SUNY SULLIVAN COMMUNITY COLLEGE
NURSING DEPARTMENT

STUDENT HANDBOOK
2019 – 2020
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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.

*Please read the Handbook in its entirety and sign the Affidavit of Receipt of Nursing Student Handbook on the last page (Appendix M).

The Nursing Program at SUNY Sullivan 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, 2nd 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

SUNY Sullivan began its nursing program in response to a community need. The Nursing Program at SUNY Sullivan (then called Sullivan County Community College) graduated its first class in June 1987 with twenty-two (22) students. Since its inception, the program has been
establishing long-range goals and objectives to develop the curriculum necessary to prepare
Associate Degree Nurses.

**ADN Program Mission**

The mission of the Associate Degree Program (AAS) at SUNY Sullivan is to prepare
undergraduate students for continued studies in an advanced degree program and/or obtain
an entry level position in a health care facility as a Registered Professional Nurse. By providing
excellent undergraduate instruction the student gains nursing knowledge and experience
through didactic, laboratory and clinical training. The program strives to prepare students who
are critical thinkers, have developed a humanistic-altruistic system of values, are able to
deliver care across various nursing fields, serving a diverse population of clients. This mission
aligns with the college mission of providing our students with resources that educate, inspire,
and empower students and the broader community. We model sustainable actions and
promote socially, environmentally, and economically responsible citizenship through an
overarching culture of excellence.

**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.

- **ENVIRONMENT**: The term environment encompasses factors, internal and external, that interact with the person to affect health. These factors include psychological, socio-cultural, cognitive and spiritual influences.

- **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.

- **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
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means. Communication "...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 are 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 American Nurses Association (ANA) 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.

Standards, Philosophies and Guidelines for Developing Graduate Outcomes

These learning outcomes are based on the following chosen guidelines.

<table>
<thead>
<tr>
<th>Graduate Outcomes</th>
<th>NLN Competencies for Graduates of Nursing Programs</th>
<th>Jean Watson 10 Carative Factors</th>
<th>ANA Standards of Practice/Standards of Professional Performance</th>
<th>NCSBN Client Needs Category</th>
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<tbody>
<tr>
<td>Critical Thinking</td>
<td>Nursing Judgement; Spirit of Inquiry</td>
<td>3,5,6</td>
<td>1,2,3,4,5,6,12,13,14,15,16</td>
<td>1,1a,2,4,4b,4c</td>
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<tr>
<td>Communication</td>
<td>Nursing Judgement; Human Flourishing</td>
<td>2,3,4,5,7</td>
<td>7,8,9,10,11,12,13</td>
<td>1,1a,1b,2,3,4,4a,4c</td>
</tr>
<tr>
<td>Caring</td>
<td>Human Flourishing; Professional Identity</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
<td>7,8,12</td>
<td>2,3,4,4a,4d</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Nursing Judgement; Spirit of Inquiry; Professional Identity</td>
<td>1,3,4,6,8</td>
<td>1,2,3,4,5,6,7,10,11,13,14,15,16,17</td>
<td>1,1a,1b,2,4,4b</td>
</tr>
</tbody>
</table>
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The concepts of Health, Environment, and Person are integrated throughout the curriculum. Concepts are leveled and increase in complexity and outcome competencies. The outcomes are achieved by using a variety of educational strategies and evaluation tools. By the completion of the final nursing course, students are expected to manage clients across the lifespan and develop comprehensive and collaborative care.

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 judgment in the application of the nursing process into the process of professional nursing.
- **COMMUNICATION**: Communicate effectively, utilizing verbal and non-verbal communication skills, written documentation, and electronic technology when providing a climate for a helping, trusting, authentic and caring nurse-patient relationship.
- **CARING**: Incorporate a humanistic-altruistic system of values with empathetic, compassionate, caring interventions, addressing the diverse cultural, ethnic and social backgrounds which influence a patient’s healthcare experience, in order to lead to healthful client outcomes and human flourishing.
- **PROFESSIONALISM**: Demonstrate behaviors consistent with the ethical, legal and regulatory frameworks of nursing and standards of professional practice. This includes evaluating evidence based data to promote quality improvement and utilizing leadership skills through safe and effective care management behaviors.

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) first-time pass rates of 85% or above.

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

Program Satisfaction

- Alumni Survey – 78% of students will agree or strongly agree with all statements on a survey distributed 6 months after graduation.
- Current Students- 78% of students will agree or strongly agree with all statements on a survey distributed in their 1st and 3rd semester of the program.
- Graduating Students 78% of students will agree or strongly agree with all statements on a survey administered 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 as beginning practitioners in the workplace.
- Job Placement: At least 70% of SUNY Sullivan Nursing graduates will be employed within the profession of Nursing within 6 months of graduation.
- RN – BSN: At least 50% of SUNY Sullivan Nursing graduates will be enrolled in a baccalaureate (or higher) nursing program within 6 months of graduation.

III. NURSING FACULTY AND ADMINISTRATIVE ROLES AND RESPONSIBILITIES

Teaching and Learning

The Associate Degree in Nursing Faculty at SUNY Sullivan believe in instructor-guided and student self-directed learning. The primary roles of faculty are those of teacher, facilitator, evaluator, advisor, and resource person. Faculty is 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 and a philosophy of caring 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.

The Division of Professions, Health Sciences and Library Services Nursing Faculty and Staff

- **Dean, Division of Professions, Health Sciences and Library Services**

  The Dean is responsible for the overall administration of the Division. In doing so, he/she is administratively responsible for resource acquisition and allocation, and student enrollment management. The Dean 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 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 Assistants**

  The Instructional Assistants (IA) assist with the Nursing Skills Laboratory daily operations. IA’s staff the lab during open lab hours and reinforce instruction given by lab or clinical faculty.
Students who need more than reinforcement of a clinical skill must seek instructional support from Nursing faculty.

- **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.

**NURSING FACULTY AND STAFF 2019-2020**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keith Pomakoy</td>
<td>VP Academic Affairs/Division Dean - Professions, Health Sciences, and Library Services</td>
</tr>
<tr>
<td>Laura L Northrup, MSN, RN, NE-BC</td>
<td>Director of Nursing</td>
</tr>
<tr>
<td>Tina Ross</td>
<td>Division Secretary</td>
</tr>
<tr>
<td>TBA</td>
<td>Faculty Professor</td>
</tr>
<tr>
<td>Dorothy Valese, MSN Ed., RN</td>
<td>Faculty Professor</td>
</tr>
<tr>
<td>Robert Bertholf, AAS, RN</td>
<td>Instructional Assistant</td>
</tr>
</tbody>
</table>

**IV. CURRICULUM AND COURSE OF PROGRESSION**

**Registration of Curriculum**

The SUNY Sullivan 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
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<table>
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<td>NU</td>
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<td>51.3801</td>
<td>85021</td>
<td></td>
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</table>

**Associate Degree in Nursing Curriculum**

Student who have earned an Associate in Applied Sciences Degree at SUNY Sullivan are prepared to write, speak, think critically, and compute; skills necessary to be productive members of the workforce, participating members of the community and competent advocates for their profession. The emphasis of the Nursing curriculum is on direct patient care. Students are prepared for the three interrelated roles of 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 and the Nursing program. The core Nursing courses are designed to progress sequentially from the application of simple concepts to the complex integration of these concepts. Each course at SUNY Sullivan and in the Nursing program sequence has learning objectives designed to assist the student in meeting the requirements of that course. Students must complete a total of 64 - 65 credit hours to meet the requirements of the SUNY Sullivan Applied Associate of Science (AAS) degree and the Associate Degree in Nursing.

**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. 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*

**Liberal Arts Core for AAS Degree**

A student who has earned an Associate in Applied Sciences Degree at SUNY Sullivan possesses the skills necessary to be productive members of the workforce, including writing, critical thinking and computing. They have become participating members of the community and competent advocates for their profession. 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:

**General Credits (27)**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1001 Composition I</td>
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</tr>
<tr>
<td>HUM/ENG Elective by advisement</td>
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</tr>
<tr>
<td>PSY 1500 General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 2510 Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 1600 Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SCI 2113 Microbiology &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 2124 Human Anatomy &amp; Physiology I &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td>SCI 2126 Human Anatomy &amp; Physiology II &amp; Lab</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27 Credits</strong></td>
</tr>
</tbody>
</table>

**Core Nursing Course Descriptions**

**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. Prerequisites: 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 (optional).

**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, One credit
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-requisites: NUR 2030 Health Problems throughout the life Cycle II and NUR 2050 Pharmacology and the Human Body.

**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. Prerequisite: NUR 2020 Health Problems I Seminar, Co-requisites: NUR 2030 Health Problems throughout the life Cycle II and NUR 2100 Nursing Issues and Trends.

*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.*

V. **SUNY SULLIVAN NURSING PROGRAM POLICIES AND PROCEDURES**

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 College Health Services Office prior to the fall semester each year. Students must submit physical forms by August 1st. 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 have received the influenza vaccination or else 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 certification is 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 compliance with contractual agreements with affiliating agencies. A copy of the malpractice insurance must be on file in the Nursing program office prior to the beginning of nursing courses and the insurance must be maintained throughout the course of study.

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. 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. Only the Director of Nursing will have access to this information. This information is kept strictly confidential. An additional background check may be required for students attending clinical rotations in the Mental Health setting.

- 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 uploading the required documentation.

- 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 habitation 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 emotional stability, accept responsibility and be accountable for one's own actions.

* See the College Catalog for Notice of Privacy Policy @ 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. This service is 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/reccgnize/solve problems.

Communication Skills:
- Nurses use both verbal and non-verbal communication skills to establish a nurse-patient relationship and to provide effective care. 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:
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- 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.

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.

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 during day or evening hours 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).
- Registration with SYMPLR for clinical clearance (approximately $75.00)
- Watch with second hand ($35.00).
- Bandage scissors ($10.00).
Penlight ($6.00).
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 as 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.

Academic Integrity

Instances of academic dishonesty, such as cheating and plagiarism, are serious violations in the academic community. Such acts interfere with the ability of instructors to teach and of students to learn, and therefore these acts are directly discordant with the goals of education. Students found guilty of violations of academic integrity will be penalized accordingly. SUNY Sullivan (see College Catalog) defines Academic Dishonesty as including, but is not limited to the following:
1. Use of any unauthorized assistance in any assignments.
2. The acquisition or use of aids and/or sources beyond those authorized by the instructor, including but not limited to the following:
   • Test bank material.
   • Tests, quizzes, or answer keys.
   • Other academic material belonging to a member of the College faculty or staff.
3. Plagiarism, which includes the use, by paraphrase or direct quotation, of the published or unpublished work of another person or agency without clear acknowledgment.
4. Sabotage of another's academic work.
5. Facilitation of academic dishonesty, including but not limited to giving a student unauthorized aid, providing work to another student, providing test answers to another student, or taking an exam or doing an assignment for another student.
6. Alteration and resubmission, without permission, of an academic work (paper, test, quiz, for example) after it has been graded.

Academic Dishonesty will be penalized in the following manner:
Plagiarism: Acts of Plagiarism will be reported to the Dean of the Division, and disciplinary action will be taken. 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. If the act is discovered after the semester has ended, action may still be taken with a grade change.

All other acts of Academic Dishonesty

- Penalties may include the following: a warning; a resubmission of the work in question; a reduced grade or failure of the work in question; failure of the entire course.
- The instructor may ask the Dean of the Division for help determining if an act of academic dishonesty has taken place.
- A student assigned a penalty of failure of the entire course may not withdraw from the course.
- Acts of academic dishonesty will be reported to the Dean of the Division and to the Office of the Vice President for Academic and Student Affairs, using the format designated by that office.
- Students who commit numerous or egregious acts of academic dishonesty may be suspended or expelled at the discretion of the Vice President for Academic and Student Affairs in consultation with the Deans of all Divisions.
- Final appeals of those sanctions may go to the President.
- A student who facilitates academic dishonesty while not enrolled in the course in which the academic dishonesty took place will be referred to the Vice President for Academic and Student Affairs for appropriate sanctions.

*See the College Catalog for the Academic Dishonesty Appeal Procedure

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 Brightspace, college-sanctioned communication channel(s). 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 will encounter confidential information 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, hospital or other facility name, etc.) and personal health information in any way. In addition students must refrain from disclosing confidential information about the college, its employees, or its students, or from stating personal opinions as being endorsed by SUNY Sullivan.

Professional Integrity

Nursing students are expected to demonstrate professional and ethical behavior as specified by the American Nurses Association Code of Ethics (see Appendix H) 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. In addition, if at any time a Nursing 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
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- Professional, moral and ethical behavior

Examples of Behavior Misconduct include but are not limited to:
  - 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

Behavioral Action Plan

Failure of students to 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 the Director of Nursing. The original copy will go to the Dean of the Division.

- 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 the Director of Nursing. The original copy will go to the Dean of the Division.
  - Included will be a written warning from the Dean of the Division stating that another occurrence of unprofessional behavior being demonstrated will result in dismissal from the program.

- Third occurrence - dismissal from the program

For incidents of misconduct, an Incident Complain Form/Student Code of Conduct will be completed and submitted to the Student Affairs Committee.

VI. STRATEGIES FOR SUCCESS AND OPPORTUNITIES FOR INVOLVEMENT

The Nursing program is designed to be completed in two years. However, many students elect to take general education courses while fulfilling pre-requisites for entry to the program, 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 courses 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.
  - The staff in the Center for Student Learning and Development Services is available for tutoring services in communication and computation skills.
  - **Nursing Tutor:** Practicing RNs are also available for tutoring in all areas of the Nursing Program. Tutoring 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 meetings and assist the faculty with overall program development and evaluation. Areas of concern in relation to teaching learning activities and clinical issues are addressed.
- A nursing student is elected and serves on the SUNY Sullivan Student Government Association for the academic year.
- A student from each cohort will be invited to participate in Advisory Board Meetings as well.

**SUNY Sullivan Nursing Club**

Nursing Club is open to all pre-nursing and nursing students. Officers will be elected by the nursing students. The club serves as an introduction to membership and involvement in professional organizations. Nursing Club members facilitate fund raising for educational experiences, community outreach and sponsoring students to participate in charitable organizations. National Student Nurses' Association membership is encouraged.
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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, participation in Brightspace discussions, Kaplan testing, 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)
- 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>3.17</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
<td>77-79</td>
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<tr>
<td>C</td>
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<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
<td>70-72</td>
</tr>
<tr>
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<td>1</td>
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<tr>
<td>D-</td>
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<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-59</td>
</tr>
</tbody>
</table>

*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. Kaplan
Focused and 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 95% mastery on the dosage calculation tests. Failure to achieve 95% mastery in two attempts will constitute dosage calculations competency failure and the student will not be allowed to progress in the course and program.
- Calculators will be provided. Students may not use smart phones or personal calculators for the test.
- If the student fails the dosage calculation test they will be permitted to test one additional time. Before the second 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 second 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:

- Tardiness disrupts the learning of other and students arriving late may not be permitted into the classroom until the break. Three episodes of tardiness 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, their final grade will be lowered by one point. After 3 hours of absence 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 (See absence/tardiness policies for lab and clinical).
- A student will be withdrawn from a Nursing course for excessive hours of absence (18 or more).
- In the case of unavoidable absence or tardiness, the student must call the instructor, and is then required to sign the “Report of Student Absence/Tardiness” (Appendix B) 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.
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- 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.

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.

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% in all Nursing (NUR) courses 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 Nursing 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 (10th) week.
- Students may withdraw from a full semester (15 weeks) course at any time before the end of the tenth (10th) week.
- 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 Dean of the Division.

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 advisors. The student may need to document the particular circumstances to the
instructor's satisfaction. The Dean of the Division 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.

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 Dean of the Division. 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 in the SUNY Sullivan College Catalog.

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 F).

- **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.

- **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 (see Appendix F) 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.

VIII. NURSING (MULTI) SKILLS LABORATORY POLICIES AND PROCEDURES

Purpose

The purpose of the Nursing Skills Laboratory is to give the student an opportunity to learn and practice psychomotor nursing skills, clinical judgement and critical thinking 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 pass the course and progress in the Nursing program.
- Any pre-lab assignments must be completed before class. The assignments are the basis for the skills to be taught and/or practiced during the laboratory session. 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 and 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 and the student will not be allowed to continue 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 the Skills Laboratory.
SUNY SULLIVAN COMMUNITY COLLEGE  
NURSING DEPARTMENT

- In addition to scheduled lab classes, students must 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 or staff member.
- Children and non-Division of Professions, Health Sciences and Library Services 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 current and previously learned 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:

- **PEER CHECKS**

A **Peer Check** is defined as performance of learned skill(s) in the presence of a classmate.

- Peer Checks are to be performed and signed for all skills where a **Skill Check** is required.
- Skills learned in the multi-sensory lab must be peer checked prior to the student performing a skill check.
- 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.
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- A Peer Check cannot be completed on the same day that a student fails a skill check (and must repeat the skill performance at a later date).

- **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 a 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).
  - 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.
  - Before the third skill check attempt the student must meet with the Director of Nursing to sign a form (see Appendix D) acknowledging that this will be their final attempt and that failure to satisfactorily complete the skill check will result in a failure in the Skills Laboratory and a final "F" for the course. The student will not be permitted to attend any clinical classes for the rest of the semester.

- **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. (Assessment, Intervention, and Evaluation) format. Skill Competency Evaluations are performed in the presence of Nursing Faculty.

  - Skill Competencies are administered in each semester. Students will be expected to perform selected skill(s) previously learned in lab within an allotted time (this varies each semester).
  - 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)
  - Failure to competently perform the required number of skills in the allotted time 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 must be scheduled with laboratory personnel for guidance.
  - The student will make an appointment on the designated day to repeat the competency.
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- It is at the faculty's discretion as to what skill(s) need to be repeated and the date/time of the repeat evaluation.
- 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 (see Appendix E) 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.

*Appointment 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 4310 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 explaining clinical performance expectations.

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:

Absence

- Clinical objectives must be met in order to receive a satisfactory clinical evaluation. Attendance is mandatory.
- If you are absent from clinical, you will do the following.
  - Notify your instructor of your absence before they have made a clinical assignment for the day.
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- Submit a 15 page written paper (typed, double-spaced) on a topic assigned by your clinical instructor. The paper is due the following week. Check with your instructor on how to submit the paper.
- Attend a make-up clinical simulation as scheduled by your instructor.

- If you do not submit a satisfactory paper to your instructor, you will be penalized according to the same absence policy for clinical as for the classroom; for every three hours you are absent your final course grade will be lowered by one point. There are no excuses. Clinical experiences are nine hour classes; the penalty will be a three point deduction from your final grade.
- If you do not attend the make-up clinical simulation, the same penalty applies; there will be a three point deduction on your final grade.
- Your clinical instructor will complete and have you sign a “Report of Student Absence/Tardiness.” This will include 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 your student 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.

Tardiness

- 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 tardiness, the student must call the instructor, and is required to sign the “Report of Student Absence/Tardiness” with a written statement and/or documentation (i.e. tow truck statement) explaining the reason for being late. A copy will be kept in the student’s file.
- When a change in grade will result due to tardiness, the student’s record will be referred to the nursing department’s attendance committee for review.

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 (see below).
- 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 will wear their SUNY Sullivan ID or an ID badge provided by the institution. The badge will be clipped to the uniform, not hung on a lanyard around the neck.
- 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 t-shirt may be worn under the uniform. If long sleeved, the sleeves must be form-fitting. Undergarments that are visible under the uniform (patterned underwear or tee-shirts with logos) are not permitted.

Footwear should be ankle height white socks. Shoes or sneakers that are clean, white leather, low rubber heel and in good condition are to be worn. Leather sneakers without writing or added color (no logos) are acceptable. No open back, open toes or clogs.

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 (no more than 1/8 inch) 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 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, nose, or not in the earlobes must be removed before arriving at pre-conference.

All students must have bandage scissors, a 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 and sometimes as far as Pennsylvania. 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

Students are provided with a Clinical Evaluation Tool at the beginning of each semester for their signature. The Clinical Evaluation Tool will be kept by the instructor. In order to receive a satisfactory (S) clinical grade, the nursing student is required to attain a
satisfactory performance in **each** of the clinical objectives by the time of the student’s final evaluation at the end of the semester. The criteria for this clinical evaluation is based on the overall objectives for the course.

- Students receive evaluations of their clinical performance based on the clinical outcomes at the end of each rotation. The student’s performance of the clinical objectives are evaluated as Satisfactory (S), Needs Improvement (NI) or Unsatisfactory (U). A written statement about the student’s performance is also provided by the instructor. The student receives the evaluation at the end of each rotation, is required to sign, and is invited to write a comment.

- Students are also evaluated, based on the clinical objectives, on a weekly basis.

- The final clinical evaluation is either Satisfactory (S) or Unsatisfactory (U). 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.

- The student must attain a Satisfactory/S in the final clinical evaluation in order to progress in the Nursing Program. An Unsatisfactory (U) in clinical will result in an F in the course.

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 clinical assignment is not handed in at the designated time.
  - A student does not abide by the clinical appearance/uniform and or behavior policies. The instructor will complete a Student Conference Record (Appendix J) which the student is required to sign. The student is requested to document his/her comments on the record as well. This becomes part of the student’s file at the college and a copy is provided to the student. (The Conference Record can be used for discussing and documenting a positive experience.)
  - 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. The instructor will complete
a Referral to the College Laboratory 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 review and approval of the Nursing Admissions Committee, 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 Nursing Admissions Committee. 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 95% mastery
- Achieve a grade of 75% 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/LICENSEING

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 Dean of the Division of Professions, Health Sciences and Library Services 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.
SUNY SULLIVAN COMMUNITY COLLEGE
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- 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.

XII. REFERENCES


XIII. LIST OF APPENDICES (pages 43-61)

Appendix A: Nursing Program Track Sheet  
Appendix B: Report of Student Absence/Tardiness  
Appendix C: Risk for Clinical Failure/Clinical Calculation Competency Evaluation  
Appendix D: Risk for Laboratory Failure/Skill Check Evaluation  
Appendix E: Risk for Clinical Failure/Skill Competency Evaluation  
Appendix F: Risk Identification Report  
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Appendix H: American Nurses Association Code of Ethics for Nurses  
Appendix I: Nursing Program Safety Policies and Procedures  
Appendix J: Student Conference Record  
Appendix K: Jean Watson Carative Factors and Caritas Processes  
Appendix L: American Nurses Association Standards of Practice/Standards of Professional Performance  
Appendix M: National Council of State Boards of Nursing NCLEX-RN Client Needs Categories  
Appendix N: Affidavit of Receipt of Nursing Student Handbook
Appendix A

2019-2020 Contract of Study: Course Requirements & Suggested Sequence
Nursing - AAS** - Minimum of 64 Credits

<table>
<thead>
<tr>
<th>Code</th>
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<th>Course Name</th>
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<td>Health Problems in Life Cycles I</td>
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*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 and 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 Professions (LAP), ENG, HIS, HUM, MAT, PHI, SCI, and SOC. COM 1301, Interpersonal Communications, COM 1305, Intercultural Communication, COM 2110, Intro to Media, Communications, CPT 1301, Computer Literacy, CPT 1304, Logic and Problem Solving, CPT 1415, Introduction to Criminal Justice, and THE 1200, 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: ____________
Appendix B:

REPORT OF STUDENT ABSENCE/TARDINESS

On ___/___/____ (DATE) Nursing Student __________________________ (name)
Who was absent __________ (# of hours) /was tardy: __________(minutes)
From/to lecture_____ Laboratory_____ 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 am aware of the policy regarding clinical absence as stated in the Nursing Student Handbook.
• I further understand that missed laboratory sessions must be made up within one week.
• Students may only be absent from one lab. A subsequent absence will result in a failure and the student will not be allowed to continue in the program.
• You are encouraged to offer an explanation for your absence or tardiness. A doctor's letter or note/court appearance letter or other appropriate documentation should be attached as needed.

_________________________________________________________
_________________________________________________________
_________________________________________________________

Signature of Student __________________________ Date: ___/___/___

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Dosage Calculation Competency Evaluation  
Risk for Skills Laboratory Failure

DATE: __/__/__

_____________________________________ is at risk for clinical failure for having failed to

Pass the Dosage Calculation Competency. According the SUNY Sullivan Nursing
Student Handbook, "Students must achieve 95% mastery on the dosage calculation
tests. Failure to achieve 95% mastery in two attempts will constitute dosage calculations
competency failure and the student will not be allowed to progress in the course and
program."

You are being given a second and final opportunity to pass the competency. If you do not
achieve a 95% grade on the second attempt, you will receive a laboratory

Failure for the course NUR__________, and will not be permitted to attend any clinical
classes for the rest of the semester.

Faculty Member Signature ___________________________ Date: __/__/__

Director Signature _________________________________ Date: __/__/__

Signature of Student ________________________________ Date: __/__/__
Appendix D:

Skill Check Evaluation
Risk for Laboratory Skills Failure

DATE: ___/___/____

__________________________ is at risk for clinical failure for having failed to

Pass the Skill Check Evaluation for the second time.

You will be given a third and final opportunity to pass the skill. According to the SUNY
Sullivan Nursing Student Handbook, “A third skill check failure in any skill will result in a
failure for the nursing course.”

If you are unsatisfactory on the third skill attempt, you will receive a skills laboratory failure
and a final ‘F’ for the course NUR _________.

Faculty Member Signature ____________________________ Date: __/___/____

Director Signature ____________________________ Date: __/___/____

Signature of Student ____________________________ Date: __/___/____
Appendix E:

Skill Check Evaluation
Risk for Laboratory Clinical Skills Failure

DATE: ___/___/___

__________________________ is at risk for clinical failure for having failed to

Pass the Skill Competency Evaluation.

As stated in the SUNY Sullivan Nursing Student Handbook:

- It is the student's responsibility to practice/remediate learned skills. An
  appointment must be scheduled with laboratory personnel for guidance.
- 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 and the
  date/time of the repeat evaluation.
- Before the second attempt the student must meet with the Director of Nursing to
  sign a form (see Appendix E) 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.

If you unsatisfactory on the second attempt, you will receive a lab failure for the

course:

NUR_______, and you will not be permitted to attend any clinical classes for the rest

of the semester.

Faculty Member Signature ___________________________ Date: ___/___/___

Director Signature _________________________________ Date: ___/___/___

Signature of Student ______________________________ Date: ___/___/___
SUNY SULLIVAN COMMUNITY COLLEGE
NURSING DEPARTMENT

Appendix F:

SUNY Sullivan Nursing
Loch Sheldrake, NY 12759

Risk Identification Report

DATE: __/__/____

Dear NUR student: ____________________________________________

This letter is a progress report as to your current standing in the Nursing Program. Please meet with your instructor to discuss a plan for remediation.

Lecture component
Quiz grades: __________________ Unit Exam grades: ________________
Other grades: __________________

Lecture tardiness ______________ Lecture absences: ______________

Multi-sensory Lab Component:
Lab tardiness ______________ Lab absences: ________________
Skill Checks __________________

Clinical Component:
Written Assignments: satisfactory _____ needs improvement _____ unsatisfactory____
Clinical tardiness: ______________ Clinical Absences: ________________

Clinical Failures for the Day: ______________________________________

Symplr Weekly Assignments: ______________________________________

Professional Behavior ___________________________________________

Plan for Remediation
______________________________________________________________

Faculty Member Signature ____________________________ Date: __/__/_____ 
Director Signature ____________________________________________ Date: __/__/_____ 
Student Signature _____________________________________________ Date: __/__/_____ 

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Appendix G:

Referral to College Laboratory

DATE: ___/___/___

To: Lead Instructor of the Skills Laboratory
Instructional Assistant for the Skills Laboratory
This is to notify you that ____________________________

(Name of student)

is in need of remedial help with ____________________________

(Procedure or skill)

Follow up report:
The student will complete remediation within one week of referral.

___ 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: ___/___/___

Instructor or Faculty Member ____________________________ Date: ___/___/___

*NOTE: This completed form goes to the Lead Instructor of the Skills Laboratory.
One copy remains with the clinical instructor. The form will be completed by the lab instructor and is returned to the clinical instructor (a copy will be placed in the student folder).
American Nurses Association
Code of Ethics for Nurses 2016

THE 9 PROVISIONS

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

1.1 Respect For Human Dignity
1.2 Relationships with Patients
1.3 The Nature of Health
1.4 The Right to Self-Determination
1.5 Relationships with Colleagues and Others

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

2.1 Primacy of the Patient's Interests 2.2 Conflict of Interest for Nurses 2.3 Collaboration
2.4 Professional Boundaries

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

3.1 Protection of the Rights of Privacy and Confidentiality 3.2 Protection of Human Participants in Research
3.3 Performance Standards and Review Mechanisms
3.4 Professional Responsibility in Promoting a Culture of Safety 3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
Appendix H Cont’d:

3.5 Protection of Patient Health and Safety by Acting on Questionable Practice

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

4.1 Authority, Accountability, and Responsibility
4.2 Accountability for Nursing Judgments, Decisions, and Actions
4.3 Responsibility for Nursing Judgments, Decisions, and Actions
4.4 Assignment and Delegation of Nursing Activities or Tasks

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

5.1 Duties to Self and Others
5.2 Promotion of Personal Health, Safety, and Well-Being
5.3 Preservation of Wholeness of Character
5.4 Preservation of Integrity
5.5 Maintenance of Competence and Continuation of Professional Growth
5.6 Continuation of Personal Growth

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

6.1 The Environment and Moral Virtue
6.2 The Environment and Ethical Obligation
6.3 Responsibility for the Healthcare Environment
Appendix H Cont’d:

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

7.1 Contributions through Research and Scholarly Inquiry

7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards

7.3 Contributions through Nursing and Health Policy Development

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

8.1 Health is a Universal Right

8.2 Collaboration for Health, Human Rights, and Health Diplomacy

8.3 Obligation to Advance Health and Human Rights and Reduce Disparities

8.4 Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings

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

9.1 Articulation and Assertion of Values

9.2 Integrity of the Profession

9.3 Integrating Social Justice

9.4 Social Justice in Nursing and Health Policy

THANK YOU TO ANA: The Code of Ethics for Nurses Ethics & Policy
American Nurses Association
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. Stiff 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 or other exposure to blood and body fluids.
- **Policy:** All needle stick/skin penetrating injuries must be reported immediately to faculty and appropriate incident report filed with Health Office at SUNY Sullivan. See the next page for specific policies regarding the college laboratory and clinical setting.
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 in Appendix J.
   - 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 Appendix J.
   - 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
Appendix I Cont’d:

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.
Appendix I Cont'd:

- 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 and the Chairperson of Health, Safety and Wellness.
- If the student is approached by anyone for further information, he/she is to direct all inquiries to the Director of Nursing.
Appendix J:

STUDENT CONFERENCE RECORD

DATE: __/__/____

STUDENT NAME: ______________________________________

FACULTY COMMENTS:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

FACULTY SIGNATURE: ___________________________ DATE: __/__/____

STUDENT COMMENTS:
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

STUDENT SIGNATURE: ___________________________ DATE: __/__/____

Student to receive a copy of this report. Original to be placed in students' file.
Appendix K:

Carative Factors and Caritas Processes

<table>
<thead>
<tr>
<th>Carative Factors</th>
<th>Caritas Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “The formation of a humanistic-altruistic system of values”</td>
<td>“Practice of loving-kindness and equanimity within the context of caring consciousness”</td>
</tr>
<tr>
<td>2. “The instillation of faith-hope”</td>
<td>“Being authentically present and enabling and sustaining the deep belief system and subjective life-world of self and one being cared for”</td>
</tr>
<tr>
<td>3. “The cultivation of sensitivity to one’s self and to others”</td>
<td>“Cultivation of one’s own spiritual practices and transpersonal self-giving beyond the ego self”</td>
</tr>
<tr>
<td>5. “The promotion and acceptance of the expression of positive and negative feelings”</td>
<td>“Being present to, and supportive of, the expression of positive and negative feelings as a connection with deeper spirit and self and the one-being-cared for”</td>
</tr>
<tr>
<td>6. “The systematic use of the scientific problem solving method for decision making” became “systematic use of a creative problem solving caring process” (in 2004 Watson website)</td>
<td>“Creative use of self and all ways of knowing as part of the caring process; to engage in the artistry of caring-healing practices”</td>
</tr>
<tr>
<td>7. “The promotion of transpersonal teaching-learning”</td>
<td>“Engaging in genuine teaching-learning experience that attends to unity of being and meaning, attempting to stay within others’ frame of reference”</td>
</tr>
</tbody>
</table>
Appendix K Cont’d:

8. “The provision of supportive, protective, and (or) corrective mental, physical, societal, and spiritual environment”

“Creating healing environment at all levels (physical as well as nonphysical, subtle environment of energy and consciousness, whereby wholeness, beauty, comfort, dignity, and peace are potentiated)”

9. “The assistance with gratification of human needs”

“How assisting with basic needs, with an intentional caring consciousness, administering ‘human care essentials,’ which potentiate alignment of mind body spirit, wholeness, and unity of being in all aspects of care”

10. “The allowance for existential-phenomenological forces” became “allowance for existential-phenomenological spiritual forces” (in 2004 Watson website)

“Opening and attending to spiritual-mysterious and existential dimensions of one’s own life-death; soul care for self and the one-being-cared for”
### SUNY SULLIVAN COMMUNITY COLLEGE

**NURSING DEPARTMENT**

**Appendix L:**

#### ANA Standards of Practice

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<th>Standard</th>
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<th>2016 Scope of Standards</th>
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<td>Assessment of Practice Groups</td>
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<tr>
<td>Standard 2</td>
<td>Identification of Issues and Trends</td>
<td>Identification of Learning Needs</td>
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<td>Outcomes Identification</td>
<td>Outcomes Identification</td>
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<td>Standard 4</td>
<td>Planning</td>
<td>Planning</td>
</tr>
<tr>
<td>Standard 5</td>
<td>Implementation</td>
<td>Implementation</td>
</tr>
<tr>
<td></td>
<td>A. Collaboration</td>
<td>A. Collaboration</td>
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<tr>
<td></td>
<td>B. Positive</td>
<td>B. Positive</td>
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<tr>
<td></td>
<td>C. Consultation</td>
<td>C. Consultation</td>
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<tr>
<td>Standard 6</td>
<td>Evaluation</td>
<td>Evaluation</td>
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</table>

#### ANA Standards of Professional Practice

<table>
<thead>
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<th>NPD 2016</th>
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<td>Ethics</td>
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<td>Education</td>
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<td>Standard 9</td>
<td>Professional Practice Evaluation</td>
<td>Evidence Based Practice and Research</td>
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<td>Standard 10</td>
<td>Collegiality</td>
<td>Quality of NPD Practice</td>
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<td>Standard 11</td>
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<td>Standard 12</td>
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<tr>
<td>Standard 13</td>
<td>Advocacy</td>
<td>Collaboration</td>
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<tr>
<td>Standard 14</td>
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<td>Standard 15</td>
<td>Resource Utilization</td>
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<tr>
<td>Standard 16</td>
<td>Leadership</td>
<td>Membership/ADVANCED PROFESSIONS</td>
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Appendix M:

National Council of State Boards of Nursing

NCLEX-RN Client Needs

1. Safe and Effective Care Environment
   a. Management of Care
   b. Safety and Infection Control

2. Health Promotion and Maintenance

3. Psychosocial Integrity

4. Physiological Integrity
   a. Basic Care and Comfort
   b. Pharmacological and Parenteral Therapies
   c. Reduction of Risk Potential
   d. Physiological Adaptation
AFFADAVIT 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.