skills necessary to function on a professional level. Students will be given a Clinical Packet at the beginning of each semester with the Student Learning Outcomes. Refer to SIMChart for weekly assignments.

### **Absence and Tardiness**

As in all professional circumstances, unprofessional behavior such as absence and tardiness will have an effect on the final evaluation of your academic and clinical performance. The following policies detail the consequences of absence and tardiness:

- Clinical objectives must be met in order to receive a satisfactory clinical evaluation. Attendance is mandatory. Arrangement for clinical make-up is not possible.
- The absence policy for clinical is the same as for the classroom; for every three hours you are absent your final course grade will be lowered by one point.
- Tardiness is defined as arriving to clinical after the designated starting time. If you are more than 15 minutes late to a clinical, you may be marked absent and sent home. Three occasions of tardiness will count as one absence.
- In the case of unavoidable absence or tardiness, the student must call the instructor, and are then required to sign the "Report of Student Absence/Tardiness" with a written statement and/or documentation (such as a note from a physician) explaining the reason for the absence. A copy will be kept in the student's file.
- When a change in grade will result due to absences, the student's record will be referred to the nursing department's attendance committee for review.
- Students may be absent from clinical due to religious observance without penalty. Students should inform their instructor when they anticipate an absence for: religious observance, so that arrangements can be made for make-up assignments, study or work requirements.

## **Professional Behavior in the Clinical Setting**

During all nursing laboratory and clinical practicum experiences, students must provide for and maintain principals of safe nursing practice and to demonstrate professional and ethical behavior in all interactions. Violation of safety principles or unprofessional behavior may result in immediate failure, and administrative withdrawal, and a grade of “F” for the course. The expectations are as follows:

- Students are not allowed in the clinical area without a clinical instructor.
- Students must arrive on time in proper uniform.
- No eating or drinking, except water during pre- or post- conference.
- Students are not to leave the floor without the permission of the clinical instructor.
- Students may take a break at the discretion of the clinical instructor.
- Students should not call the healthcare facility for any reason. Students should call their clinical instructor or the Nursing Office with any clinical concerns.
- Students are not permitted to return to the unit, for any reason, once the clinical instructor has left the clinical site. Under no circumstances should a nursing student return to see the patient they cared for during the clinical hours. If a nursing student visits someone on the unit, for example; a neighbor, friend, or family member they must visit as a member of the community, not as nursing student. They must wear their street clothes. Students may not return to the unit for a visit wearing their SUNY Sullivan Uniform.
- If a student is employed at the clinical facility where they are assigned their clinical rotation they can provide the care to any patient that they are assigned to, but most only provide the care in their scope of practice at the facility; for example, they can't ask the patient for who they provided care during clinical any question to complete their care plan.
- Due to liability restrictions children are not permitted in clinical.

## **Appearance/Uniform**

Students represent both the Nursing Program and the nursing profession when they are in the clinical agencies and in uniform.

- The official uniform is available at the college book store. Students are required to purchase solid hunter green scrub pants and a short sleeve white scrub.
- A SUNY Sullivan Nursing patch must be purchased at the book store and sewn on the left upper arm of the uniform.
- Students are required to wear the SUNY Sullivan uniform with ankle height white socks, white shoes, and a name pin (also purchased at the bookstore).
- Uniforms must be washed, clean, and without wrinkles for each clinical day. The uniform should be worn in clinical only and then washed to maintain infection control. The uniform may not be worn on campus, except for skill competency testing.
- A clean white short sleeved t-shirt may be worn under the uniform. Undergarments that are visible under the uniform (patterned underwear or tee-shirts with logos) are not permitted.
- Footwear should be shoes or sneakers that are clean, white leather, low rubber heel and in good condition. Leather sneakers without writing or added color (no logos) are acceptable. No open back, open toes or clogs.

*Continued next page....*

- Hair must be neat, clean, controlled, and off the collar. Hair should not fall into eyes.
- Beards and mustaches must be neatly trimmed. If no established beards or mustache, face must be cleanly shaven.
- Nails are to fingertip length and clean. Clear nail polish may be worn. Acrylic nails are not permitted.
- Conservative makeup may be worn.
- No perfumes or colognes.
- Residual odor from smoking will not be tolerated.
- A watch with a second hand and plain wedding band (without stones) may be worn.
- One set small post earrings, without stones in lobes is permitted. All other jewelry is prohibited.
- Any visible piercing, including tongue, must be removed before arriving at pre-conference.
- All students must have bandage scissors, a dual head stethoscope, watch with a second hand, penlight, non-erasable black ink pen and small writing pad, and an electronic tablet or smart phone with them each clinical day.
- Tattoos should not be visible.
- No valuables are allowed at clinical. The college and hospitals assume no responsibility for the loss of money, books, or personal articles.

### **Transportation**

Responsibility for travel to and from the clinical facilities must be assumed by the student. All students must be cautioned that the clinical facilities are dispersed throughout Sullivan, Orange, and Ulster counties. It is not always possible for students to be assigned to an area near their home or their area of first choice.

### **Clinical Grading and Evaluation**

The final clinical evaluation is either satisfactory or unsatisfactory. The grade assigned is Satisfactory/S or Unsatisfactory/U. The student must attain a Satisfactory/S in the clinical grade in order to progress in the Nursing Program. The Clinical Evaluation Tool will be distributed to students at the beginning of each rotation and kept by the instructor. Students are evaluated, based on the clinical objectives, on a weekly basis and at the end of each rotation. In order to receive a satisfactory clinical grade, the nursing student is required to attain a satisfactory performance by the end of the semester in each of the clinical objectives listed on the Clinical Evaluation Tool.

Evaluation of clinical objectives is based on the following:

- Direct observation and evaluation by nursing faculty.
- Successful performance of nursing skills learned in the nursing lab.
- Successful completion of assigned nursing process papers.

## Clinical Failure

- An **AUTOMATIC UNSATISFACTORY** is given when the student performs an unsafe act, which could or does cause physical and/or psychological jeopardy to the client.
- A **CLINICAL FAILURE FOR THE DAY** is given when:
  - A student fails to complete a required skill check in the allotted two week period of time.
  - A nursing process paper is not handed in at the designated time.
  - A student does not abide by the clinical appearance/uniform and or behavior policies.
  - A student is not able to satisfactorily perform a skill that they previously demonstrated proficiency in during a skill check or skill competency. The student will be referred back to lab for coaching/remediation. Instructor will complete form (Appendix G) and the student will complete remediation within one week of referral.
  - A student is unable to pass medication at an appropriate proficiency level that meets course outcomes for the course they are currently enrolled.

\*A student who receives an automatic unsatisfactory, or has three clinical days of failure will not be allowed to continue in clinical and will receive an “F” as a final grade for the course.

## X. READMISSION TO THE NURSING PROGRAM

### Students Seeking Readmission to the Nursing Program

- The readmission process deadline is November 1st for the spring semester and March 1st for the fall semester.
- Readmission into the Nursing program requires approval of the Chairperson of the Division of Health, Safety and Wellness and is on a space available basis.

#### **Criteria for students seeking readmission after withdrawal or failure in a nursing course:**

- Submit a request for readmission, in writing, to the Chairperson of the Division of Health, Safety and Wellness. The letter should address factors that will enhance success when repeating a course;
- Complete and submit an application for readmission to the College, if necessary;
- Complete and submit a Nursing program application;
- Indicate the course for which readmission is sought.

#### **In addition to the above, students who have been out of the Program 12 months or more must also:**

- Satisfactorily complete the nursing skills competency for the last nursing course successfully completed;
- Complete clinical calculations competency with 90% mastery
- Achieve a grade of 80% or better on a faculty prepared cumulative written examination for the last Nursing course successfully completed.

Upon meeting the requirements, the returning student may enroll and progress to the next nursing course, on a space available basis.

**A student may repeat only one nursing course (1) time throughout the entire duration of the program. For that reason a student may reapply to the program only once.**

## XI. COMPLETION OF GRADUATION REQUIREMENTS/LICENSING

Upon successful completion of the Associate Degree of Nursing Program requirements, the student will be awarded an Associate of Applied Science (AAS) Degree. The student is then eligible to register for the NCLEX-RN, National Council Licensing examination for Registered Professional Nursing.

Graduation from the Nursing Program does not guarantee RN licensure by the New York State Education Department (NYSED), Office of Professional Licensing Services. If the applicant has criminal charges pending or has been convicted of a felony or misdemeanor, a license may be delayed or denied. The prospective student is encouraged to discuss individual concerns with the Chairperson of the Health, Safety and Wellness Division and/or the Director of Nursing.

### **Requirements for Licensure in the State of New York**

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

- be of good moral character;
- be at least eighteen years of age;
- meet education requirements;
- meet examination requirements; and,
- apply for an RN license with NYSED
- complete NYSED approved child abuse reporting coursework or qualify for an exemption
- complete NYSED approved infection control coursework or qualify for an exemption.

The specific requirements for licensure are contained in Title 8, Article 139, Section 6905 of New York State Education Law and Part 64 of the Regulations of the Commissioner of Education. Additional information and application forms can be found on the Office of the Professions website:

<http://www.op.nysed.gov/prof/nurse/nursing.htm>

### **Examination Requirements:**

To meet the examination requirements for licensure as a registered professional nurse, a graduate of the program must successfully complete the NCLEX examination developed by the National Council of State Boards of Nursing (NCSBN) and administered by Pearson VUE. To qualify to take the NCLEX-RN examination, one must;

- Submit an Application for Licensure (Form1) and the licensure and first registration fee to the New York State Education Department.
- Once the school had verified your education directly to the New York State Education Department, register directly with Pearson VUE to take the NCLEX-RN examination. To register you will need the program code for your nursing education program.
- Additional information can be found on their general web page: <http://vue.com/nclex> or by calling Pearson VUE at 1-866-496-2539.

### **Opportunities for Advanced Degree Study**

Students wishing to pursue their Baccalaureate Degree in Nursing (BS) are advised to make their desire known early to help facilitate transfer to upper division Nursing Programs. Direct transfer agreements are in place for several institutions of upper division education. Students are encouraged to discuss transfer option with their academic advisor or the Career Placement and Transfer Advisor at the Center for Student Learning and Development Services at Extension 4202.

## XI. REFERENCES

American Association of Colleges of Nursing (AACN, October 2013). *Competencies and Curricular Expectations for Clinical Nurse Leader Education and Practice*. Retrieved from <http://www.aacn.nche.edu/publications/white-papers/cnl>

Bickford, C.J., Marion, L. & Gazaway, S. *Nursing: Scope and standards of practice, third edition – 2015*. [PowerPoint Slides]. Retrieved from <http://www.augusta.edu/nursing/cnr/documents/seminar-files/pp8.28.pdf>

Department of Health (DON, July 2013). *DAL:DAL-NH-13-04: Flu Mask Requirements*. Retrieved from [http://www.health.ny.gov/professionals/nursing\\_home\\_administrator/dal\\_nh\\_13-04\\_flu\\_mask\\_requirement.htm](http://www.health.ny.gov/professionals/nursing_home_administrator/dal_nh_13-04_flu_mask_requirement.htm)

Department of Health (DON, October 2010). *Hepatitis B (serum hepatitis)*. Retrieved from [https://www.health.ny.gov/diseases/communicable/hepatitis/hepatitis\\_b/fact\\_sheet.htm](https://www.health.ny.gov/diseases/communicable/hepatitis/hepatitis_b/fact_sheet.htm)

International Council of Nursing (ICN, 2002). *Definition of Nursing*. Retrieved from <http://www.icn.ch/who-we-are/icn-definition-of-nursing/>

The National Organization for Associate Degree Nursing promotes Associate Degree Nursing Position Statement (Purpose of the ADN program). Retrieved from [http://www.aacc.nche.edu/newsevents/Events/convention2/2013virtualltotetabag/Documents/N-OADN\\_2013.pdf](http://www.aacc.nche.edu/newsevents/Events/convention2/2013virtualltotetabag/Documents/N-OADN_2013.pdf)

Treas, L.S. & Wilkinson, J. M. (2014). *Basic nursing: Concepts, skills & reasoning*. Philadelphia, PA: F. A. Davis. The American Medical Informatics Association (AMIA, n.d.) *Nursing Informatics*. Retrieved from <https://www.amia.org/programs/working-groups/nursing-informatics>

## XII. APPENDICES

### Appendix A: Nursing Program Track Sheet

 <p><b>SULLIVAN</b> COUNTY COMMUNITY COLLEGE S · U · N · Y</p>	<b>2016-2017 Contract of Study: Course Requirements &amp; Suggested Sequence</b>	
	<b>Nursing - AAS** - Minimum of 64 Credits</b>	
	<b>Name:</b> _____	<b>ID #:</b> _____
	<b>Address:</b> _____	
	<b>Tel No:</b> (     ) _____	<b>Cell:</b> (     ) _____
<b>Email:</b> _____	<b>Entry:</b> _____	

Code NU	Course #	Course Name	Cr	Term/grade	Notes
<b>Pre-Program Requirements*</b>					
Please see the College catalog for specific pre-program requirements.					
<b>First Semester:</b>					
<input type="checkbox"/>	NUR 1001	Fundamentals of Nursing	8		Offered fall only
<input type="checkbox"/>	NUR 1015	Clinical Calculations	1		Optional - fall only
<input type="checkbox"/>	PSY 1500	General Psychology	3		
<input type="checkbox"/>	SCI 2124	Human Anatomy & Physiology I	4		
<b>Second Semester:</b>			<b>15-16</b>		
<input type="checkbox"/>	ENG 1001	Composition I	3		<b>See Nursing web page</b>
<input type="checkbox"/>	NUR 1010	Commonalities of Nursing Care	8		Offered spring only
<input type="checkbox"/>	PSY 2510	Developmental Psychology	3		
<input type="checkbox"/>	SCI 2126	Human Anatomy & Physiology II	4		
<b>Third Semester:</b>			<b>18</b>		
<input type="checkbox"/>	NUR 2020	Health Problems in Life Cycles I	8		Offered fall only
<input type="checkbox"/>	SOC 1600	Introduction to Sociology	3		
<input type="checkbox"/>	SCI 2113	Microbiology	4		
<b>Fourth Semester:</b>			<b>15</b>		
<input type="checkbox"/>	HUM/ENG/FLA	Elective	3		
<input type="checkbox"/>	NUR 2030	Health Problems in Life Cycles II	8		Offered spring only
<input type="checkbox"/>	NUR 2100	Nursing Issues & Trends	2		Offered spring only
<input type="checkbox"/>	NUR 2050	Pharmacology and the Human Body	3		
<b>GRADUATION</b>		<b>Degree date:</b>	<b>16</b>	<b>Total Credits Earned:</b>	

\* Pre-Program requirements will be reviewed with nursing advisor.

NOTE: See College Catalog for Nursing Program Admissions Requirements and Math Competency requirement.

All AAS degrees require ENG 1001 Composition I, ENG 1301 Fundamentals of Speech, a 4 credit science course with lab and a minimum of 10 additional

Liberal Arts credits from at least two other areas of study. Liberal Arts prefixes: ANT, ECO, ENG, FLA, GEO, HIS, HON, HUM, MAT, POL, , PSY, SCI, and SOC. COM 1305, Intercultural Communication, CPT 1210, Computer Literacy, CPT 1301, Logic and Problem Solving, CRJ 1115, Introduction to Criminal Justice, and THE 1700, Theater History I are also classified as liberal arts.

Exceptionally, Nursing does not require ENG 1301 (Fundamentals of Speech.)

**By signing this contract, I commit myself to study and work until I have successfully completed this program. My advisor acknowledges my commitment and pledges to support my endeavors.**

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Effective Fall 2016

Appendix B: Report of Student Absence/Tardiness

**REPORT OF STUDENT ABSENCE/TARDINESS**

On \_\_\_\_\_ Nursing Student \_\_\_\_\_ (name)

was absent \_\_\_\_\_ tardy: \_\_\_\_\_ minutes on \_\_\_\_\_

for classroom \_\_\_\_\_ college laboratory \_\_\_\_\_ (m/s lab) \_\_\_\_\_ clinical

\_\_\_\_\_

Signature of Instructor

I have reviewed the Attendance Policy set forth in the Nursing Program Student Handbook. I understand that in accordance with college and department policies, faculty member has the prerogative to lower grades or withdraw a student for excessive absence or tardiness.

I further understand that missed laboratory sessions must be made-up within one week. Missed clinical sessions cannot be made-up.

\_\_\_\_\_

Signature of Student

(Students wishing to offer an explanation for their absence or tardiness may do so. However, students must understand that clinical laboratory objectives must be met in order to receive a satisfactory clinical evaluation. Therefore, any clinical or laboratory absence may be considered excessive. A doctor's letter or note may be requested for health related problems.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clinical Calculation Competency Evaluation

Risk for Clinical Failure Letter

Date: \_\_\_\_\_

\_\_\_\_\_ is at risk for clinical failure for having failed to pass the Clinical Calculation Competency for the second time. According the SUNY Sullivan Nursing Student Handbook, “Students must achieve 90% mastery on the dosage calculation tests. Failure to achieve 90% mastery in three attempts will constituent dosage calculations competency failure and the student will not be allowed to progress in the course and programs.” He/She will be given a third and final opportunity to pass the competency.

If the student is unsatisfactory on the the competency, the student will receive a clinical failure for the course: \_\_\_\_\_, and will not be permitted to attend any clinical classes for the rest of the semester.

Faculty Member Signature \_\_\_\_\_

Director Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Test Appointment for:

\_\_\_\_\_ Date/Time

Appendix D: Progress Report

SUNY Sullivan  
Loch Sheldrake, New York 12759

Date \_\_\_\_\_

Dear NUR student: \_\_\_\_\_

This letter is a progress report as to your current standing in the Nursing Program.

**Lecture component**

Quiz grades: \_\_\_\_\_ Unit Exam grades: \_\_\_\_\_

Other grades: \_\_\_\_\_

Lecture tardiness \_\_\_\_\_ Lecture absences : \_\_\_\_\_

**Multi-sensory Lab Component:**

Lab tardiness \_\_\_\_\_ Lab absences : \_\_\_\_\_

**Clinical Component:**

Written Assignments: satisfactory \_\_\_\_\_ needs improvement \_\_\_\_\_ unsatisfactory \_\_\_\_\_

Clinical tardiness: \_\_\_\_\_ Clinical absences : \_\_\_\_\_

Clinical Failures for the Day : \_\_\_\_\_

Adherence to the clinical assignment / professional behavior: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Plan for Remediation** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Instructor Signature \_\_\_\_\_

Appendix E: Risk for Clinical Failure/Skill Check Evaluation

Skill Check Evaluation  
Risk for Clinical Failure Letter

Date: \_\_\_\_\_

\_\_\_\_\_ is at risk for clinical failure for having failed to pass the Skill Check Evaluation for the second time. He/She will be given a third and final opportunity to pass the skill. According the SUNY Sullivan Nursing Student Handbook, "A third skill check failure in any skill will result in a failure for the nursing course."

If the student is unsatisfactory on the third skill attempt, the student will receive a clinical failure for the course: \_\_\_\_\_, and will not be permitted to attend any clinical classes for the rest of the semester.

Faculty Member Signature \_\_\_\_\_

Director Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Test Appointment for:

\_\_\_\_\_ Date/Time

Appendix F: Risk for Clinical Failure/Skill Competency Evaluation

Skill Competency Evaluation  
Risk for Clinical Failure Letter

Date: \_\_\_\_\_

\_\_\_\_\_ is at risk for clinical failure for having failed to pass the Skill Check Evaluation for the second time.

According the SUNY Sullivan Nursing Student Handbook

- If the student fail's the skill competency test, he/she will be permitted to test one additional time.
- Failure to satisfactorily complete the skills competency on the second attempt will result in a failure and a final "F" for the course.

If the student is unsatisfactory on the second attempt, the student will receive a clinical failure for the course: \_\_\_\_\_, and will not be permitted to attend any clinical classes for the rest of the semester.

Faculty Member Signature \_\_\_\_\_

Director Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

Test Appointment for:

\_\_\_\_\_ Date/Time

Appendix G: Referral to College Laboratory  
REFERRAL TO COLLEGE LABORATORY

TO:

FROM:

RE:

DATE:

\_\_\_\_\_

This is to notify you that \_\_\_\_\_

(Name of student)

needs remedial help with \_\_\_\_\_

(Procedure or skill)

Follow up report:

Completed by lab instructor and returned to course instructor.

- \_\_\_\_\_ Completed
- \_\_\_\_\_ Satisfactory
- \_\_\_\_\_ Unsatisfactory
- \_\_\_\_\_ Incomplete
- \_\_\_\_\_ Contact not made by student
- \_\_\_\_\_ Conference with course instructor necessary
- \_\_\_\_\_ Comments

I understand that the above skill remediation must be completed within one week.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Lab Instructor \_\_\_\_\_

Date \_\_\_\_\_

NOTE: Student is notified of this referral. This completed form goes to the Lead Instructor of the Skills Laboratory

Appendix H: Student Conference Record

STUDENT CONFERENCE RECORD

Student's Name: \_\_\_\_\_

FACULTY COMMENTS:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT COMMENTS:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\* Student to receive a copy of this report.

Original to be placed in student file

## Appendix I: Nursing Program Safety Policies and Procedures

### **Biological Hazards and Infection Control**

Biological hazards come from bacteria, viruses, and the other microorganisms that cause disease and illness. Nurses face numerous biological hazards during their work life including exposure to Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), multiple forms of hepatitis and herpes viruses, rubella, measles, influenza, and tuberculosis and multi-drug resistant bacteria. Prevention is the single most effective way to avoid these hazards.

The first line of defense against most biological hazards is to follow Standard Precautions. Standard precautions are a set of infection control practices used to prevent transmission of diseases that can be acquired by contact with blood, body fluids, non-intact skin (including rashes), and mucous membranes. These measures are to be used when providing care to all individuals, whether or not they appear infectious or symptomatic. (Centers for Disease Control and Prevention).

Infection Control Procedures and Standard Precautions will be taught in the first two weeks of the semester. This includes Hand Hygiene, Donning and Removing of Personal Protective Equipment, and Transmission Based Precautions.

Failure to follow Infection Control Procedures is considered unprofessional conduct. Failure to adhere to the appropriate Infection Control Procedures will constitute a dismissal from the program.

\*Nurses who fail to follow accepted infection control procedures can be reported to the Office of Professional Discipline (OPD) and run the risk of losing their license to practice. Stringent new regulations designed to protect the public from unnecessary risk were approved by the Board of Regents and became effective March 13, 1992. In addition, the Board of Regents announced it would encourage administrators, colleagues, and clients to report all health care professionals who do not meet accepted standards. (NYS Register, 2-12-92).

### **Policy and Procedure for Percutaneous Exposure or Injury**

- **Purpose:** To minimize the risk of contracting Hepatitis B, C, or HIV infections following a needle stick injury.
- **Policy:** All needle stick/skin penetrating injuries must be reported immediately to faculty and appropriate incident report filed with Health Office at SUNY Sullivan.

#### **In the College Laboratory:**

1. Occurrence of needle stick or other skin penetrating injury will be reported immediately to the college laboratory instructor.
2. The individual experiencing the injury will immediately cleanse the wound with soap and running water.
3. The individual will be referred to the college health office for further evaluation and follow up.

4. In the event of surface contamination by blood/body fluids; the affected area will be cleansed with the appropriate disinfectant (1:10 dilution of sodium hypochlorite/bleach) made the day of incident.
5. An incident report will be filed by the person(s) involved according to the incident report procedure documented in the Nursing Students Handbook.
  - Should exposure to blood / body fluid occur the exposed person will follow steps 1-5 as outlined above. The donor source, if known, will also be referred to the health office for appropriate evaluation and follow up.

**In the Clinical Laboratory Class:**

1. Occurrence of needle stick or other skin penetrating injury will be reported immediately to the clinical instructor.
2. The individual will report the incident to the unit manager and the Chairperson of Health Sciences Division.
3. The individual experiencing the injury will immediately cleanse the wound with soap and running water.
4. The individual will be referred to the emergency room at the agency for further assessment or, if in a long term agency, to the nearest emergency room or seek private medical care immediately.
5. In the event of surface contamination by blood/body fluids; the affected area will be cleansed with the appropriate disinfectant.
6. An incident report will be filed by the person(s) involved according to the incident report procedure documented in the Nursing Student Handbook and agency policy.
  - Should exposure to blood//body fluid occur the exposed person will follow steps 1-6 as outline above. The donor source, if known, will also be referred to the health office of appropriate evaluation and follow up.
  - Should the determination be made for immunoprophylaxis the student and the faculty will be notified within 24-72 hours.
  - The individual will be informed of community resources for obtaining immunoglobulin and/or HBV vaccine, if not previously vaccinated. A copy of the immunization record must be filed with the college health office.
  - Should the exposed individual decline recommendations for treatment, he/she must state in writing that he/she is aware of any adverse consequences pertaining to the decision not to follow recommendations. They will be filed with the college health office along with the incident report.
  - Individuals exposed to HIV infection by percutaneous injury should be informed in writing of recommendation for follow-up. This written recommendation will be attached to the incident report and filed with student health record in the college health office.

The individual should be advised to seek counseling support during the follow up period. Counseling resources will be identified for the individual.

### **Incident Report**

An Incident Report is a tool used by health care institutions to document the occurrence of anything “out of the ordinary” that results in, or has the potential to result in, harm to the client, nursing student, employee or visitor. It is the chief means of identifying risks. It is up to the discretion of the institution and the nursing faculty, if an incident report is written.

**If the nursing student is involved in an incident or witnesses an injury, an incident form must be completed. The form should be completed by the instructor and the student and include:**

- The complete name of the person (s) involved and the names of all witnesses.
- A complete factual account of the incident.
- The date, time and place of the incident.
- Pertinent characteristics of the persons involved (alert, ambulatory, asleep) and any equipment being used.

**In the event of an incident in the health care agency during the clinical hours, the following procedure is to be followed:**

- Immediately after an incident, the nursing student is to notify the nursing instructor responsible for that Unit.
- The nursing instructor, with the student, will notify the appropriate person in the Unit; i.e., the Patient Care Coordinator or Nurse Manager.
- Priority of patient care will be determined by the instructor, student, and nursing staff.
- Appropriate nursing action will be implemented.
- The nursing instructor will notify the Director of Nursing, and an appointment will be made to meet with the Director, nursing faculty and student.
- The student responsible for the incident, with the assistance of the nursing faculty, will complete the appropriate incident report as determined by hospital policy.
- A copy of the incident report will be given to the Director of Nursing.
- If the student is approached by anyone for further information, he/she is to direct all inquiries to the Director of Nursing.

**INCIDENT REPORT FORM**

Please use this form to report incidents of student misconduct for which action was warranted. Forward the completed form to the Dean of Students' Office

(J-109).

**Student Name(s)**

**Faculty/Staff Member's Name**

**Date, Time, and Place of Incident**

**Brief Description of Incident**

**Resolution**

**Signature**

**Date**

**For Office Use Only**

Date of Receipt

**SUNY Sullivan Nursing Program**

**Loch Sheldrake, NY**

Affidavit of Receipt of Nursing Student Handbook

*This handbook is designed as a supplement to the information in the SUNY Sullivan College Catalog. My signature (below) acknowledges my receipt of this Handbook and the understanding that I am held accountable for knowing and abiding by the policies of the SUNY Sullivan Nursing Program, as a student in the program.*

*I am aware that updates, additions or edits to the handbook may occur and I will receive written notice of such changes and be requested to sign for their receipt.*

Print Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

\* This receipt will be placed in your personal program file documenting your receipt for the Nursing Student Handbook.